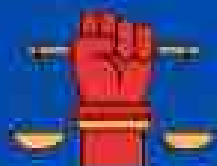


DEFENDING THE RIGHT TO HUMANITY FOR ALL

HANDBOOK



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FRANCE

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DEFENDING THE RIGHT TO HUMANITY FOR ALL

The KA2 “Defending The Right to Humanity For All” project emerges as a vital initiative in today’s world, where societies are grappling with numerous challenges, particularly concerning the future prospects of young people and marginalized communities. In a landscape where discrimination against minorities remains pervasive, this project takes a bold stand to address the systemic inequalities that hinder the full integration of these groups into society. The project is not just about recognizing the problem—it is about actively working to dismantle the barriers that prevent minorities from accessing the same opportunities as others in education, employment, and skill development.

Discrimination continues to be a significant obstacle for minorities, manifesting in reduced access to quality education, limited job opportunities, and fewer chances to acquire new skills and qualifications that are essential in today’s fast-evolving world. These barriers often leave minorities on the fringes of society, struggling to find their place in a system that, more often than not, marginalizes their voices and potential. The “Defending The Right to Humanity For All” project seeks to counter these challenges head-on by equipping young people—our future leaders—with the knowledge, empathy, and tools necessary to advocate for and facilitate social inclusion.



DEFENDING THE RIGHT TO HUMANITY FOR ALL

This project goes beyond simply raising awareness; it aims to foster a deep understanding among young people of the vital importance of social inclusion. By educating and empowering youth, the project is nurturing a generation that not only recognizes the injustices faced by minorities but is also committed to challenging and changing the status quo. Young people, who are at the forefront of this initiative, are encouraged to take an active role in promoting the integration of minorities within their communities. This is not just a passive process of acceptance, but **an active pursuit of equality and justice**, where every individual is seen as a valuable and equal member of society.

Through a range of educational programs and initiatives, the 'Defending The Right to Humanity For All' project underscores the significance of minority participation in every aspect of society. It highlights the fact that diversity should be celebrated, not shunned, and that the inclusion of diverse voices can only enrich our communities. By constantly advocating for the rights of those who encounter discrimination and barriers to education and employment, the project seeks to create a more equitable society where everyone has the opportunity to succeed and contribute.

In essence, this project is about more than just defending the rights of minorities—it's about actively creating a future where diversity is not only embraced but is seen as a strength. It envisions a world where every individual, regardless of their background, has the opportunity to thrive and where young people lead the charge in building inclusive communities. By fostering a culture of empathy, understanding, and action, the 'Defending The Right to Humanity For All' project is laying the groundwork for a more just and compassionate society, one where the humanity of all is recognized, respected, and celebrated.

INTRODUCTION TO THE TOOLKIT

ABOUT THE PROJECT

The **Defending the Right - Humanity For All** is being implemented from September 2023 to February 2025. The project is coordinated by **ORULA** from France. Partners of the project are **NEOANALYSIS** from Greece and **Stichting yEuth** from the Netherlands. The main aim of the project is to enhance awareness and empower young people to understand the inclusion and integration of minorities into their communities.



MAIN OBJECTIVES

Encourage young people to become more conscious of their rights and obligations.

Empower young people and understand the importance of social inclusion.

Provide young people with knowledge of EU values and human rights.

Enhance young people with innovative ideas, interaction, knowledge, and most of all inspiration for their personal and professional development.

INTRODUCTION TO THE TOOLKIT

TANGIBLE OBJECTIVES

- Creation of a Toolkit with tools tackling different issues and solutions, targeting new skills and fostering active citizenship.
- Provision with the necessary information about human rights education.
- Creation of a useful educational tool for everyone (youth, educators, youth workers, etc.).



HUMAN RIGHTS EDUCATION IN THE EUROPEAN UNION



COMMITMENT TO RIGHTS IN THE EUROPEAN UNION

The European Union (EU) has established itself as a global leader in the advocacy and protection of human rights. Central to its policies and actions is the commitment to safeguarding the fundamental rights of its citizens, as well as promoting these values internationally. The EU Charter of Fundamental Rights provides a solid foundation for guaranteeing these rights across the Union, ensuring that every citizen's dignity and freedoms are protected.

PROMOTING THE RIGHTS OF VULNERABLE GROUPS

A significant focus of the EU's human rights policy is the promotion of the rights of women, children, minorities, and displaced persons. These groups often face heightened vulnerabilities and challenges, making it essential to provide them with the protection and support they need. The EU is dedicated to advancing their rights and ensuring that they can live with dignity and equality, free from discrimination and marginalization.

