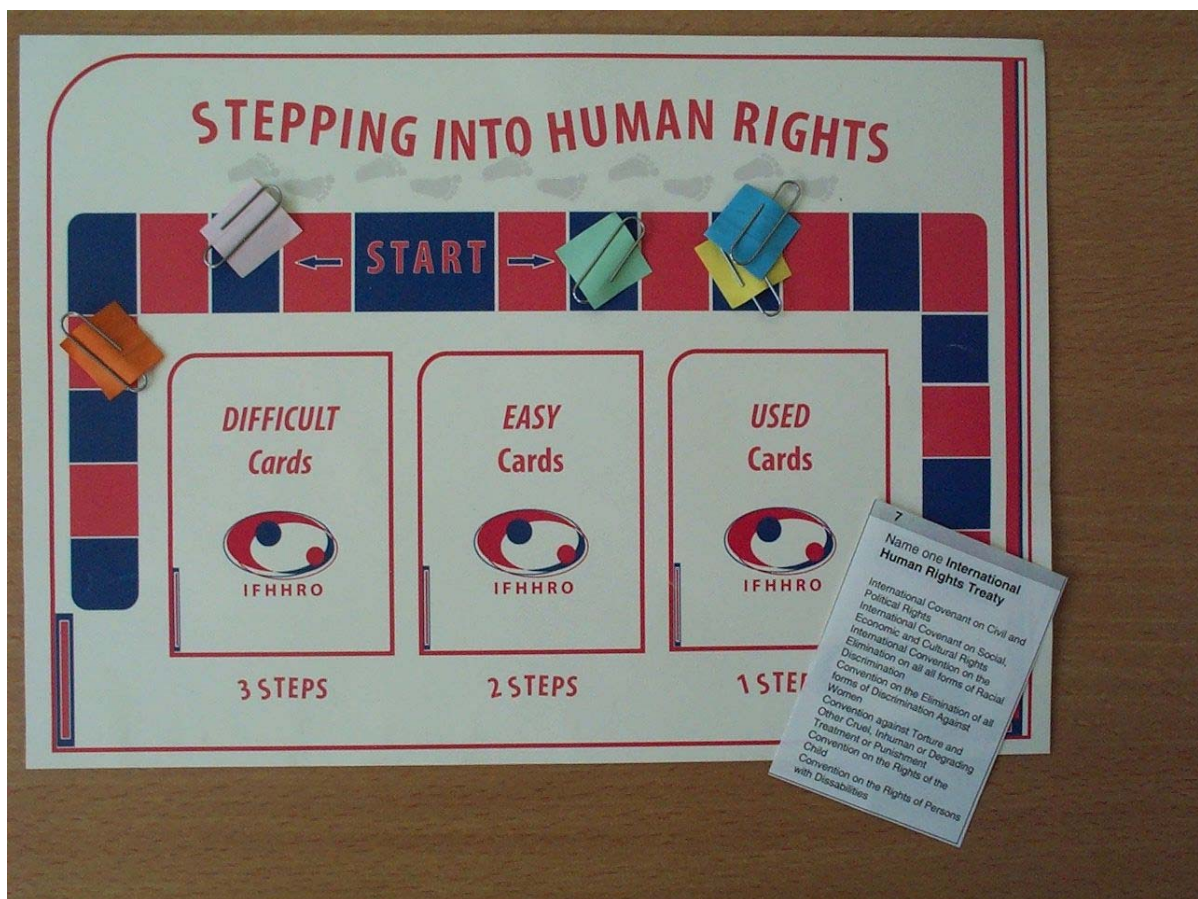


Training Session Plan

‘Stepping into Human Rights’ An introductory board game



The International Federation of Health and Human Rights Organisations (IFHHRO)

IFHHRO forms a unique network of active organisations committed to the protection and promotion of health related human rights. Members and observers are human rights groups which address health-related rights violations, medical associations involved in human rights work, and organisations that have been created specifically to mobilize health workers for human rights protection.

For more information visit our website: www.ifhhro.org

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Version 2

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More information: ifhhro@ifhhro.org

Cover: game board



Learning Objectives

- To gain basic background knowledge on human rights



Target Group

Individuals with an interest in human rights



Duration

40 – 80 minutes



Materials

- Board game counters in different colours or shapes
Tip: buttons / sweets / paperclips with a piece of coloured paper



Training Aids

1. Board Game Instructions
2. Q&A Cards
3. Game Board (The full size version is available in a separate file)



Session Plan

This session is one of the introductory sessions about human rights in relation to health. It works best if followed by the sessions 'Human Rights Tools' and 'Health as a Human Right – the basics'. All these sessions can be found online in the IFHHRO training manual "Human Rights for Health Workers at www.ifhro-training-manual.org.

