

ADVOCACY ROLEPLAY ACTIVITY:

ADVOCATING FOR WOMEN'S ACCESS TO HUMAN RIGHTS

OVERVIEW

This advocacy roleplay activity is designed to help students understand the challenges and systemic barriers women face in accessing basic human rights. Through roleplay and decision-making, students will explore real-world scenarios and advocate for their character's rights by navigating obstacles and leveraging opportunities.



OBJECTIVES

1. **Develop empathy:** Students will put themselves in the shoes of individuals facing systemic barriers to human rights, fostering a **deeper understanding of diverse perspectives and challenges**.
2. **Critical Thinking:** Students will analyse complex scenarios, identify obstacles and opportunities, and strategise actionable solutions to address systemic issues.
3. **Collaboration and Teamwork:** By working in groups, students will practice communication, negotiation, and cooperative problem-solving skills.
4. **Advocacy Skills:** Students will learn how to articulate compelling arguments, present ideas effectively, and advocate for social justice in a structured and impactful manner.



FOR TEACHERS

SET UP GROUPS:

Divide the class into small groups of 5–6 students each.

01.

ASSIGN SCENARIOS:

Distribute one scenario to each group along with corresponding role briefs and resource cards.

02.

PREPARE MATERIALS:

Print or provide digital copies of the role briefs, resource cards, and optional note sheets for students to track their ideas during the activity.

03.

TIME MANAGEMENT:

Allocate time for each phase of the activity:

- Scenario introduction and group discussion: 15 minutes
- Simulation and strategy building: 20 minutes
- Group presentations to the governing body: 20 minutes
- Debrief and reflection: 15 minutes

04.

FOR STUDENTS

UNDERSTAND YOUR ROLE:

Each group will act as a team advocating for their assigned character's human rights. Start by reading the role brief to understand the challenges your character faces.

01.

USE RESOURCE CARDS:

Discuss and strategise using the resource cards provided. Identify how to overcome obstacles and make the most of available opportunities.

02.

DEVELOP YOUR STRATEGY:

Plan how you will advocate for your character, including the actions you would take and the support you would seek.

03.

PRESENT TO THE GOVERNING BODY:

Assign one or two speakers from your group to present your case to the governing body (teacher/facilitator), explaining:

- The character's challenges
- Your strategy to overcome barriers and leverage opportunities
- The outcome you aim to achieve

04.

Scenario 1: Access to Education

HUMAN RIGHT: EDUCATION

CHARACTER BRIEF:

Amara is a 14-year-old girl living in a rural village in a low income country. Her parents rely on her to fetch water, tend livestock, and care for her younger siblings. Her family struggle to afford school fees. The nearest secondary school is 15 kilometres away, and the journey is considered unsafe for girls. Community norms often discourage girls from continuing their education beyond primary school, believing they should instead focus on marriage and household duties. Amara dreams of becoming a teacher and uplifting other girls in her village.

Advocate for policies and initiatives that address financial, cultural, and logistical barriers to education for girls in rural communities.



Resource Cards



You have received the following **OBSTACLE** and **OPPORTUNITY CARDS**!

Obstacle Cards: These highlight specific barriers preventing your character from achieving their goal. Examples include financial constraints, cultural resistance, or government restrictions. You must strategise how to address these challenges.

Opportunity Cards: These outline resources or supports that can help overcome obstacles, such as NGO assistance, community backing, or legal reforms. You must identify how to leverage these opportunities effectively.

Scenario 1: Access to Education



NGO Scholarships:
A local NGO offers full
scholarships for girls, covering
tuition and supplies.



No Nearby School:
The nearest secondary school is 15
kilometres away, making it unsafe and
impractical for girls to attend daily.



Cultural Norms:
Local traditions dictate that girls
should focus on household duties
rather than pursuing an education.



Bicycle Donation Program:
An international nonprofit
provides bicycles to students in
rural areas to ensure safe
transportation to school.



Community Advocate:
A respected village elder is willing
to champion girls' education and
encourage families to participate.



Financial Constraints:
Families in the community cannot
afford the costs of tuition,
uniforms, and school supplies.

Scenario 2: Fighting for Equal Pay

HUMAN RIGHT: EQUAL PAY

CHARACTER BRIEF:

Rosa is a 32-year-old single mother living in a working-class neighbourhood of a busy city. She works at a factory where she earns 30% less than her male colleagues for the same work. Despite being highly skilled and often working overtime, Rosa struggles to pay rent, childcare costs, and household bills. When Rosa asked her supervisor about the pay disparity, she was dismissed with vague promises and subtle threats of reduced hours. She knows other women at the factory face the same issue, but they are hesitant to speak out for fear of retaliation.

Advocate for wage transparency laws, workplace protections for women, and resources that help single mothers balance work and family life.



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Scenario 2: Fighting for Equal Pay



Union Support:

A local workers' union agrees to push for wage transparency and collective bargaining rights.



Employer Retaliation:

Management discourages discussions about wage disparity, threatening reduced hours or termination for those who speak up.



Lack of Affordable Childcare:

Rosa struggles to balance work with raising her children due to a lack of subsidised childcare options.



Legal Aid:

A nonprofit legal team offers pro bono assistance to help Rosa file a formal wage discrimination case.



Media Coverage:

A journalist runs a feature on wage disparities in the factory, generating public support for Rosa's cause.



Weak Labour Laws:

Current policies lack strict enforcement of equal pay legislation, making it difficult to hold employers accountable.

Scenario 3: Climate Change Advocacy

HUMAN RIGHT: ENVIRONMENTAL JUSTICE

CHARACTER BRIEF:

Leila is a 27-year-old environmental activist in a country heavily impacted by climate change. Rising sea levels and extreme weather events are displacing communities, and the government has been slow to act on sustainable energy initiatives. Leila leads a grassroots organisation advocating for renewable energy policies and disaster preparedness programs. However, her efforts face significant challenges, including resistance from powerful industries, limited funding, and community skepticism.

Advocate for a strategy to address these barriers, including building coalitions, securing domestic and international partnerships, and launching public awareness campaigns to ensure communities understand the urgent need for climate action.



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Scenario 3: Climate Change Advocacy



International Grants:

Global organisations like the Green Climate Fund offer funding and technical support for renewable energy and climate adaptation projects. the government to ease restrictions.



Industrial Pushback:

Fossil fuel companies lobby against her efforts, spreading economic fears about renewable energy.



Community Skepticism:

Rural communities dependent on fossil fuel jobs are resistant to change, fearing unemployment and increased costs.



Youth Mobilisation:

Young activists and university students are eager to participate in climate advocacy, bringing energy and innovation.



Media Collaboration:

Independent media outlets are willing to highlight climate challenges, counter misinformation, and bring attention to grassroots initiatives.



Limited Resources:

The organisation lacks adequate funding and technology to scale its advocacy efforts.