OPPOSING HUMAN RIGHTS VIOLATIONS

The EU takes a strong stance against practices that violate basic human rights, including the death penalty, torture, human trafficking, and all forms of discrimination. These violations are fundamentally opposed to the values of the EU, and the Union works actively to combat them through a range of initiatives and policies. This commitment underscores the EU's dedication to upholding human dignity and preventing abuses.

DEFENDING COMPREHENSIVE RIGHTS

Beyond combating specific violations, the EU is also deeply committed to defending civil, political, economic, social, and cultural rights. Recognizing the interconnectedness of these rights, the EU promotes a holistic approach to human rights that supports the overall well-being of individuals and societies. This is achieved through active partnerships with countries worldwide, as well as collaboration with international and regional organizations and civil society groups.

INTEGRATING HUMAN RIGHTS INTO GLOBAL RELATIONS

The EU ensures that human rights are a central element of its global engagements by including human rights clauses in all trade or cooperation agreements with non-EU countries. This approach reinforces the EU's belief that respect for human rights is a universal imperative, not just a European concern. Through these policies, the EU demonstrates its commitment to building a world where the dignity and rights of every individual are recognized, respected, and upheld.



ACTIVITIES IN THIS TOOLKIT

This toolkit contains of **eight different activities** to be used by youth workers. These activities can help them to boost their knowledge about the inclusion and integration of minorities within their communities.

All the activities are based on various **non-formal education methods**. Non-formal education refers to learning that takes place outside the traditional school or university system. It is typically more flexible, voluntary, and learner-centered, focusing on practical skills, personal development, and social learning. Non-formal education can include workshops, community-based programs, online courses, and other educational activities that are not part of the formal curriculum. It is often designed to be **accessible to a wide range of people**, including those who may not have access to formal education, and it aims to empower individuals by providing knowledge and skills relevant to their needs and interests.

Each activity that can be found within this toolkit is provided with **clear instructions**. Therefore they can be implemented by both more and less experienced facilitators and youth workers.

This toolkit also provides all the necessary **materials** one needs to implement the described activities.

Good luck!





1

HUMAN RIGHTS STORY MAPPING

DESCRIPTION

This activity is designed to help participants make connections between their personal experiences and the broader concept of human rights. Many young people have faced moments of inclusion or exclusion in school, work, or social life. By sharing these moments, they learn that individual stories are deeply connected to larger patterns of inequality, migration, and integration.

Using a large paper map or an online tool, each story is placed on a geographical point, creating a “story map” of human experiences. The exercise allows participants to see that human rights challenges are not isolated incidents but part of a global struggle that affects different regions in different ways. It emphasizes the universal nature of inclusion and exclusion while also valuing the specific, unique voices of the participants. The final map serves as a visual reminder that we all have a role in defending human dignity.

GROUP SIZE

Flexible: 10–20 participants.

Group size can be adjusted based on the amount of participants.

DURATION

1 hour

MATERIALS

- Large world map or online map tool (e.g., Google MyMaps)
- Sticky notes or markers
- Paper and pens

OBJECTIVES

- **Encouraging empathy** through the sharing of personal stories
- **Understanding** the global and universal dimension of human rights issues
- **Making visible** the links between individual experiences and systemic patterns of exclusion/inclusion
- **Strengthening** group trust and solidarity through storytelling



STEP-BY-STEP INSTRUCTIONS

1. **Introduce the concept (10 minutes).** Begin by explaining that human rights are not abstract — they are lived in daily life. Ask the group to think about moments when they felt either included (welcomed, respected, supported) or excluded (discriminated against, ignored, marginalized). Emphasize that these stories can come from school, work, travel, or everyday interactions.
2. **Pair sharing (10 minutes).** Divide participants into pairs. Each person takes 5 minutes to share their story with their partner. Encourage them to describe not just what happened, but also how they felt in that moment. Partners should listen actively and take short notes.
3. **Prepare the stories for mapping (10 minutes).** After sharing, each pair writes down their partner's story on a sticky note (or short card) in one or two sentences, keeping it anonymous if preferred. They also write the location where the story happened (e.g., "in school in Athens" or "at a bus stop in Paris").
4. **Place the stories on the map (10 minutes).** One by one, pairs come to the map and place their sticky notes in the correct geographic location. If using an online tool, they can add pins to the digital map. As they place their notes, they may read them aloud if they feel comfortable.
5. **Observe and analyze the map (10 minutes).** Once all stories are placed, step back and look at the map together. Notice which regions are represented, how many stories are local versus international, and what patterns emerge. Ask: Do the stories cluster in certain places? Are there similarities between very different contexts?
6. **Facilitate group reflection (10 minutes).** Lead a discussion with guiding questions such as: What surprised you about the stories shared? How do these experiences connect to human rights? What do we learn when we see our experiences together on a map? Encourage participants to connect their stories to bigger issues, like migration, gender equality, or access to education.
7. **Wrap up and takeaways (10 minutes).** Conclude by emphasizing that each story is valuable and contributes to a larger picture of inclusion and exclusion worldwide. Invite participants to reflect on one action they can take in their community to create more moments of inclusion and fewer of exclusion.



