



FREE & EQUAL:

Human Rights Around the World



WOVEN
TEACHING

A PROGRAM OF THE BYLO CHACON FOUNDATION

WHO WE ARE

Woven Teaching is the human rights education practice of the Bylo Chacon Foundation. Through a combination of original programming and grantmaking, Woven Teaching advances the foundation's focus on long-term change towards a widespread acceptance of basic human rights for all.

Our programmatic work is dedicated to supporting classroom teachers with practical help for ethical and effective instruction. We believe that by weaving [human rights education](#) into the curriculum, we can help educators create socially responsible global citizens.

Woven Teaching envisions a world in which every student's education includes:

- A sense of historical perspective;
- The development of critical thinking skills;
- A feeling of global citizenship;
- The ability to identify bigotry – understanding its negative effects on both individuals and society – and the analytical tools to combat it.

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Do you have feedback on this lesson or want to share how you implemented it in your classroom? We'd love to hear from you!

Please take our short evaluation at bit.ly/WT-eval or scan the QR code to the left.



All human beings are born free and equal in dignity and in rights.

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CONTENT LEVEL

Grades 9-12

TIME

2.5 Hours

GUIDING QUESTIONS

- What are rights?
- What human rights are agreed upon by the international community?
- How can people advocate for their rights and the rights of others?

LEARNING OBJECTIVES

At the end of this lesson, students will be able to:

- Describe the rights contained in the Universal Declaration of Human Rights
- Differentiate between civil/political rights and social/economic rights
- Identify different types of human rights violations in case studies based on real stories from around the globe
- Explain different methods of advocating for human rights

MATERIALS

- Computer with internet access
- Projector or screen share capability
- Google Slides presentation (optional)
- Film: "What are the universal human rights?"
- Student Handouts
 - What are Human Rights? [Handout A]
 - Human Rights Around the World: Personal Stories Worksheet [Handout B]
 - Personal Story [Handout C]
 - UDHR (Student Version) [Handout D]

COMMON CORE STANDARDS

Anchor Standards

- CCSS.ELA-LITERACY.CCRA.W.1
- CCSS.ELA-LITERACY.CCRA.SL.4
- Speaking & Listening
 - CCSS.ELA-LITERACY.SL.9-10.1

INTRODUCTION

The Universal Declaration of Human Rights (UDHR), one of the United Nations' founding documents, asserts that "all human beings are born free and equal in dignity and in rights." The declaration contains 30 articles outlining fundamental rights inherent to every person around the globe. But how can students claim those rights if they do not know what they are? And how can students look at their own words and actions and make the connection to larger issues of human rights?

This lesson is designed to (1) introduce students to international human rights standards and (2) expose students to stories of real people who have had their rights violated and have acted as human rights defenders. The following activities allow students to explore this important document and the framework it provides in the struggle for human rights around the world.

Although its articles are not legally binding, the UDHR serves as the moral compass for the international community. Understanding the concept of human rights is essential to asserting our rights and the rights of others. We hope this lesson is a useful step in your students' journeys to demand and protect human rights for all.

CONSIDERATIONS FOR TEACHING ETHICALLY AND EFFECTIVELY

These principles draw upon guidelines from the United States Holocaust Memorial Museum and the International Holocaust Remembrance Alliance. They have been synthesized and expanded into guidelines for teaching about difficult topics related to human rights abuses.

- Center learning on students.
- Integrate human rights and history.
- Avoid comparisons of pain; there is no hierarchy of suffering.
- Acknowledge the sensitive nature of the topic. Plan for a variety of emotional responses from your students.
- Complicate thinking and avoid oversimplification by avoiding stereotypes and asking students to be precise with their language.
- Promote student activism and action.
- Allow time to process the material. Provide space for reflection.
- Graphic text or images can trigger trauma, so be sure to question whether the educational outcomes are served by using certain materials. Preview all materials before sharing with students.
- Support students to work critically with source material, particularly on the internet. Recommend authoritative sources with factual, archival content.
- Support your students in making connections between historical events and contemporary issues, as well as local and international contexts.

ACTIVITY 1: WHAT ARE HUMAN RIGHTS?

In this activity, students will learn about the Universal Declaration of Human Rights, an aspirational document that serves as the moral compass for the international community.

PROCEDURE (20 MINUTES):

1. Begin by asking students to spend a few minutes writing a response to the following prompt:
A right is a moral or legal entitlement to have something or act in a certain way. Why is it important for people to have rights? What are two rights that you think every human should have, and why?

After a few minutes, ask a few students to share their ideas with the class. Record their answers on the board.

2. Before watching the video below, explain that human rights are rights which all people have, without exception, just for being human. They are:
 - **inalienable:** unable to be revoked or taken away;
 - **indivisible:** unable to be separated;
 - **interdependent:** they work together, each one needed for the exercise of other rights; and
 - **universal:** applicable to all people.

3. Watch “[What are the universal human rights?](#)” (4:46) then discuss the following questions:

- Why did the United Nations believe that a Universal Declaration of Human Rights (UDHR) was needed?
E.g. Devastation caused by World War II, persecution of Jews, Roma, and others during the Holocaust, etc.
- What are some of the criticisms of the UDHR mentioned in the film?
E.g. Too Western-focused, extremely difficult to enforce and prosecute etc.
- What happens when one person’s rights conflict with the rights of someone else in the community?
E.g. Freedom of expression—who decides what thoughts and ideas are off-limits? Do social media platforms have the right to censor certain information?
- Are there connections between the words and actions of regular people to the struggle for human rights? If so, are there ways that students can help create a better and more inclusive climate at school?
E.g. Students’ raised awareness of jokes and slurs demeaning other groups



TEACHING TIP

If your classroom is not equipped with technology or you are implementing this lesson in a distance learning plan with limited technology, students can read “What are Human Rights?” ([Handout A](#)) in place of viewing the short film.

ACTIVITY 2: HUMAN RIGHTS AROUND THE WORLD

In this activity, students will learn about someone who has experienced or witnessed human rights abuses. Through discussions with their classmates, students will explore the UDHR's 30 articles and what violations of these rights look like in the real world.

PROCEDURE (60 MINUTES):

1. Preparation: Print one copy of "Human Rights Around the World: Personal Stories" (Handout B) for each student. Print Personal Stories (Handout C) and cut into half sheets, making sure to print enough copies so that each student has one story (half sheet). If you have more than 30 students, stories will be repeated.
2. Distribute one story and one copy of "Human Rights Around the World: Personal Stories" to each student. Explain to students that they are going to teach each other about the articles of the UDHR by sharing stories about real people around the world. All of these personal histories come from the last 20 years and are based on actual people.

Notes: While most of the details in each story come from the original source material (see Appendix, pg. 30), all stories have been narrativized for the purpose of the activity. In many cases, some creative license has been taken to illustrate the UDHR's articles more clearly.

Before beginning, you may wish to model this activity by choosing a student volunteer and reading two stories aloud.

