

## Perspective-Taking – A Dialogue for Human Rights

In this activity, students explore human rights issues through role play. They take on different perspectives, practice persuasive and respectful communication, and reflect on how dialogue can help address conflict and support human rights.

### Materials

- Role-play cards with roles and conflict scenarios
- Optional short SDG references for each scenario

### Procedure

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

Start by linking the activity to the previous lesson: students have already seen that words can be powerful, and now they will explore how language works in direct human interaction. Briefly introduce the idea of persuasive dialogue by asking:

**How do we convince others of our position when human rights are at stake?**

Explain that today's activity focuses on speaking, listening, and responding in real-life-style situations.

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

Divide the class into small groups of three or four. Each group receives one scenario card connected to one or two SDGs and centered on a human rights challenge.

Within each group, students take on different roles:

- **Person A:** someone affected by a human rights issue or someone advocating for a right
- **Person B:** someone who questions, resists, or deprioritizes that right
- **Person C:** a mediator or neutral observer who guides the conversation and encourages reflection

If there is a fourth student, that person may observe body language, note strong arguments, or support the reflection afterward.

Ask groups to act out the situation. Person A should clearly present their concern and try to persuade the other side. Person B should explain their point of view and concerns. Person

C should help keep the conversation constructive and, if possible, move the discussion toward a solution. Encourage students to pay attention not only to their arguments, but also to tone, word choice, and body language.

Each group has about 7–8 minutes to prepare and perform the dialogue.

### **3. Plenary and Reflection (about 3–5 minutes)**

Invite several groups to briefly present their scenario and reflect on how the conversation developed.

Possible discussion prompts:

- How did you feel in your role?
- Was it easier to argue for your position or to listen to the other side?
- Which communication strategies were most effective, for example logical arguments, emotional appeal, or compromise?
- Why is dialogue important when dealing with human rights issues?
- How can communication create understanding and help build solutions?

# Activity Cards

## Activity Card 1

**Scenario:** Access to the school library

**SDG connection:** SDG 4 – Quality Education; SDG 10 – Reduced Inequalities

A student is campaigning for barrier-free access to the school library. The school administration says there is not enough funding to make the building accessible.

**Roles:**

- Student / advocate
- School principal
- Student representative / mediator

**Task:**

Act out the conversation. Try to show the conflict clearly, but also work toward a possible solution.

**Questions to consider:**

- What right is being discussed here?
- Why might access matter beyond this one student?
- What arguments could each person make?
- Is there a compromise or next step?

## Activity Card 2

**Scenario:** A girls' football team in the village

**SDG connection:** SDG 5 – Gender Equality; SDG 16 – Peace, Justice and Strong Institutions

A young woman wants to start a girls' football team in a traditional village. An older villager criticizes the idea and says it is inappropriate.

**Roles:**

- Young woman

- Older villager
- Village elder / mediator

**Task:**

Perform the dialogue and show how values, traditions, and rights may come into conflict.

**Questions to consider:**

- Which rights are involved?
- What arguments support the girls' team?
- Why might someone oppose it?
- How can the mediator encourage mutual understanding?

### Activity Card 3

**Scenario:** Working conditions in the textile industry

**SDG connection:** SDG 8 – Decent Work and Economic Growth; SDG 12 – Responsible Consumption and Production

A consumer confronts a manager of a textile company about poor working conditions in a factory abroad.

**Roles:**

- Consumer
- Company manager
- Independent observer / journalist

**Task:**

Act out the exchange and explore how responsibility is discussed in a global context.

**Questions to consider:**

- Which human rights concerns are raised here?
- What responsibilities do companies and consumers have?
- What arguments might the manager use?
- What solutions or changes could be proposed?

## Worksheet: Perspective-Taking – A Dialogue for Human Rights

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

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

**1. Which scenario did your group receive? Which role did you play?**

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**2. What was the main human rights issue in your scenario? Which SDG or SDGs are connected to this case?**

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**3. What arguments did your role use during the dialogue?**

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**4. What arguments did the other side use?**

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**5. Did your group find a possible solution or compromise? If yes, what was it?**

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**6. What did you learn from seeing the issue from different perspectives?**

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