2

INCLUSION ROLE-PLAY COURTROOM

DESCRIPTION

This activity gives participants the opportunity to step into the shoes of different actors involved in a human rights case. By turning the workshop into a “courtroom,” participants role-play as judges, lawyers, witnesses, journalists, or members of civil society. The goal is to simulate how justice is negotiated and contested, and how decisions affect the lives of marginalized groups.

The activity highlights how legal processes can both protect and fail individuals, depending on perspectives, evidence, and power structures. For example, the case might involve a refugee student denied access to school, or a worker facing discrimination in the workplace. Participants learn that justice is not always straightforward — it is influenced by arguments, biases, and interpretations of rights.

By performing the trial, young people gain insight into how social justice is pursued, the barriers minorities face, and the importance of advocacy. It also strengthens empathy, as they are asked to defend viewpoints that may not be their own, and reflect critically on fairness, inclusion, and dignity.

GROUP SIZE

10–15 participants, can be adjusted.

DURATION

1.5 hours

MATERIALS

- Role cards with descriptions of each character (judge, lawyer, refugee, teacher, NGO worker, journalist, etc.)
- A prepared case scenario sheet with the central conflict
- Chairs/tables arranged in a courtroom style
- Optional props (gavel, microphones, placards)

OBJECTIVES

- **Understanding** justice and human rights in practice
- **Exploring** multiple perspectives on discrimination and inclusion
- **Developing** debate, negotiation, and public speaking skills
- **Building empathy** by defending roles different from one's own



STEP-BY-STEP INSTRUCTIONS

1. **Set the scene (10 minutes).** Welcome participants to the “courtroom.” Explain that they will act out a trial based on a real or fictional human rights case (e.g., “A refugee student is denied access to secondary school”). Clarify that the goal is not to “win,” but to explore perspectives and reflect on justice.
2. **Assign roles (5 minutes).** Hand out role cards with clear instructions for each character. Roles can be adapted depending on group size:
 - Judge(s): Oversee the trial, ensure fairness, deliver verdict.
 - Lawyers: Defend or challenge the case.
 - Witnesses: Share testimonies related to the issue.
 - NGO/Civil society: Advocate for human rights.
 - Journalists: Observe, take notes, and prepare a media report.
3. **Read the case scenario (5 minutes).** Provide everyone with a short background story describing the issue, key facts, and the rights being questioned. Encourage participants to think critically about what’s at stake.
4. **Prepare arguments (15 minutes).** Allow each group to prepare their case. Lawyers draft arguments, witnesses think about their testimonies, and NGOs prepare advocacy points. Journalists prepare questions they might ask after the trial. Facilitators can circulate to support groups with brainstorming.
5. **Conduct the trial (30 minutes).** Begin the role-play. Judges listen attentively throughout:
 - Opening statements by lawyers.
 - Witness testimonies (questioned by lawyers).
 - NGO interventions.
 - Cross-examination and counterarguments.
 - Closing statements by lawyers.
6. **Deliver verdict and media report (10 minutes).** Judges deliberate briefly and announce their verdict. Journalists share a “headline” or short media report on what happened, highlighting how the trial might be perceived by the public.
7. **Debrief and reflection (15 minutes).** Gather participants in a circle. Guide a discussion with questions such as: Was the verdict fair? Why or why not? How did it feel to play your role? What challenges did the marginalized character face in getting justice? What can this teach us about justice systems in real life? **17**
Emphasize the link between inclusion, human rights, and civic engagement.



3

DIGITAL VOICES CAMPAIGN

DESCRIPTION

Young people today are highly active in digital spaces, but they often use social media mainly for entertainment or casual communication. This activity channels their creativity into advocacy by showing them how digital tools can amplify their voices on important issues such as human rights, inclusion, or equality.

Participants work in small groups to design and produce a short advocacy video (around 1 minute). The video can take many forms: a spoken message, a mini skit, a series of images with captions, or even a symbolic performance. By brainstorming, scripting, filming, and presenting their work, participants gain hands-on experience in campaign design.