3. Ask students to read their personal story several times, underlining the most important details. They should prepare to tell the story of this person and describe the details to their classmates.
4. When all students have finished reading and you have answered any clarifying questions, explain their assignment:
 - a. Students should find a partner and take turns sharing their stories. They should try to recall details from memory, if possible, rather than reading directly from the paper. To get a feel for how the activity is going and how much time will be needed, teachers may choose to participate by taking on a story themselves.
 - b. After both students have finished sharing, each of them should use what they have learned from their partner to complete a question on the handout, if possible.
 - c. Each student should then find a new partner and repeat the process until time is up. Students should have partnered with about 7- 8 students by the end of this activity. Allow at least 40 minutes for the activity.
5. After 40 minutes have passed or when most students have completed their handout, bring the class together for a short debrief. Ask students to share what they have learned and what questions they have. What surprised them? Do they know about similar issues in their community? What would they like to learn more about? Why is this important to learn about?



TEACHING TIP

Teaching virtually? Student worksheet and personal stories (Handouts B & C) are also available on [Google Docs](#).

ACTIVITY 3: DEFENDING HUMAN RIGHTS

Using the **RAFT writing strategy**, students will advocate for human rights. RAFT helps students understand how to communicate clearly and effectively. It also allows for students to choose a format and topic that they find interesting, giving students at different levels an opportunity to choose an assignment suited to their interests and abilities.

Note: How this assignment is completed is up to the educator. It can be done in class or can be given as homework. You may wish to assign a certain amount of online research so that students can study their topics in-depth and create better-informed projects.

PROCEDURE (75 MINUTES):

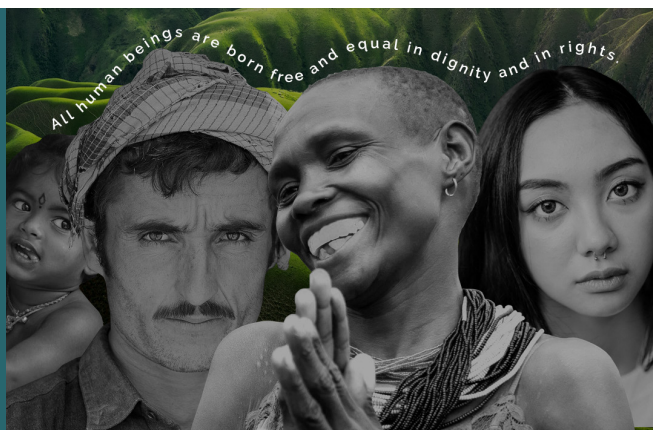
1. Distribute one copy of the UDHR to each student (**Handout D**). As a class, briefly review highlights from the role play activity as well as the difference between civil/political rights and social/economic rights.
2. Ask each student to make a case for why a specific human right (or set of rights) is important, choosing one option from each column of the RAFT chart to guide their assignment. Their project should include:
 - a. A description of the right(s);
 - b. How the right(s) can be violated; and
 - c. A way that an average person can advocate or defend that right.
3. Set aside a class period (or as much time as needed) for students to present their writing to the class. After each presentation, allow time for students to share something they learned from their classmate's presentation or to ask questions.
4. Conclude the activity with a few questions:
 - Why is studying the UDHR important?
 - What are a few ways that people have fought for their human rights?
 - Going forward, what can we do with this information to create a better world?

RAFT CHART

ROLE <i>(Could also be Audience)</i>	AUDIENCE <i>(Could also be Role)</i>	FORMAT	TOPIC
<ul style="list-style-type: none"> • Self • Student • Journalist • Eyewitness to human rights violations • Lawyer • Activist • Leader of your country • Person whose human rights have been violated • Delegate to the United Nations • CEO of a large company 	<ul style="list-style-type: none"> • Parents or guardians • Friends • Classmates • Community members • Government employees • People living in another country • A human rights defender • Elected officials (politicians) • The United Nations • Readers of a newspaper 	<ul style="list-style-type: none"> • Letter • Speech • Presentation with visual aids • Social media campaign (e.g. Twitter thread or Instagram posts) • Short video • Petition • Journal entry • Comic • Song • Poem • News article 	<ul style="list-style-type: none"> • A human rights issue in your community/ country • A civil/political right you learned about in the personal story activity • A social/economic right you learned about in the personal story activity • Something that you think should be a right but is not included in the UDHR

STUDENT HANDOUTS





WHAT ARE HUMAN RIGHTS?

WHAT IS A RIGHT?

A right is an entitlement to do something or to be protected from something. Rights are different than privileges, which are special benefits granted to a specific person or group of people.

WHAT ARE HUMAN RIGHTS?

Human rights are basic rights and freedoms which every single human being is entitled to, regardless of their race, religion, birthplace, gender, sexual orientation, or other characteristic. This means that they are universal – rights apply to everyone. Human rights are also inalienable, meaning that they cannot be taken away.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Throughout history, different cultures have developed ideas about justice and human rights, but it was not until 1948 that these ideas were adopted by the international community.

In the wake of World War II and the Holocaust, the international community struggled to figure out how it could prevent such atrocities from happening again. At the end of the war, a new organization, the United Nations, gathered experts from around the world to draft a document outlining the basic human rights.

Adopted by the UN General Assembly in 1948, the Universal Declaration of Human Rights (UDHR) contains 30 articles. Its core principle is that all human beings are born free and equal in dignity and rights. The document contains positive freedoms (the freedom to do something, such as the freedom to get married) and negative freedoms (the right to be free from something, such as the right to be free from slavery or servitude). The document contains both civil/political rights and social, economic, and cultural rights.

The UDHR does not claim that one type of right is more important than the other. Instead, it says that all rights are interdependent and that one type of right cannot exist without the other.

CIVIL & POLITICAL

Civil and political rights restrict the government from interfering with an individual or their freedom.

Examples:

- Freedom of speech
- Right to a fair trial

SOCIAL, ECONOMIC, CULTURAL

Social, economic, and cultural rights require the government to provide support or protections.

Examples:

- Right to education
- Right to medical care



CRITICISM OF THE UDHR

Since 1948, people around the world have continuously used the Universal Declaration of Human Rights as a tool to create a more equitable and peaceful world; however, the UDHR has also been the subject of a great deal of criticism. Some critiques include:

- Although it laid the foundation for modern human rights law, the UDHR itself is not legally binding. Human rights laws do exist, but they are extremely difficult to enforce and do not always prevent human rights abuses. While the United Nations monitors and investigates human rights abuses, it cannot force a government to change its policies.
- The document was written under the leadership of the United States at the beginning of the Cold War. As a result, critics argue that it is biased toward Western values and ignores cultural differences that exist between societies.
- The UDHR privileges the rights of the individual over collectives such as tribes, communities, or religious groups. This focus on the individual is in and of itself a reflection of Western values. By definition, genocide is the mass killing of people with certain characteristics or identities, so by not focusing on group rights, critics argue that the UDHR does not help to prevent this type of violence in the future.

