

## Toolkit 2 - Learning Unit 4 Post intervention

### Activity 2b What are human rights?



Education

#### Activity 2b – Human rights – addition of specific topics

**Maintaining confidentiality** – A specific feature in the work of a crisis interventionist is to strictly anonymize the stories heard and to respect the right to privacy. If we are fascinated by the topic and we see the meaning in publishing it, we can, with the permission of the victim, publish it, for example, under another name in such a way that the victim is not identifiable on the basis of our story. But the key is always the client's wishes, which we should respect.

**Where ethical problems** and dilemmas can arise v Values related to the client: suicidal topics (accompaniment versus rescue), abortion (freedom of choice versus protection of life or post-abortion syndrome), euthanasia, attitude towards minorities, political affiliation, etc. v The client's enormous suggestibility and influenceability (any consent, decision...). Describe which topics might be more sensitive to you than others.

.....

.....

**Situations to think about:** Try to think about how you would act in a situation where a person called you on a crisis phone line saying that he had swallowed a toxic dose of the drug with the intention of dying. He wants you to stay with him and just communicate before he falls unconscious and dies. How will you communicate at this time and why? Discuss human rights and the limits beyond which you are unwilling to go. Would it be different if you knew your friend was calling, for example?

.....

.....

.....

.....





Project Number: 2020-1-PL-KA202-082075- Strategic Partnerships for vocational education and training

Cultural and value context are important – for some, the value of marriage is more important, the formal demonstration of respect for a man, religious beliefs... – Tempts to convince that self-respect is the most important thing When children are in the household (for example, involved in conflict and violence), the problem takes on a different dimension.

## **How you can fight against discrimination**

### **1. LISTEN AND EDUCATE YOURSELF**

Pay attention to the voices of people who experience racism everyday – listen to friends, classmates, neighbors, and community leaders. There are also a lot of articles, books, documentaries, films and podcasts on issues of racism, discrimination and privilege. Listen to what the people in them have to say. Understand and confront your own privilege.

### **2. RAISE AWARENESS**

Share the resources that you have found useful with your community to help them learn how they can play a role in ending racism and discrimination. If you have younger siblings or family members, set a good example for them.

### **3. CHALLENGE EVERYDAY DISCRIMINATION AND RACISM**

Racism and discrimination happen around us all the time. Often it is in the form of jokes, stereotypes or insensitive comments and questions from our friends, family members or colleagues. If you witness a friend or family member saying racist or discriminatory things, you should talk to them, if you feel safe to do so. Approach them privately first – in person or via direct message. Point out to them that what they are saying is racist or discriminatory and remind them that everyone has the right to dignity and that in many countries it is against the law to discriminate against a person because of the color of their skin, their ethnicity, religion, gender or sexual orientation. Encourage them to learn more about the historical context of racial prejudice and discrimination, and share resources that you have found helpful.

### **4. TELLING SOMEONE ELSE'S STORY**

If you are telling the story of someone who comes from a very different background to you based on their race or ethnicity avoid using words or phrases that are stereotypical or insensitive. Think about how you are portraying the person – are you presenting them as a full human being with a range of interests and experiences? Make sure you do your research beforehand and think about the images you use – do they treat someone with dignity and respect, or do they perpetuate stereotypes? Would you like to be portrayed in this way?

Source: [voicesofyouth.org](http://voicesofyouth.org)



Co-funded by the  
**Erasmus+ Programme**  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.