Preparation

Print out Training Aids 1, 2 and 3. The number of copies necessary depends on the number of participants. Training Aid 2 needs to be printed double-sided and cut into separate cards. If possible print the Game Board and Q&A Cards to A3 size.

Step 1 Explanation of the Game (10 minutes)

Inform the participants that they will be learning about human rights by playing a board game. Divide the participants into groups of maximum six persons. Provide each group with a Game Board, a set of Q&A Cards, one counter for each player, and the Board Game Instructions. Briefly explain the objective of the game using the instructions, and give them a few minutes to read through the instructions themselves.

Step 2 Board Game (25 – 45 minutes)

Determine a time limit for the Board Game and announce this to the participants. The amount of time the participants will get to play the game should be determined by their level of knowledge about human rights: the more they already know, the less time they will get. Participants with little to no knowledge about human rights can be informed that it does not matter if they do not know the answers at first: the aim is to learn the correct answers while playing the game. Keep time and walk around among the groups to look if they have understood the instructions.

Step 3 Further Explanation & Conclusion (5 – 25 minutes)

Congratulate the winners and answer remaining questions.

The length of this step depends on the level of knowledge of the participants. If participants have little to no knowledge about human rights time should be taken to further explain questions that the participants had difficulty with. This can be done by asking participants which Q&A cards they found most difficult and then providing further explanations on those cards.

Board Game Instructions

Objective of the Game

The objective of the game is to get to know as much basic information about human rights as possible to be able to answer the Q&A cards correctly so that the most steps forward can be taken within the time limit.

Preparation

Place a counter for each player on START

Make sure the Q&A Cards are in order: place cards 1-12 with the logo side up on the EASY CARDS pile and cards 13-24 on the DIFFICULT CARDS pile indicated on the game board. Make sure that the lowest number is on top of the pile!

First Round

The tallest player begins, and play continues clockwise. The player chooses between an easy card (= 2 steps) and a difficult card (= 3 steps). The person to the right of the player takes a card from the chosen pile and reads out the question. The player tries to come up with an answer. Next, the answer is read out loud. If the question was answered correctly the player can take steps to the right (2 for an easy card, 3 for a difficult card). If the answer was wrong the player needs to take the same number of steps to the left.

Repeat until each player has tried to answer two Q&A Cards.

The used cards are shuffled and placed on the USED CARDS pile indicated on the game board.

Next Round

Players are now also allowed to take cards from the USED CARDS pile, these cards equal 1 step. Again, correct answers mean step(s) to the right, and wrong answers mean step(s) to the left.

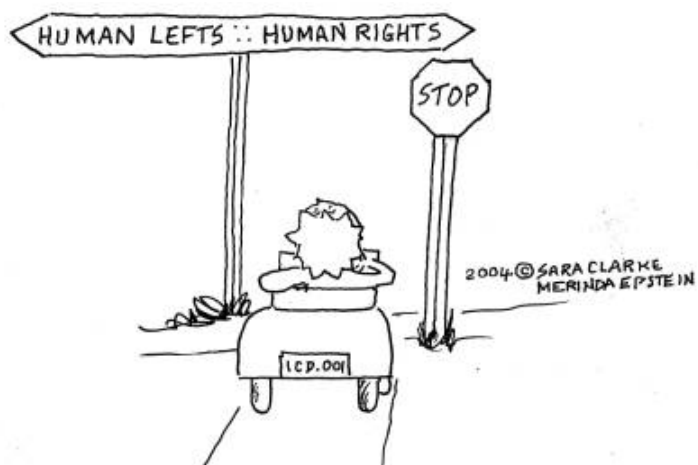
Used cards are placed at the bottom of the USED CARDS pile.

Repeat this round until the time is up.

A player who reaches the final step to the left stays on this step until a card is answered correctly. A player who reaches the final step to the right before time is up no longer has to answer cards.

End of the Game

The game ends when the time is up. The winner is the player who has answered the most questions correctly and has therefore been able to take the most steps to the right.



1	2	3	4
<p>Human Rights are universal this means...</p> <p>... they apply to everyone everywhere.</p>	<p>Human Rights cannot be taken away from a person: TRUE or FALSE</p> <p>TRUE Human Rights are inalienable: every individual is entitled to their human rights by virtue of being human.</p>	<p>Are some human rights more important than others?</p> <p>No All human rights are equally important and closely connected, they are indivisible and interdependent.</p>	<p>Human Rights are fundamental. This means they are essential to:</p> <p>a) human dignity b) human survival c) human development d) all of the above</p> <p>d) all of the above</p>
5	6	7	8
<p>The right to food belongs to the category of economic and social rights. Name two other examples of economic and social rights.</p> <p>The right to housing The right to health The right to water The right to education The right to social security The right to work</p>	<p>Freedom from torture belongs to the category of civil and political rights or freedoms. Name two other examples of civil and political rights or freedoms.</p> <p>The right to life Freedom from slavery The right to a fair trial Freedom of association Freedom of movement Freedom of expression The right to privacy The right to vote</p>	<p>The prohibition of discrimination is central to all human rights. It means that people cannot be denied their human rights on the basis of specific grounds such as race or sex. Name two other possible grounds of discrimination.</p> <p>marital status age sexual orientation colour social status disability religious belief language political opinion etc.</p>	<p>Name one International Human Rights Treaty</p> <p>International Covenant on Civil and Political Rights International Covenant on Social, Economic and Cultural Rights International Convention on the Elimination on all all forms of Racial Discrimination Convention on the Elimination of all forms of Discrimination Against Women Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment Convention on the Rights of the Child Convention on the Rights of Persons with Disabilities</p>