Even with these limitations, the UDHR was an important step in outlining the rights of each person around the globe. It was the first document of its kind and continues to guide international law and values. At its core is the belief in the inherent dignity of each individual and the prevention of discrimination.

The UDHR has been translated into 500 languages and in 1999 became the most translated document in history.



HUMAN RIGHTS AROUND THE WORLD: PERSONAL STORIES

1. Find someone whose civil/political rights were violated. What is their name? Where are they from? What right was violated?

2. Find someone whose social/economic rights were violated. What is their name? Where are they from? How were their rights violated?

3. Find someone whose rights were violated because of who they are—their race, gender, religion, for example. What is their name? Where are they from? Have you seen anything similar in your own community?

4. Find someone whose rights were violated because of something they had done—their job, their income level, participating in a protest, etc. What is their name? Where are they from? Have you seen anything similar in your own community?

5. Find someone who is defending human rights. What is their name? Where are they from? How are they defending their rights or the rights of others?

6. What are three rights that you are interested in learning more about?
 - a.
 - b.
 - c.

TAMATI WAITITI

Maori teenager in New Zealand (Oceania)

My name is Tamati Waititi. I am 18 years old and Maori. Maori are the Indigenous people of New Zealand and our people experience a lot of racism. I have experienced it my whole life. I have had people call me names at school and when I am playing rugby. Every time I have reacted to the racism of my classmates, my teachers tell me that I need to just ignore them. That's very difficult to do when they are disrespecting me every day.

Racist stuff happens all the time. Last weekend, I went into a supermarket to buy a snack and some water. As soon as I walked in, an employee started following me. Every time I turned around, there she was. After I paid for my stuff and turned to leave, she screamed "HEY! HEY! STOP!" and accused me of stealing. She made me walk through the scanner at the front door several times before finally letting me leave. I was so embarrassed. She treated me like a thief just because I am Maori.

I will never return to that store. I even called to complain, but they told me that I was misremembering what happened and that I looked like a shoplifter. What does that even mean? I am a person just like them. Maori people have the same rights as white people. Why don't people treat us with respect?

UDHR ARTICLE 1

All humans are born free and equal. All individuals have the same rights as anyone else, and people should treat others with dignity and respect.

FERENC NAGY

Transgender person in Hungary (Central Europe)

My name is Ferenc Nagy and I live in Budapest. Last year, the government of Hungary passed a ban on changing gender markers (such as the word "male" or "female") on official documents. The law says that once a person's sex is recorded when they are born, it cannot be changed. This means that anyone who doesn't identify with the sex that they were assigned at birth is denied the right to change their legal gender marker to match their identity.

As a transgender man, this means that my identification card and other documents must say "female" because I was assigned female at birth. I do not identify as female, so why am I stuck with this label that doesn't match who I am? I'm always stressed and uncomfortable whenever I have to show my ID. I always get funny looks and questions. I am forced to explain a very personal story to random strangers and that's humiliating. It really destroys my day.

Recently, a group of transgender people challenged this law. As a result, a court of appeal reviewed the law and declared it unconstitutional. It isn't fully gone though. Any person who had started the process of changing their legal gender before the law went into effect can continue that process. Anyone who has not yet started that process is still barred from doing so. We will keep fighting. We won't stop until all transgender people can have their true identity recognized.

UDHR ARTICLE 2

Everyone is entitled to all of the rights in the UDHR, regardless of their race, color, sex, language, religion, political or other opinion, gender, or other characteristic. Additionally, a person has rights everywhere, regardless of where they come from.

AGHIL ABIAT

LGBTQ+ person from Iran (West Asia)

My name is Aghil Abiat. I am from Iran but currently live as a refugee in Turkey. Sexual relations between people of the same sex are illegal in Iran, so I had to leave the country a few years ago when a former partner told my family that I am gay.

I met my most recent partner, Alireza, on a social media network for members of the Iranian LGBTQ community. From the start, our communication was wonderful. We were honest with each other.

In May 2021, Alireza received his military service exemption card in the mail. The card said that he was exempt from mandatory military service because he is gay. (The government categorizes homosexuality as a mental health disorder.) When the card arrived in the mail, Alireza told me it looked like it had been opened and re-sealed, but he shrugged it off and said he was probably being paranoid.

When he was out running errands a few days later, Alireza was kidnapped by his family members. He was murdered and left underneath a palm tree, where his mother later found him. I want justice for Alireza. I want the killers to have a fair trial in which Alireza's sexual orientation is not a consideration. He was beautiful, handsome, kind, and determined. All our hopes and plans have vanished. We had planned a life together but now I am alone.

UDHR ARTICLE 3

Everyone has the right to live freely and safely.

ABOU TRAORE

Teenager from Burkina Faso (West Africa)

My name is Abou Traore. I am from Burkina Faso, but I came to the Ivory Coast to go to school when I was ten years old. I am 15 now, and I haven't been to school in five years. Instead, I have been working on a cocoa farm. My friends have also been working here a long time. They are 13, 14, and 15 years old. There are more than 2 million other children just like us working on cocoa farms.

Two-thirds of the world's cocoa supply—the raw material used in making chocolate—comes from West Africa. The farmers pay \$9 each week to our “big boss,” but our boss only gives us half. Many of us were sent here by our parents because they cannot afford to send us to school. We came here so that our families would have money for food. But with these wages, there is barely any money to send home. And sometimes we don't get paid at all.

We spend our days doing difficult manual labor and we never see our families. Many of us are not free to return home, and the bosses and farmers physically hurt or threaten us. None of this is legal in Ivory Coast, but these laws are not enforced. Many people around the world consider this to be slavery.

UDHR ARTICLE 4

No one should be held in slavery or servitude. Slavery and the slave trade in all their forms are prohibited.

KALIEF BROWDER

Black teenager from New York, United States (North America)

My name is Kalief Browder. When I was 16 years old, I was arrested for allegedly stealing a backpack. My family was unable to pay my bail, so I had to spend three years at New York's notorious Riker's Island jail while I waited for my trial. I spent two of those three years in solitary confinement. The United Nations says that solitary confinement for more than 15 days in a row is torture.

While I was in jail, I was treated very badly. Correction officers would beat me, then say that I attacked them first and would put me in solitary confinement. Or if they didn't like something I said, they would starve me. I was starved for so many meals that I lost count. There were a lot of nights that I just cried myself to sleep.

After almost three years in jail, I was offered a plea deal. Prosecutors said that if I admitted that I stole the backpack, they would release me. But I didn't steal the backpack, so I didn't take the deal. I know deep down in my heart that I didn't do it. I wasn't gonna say that I did a case that I didn't do for the simple reason that I felt like I was done wrong. After about 1,000 days in jail, they released me with no explanation.

UDHR ARTICLE 5

No one should be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.

