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# IMPACT OF HUMAN RIGHTS ON OUR EVERYDAY LIFE

Human rights reflect basic human needs. They are about the right to life, equality, respect, freedom from discrimination, freedom of speech etc. These two activities will reflect on the importance of human rights for ourselves and will raise awareness about inequality of opportunity. As a result, they will also strengthen critical thinking.

The two activities do not have to be performed in combination. In case the concept of human rights is not well known yet, it is recommended to start with “Human Rights Diary”. “Take a step forward” can then be used as an exercise to foster the knowledge about human rights.



## **Title:**

Human Rights Diary



## **Objectives**

- Raising awareness about the impact of human rights on our everyday life
- Developing critical thinking



## **Methods (discussion, role play, etc.):**

- Groupwork
- Discussion
- Reflection



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### **Time format:**

About 75 minutes



### **Democracy skills addressed:**

- Self-knowledge
- Critical thinking
- Getting to know your rights



### **Age group:**

14 years or older



### **Number of participants:**

6 to 20 participants



### **Necessary materials/software:**

6-20 Simplified version “Declaration of Human Rights” and copies of the work sheet depending on the number of participants; flipchart paper



### **Sources:**

Austrian Centre for Citizenship Education in Schools  
[www.politik-lernen.at](http://www.politik-lernen.at)



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## Description (process):

- Briefly explain what the Universal Declaration of Human Rights is and that the principles of this declaration are recognised by all states in the world. Ask participants if they can name some human rights. Explain to the young people that human rights have a strong influence on our everyday life. For example:
  - 7.30 breakfast (Art. 25: "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food.")
  - 9.00 Lecture at university (Art. 26: "Everyone has the right to education.") (15 min)
- Give each participant a copy of the worksheet and a copy of the simplified version of the Human Rights Declaration.
- They first spend 10 minutes thinking on their own about four activities or places they associate with human rights and note them down.
- Participants are then divided into small groups of three to compare their tables and to discuss them. They create a poster on which they aggregate the results. Each group decides who will present the results in the plenum. (15-20 min.)
- Each group presents one or two aspects of their discussion. (10 min)
- In the closing session, the following questions can be discussed in a fishbowl format (10-20 min)
  - Was there any primary topic or issue you were focusing on during your discussions?
  - Was it difficult to relate your daily routine to human rights?
  - Are some human rights more important to you than others?
  - Why is it important that human rights apply universally?
  - What are reasons for specific human rights not being respected?

### Fishbowl-format

A small group of participants in the inner circle (in the "goldfish bowl") discusses the topic while the other participants in an outer circle observe the discussion.

In the inner circle, there is an empty chair - the so called "guest chair". If a participant from the outer circle wants to contribute to the discussion, he/she can sit down on it until he or she has said everything or until another participant from the outer circle wants to sit on the guest chair. Alternatively, a participant from the inner circle can free their seat to allow a participant from the outer circle to participate in the inner circle.