The activity also strengthens critical media literacy: participants reflect on what makes a message persuasive, how to appeal to audiences, and how digital tools can be misused to spread stereotypes or misinformation. By the end, groups not only feel empowered to express themselves online but also produce real advocacy content that can contribute to the project's wider social media campaign.

GROUP SIZE

Groups of 3–5 participants. The amount of groups can be adjusted based on the amount of participants.

DURATION

2 hours

MATERIALS

- Smartphones or tablets with video recording function
- Internet connection (for research and optional sharing)
- Editing apps (optional, e.g., CapCut, InShot, iMovie)
- Flipcharts or paper for brainstorming and scripting

OBJECTIVES

- **Strengthening** media literacy and creative digital skills
- **Empowering** youth to raise their voices on human rights issues
- **Learning** how to design advocacy content for social media
- **Promoting teamwork** and creative expression



STEP-BY-STEP INSTRUCTIONS

1. **Introduce the concept of digital advocacy (10 minutes).** Start with a short discussion: What is a social media campaign? Show examples of short advocacy videos from youth movements, NGOs, or campaigns. Highlight key elements that make them effective: short, clear, emotional, and visually engaging.
2. **Form groups and choose a theme (10 minutes).** Divide participants into groups of 3–5. Ask each group to select a human rights topic they care about. Encourage them to think about what message they want to send and who their target audience is.
3. **Brainstorm and script (20 minutes).** Each group drafts a storyboard or script for their 1-minute video. Facilitators should circulate to support with ideas and keep the scope realistic. They decide:
 - What key message do we want to communicate?
 - What visuals will support this message?
 - Will there be dialogue, captions, or symbols?
4. **Prepare filming (10 minutes).** Groups choose filming locations and roles (who films, who speaks, who edits). If time is short, they can film in the workshop space. Remind them about sound and lighting for better quality.
5. **Film the video (30 minutes).** Groups record their videos. Encourage creativity: some may want to act, others may use props, drawings, or posters. Remind them that the video should be short and impactful, no longer than 1 minute.
6. **Edit and finalize (20 minutes).** If possible, groups use simple editing apps to trim, add captions, or music. If editing tools aren't available, they can still present their unedited raw video. The important thing is clarity of message.
7. **Present the videos (15 minutes).** Each group presents their video to the others in a mini "film festival." Encourage applause and feedback after each screening.
8. **Debrief and reflect (15 minutes).** Discuss with the full group: What made some messages stronger than others? How do digital tools help us raise awareness? How can we use social media responsibly to support inclusion. End by highlighting that each participant now has the skills to be a digital advocate for human rights.



4

THE INVISIBLE BACKPACK OF PRIVILEGE

DESCRIPTION

This activity helps participants reflect on the often invisible systems of privilege and inequality that shape people's opportunities in life. The metaphor of the "invisible backpack" was introduced by Peggy McIntosh, who described privilege as an unseen set of tools, advantages, or resources that some people carry with them without even realizing it.

In this exercise, participants are invited to explore their own "backpacks." They reflect on which privileges they carry (for example, being able to find books in their own language, feeling safe when interacting with the police, or having role models in the media who look like them) and which privileges they may not have. By comparing backpacks, the group makes visible how advantages and disadvantages are unevenly distributed across society.

The activity is not about guilt or blame but about awareness and empathy. Participants see that privileges are often structural, not earned, and that recognizing them is the first step in addressing inequality. This exercise encourages open dialogue, fosters self-reflection, and creates space for participants to think critically about fairness, discrimination, and social justice.

GROUP SIZE

Group size is completely flexible and can be adjusted based on the amount of participants.

DURATION

1 hour

MATERIALS

- Pre-prepared list of privilege statements (20–30 examples)
- Paper shaped like a backpack outline (one per participant)
- Markers or pens

OBJECTIVES

- **Understanding** the concept of privilege and how it operates in everyday life
- **Encouraging** empathy for individuals and groups with fewer opportunities
- **Making** systemic inequalities visible and tangible
- **Promoting dialogue** about fairness and social justice