HAYDEÉ GASTELÚ

Co-founder of activist group in Argentina (South America)

My name is Haydeé Gastelú and I am from Argentina. From 1976-1983, Argentina was under a military dictatorship. During that time, nearly 30,000 people were "disappeared" –kidnapped by the government, never to be seen or heard from again. On August 7, 1976, my son Horatio Oscar—who wasn't even involved in politics—was kidnapped. It was only years later that we learned he had been shot and killed less than two weeks after his disappearance. He was 21 years old. The government did not treat him like a person. He was not charged with a crime, had no trial, nothing. They just murdered him.

In April 1977, I went with 13 other women to a public square called the Plaza de Mayo. All of us were mothers of children who had been disappeared. We went there to publicly demand the reappearance of our children, alive and well. Our group is known as the Mothers of the Plaza de Mayo. Every Thursday since 1977, we have protested at the plaza. We have held more than 2,000 marches and many of our demands have been met. More than 1,000 of the people involved in the dictatorship's violent kidnappings have been arrested and tried. Hundreds have been convicted.

Many of us have since found out what happened to our children. We know when and how they were murdered. But now we face a new struggle: the Argentinian government wants to forget this terrible history and stop the trials. We will not let this happen.

UDHR ARTICLE 6

Everyone has the right to be accepted and treated as a person under the law. They should be legally protected everywhere in the same way as everyone else.

TURSUNAY ZIAWUDUN

Uighur woman from China (East Asia)

My name is Tursunay Ziawudun and I am part of the Uighur community. The Uighurs are a mostly Muslim ethnic group living in northwest China, near Kazakhstan. Over the past several years, the Chinese government has been detaining and imprisoning Uighurs for the purpose of “re-education.” But they aren’t educating us; they are imprisoning us without charging us with a crime and torturing us.

I spent nine months in a detention center. When I arrived, I was forced to hand over my clothes and shoes and police interrogated me. They cut my hair, forcibly injected me with something that made me nauseated and numb, and withheld food. They also beat me and kicked me in the stomach. This is common in the camps. Women I knew were often beaten, electrocuted, and sexually assaulted. I was too. Some women were forcibly sterilized so that they can’t have children.

All of us were forced to attend classes where we would spend hours singing patriotic Chinese songs and watching patriotic TV shows. They want us to forget our religion, language, and culture. I was lucky to be released and able to flee to the United States. I share my story so that the world knows what is happening in China. But why are they doing this? Why are they discriminating against us? Why are they subjecting us to this awful treatment? We don’t deserve this. Their goal is to destroy all of us. And everybody knows it.

UDHR ARTICLE 7

Everyone has the right to be treated fairly under the law. The law cannot discriminate against people because of their race, gender, religion, sexual orientation, or other characteristics. Everyone has the right to protection against violations of their human rights.

MILAN

Roma man from Czech Republic (Central Europe)

My name is Milan. I am a Roma man from Czech Republic, though I am currently living in Germany. The Roma are the largest minority group in Europe, and its most disenfranchised. Roma people like myself often have little access to education, employment, or services like running water and trash collection. We Roma face discrimination in many areas, but most of us never seek legal remedy.

Recently, German authorities took my grandson Denis away from me and put him in a children’s home. They said that he does not speak German well enough. We moved here three years ago and both of us are still learning; why is this a reason to take my grandson away?

Before they took Denis away, the authorities forced me to sign paperwork, but did not provide a translation in Czech, my first language. They also subjected Denis to medical examinations but would not let me in the room. None of it felt right, but what could I do? A month later, they took Denis away and they won’t tell me where he is.

I filed a formal objection with the court. They were supposed to provide me with a lawyer, but the lawyer never showed up to court and the judge denied my request to get my grandson back. Activists from the Sinti-Roma-Pride Initiative, a local activist group, are working hard to raise money so that I can hire a lawyer and get my grandson back.

UDHR ARTICLE 8

Everyone has the right to seek legal help and recourse if their rights have been violated.

FARHAD BANDESH

Kurdish activist in Australia (Oceania)

My name is Farhad Bandesh. I am a Kurdish activist and I had to flee from my home in Iran in 2013 to avoid potential prison time for my activism. I came to Australia by boat. Due to the country's "offshore processing" policy, refugees and asylum seekers like me are interned in detention centers on islands in the Pacific Ocean when we try to go to Australia. The government does this to try to keep us out of the country.

After six long years in detention on Manus Island, I was transferred to mainland Australia to get treatment for a shoulder injury and for my mental health. Once I got to the mainland, I was confined to a hotel room outside of Melbourne. There were 65 other men incarcerated in the hotel. While at the hotel, we were treated very poorly and had no access to fresh air or sunshine.

Under international law, the Australian government is required to help refugees, not imprison them. Many people die by suicide, experience mental health crises, and endure degrading treatment while in custody. After a lengthy legal battle, I was finally allowed to leave the hotel and was given a visa to work and live in Melbourne. But there are many others who are not lucky like me. The pain still is with me and even if they get out, it will be with them as well.

UDHR ARTICLE 9

Everyone has the right to freedom from arbitrary arrest, detention, or exile. You cannot be arrested or incarcerated, or thrown out of your country without a good reason.

AYTAC UNSAL

Lawyer in Turkey (West Asia/Southern Europe)

My name is Aytac Unsal. I am a lawyer, a human rights defender, and a member of the People's Law Bureau in Turkey. Our office is well-known for high profile cases against the Turkish police and government. In 2017, I and 13 other lawyers from the People's Law Bureau were arrested on charges of terrorism. The government said that we allegedly had links to the Revolutionary People's Liberation Party-Front, an armed resistance organization.

Our trials were not fair. The prosecution relied on secret witnesses, and our lawyers were not allowed to see the digital evidence they had collected on us. I was sentenced to over ten years in jail. In protest of the unfair conditions of our trial, I and a few other lawyers went on a hunger strike. I was temporarily released on medical grounds from jail 213 days into my hunger strike. My dear friend and fellow defendant Ebru Timtik did not make it. She died 238 days into her hunger strike. She was a piece of my life, and they took a piece of my life. It is as if they had removed my heart.

Human rights organizations around the world condemned our convictions. Amnesty International even called it a "travesty of justice." But it's not uncommon for lawyers to be arrested in Turkey, especially when they are vocal opponents of the regime. More than 1,500 lawyers have been prosecuted in Turkey in the last five years.

UDHR ARTICLE 10

Everyone has the right to a fair and public trial by an independent and impartial court.

AMINA MARKOVIĆ

Woman in Bosnia-Herzegovina (Southern Europe)

My name is Amina Marković. I am from Bosnia-Herzegovina. When I was younger, I was arrested for a low-level crime. Because I did not commit the crime, I entered a plea of ‘not guilty’ during my hearing rather than taking a plea deal. I was not going to confess to a crime that I did not commit.

