



Know your rights! 1 h 30 min

RECOGNISING AND ANALYSING VIOLATIONS

WALK AND TALK

BUZZ GROUP EXERCISE

About the exercise

TARGET AUDIENCE

Any. No prior knowledge required.

PURPOSE

- To help participants test and develop their knowledge of freedom of religion or belief (FORB) and justifiable limitations to the right.
- To develop skills in assessing if FORB limitations are justifiable.
- To help the facilitator tailor the knowledge input to the knowledge level and questions of the group.



DESCRIPTION

An opening exercise in the form of a fast-paced walk and talk quiz that helps the facilitator establish the knowledge level of the group before providing an interactive input on limitations to FORB based on their questions. Buzz groups visit 'stations', read a limitation scenario, guess if it is legitimate or not and then read and discuss the answer given on the back of the paper. Groups note down any confusion or questions that arise to bring to an interactive plenary discussion/knowledge input, which rounds off the exercise. Demands a solid understanding of permissible limitations on the part of the facilitator.

ALTERNATIVE METHODOLOGY

Quiz sheets can be used as a standalone awareness raising quiz for example in an exhibition tent.

Instructions

RESOURCES

- One copy of the 'Know your rights!' [quiz sheets](#) (20 pages). Print them out double-sided, so that the limitation scenario appears on the front and the explanation of why that limitation is or is not legitimate appears on the back.
- A bell or the stop-watch alarm on your mobile.
- One copy per participant of the [handout](#) 'How to determine whether a FORB limitation is legitimate – a tool for analysis'.
- Flipchart sheets headed 'Principles' and 'Questions'.

Find the quiz questions and answers on page 233 and the quiz sheets and handout at www.forb-learning.org/exercises/know-your-rights.

ADVANCE PREPARATION

Prepare key points for the interactive plenary discussion/knowledge input. Make sure to include the points highlighted in the [handout](#) 'How to determine whether a FORB limitation is legitimate – a tool for analysis'. Be prepared to relate these points to the scenarios highlighted on the limitation sheets. You may find it helpful to watch the 20-min FORB Learning Platform film '[8: Limitations to freedom of religion or belief](#)' as you prepare your input. Find it at www.forb-learning.org/films/films-on-forb.



HOW TO INTRODUCE THE EXERCISE (5 MIN)

Place the 10 limitation sheets on 10 chairs spread in numerical order around the room or outdoor space.

Explain that participants will now take part in a group quiz that will help us share our existing knowledge on FORB and identify the things that confuse us. Introduce the right by displaying and reading out the text of ICCPR article 18 on a PowerPoint or flipchart. (Do not give any further explanation of the right or take questions at this point).

Divide into buzz groups of 2-3 people. Ask each buzz group to go and stand beside one of the chairs. Explain that on each chair there is a description of a government regulation that could affect FORB. Explain that the group has 1 minute to guess whether the regulation described is legitimate according to human rights or whether it is not legitimate – a violation of human rights. Is it ok for the government to act in the way described? When the bell/alarm rings they should turn the sheet over and read the answer. They then have three minutes to discuss the answer and note down any questions, disagreements or confusion regarding that answer, before moving to the next question. Explain that their questions will be discussed later in the plenary.

Point out that this is a fast-paced exercise and that it is fine to guess the answers! It is not a test, but a fun way of rapidly sharing knowledge together and identifying our questions.

HOW TO RUN THE EXERCISE 80 MIN

• WALK AND TALK (40 MIN)

Remind them that their job is to guess if the limitation is legitimate or not and tell them to start!

After 1 minute ring the bell and tell them to read and discuss the answer on the back of the sheet.

After 3 minutes ring the bell again and ask them to move on to the next question.

Repeat for as many questions as the groups get through in 30 minutes, or sooner if energy levels seem to be dwindling.

• PLENARY DISCUSSION/KNOWLEDGE INPUT (40 MIN)

Ask everyone to return to the plenary. Put up two flipchart sheets – one headed 'Principles' and the other headed 'Questions' and use the following process:

- Ask each group to share one thing they learned from the exercise. If any of their answers highlight principles relating to how we decide if a limitation is legitimate or not (e.g., non-discriminatory, necessary to protect public health etc) then write these up on the 'Principles' sheet. Ask if anyone else has any principles they would like to add to the list.
- Ask each group to share one question they had in relation to a scenario. Write these up on the questions flipchart. (Do not answer the questions immediately just note them down).

- Following this, hold an interactive knowledge input, writing up key principles for determining if limitations are legitimate on the principles sheet, and using participants' questions about the scenarios to illustrate the principles (thus answering the questions). Ensure that all the key points you have prepared in advance are made – either by you or by participants.
- Finish off by giving each person a copy of the handout, 'How to determine whether a FORB limitation is legitimate – a tool for analysis' as a resource to take home.



SHORT TALK

HOW TO CONCLUDE THE EXERCISE 5 MIN

Thank participants for their active engagement and conclude by saying that while some limitations are obvious violations of FORB, and some are obviously legitimate, often it is tricky to assess what is necessary to protect a legitimate ground (e.g., rights and freedoms of others) or whether a limitation will be indirectly discriminatory or not. But the more we understand these principles the more prepared we will be for our roles in defending, upholding and demanding rights.

Source

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