STEP-BY-STEP INSTRUCTIONS

1. **Introduce the metaphor (10 minutes).** Explain the idea of the “invisible backpack” — a set of advantages people carry that help them navigate the world more easily. Emphasize that this is not about personal blame, but about recognizing how opportunities are shaped by social, economic, cultural, and political structures.
2. **Distribute backpack templates (5 minutes).** Give each participant a paper shaped like a backpack. Explain that they will be filling it with “items of privilege” — advantages that apply to their lives.
3. **Read privilege statements (15 minutes).** Read out a list of statements one by one (you can find the list of statements on the next page). If a statement applies, participants write it inside their backpack. If it doesn’t apply, they leave it blank.
4. **Small group sharing (10 minutes).** Ask participants to form small groups of 3–4 and compare their backpacks. What items do they all have? Which are missing for some? Encourage them to listen respectfully and notice differences without judgment.
5. **Create a visual overview (10 minutes).** Invite participants to share a few examples with the whole group. The facilitator can list common privileges on a flipchart, marking which ones were most frequently carried and which were less common. This creates a visible pattern of inequality in the room.
6. **Group reflection (10 minutes).** Facilitate a discussion with guiding questions: What did you notice when comparing backpacks? Did anything surprise you about which privileges you do or don’t carry? How do invisible privileges affect opportunities in education, work, or daily life? How can awareness of privilege help us build a fairer society?
7. **Wrap-up (5 minutes).** Conclude by stressing that recognizing privilege is not about feeling guilty but about understanding how systems work. Invite participants to think of one action they can take to use their own privilege to support others or to advocate for change.



PRIVILEGE STATEMENTS

Identity & Representation

- 1.I see people of my ethnicity or culture positively represented in movies, TV, or books.
- 2.I can easily find role models or public figures who share my background.
- 3.I can find hair products, food, or clothing in shops that are made for people like me.
- 4.My accent is rarely mocked or used as a stereotype.
- 5.I can use my real name without worrying it will limit opportunities.

Education & Work

- 1.I had access to free or affordable primary and secondary education.
- 2.I see teachers who share my background or culture.
- 3.I can afford to apply for further education or training.
- 4.My qualifications are recognized where I live.
- 5.I have not been told that my dreams or career goals are unrealistic because of who I am.

Safety & Security

- 1.I feel safe walking home alone in my neighborhood at night.
- 2.I have never been stopped by police because of my skin color, religion, or appearance.
- 3.I do not worry about being deported or losing legal status.
- 4.I can enter most public spaces without fearing harassment.
- 5.I do not worry that people assume I am dangerous or a criminal.

Economic Opportunities

- 1.I can afford three meals a day without stress.
- 2.I have never had to skip school or work to support my family.
- 3.I can buy clothes or basic needs without worrying about money.
- 4.I have access to healthcare when I need it.
- 5.My family can afford to live in safe housing.

Gender & Sexuality

- 1.I am not judged or harassed for my gender expression or sexuality.
- 2.I can talk openly about who I love without fear.
- 3.I have access to sanitary products or healthcare related to my gender.
- 4.I am not pressured into marriage or roles because of my gender.
- 5.My abilities are not questioned because of my gender.

Freedom & Belonging

- 1.I can practice my religion freely without discrimination.
- 2.I am not expected to explain or defend my culture to others.
- 3.I am not assumed to be a foreigner because of how I look.
- 4.I can travel to many countries with my passport without difficulty.
- 5.I am allowed to vote in my country of residence.



5

POLICY HACKATHON

DESCRIPTION

This activity invites young people to step into the role of changemakers and decision-makers. A “hackathon” is usually an event where people work intensively to create quick, innovative solutions to a problem. In this context, participants form small groups and take part in a policy hackathon, where their challenge is to design concrete proposals that could improve inclusion, equality, and human rights in their communities.

The exercise gives participants insight into how policies are shaped: identifying a problem, brainstorming solutions, building consensus, and presenting recommendations. They work in teams to create “mini policy proposals” on issues such as access to education for refugees, gender equality in the workplace, or youth participation in decision-making. The proposals are then presented in a mock parliament session, where participants ask questions, debate, and vote.

This activity strengthens young people’s civic engagement by giving them practical experience in democratic processes. It helps them see that policy is not abstract but something that affects their daily lives – and that they have the creativity and knowledge to influence it. The hackathon also emphasizes teamwork, negotiation, and compromise, all key skills for active citizenship.

GROUP SIZE

4–5 groups of 3–6 participants.