After I said that I was not guilty, the judge took a long time to explain—in great detail—all of the negative consequences of holding a trial. He said that my legal fees would be very expensive and that I might receive a more severe sentence than what was being offered to me in the plea deal.

I was not sure what I wanted to do and I didn’t have a lawyer to help me understand, so I asked the judge: “In the event that I pleaded guilty, would the case be closed and over with today?” He replied that it would, then immediately entered into the official court record that I had changed my mind and pleaded guilty. I had to pay a fine and now I have a conviction on my record.

It was not fair for the judge to assume that I wanted to change my mind and plead guilty. He assumed that I wanted to because it would make the trial go faster. The judge really tried to persuade me to plead guilty, and that feels unfair.

UDHR ARTICLE 11

Everyone has the right to be presumed innocent until proven guilty if they are accused of a crime. They should be guaranteed a public trial and all of the things necessary for their defense. No one should be punished for anything that was not illegal when it happened, and no one should receive a harsher punishment than the one that applied when the crime was allegedly committed.

DEGREE PRASAD CHOUHAN

Dalit rights activist in India (South Asia)

My name is Degree Prasad Chouhan. I am a Dalit activist in India. Dalits are the lowest caste of people in India and often referred to as “untouchables.” I have spent many years campaigning for Dalit rights and against forced evictions and land dispossession of Indigenous communities by the government and the coal industry. Recently, I was one of at least nine human rights activists who were targeted by an unknown group for surveillance.

Most of us have been calling for the release of other activists who have been illegally imprisoned. Some group or individual—maybe a government agency—must have felt threatened by our activism, so they tried to trick us into installing surveillance software onto our computers. Over the course of ten months, each of us received emails that included malicious links. These emails were personalized and carefully crafted so that they appeared to come from someone we knew. If we opened the links, they would install spyware on our devices—our phone, our tablets, our computers. Basically, our devices would become wiretapped and the unknown group could monitor our actions and communications.

They wanted to keep tabs on us. They invaded our privacy and in doing so hurt many relationships we had with other activists. For quite a while, we didn’t know for certain if we were being surveilled, so we had to be very careful in our communication. This led to breakdown in trust between individual activists and organizations. When activists can’t trust each other, it’s hard to make any progress.

UDHR ARTICLE 12

Everyone has the right to privacy, including freedom from intrusion and snooping in their home and mail. They also have the right to freedom from attacks on their reputation.

SONA

Woman from Nepal (South Asia)

My name is Sona and I live in Nepal. The government of Nepal recently introduced a law that restricts women's ability to leave the country. It would require any women under the age of 40 to get consent from their family members and from the local government in order to travel to countries in Africa or West Asia. They say that this will protect women from human trafficking, but it just violates our rights.

Many women from Nepal leave the country temporarily to be domestic workers abroad. This allows them to earn a living for themselves and their families. Our country's economy relies heavily on money sent back from relatives working abroad. While the government issued permits for 3.5 million people to work abroad last year, only 5% of them were issued to women.

There have been cases of sexual abuse and exploitation of domestic workers abroad, but this blanket policy does nothing to solve the problem. Rather than trying to dismantle human trafficking networks, the government is controlling poor women. Many women, myself included, have protested this law. We think it is unconstitutional, discriminatory, and infringes on our right to movement. Why don't men have to get approval from their families and local government before travelling abroad?

UDHR ARTICLE 13

Everyone has the right to move freely and live wherever they would like within the borders of their country. They also have the right to leave any country, including their own, and return to their country.

MARÍA

Transgender woman from El Salvador (Central America)

My name is María. I am a transgender woman from El Salvador. When I was 11 years old, my parents kicked me out of the house when I told them that I was gay. I couldn't afford to pay for school on my own, so I had to stop my education.

I realized later in life that I am transgender. I face a lot of discrimination in El Salvador; it is difficult to find a job. Many transgender women here have to resort to sex work to survive. In addition, I fear for my safety every day that I am in El Salvador.

I have fled from El Salvador twice. The first time, I left with a friend and we were both arrested and detained in Mexico for many months. They kept us with men, and we were both abused. My friend decided to go back to El Salvador, and unfortunately she was killed when she returned. I was eventually forced back to my country.

The second time, I again left El Salvador with a friend. I traveled through Mexico and was abused along the way. I eventually made it to the United States and applied for asylum. I'm not sure if they will accept me into the country. If I have to return to El Salvador, I might be killed there.

UDHR ARTICLE 14

Everyone has the right to seek asylum in another country if they are being persecuted in their own country. The only case when this does not apply is when someone has been charged with a non-political crime in their home country.

MOHIB ULLAH

Rohingya man from Myanmar (Southeast Asia)

My name is Mohib Ullah and I am Rohingya, a member of a largely Muslim ethnic group in Myanmar. In Myanmar, I used to work as a teacher and lived with my wife, my parents, and my children. Since 1982, the Rohingya people have been stripped of our citizenship by the government of Myanmar. Although we have lived here for generations, they call us “illegal immigrants” and “Bengalis,” like we are immigrants from neighboring Bangladesh. We do not have the same access to education, health care, or other services that Buddhist citizens of Myanmar have.

One night, my family and I learned that the military had launched attacks against Rohingya villages. We spent a week huddled inside of one room with the lights off, hoping they would not find us. We eventually escaped the village and fled to Bangladesh. The journey took us eight days.

Since living in the large refugee camp at Cox’s Bazar in Bangladesh, I have gotten involved with a Rohingya rights organization. There are more than 900,000 refugees from Myanmar now living in refugee camps. We are fighting for our citizenship. We are citizens of Myanmar. We are not stateless. We want to go home to Myanmar with our rights and citizenship.

UDHR ARTICLE 15

Everyone has the right to a nationality (to be a citizen of a country). No one should have their citizenship involuntarily taken away from them, nor be denied the right to change their nationality.

LATIFA

Child bride in Tanzania (East Africa)

My name is Latifa and I’m 15 years old. I grew up in Tanzania and lived with my parents and three siblings. My family didn’t always have enough money to eat, so sometimes we went to bed hungry. When I was younger, I loved going to school and dreamed of becoming a doctor when I grew up. I really wanted to wear a white coat and help sick children feel better.

When I was in 6th grade, my dad told me that I couldn’t go to school anymore and that he had arranged for me to marry Salum a 35-year old man. Salum paid my family to marry me. He took me to live in Dar es Salaam, the capital of Tanzania. It was really far from home; I missed my friends and family. He expected me to do all of the cooking and cleaning in the house. I got pregnant soon after we married and after I had the baby, Salum kicked me out of the house and disappeared without any explanation. My infant daughter and I slept on the street for a few months, but luckily we now have a place to live. My daughter is almost one year old now and I will make sure that she gets to complete her education and live life on her terms.

UDHR ARTICLE 16

All consenting adults have the right to get married and start a family. Both parties are entitled to equal rights during the marriage and divorce. The family is the fundamental unit of society and is therefore entitled to protection by the State.