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<p>9</p> <p>Name one Regional Human Rights Treaty</p> <p>The American Convention on Human Rights The European Convention on Human Rights The African Charter on Human and People's Rights</p>	<p>10</p> <p>Human Rights Treaties impose different types of obligations on Governments. According to one type of obligation a government should not violate human rights. This is the obligation to: a) respect human rights b) protect human rights c) fulfil human rights</p> <p>The obligation to respect human rights.</p>	<p>11</p> <p>Human Rights Treaties impose different types of obligations on Governments. According to one type of obligation a government should create conditions necessary for the enjoyment of human rights by everyone. This is the obligation to: a) respect human rights b) protect human rights c) fulfil human rights</p> <p>The obligation to fulfil human rights.</p>	<p>12</p> <p>Human Rights Treaties impose different types of obligations on Governments. According to one type of obligation a government should prevent others from violating human rights. This is the obligation to: a) respect human rights b) protect human rights c) fulfil human rights</p> <p>The obligation to protect human rights.</p>
<p>13</p> <p>The Universal Declaration of Human Rights was adopted by the United Nations General Assembly. It is the first international expression of fundamental human rights. What year was it adopted?</p> <p>The Universal Declaration was adopted in 1948.</p>	<p>14</p> <p>A Human Rights Treaty is a binding agreement between two or more nations in which human rights are legally protected. What are two other terms for Treaty that mean the same? a) Declaration and Covenant b) Covenant and Convention c) Convention and Declaration</p> <p>b) Covenant and Convention</p>	<p>15</p> <p>A government can indicate that it agrees with the principles contained in a treaty and that it has the intention of becoming legally bound by it in the future. The treaty has then been: a) signed b) accepted c) ratified</p> <p>a) signed</p>	<p>16</p> <p>A government becomes legally bound by a treaty after it has been formally approved at the national level. The treaty has then been: a) signed b) accepted c) ratified</p> <p>c) ratified</p>

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17	18	19	20
<p>A government should refrain from forcefully evicting people from their houses. This is an example of the human rights obligation to</p> <p>a) respect b) protect c) fulfil</p> <p>a) Obligation to respect human rights.</p>	<p>A government should facilitate or provide a water system that is accessible to everyone. This is an example of the human rights obligation to</p> <p>a) respect b) protect c) fulfil</p> <p>c) Obligation to fulfil human rights.</p>	<p>A government should ensure that employers do not force people to work under hazardous conditions This is an example of the human rights obligation to</p> <p>a) respect b) protect c) fulfil</p> <p>b) Obligation to protect human rights.</p>	<p>Active participation of people and groups in government decision-making that affects them is an essential feature of human rights. Why?</p> <p>Because measures taken by the government should always take into account the views, needs and concerns of different groups.</p>
21	22	23	24
<p>Accountability is the process which requires a government to show, explain and justify what it is doing to realize human rights. It is an essential component of human rights because...</p> <p>Accountability is necessary to determine how, whether and to what extent a government has fulfilled its human rights obligations.</p>	<p>Each international human rights treaty has a Committee which is responsible for monitoring the implementation of that treaty by governments. This is an example of a mechanism for:</p> <p>a) decision-making b) accountability c) participation d) responsibility</p> <p>This is an accountability mechanism. It monitors whether a government is doing what it is supposed to do to realize human rights.</p>	<p>A government holds a regional conference for farmers to discuss proposals for new regulations regarding seed distribution and trade. This is an example of a mechanism for:</p> <p>a) decision-making b) accountability c) participation d) responsibility</p> <p>This is a mechanism for participation. It gives the farmers an opportunity to play a role in government decision-making that affects them.</p>	<p>Name one difference and one similarity between human rights and medical ethics.</p> <p>Difference: human rights focus on government action and medical ethics focuses on the doctor-patient relationship</p> <p>Similarity: both human rights and medical ethics are concerned with human well-being</p>

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← **START** →

DIFFICULT
Cards



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3 STEPS

EASY
Cards



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2 STEPS

USED
Cards



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1 STEP