DURATION

2 hours

MATERIALS

- Flipcharts or large paper sheets
- Markers, pens, post-its
- Policy proposal template (prepared by facilitator with simple sections: Problem – Why it matters – Solutions – Who should act)
- Timer

OBJECTIVES

- **Practicing** civic participation and democratic processes
- **Developing** problem-solving and critical thinking skills
- **Learning** how policy connects to daily life and human rights
- **Empowering youth** to believe in their capacity to influence change

STEP-BY-STEP INSTRUCTIONS



1. **Set the stage (10 minutes).** Explain what a “hackathon” is: an intense, collaborative problem-solving session. Share that today’s challenge is to design realistic policy proposals to improve inclusion and human rights in their communities. Present a few example topics (e.g., “How can schools be more inclusive of migrant youth?”).
2. **Form groups and choose issues (10 minutes).** Divide participants into groups of 3–6. Ask each group to select a problem they care about. Encourage diversity in topics: education, gender equality, employment, access to healthcare, youth participation, etc.
3. **Map the problem (15 minutes).** Groups write down: What is the problem? Who does it affect? Why is it important? Encourage them to use personal experiences, local examples, or statistics if available.
4. **Brainstorm solutions (20 minutes).** Groups generate as many ideas as possible, writing them on post-its. Then they cluster and prioritize the most practical or impactful solutions. Ask: What could actually be done? By whom? With what resources?
5. **Draft the policy proposal (20 minutes).** Using the template, groups write their mini policy proposal with four parts:
 - Problem Statement (What is the issue?)
 - Why It Matters (Why is it urgent or important?)
 - Proposed Solutions (What concrete steps should be taken?)
 - Responsibility (Who should act — schools, government, NGOs, community?)
6. **Prepare for the parliament session (5 minutes).** Each group selects one speaker (or a team of two) to present their proposal. Encourage them to keep it short and persuasive, like a real policy pitch.
7. **Mock parliament presentations (30 minutes).** Gather all participants in a circle or “assembly.” Each group presents their proposal (3–4 minutes each). After each presentation, the rest of the participants act as parliament members: they ask questions, raise concerns, or give supportive comments.
8. **Vote and reflect (10 minutes).** After all proposals are presented, hold a symbolic vote: Which proposal should be prioritized? Remind participants that voting doesn’t mean other ideas aren’t valuable, it simply mirrors real decision-making.
9. **Debrief (10 minutes).** Facilitate a reflection: How did it feel to design policy? What challenges came up in reaching agreement? How does this connect to real decision-making in our communities. Emphasize that young people can influence policy — through advocacy, campaigns, or participation in civic processes.



DESCRIPTION

This activity combines history, creativity, and performance to help participants understand that human rights are the result of long struggles, achievements, and ongoing efforts across the world. Too often, young people see rights as abstract concepts or take them for granted, without realizing that many groups fought — and continue to fight — to secure them.

In this exercise, participants work in small groups to research and dramatize key historical moments related to human rights, such as the abolition of slavery, the adoption of the Universal Declaration of Human Rights, the women's suffrage movement, the fall of apartheid, or the recognition of refugee rights in the EU. Each group is assigned one milestone and prepares a short role-play or "scene" that captures the event, including the voices of those who struggled for justice as well as those who opposed it.

When performed in chronological order, the scenes form a "living timeline" of human rights. This helps participants visualize how rights evolve, how progress is never guaranteed, and how today's challenges are part of a much bigger story. By embodying these struggles, participants develop empathy and a deeper appreciation of the rights they enjoy today — and a sense of responsibility to continue the fight for those whose rights are still denied.

GROUP SIZE

15–25 participants, divided into 3–5 small groups.

DURATION

1.5 hours

MATERIALS

- Cards with descriptions of key human rights events (short summaries provided by facilitator)
- Flipcharts, paper, and markers for brainstorming
- Optional props or costumes (scarves, hats, posters) for performances
- Tape or string to create a timeline on the wall or floor

OBJECTIVES

- **Learning** about the history and evolution of human rights struggles
- **Connecting** past struggles to present-day issues
- **Encouraging** creativity, teamwork, and empathy through role-play
- **Understanding** that rights are not “given” but achieved through collective action

STEP-BY-STEP INSTRUCTIONS



1. **Introduce the activity (10 minutes).** Explain that human rights have a long and complex history. They were not granted automatically but won through movements, protests, negotiations, and sacrifices. Today, participants will create a "living timeline" that dramatizes key milestones in this ongoing journey.
2. **Divide into groups and assign events (10 minutes).** Split the participants into 3–5 groups, depending on size. Give each group a card with a short description of one historical event (find the different events on the next page).
3. **Research and brainstorm (15 minutes).** Groups read their event card and brainstorm: Who were the key actors (activists, politicians, communities)? What was the struggle or conflict? What was achieved, and what challenges remained? They sketch a short scene (3–5 minutes) that dramatizes these elements.
4. **Prepare the performances (20 minutes).** Each group creates a role-play. They can include dialogue, symbolic gestures, chants, or even short "news broadcasts." Encourage creativity — some may want to reenact a protest, while others may present a courtroom scene or a dialogue between activists and leaders.
5. **Set up the timeline (5 minutes).** On the wall or floor, place a tape or string as the "timeline." Mark the chronological order of the events. Each group knows where their performance will be placed.
6. **Perform the timeline (20 minutes).** Groups present their scenes in chronological order. As they perform, the facilitator briefly introduces each milestone and adds it to the visual timeline (by writing the date and event on the wall or string).
7. **Reflect on the timeline (10 minutes).** Once all scenes are finished, step back as a group to look at the full timeline. Ask: What do we notice about the sequence of events? Which struggles connect to issues we still face today? Who is missing from this history?
8. **Debrief and closing (10 minutes).** Highlight that human rights progress is never automatic. Every right we enjoy today was once fought for, and many are still fragile. Invite participants to share which event resonated with them most and how they see themselves as part of the ongoing timeline.