DANIEL KOBEL

Indigenous rights activist in Kenya (East Africa)

My name is Daniel Kobel. I am the Executive Director of Ogiek Peoples' Development Program, an organization that promotes human rights and self-determination of the Ogiek, an Indigenous community in Kenya. For generations, we have survived by hunting and gathering in the Mau Forest in Kenya. For as long as I can remember, the Kenyan government has been trying to forcibly evict Ogiek from our ancestral homelands. The forest is a source of timber; they try to take our land so that they can make money.

Ogiek have lived in these forests since time immemorial, so we have the right to claim ownership of this land. In 2017, we brought a case against the Kenyan government all the way to the African Court on Human and Peoples' Rights. The court ruled in our favor, recognizing our right to our ancestral lands, but the government has still not implemented the provisions.

The Kenyan government hasn't stopped evictions or paid reparations for the suffering caused by removing us from our land. Our opponents claim that our way of life is damaging to the environment, but we have been protectors of this forest for centuries. We know how to take care of our land. We just want to stay here and stay together. If we leave, our culture, our language—everything will be lost.

UDHR ARTICLE 17

Everyone has the right to own property alone or in association with other people. People cannot be arbitrarily deprived of their property.

NADIA MURAD

Yazidi woman from Iraq (West Asia)

My name is Nadia Murad. I am a member of the Yazidi community and grew up in Sinjar, northern Iraq. As a young girl, I dreamed of finishing high school. It was my dream to have a beauty parlor in our village and to live near my family. But this dream became a nightmare. Unexpected things happened. Genocide took place.

The Yazidis are a Kurdish-speaking minority religious group. We follow an ancient religion—we worship a single God who is represented by a peacock. When ISIS invaded Sinjar in 2014, they called us non-believers and tried to wipe out our community. The first thing they did was they forced us to convert to Islam. I, like many other women, was sold and forcibly married to a member of ISIS.

With the help of a Muslim family, I was able to escape. I used false identity papers and made my way to a displaced persons camp. It was there that I learned my mother and six of my brothers had been killed. Before the genocide, there were more than half a million Yazidis in Iraq. At least 100,000 have fled the country, and thousands were killed on the basis of their religion. I want their killers to be brought to justice. I share my story not because I seek sympathy, but because I want to translate those feelings to actions on the ground.

UDHR ARTICLE 18

Everyone has the right to freedom of thought, conscience, and religion. This includes the freedom to change one's religion or opinion, and to practice, worship, and observe one's religion or belief.

ROMAN PROTASEVICH

Journalist from Belarus (Eastern Europe)

My name is Roman Protasevich. I am a 26 year-old journalist from Belarus. When I was a teenager, I grew increasingly opposed to Belarusian President Alexander Lukashenko and his policies. He has been in power since 1994, and many people around the world consider him to be a dictator.

I was jailed several times in my teens because of my views. I was also expelled from school. I fled Belarus in 2019 after another dissident journalist was arrested. I ended up in Lithuania. During the 2020 election in Belarus, I posted articles online that were critical of the Lukashenko regime and helped to organize protests. The Belarusian government has a tight hold on the press, but dissidents can pass information through phone apps that encrypt messages. While living abroad, prosecutors charged me with organizing protests that violated “social order.” They also put me on a list of accused terrorists.

Recently I traveled to Greece to attend a conference. I thought I was careful about the route I chose, making sure that the plane would not fly into Belarusian air space. Unfortunately, the plane flew over the western border of Belarus and it was intercepted and forced to land. I was immediately arrested by security officials. Many European leaders condemned this as a “state-sponsored hijacking.” I’m not sure what will happen to me.

UDHR ARTICLE 19

Everyone has the right to have an opinion, to state an opinion, and to share information.

GIGI ABRAHIM

Human rights activist in Egypt (North Africa)

My name is Gigi Ibrahim. I grew up in an elite family in Egypt. During the Arab Spring (a period of protest and revolution in a few Arab countries in the early 2010s), I was active in the protest movement calling for President Hosni Mubarak to leave office. He has been president for 30 years; I had never had a different president during my lifetime. We did not have political freedom, including freedom of speech, police brutality was common, and with high unemployment, people were starving. We needed a change.

My family didn’t understand why I was protesting. They were worried that I would be beaten, arrested, or worse. But people were being killed under Mubarak’s regime. Our people were oppressed and tortured. I didn’t feel like I had any other choice.

At the start of the protests, the government shut down access to phone, internet, and social media. They did not want our movement to grow. But we kept protesting, and eventually Cairo’s Tahrir Square was filled with close to two million protesters.

Over and over, security forces filled the streets with tear gas. They used water cannons and firearms against us. When I could access it, I used Twitter to share updates about the protests. This helped bring global attention to our movement. After two and a half weeks of sustained protests, President Mubarak resigned. Our movement won!

UDHR ARTICLE 20

Everyone has the right to gather peacefully with others and to associate with whatever people or groups they would like to.

ISAÍAS

Disabled person in Peru (South America)

My name is Isaías and I live in Peru. I have a physical disability that makes it difficult for me to walk. Many times when I have gone to vote, the polling place is on the second or third floor of a building and is only accessible by stairs. It's really difficult for me to climb stairs, so sometimes I have to leave without voting. I've complained to the national voting office, but they said, "What disability do you have? You look fine. There are people who suffer more than you." They should make polling places accessible to all people, regardless of whether they can see our disabilities.

Other disabled Peruvians also have trouble voting. Although Peru's laws state that disabled people have equal rights, this is not always the case. Our Constitution says that people with certain disabilities—intellectual disabilities or mental illness—may be forced into guardianship. This means that the disabled person is declared "incompetent" and another person is put in charge of making decisions for them. When people are put under guardianship, they lose their right to vote.

My friend María says, "When people are [put under guardianship], they cannot vote. I have the right to vote. I have the right to elect my candidate. I have the right to study, to health, and to work. I am not incompetent, but [guardianship] would declare me to be." Disabled people have rights just like everyone else. They need to be respected.

UDHR ARTICLE 21

Everyone has the right to take part in their government, either by being in it or choosing people to represent you in elections (voting). They also have the right to elections in which their vote is secret and counts the same as anyone else's vote. The primary job of a government is to do what its people want it to do.

JONI THOMAS

Disabled LGBT person in the United States (North America)

My name is Joni Thomas and I live in the U.S.. I have been with my partner for more than twenty years, but we cannot get married. This is not because of any laws about same-sex marriage. It is because I am disabled and depend on social security benefits and Medicaid to survive. If my partner and I got married, our combined income would be too high and I would no longer qualify for my benefits, including Medicaid. I wouldn't be able to afford the personal care attendants that help me do my daily activities. I'd probably have to sell my home and move into a nursing facility.

This is a big problem in the disabled community. The benefits that we receive from the government already keep many of us below the poverty line. We aren't able to save any money, because if our assets cross a certain threshold, we lose access to life-saving Medicaid.

