

## **Role-Play: My Right, Your Responsibility – Experiencing Human Rights in Practice**

**Duration:** 15–20 minutes

### **Learning Goals**

Students will

- deepen their understanding of how rights and responsibilities are connected;
- build empathy for people affected by human rights violations;
- practice communication, perspective-taking, and solution-oriented thinking.

### **Materials:**

- role-play cards / case-study cards
- optional simple props (for example place signs or labels)

### **Procedure**

#### **1. Introduction (about 3 minutes)**

Begin by connecting the activity to the previous lesson. Ask:

**“We have seen that human rights are part of everyday life. But who is responsible for making sure these rights are respected? Do rights also create duties for others?”**

Invite students to briefly discuss how rights and responsibilities depend on one another.

#### **2. Group Work: Role-Play (about 10–12 minutes)**

Divide the class into small groups of 3–4 students. Give each group one role-play scenario. Each case should relate to one or two SDGs and include a possible human rights issue.

#### **Suggested roles in each group:**

- one person: the affected person
- one person: the representative of the institution or person responsible
- one person: supporter / advocate
- optional: one observer

**Task for the groups:**

Act out the situation together. The affected person should explain which right is being denied or limited. The person responsible should respond and explain how the right could be protected, or why this is difficult in practice. The supporter helps make arguments and encourages a fair solution. Try to come to an outcome or proposal.

Allow about **7–8 minutes** for the role-play.

**3. Class Reflection (about 3–5 minutes)**

Each group briefly presents its scenario and explains whether the group found a solution.

Use questions such as:

- How did it feel to play the person whose rights were affected?
- How did it feel to play the person in charge?
- What made communication difficult in the role-play?
- What did this activity show about the challenges of protecting human rights?
- What can individuals do when rights are ignored or violated?

# Role-Play Worksheet: My Right, Your Responsibility

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Scenario title: \_\_\_\_\_

**1. Which human right is involved?**

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**2. Which SDG fits this situation best? Why?**

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**3. Who is affected?**

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**4. Who has a responsibility in this situation?**

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**5. What is the main problem or conflict?**

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**6. What support could help improve the situation?**

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**7. Did your group find a solution? If yes, what was it?**

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## Activity Cards

### *Activity Card 1*

#### **SDG 4: Quality Education**

A student is excluded from a support program because of their background, even though they clearly need help.

#### **Roles:**

- Student
- School principal
- Parent or lawyer / advocate

#### **Questions to consider:**

- Which right is affected here?
- Why might the student have been excluded?
- What should the school do?
- How could the problem be resolved fairly?

### *Activity Card 2*

#### **SDG 6: Clean Water and Sanitation**

A family in the town has no access to clean drinking water because the water pipes are old and damaged, and the local authorities are not taking action.

#### **Roles:**

- Family member
- Representative of the local government
- Activist

#### **Questions to consider:**

- Which right is at stake?
- Who is responsible for improving the situation?
- Why might the problem continue?

- What steps could lead to a solution?

### ***Activity Card 3***

#### **SDG 10: Reduced Inequalities**

A qualified person with a disability cannot find suitable work because employers do not want to provide accessible workplaces.

#### **Roles:**

- Job applicant
- Employer
- Employment office advisor / counselor

#### **Questions to consider:**

- Which right may be violated here?
- What barriers exist in this case?
- What responsibilities do employers have?
- What could make equal participation possible?