HUMAN RIGHTS TIMELINE EXAMPLES

1. **1789** – French Revolution & Declaration of the Rights of Man and Citizen. One of the first formal declarations of human rights in Europe, emphasizing liberty, equality, and fraternity.
2. **1833** – Abolition of Slavery in the British Empire. Slavery was officially abolished across most of the British colonies, a major step in the global fight against forced labor.
3. **1945** – Founding of the United Nations. After World War II, countries created the UN with the mission to promote peace, cooperation, and protection of human rights.
4. **1948** – Universal Declaration of Human Rights (UDHR). The UN adopted this historic document, which defines fundamental rights and freedoms for all people.
5. **1955–1968** – U.S. Civil Rights Movement. Activists, led by figures like Martin Luther King Jr., fought against racial segregation and discrimination, securing key civil rights laws.
6. **1979** – UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). A global treaty that specifically protects women's rights and gender equality.
7. **1989** – UN Convention on the Rights of the Child. Recognized children's right to protection, education, healthcare, and participation in society.
8. **1994** – End of Apartheid in South Africa. The first free democratic elections were held, bringing Nelson Mandela to power and ending decades of racial segregation.
9. **2006** – UN Convention on the Rights of Persons with Disabilities. A landmark treaty recognizing accessibility, equality, and dignity for people with disabilities.
10. **2015** – Adoption of the UN Sustainable Development Goals (SDGs). The global community agreed on 17 goals to promote peace, equality, human rights, and sustainable development by 2030.



7

HUMAN RIGHTS FOR ALL

DESCRIPTION

By actively engaging in an immersive role reversal, participants will gain deeper insights into the stark contrasts between the lived experiences of different social classes. This experiential learning approach will help highlight the privileges afforded to some and the systemic disadvantages faced by others, particularly refugees and those from vulnerable or marginalized backgrounds. After the role-play, both groups will come together to compare their narratives, identify commonalities, and discuss disparities. They will collaborate to propose actionable strategies that could be implemented to foster greater social equity, particularly in terms of equal access to opportunities and resources for all members of society, regardless of their socio-economic background.

Ultimately, the activity aims to encourage participants to reflect on their own perspectives and biases, strengthen their respect and empathy toward refugees and other vulnerable groups, and inspire them to adopt behaviors and attitudes that contribute to improving the quality of life and living conditions for those in lower social classes. It is intended not only as a thought-provoking exercise but also as a call to action, motivating participants to become advocates for a more inclusive and equitable society.

GROUP SIZE

10 participants divided into two teams

Group size can be adjusted based on the amount of participants.

DURATION

1 hour

MATERIALS

- Pieces of paper with the two roles of refugees and wealthy member of society

OBJECTIVES

- **Learning more** about different people in different parts of society
- **Practicing empathy** regarding people with different experiences than ourselves
- **Having dialogues** about personal experiences
- **Reflecting** onto different narratives and finding possible solutions to some of the problems mentioned



STEP-BY-STEP INSTRUCTIONS

1. **Assign roles to each participant within their group.** Each person should assume a specific character that reflects the socio-economic position of their group. For example, in the refugee group, someone might portray a migrant worker, while in the wealthy group, someone could play the role of a business executive.
2. **Ask participants to develop a personal narrative** based on their assigned roles. They should think about aspects like their character's background, education, occupation, financial situation, and the opportunities or challenges they face. Encourage them to incorporate how their socio-economic status has shaped their experiences.
3. **Have each participant present their narrative** to the group. Participants should share details about their character's life, such as their studies, work situation, financial stability, and access to opportunities in their country. This should include any obstacles they believe they face due to their social or economic standing.
4. **Once everyone has shared, ask participants to reflect** within their group on how their characters are treated by society, the opportunities available to them, and any limitations they encounter due to their status. Encourage them to discuss feelings of inclusion or exclusion.
5. **Facilitate a discussion** in which both groups collaborate to identify practices or policies that could be improved or implemented to create more equal opportunities for everyone in society. Encourage them to think about practical solutions for reducing social and economic disparities.
6. **Conclude the activity by asking participants to reflect** on what they've learned from the role-play. Have them consider how their perceptions of privilege, inequality, and vulnerability might have shifted as a result of the exercise, and encourage them to think about ways they can apply this **34** understanding in real-life situations.