The government expects us to choose between living in poverty, with benefits and medical insurance, or marrying the person we love. Unless our partner is wealthy, it's unlikely that they can pay for home health aides or medical treatments on their salary, on top of covering all other household expenses.

It would mean the world to me to be able to get married. As long as disabled people risk losing the benefits that help them live with dignity, there is no marriage equality in the U.S. We shouldn't have to choose between love and health.

UDHR ARTICLE 22

Everyone has the right to social security (to have their basic needs met). They are entitled to the economic, social, and cultural rights needed to live with dignity and freely develop their personality.

NORMA ULLOA

*Garment worker in California, United States
(North America)*

My name is Norma Ulloa. I work 11 hours per day, six days a week, in a stifling factory in downtown Los Angeles. At the factory, I make garments for companies like Forever 21, TJ Maxx, and Ross. On a good day, I can make about 700 shirts. The companies sell these shirts for up to \$25, but the factory only pays me about \$6 an hour. That's less than half the minimum wage.

One day, while my boss was gone, I found some papers in his office. I learned that the company we were making garments for was only paying \$0.90 to \$1.40 for each item. How could the factory afford to pay us if it is also getting paid so little?

I work so many hours for such little money. One day, I decided that I would stand up for myself. I filed a claim with the state of California for \$89,000 in unpaid wages. I'm not sure that I will win my claim, but I have to try.

My boss didn't respond well to my claim. "If you didn't want to get paid this amount," he said, "you didn't have to come work here." Most of the factory workers are immigrants like me, and many are undocumented. This is our only option. We deserve to be paid a living wage.

UDHR ARTICLE 23

Everyone has the right to work, to choose their employer, to fair working conditions, and to protection against unemployment. They also have the right to equal pay for equal work. Everyone has the right to be paid enough to ensure an existence worthy of human dignity for themselves and their families. They also have the right to join a union to protect their interests.

MARISSA BEGONIA

Domestic worker in the United Kingdom (Western Europe)

My name is Marissa Begonia. I am from the Philippines, but am a domestic worker in the United Kingdom. When my three children were very young, I was struggling to make ends meet and my children were starving. The decision to become a domestic worker and leave my children was the most difficult decision I have ever made. It was my only option to give my children a better life.

The first family I worked for in the UK paid me 700 pounds each month (approx. \$980). They took half of the money back for my food and accommodation. They told me that was the law and I didn't know my rights, so I believed them. I have worked for so many abusive employers. In some cases they haven't paid me at all or given me any days to rest. Domestic workers are often forced to work for up to 18 hours a day, 7 days a week. Even on holidays, we don't have days off. Sometimes our employers simply do not pay us. It is common for employers to take our passports so that we are not able to leave.

I am a founding member of The Voice of Domestic Workers (VODW), an organization run by and for domestic workers. We campaign to ensure the rights of all domestic workers are protected. VODW provides education programs, community activities, and even rescue missions to remove workers from abusive situations.

UDHR ARTICLE 24

Everyone has the right to rest and leisure, including limiting the number of hours spent working and paid holidays once in a while.

MOMS 4 HOUSING

Housing justice activists in California, United States (North America)

We are Moms 4 Housing, a collective of homeless and marginally housed mothers living in Oakland, California. We believe that no one should be homeless when there are homes sitting empty. Housing is a human right, and to that end, people should be able to reclaim housing from big banks and real estate companies.

In recent years, the cost of housing has skyrocketed in Oakland and around the U.S. Even though we had jobs—more than one, in most cases—we still could not afford any suitable housing for ourselves and our children. There are thousands of people like us in Oakland, so we decided to take matters into our own hands. In an act of nonviolent civil disobedience, we occupied a house that had been sitting empty for two years. The house was owned by a multibillion dollar real estate company that buys foreclosed homes and resells them for massive profits. We lived in the house with our children. One of our babies learned to walk there. It provided us the shelter we needed during the cold winter months. But people didn't like what we did. We even got death threats.

One morning, before dawn, the Sheriff's Office, armed with automatic weapons, broke down our door and arrested us. But eventually we won. The charges against us were dropped, and thanks to help from community organizations, we now own that house. But we won't stop fighting. Not until all unhoused people have a safe and warm place to thrive.

UDHR ARTICLE 25

Everyone has the right to a standard of living that is adequate to maintain their health and well-being. This includes having enough food, proper clothing, housing, and medical care. It also includes support from the government (social security) in the event of unemployment, illness, disability, widowhood, or old age. Mothers and children are entitled to special assistance.

MALALA YOUSAFZAI

Activist for girls' education from Pakistan (South Asia)

My name is Malala Yousafzai. I grew up in Pakistan. My father was a teacher and ran a girls' school in my village; he thought that girls should have the same opportunities as boys. When the Taliban took over our town, however, they said girls could no longer go to school. I was only 11, and I was not sure if I would ever get to continue my education.

There were harsh punishments for people who did not follow the rules, but I was determined to make sure that I and other girls like me could get an education. I started to speak out publicly for girls' right to learn. One day a gunman attacked me to try to silence me. He shot me in the head, but I survived. I woke up ten days later in a hospital in England.

Since the attack, I have worked tirelessly to make sure that every girl around the world has the opportunity to go to school. All children deserve at least 12 years of education. The non-profit I created with my father, the Malala Fund, invests in local education initiatives, advocates for policy change, and amplifies the voices of girls around the world. In 2014, I won the Nobel Peace Prize, but the real prize will be seeing all girls reach their full potential.

UDHR ARTICLE 26

Everyone has the right to an education. Education should be free in elementary school and other fundamental stages. It should be compulsory—all children have to go to school—but parents should be able to choose the kind of education their children receive. Major goals of education should be to promote tolerance, understanding, and friendship, and to strengthen respect for human rights.

DR. TEDROS ADHANOM GHEBREYESUS

*Director General of the World Health Organization
from Ethiopia (East Africa)*

My name is Dr. Tedros Adhanom Ghebreyesus. I am from Ethiopia and I am the first African Director General of the World Health Organization (WHO). WHO is the United Nations agency that is responsible for international matters relating to public health. Because of this, we oversee the global response to the COVID-19 pandemic.

I believe that we need more global solidarity in order to wipe out COVID-19. The inequitable distribution of vaccines is becoming worse every day. The gap between the number of vaccines administered in rich countries and those administered in poor countries is growing wider. Rich countries are now vaccinating younger, healthier people who are at low risk of COVID while very vulnerable populations in poor countries are still waiting for vaccines.

As of March 2021, only 0.1 percent of the vaccine doses have been given in poor countries. Not only does this violate the human rights of the people living in those countries, it also puts everyone at risk—even those who live in rich countries and have already been vaccinated. As long as the virus continues to circulate, more variants will emerge. These variants may be resistant to existing vaccines. We must push wealthy countries and vaccine developers to send vaccines and share technologies. We must act in solidarity. The only way to beat COVID-19 is to do it together.

UDHR ARTICLE 27

Everyone has the right to participate in and enjoy culture—art, music, books, and more. They also have the right to benefit from any advancements in science and technology. Everyone has the right to get credit and profit from something they have created or discovered.

JUAN PABLO RANDAZZO

Young activist from Colombia (South America)

My name is Juan Pablo Randazzo. A few weeks ago, many Colombian people like myself took to the streets in protest. Students, teachers, farmers, Indigenous people, health workers—we've all come out to the streets. Our president proposed a tax overhaul that would have raised taxes on goods and services. Many Colombians were struggling before the COVID-19 pandemic; the proposed tax increases would have sent many more of us into poverty.

The tax proposal was eventually overturned, but now we don't want to stop. We are sinking deeper and deeper into poverty. More than 40% of our people live below the poverty line, and many families eat fewer than three meals a day. The government won't listen to our demands. Instead, they sent in the police to try to crush the protests. The way they decided to handle these things is to bring the police and the military forces against their own people. That's why we're all here.

On the first day of the protests, the police shot and killed a 17-year-old boy. Since then, they have killed at least 40 people and there have been more than thousands of reports of police brutality in just a few weeks. In these conditions, we have to prepare ourselves to hear that one of our friends or family members have been killed. We just want to live. We want to have enough food to eat. It's becoming so hard to live in Colombia.

UDHR ARTICLE 28

Everyone has the right to live in the kind of country and world where their rights are respected.

INDY MARING

Young activist in New York, United States (North America)

My name is Indy Maring. I'm a college student, activist, and organizer from Rochester, New York. At the start of the pandemic, the Rochester Mutual Aid Network (RMAC) sprung up in my community and around the U.S. These networks are based on the principles of interconnectedness and solidarity—that everyone has an obligation to help their communities and each other.

RMAC gives out funds, food, clothing, household supplies, and other items to fill gaps left by inequities in our society. As many people were forced out of schools, into their homes, and out of their jobs during the COVID-19 pandemic, it became necessary to make sure that people had food when they had no other ways to get it. As the pandemic continued, we realized that there are other gaps in the community, so we started asking our neighbors what they needed and how we could get it to them.

Sometimes there are questions of whether people are taking advantage of mutual aid networks; but who are we to judge what someone does and does not need? The foundation of mutual aid is mutual respect. If someone asks for something, we believe in good faith that they are asking because they need it. Mutual aid networks throughout the country offer solidarity, not charity. We're all in this together and it's time we started acting like it.

UDHR ARTICLE 29

Everyone has a duty to the community and the people around them. When people look out for each other, everyone can become the type of person they want to be. There have to be laws in place in order to make sure everyone's rights are respected. No one should use their rights to cause harm or go against the spirit of the United Nations.

MARIEM CHOUREK

Muslim teenager in France (Western Europe)

My name is Mariem Chourek. I am 16 years old and live in France. I am a devout Muslim. France is home to the largest number of Muslims in Europe. Recently, our Senate passed a law that would ban girls under 18 like me from wearing the hijab, or head covering, in public. The bill also prevents moms from wearing hijabs on school field trips with their children and bans the modest, full-body swimsuits that some Muslim women wear at the beach.

The niqab and burqa, full face coverings, have been banned in France since 2010. Until now, we have still been able to wear headscarves, but now they want to take these, too. I and lots of other girls like me started using a hashtag on social media—#HandsOffMyHijab (#PasToucheAMonHijab)—to protest against this law.

French politicians think that they are promoting secularism and feminism, but it is my choice to wear the headscarf. It's part of my identity. Why would they want to pass a law that discriminates against me? They act like they are trying to save us from oppression, but they are the ones doing the oppressing.

UDHR ARTICLE 30

Nothing in the Universal Declaration of Human Rights implies that any State, group, or person can weaken or take away your human rights.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

STUDENT VERSION

1 All human beings are born equal in dignity and in rights.	2 These rights belong to everyone . You should never be discriminated against.	3 You have the right to life, liberty, and safety .
4 No one can hold you in slavery .	5 No one can torture you or treat you in a cruel or degrading way.	6 Everyone has rights , no matter where they are.
7 Laws should be applied the same way for everyone.	8 You have the right to seek legal help if your rights are not respected.	9 You cannot be imprisoned or thrown out of a country without a good reason.
10 You have the right to a public trial .	11 You should be presumed innocent until proven guilty .	12 You have a right to privacy . No one can enter your home, read your mail, or bother you without good reason.
13 You have the right to move and travel within your country and internationally.	14 You have the right to seek protection from another country (asylum) if your country treats you poorly.	15 You have the right to be a citizen of a country (have a nationality).
16 Every adult has the right to get married and have a family .	17 You have the right to own property .	18 You have the right to practice any religion .
19 You have the right to express your opinion .	20 You have the right to gather with others and protest publicly .	21 You have the right to participate in the government of your country (e.g. vote).
22 You have the right to have your basic needs met (e.g. through social security programs).	23 You have the right to work, to receive equal pay for equal work, and to join a union .	24 You have the right to rest from work.
25 You have the right to an adequate standard of living , including housing, food, and medical care.	26 You have the right to an education .	27 No one can stop you from participating in your community's cultural life .
28 Everyone must respect the social order that allows these rights to exist.	29 Everyone must respect the rights of others .	30 No one can take any of the rights in this declaration away from you.

APPENDIX



Mayan woman and child in Guatemala



Protesters in Los Angeles, California following the murder of George Floyd



Mother and child in Sierra Leone

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RESOURCES

Universal Declaration of Human Rights

United Nations

un.org/en/about-us/universal-declaration-of-human-rights

This webpage contains the full text version of the UDHR, an illustrated version, and links to pages about the history and drafters of the declaration.

What are Human Rights?

United Nations Office of the High Commissioner for Human Rights (OHCHR)

ohchr.org/en/issues/pages/whatarehumanrights.aspx

This webpage details the principles of human rights, including universality and interdependence.

The Core International Human Rights Instruments and their monitoring bodies

United Nations Office of the High Commissioner for Human Rights (OHCHR)

ohchr.org/en/professionalinterest/pages/coreinstruments.aspx

The UDHR is not a legally-binding document. This webpage contains links to the nine core, legally-binding international human rights treaties.

Universal Declaration of Human Rights – Resources

Facing History and Ourselves

facinghistory.org/universal-declaration-human-rights

Facing History and Ourselves is a leader in human rights education. They have developed a number of lesson plans on human rights and the UDHR.

“What are the universal human rights?”

Benedetta Berti via TedEd

ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berri

This video (4:47) provides an overview of the UDHR and human rights principles.

“Human Rights in two minutes”

Amnesty International Switzerland

youtu.be/ew993Wdc0zo

This short video (2:33) provides an overview of the UDHR and human rights principles.

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