8

REFUGEES AT A DECENT HUMAN LIFE

DESCRIPTION

This activity is designed to foster a more positive and empathetic narrative toward refugees and migrants, while promoting good practices that can aid in their successful integration into a new country. Through structured role-play, participants will be encouraged to engage critically with the complex issues surrounding migration, asylum-seeking, and national security. The activity seeks to challenge preconceived notions and biases while motivating members of society to advocate for the rights of refugees and migrants. By exploring different perspectives, it aims to inspire participants to become active supporters of the social and economic inclusion of these individuals, recognizing the value they bring to the broader community.

Each role-play will allow participants to present arguments and counterarguments, thereby developing a deeper understanding of both sides of the debate. By engaging in this dynamic exchange, participants will have the opportunity to critically assess the motivations behind these differing perspectives and explore the broader societal implications.

GROUP SIZE

10 participants divided into teams of two (5 teams in total)
Group size can be adjusted based on the amount of participants.

DURATION

1 hour

OBJECTIVES

- **Promoting critical thinking** on the debate on refugee deportation and asylum rights, fostering a deeper understanding of complex migration issues.
- **Building empathy and positive attitudes** regarding refugees and migrants
- **Encouraging open dialogue** where participants can respectfully share differing viewpoints, challenge preconceptions, and contribute to a balanced conversation about national security and human rights.
- **Inspire advocacy for integration** and support the successful integration of refugees and migrants into their new communities



STEP-BY-STEP INSTRUCTIONS

1. **Assign roles to each participant.** One participant will argue in favor of the country's priority being the deportation of refugees and the protection of national borders. The other participant will argue for the right of refugees and migrants to seek asylum and better living and working conditions in a third country.
2. **Instruct each pair to develop their arguments** based on their assigned roles. Participants should formulate clear positions, providing supporting evidence or reasoning for their stance. Encourage them to consider economic, social, ethical, and political factors in their arguments.
3. **Ask the pairs to perform their role-play** in front of the group. Each participant will present their viewpoint, engaging in a respectful debate with their partner, with the goal of defending their position while responding to the opposing side's arguments.
4. After all three role-plays have been completed, **gather the entire group for a facilitated discussion.** In this discussion, encourage all participants (including those who watched the role-plays) to share their reflections, raise questions, and discuss the various viewpoints presented during the debates.
5. **Guide the discussion towards identifying common ground** and exploring the societal importance of balancing security concerns with the humane treatment and integration of refugees and migrants. Encourage participants to think about practical solutions for facilitating smoother integration while considering the legitimate concerns of different societal groups.
6. **Conclude the activity by summarizing the key points discussed** and encouraging participants to reflect on how they can contribute to creating a more inclusive and supportive environment for refugees and migrants in their own communities.



EPILOGUE

As we come to the conclusion of this handbook, it is important to recognize that the journey toward human rights for all and fostering tolerance is ongoing. The activities within this project serve as starting points—tools designed to inspire young people to think critically, act compassionately, and lead with purpose in their communities. But the real impact lies in what happens beyond these exercises: the conversations they spark, the actions they motivate, and the lasting change they inspire.

At its core, this project is about much more than defending the rights of minorities or marginalized groups. It is about reshaping the very fabric of society to celebrate diversity as a source of strength, not division. The world we envision is one where every individual—regardless of race, gender, nationality, or social status—has the right to live with dignity, equality, and respect. It is a world in which young people are not just participants but leaders, forging paths toward inclusivity and justice.

By promoting empathy, understanding, and a commitment to action, the “Defending The Right to Humanity For All” project is building the foundation for a more equitable future. The participants in this journey are not just learning about human rights; they are becoming advocates for them, challenging stereotypes, dismantling prejudice, and fostering solidarity across differences.

The work of creating a more just and compassionate society does not end with this project—it begins here. Each step taken, each discussion held, and each barrier broken brings us closer to a world where every human being is recognized, valued, and celebrated for who they are. This is our collective responsibility, and together, we have the power to make this vision a reality. Let this handbook be a guide, a catalyst, and a reminder that the future we seek is within our reach—and that it begins with us.

THANK YOU



FOR YOUR ATTENTION