

UN Principles for Older Persons GUIDEBOOK

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1. Publisher's Remarks

About ASEM Global Ageing Center

ASEM Global Ageing Center is a specialised international institution headquartered in Seoul, which operates as an international hub for coordinating a wide variety of agendas regarding human rights of older persons of ASEM partners. The Center addresses human rights issues affecting older persons that ASEM partners currently and commonly face. It aims to contribute to the promotion and protection of human rights of older persons through policy research, cooperation between stakeholders, awareness raising and education, and information sharing.

The Center has come to recognise the limits of the ways in which the discourses on human rights of older persons are often addressed. Arguably, human rights issues have been discussed mainly in an international macroscopic context. However, the Center thinks that the protection of human rights progresses in proportion to older persons' awareness and exercise of their rights. Therefore, ASEM Global Ageing Center has developed the learning materials of human rights of older persons that helps older persons to improve the awareness of their rights and discuss them with more people.

Older Persons' Human Rights Issues in ASEM Partners

Older persons are considered important in all ASEM partners. Asia boasts the largest older population in the world and Europe registers the largest ratio of older persons. Also, European countries have experienced ageing issues earlier than other parts of the world while Asian countries are now experiencing ageing issues with the rapid growth of the older population. Different countries have different environments for older persons, but every country is now experiencing new social and cultural phenomena caused by and associated with the increase in life expectancy.

<Older Persons' Human Rights Issues in Europe>

Europe began to cope with ageing issues earlier than other parts of the globe. In order to ensure an income for older persons, many European countries established old age pensions and lowered the barriers to social insurance for older women. Some European countries also introduced free health care to support older persons' rights to health, conducted research on older persons' health issues, such as Alzheimer's disease and created social security systems in various areas to build a social safety net as needed for old age.

Moreover, Europe has implemented activities to guarantee older persons' social participation. In early 2000, the European Union legislated to prohibit discrimination against older persons, especially ending discrimination in the labour market. Besides, some European countries promote older persons'

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social participation through community services, educational programmes, etc. In addition, some countries have created programmes and systems that guarantee older persons' right to mobility to create an environment that enables their social participation.

Emotional health is also increasingly recognised as an important right in Europe. Loneliness in old age is now regarded as a social issue. Many European countries provide policies and programmes for health, welfare and residential environments to the population aged above 85 years to ensure ageing in place. Moreover, social workers and various members of the local community work together to ensure older persons' safe and dignified daily lives.

<Older Persons' Human Rights Issues in Asia>

Asia also experiences various issues relating to ageing. Asia, where ageing is advancing at a rapid pace, sees a fast growth in the oldest-old population (aged above 85 years). For this reason, many Asian countries now consider health services, long-term care and guaranteed income as important and priority issues for later lives. Moreover, Asia is experiencing changes in family structures: the size of households gradually has shrunk from extended families to nuclear families and the ratio of single women has increased. Consequently, attention has been given to systems and residential environments that can support diverse life choices that affect later lives.

The geographical characteristics of Asia are also related to human rights of older persons. Many Asian countries are affected by natural disasters such as floods and earthquakes. As a large number of older populations live in the Islands or rural environments where access to public transport is limited, older persons are often being isolated or in danger during the disasters. Accordingly, human rights activists emphasise that older persons and their needs must be central to any measures against natural disasters to safeguard the human rights of older persons.

In addition, ensuring an income for old age is an important human rights issue. A significant number of older persons in Asia engage in economic activities and they mostly work in the informal sector. Several Asian countries have adopted pension systems, but the scope of guaranteed income they provide is not sufficient to maintain a decent living standard, and very often limited to public-sector workers or military personnel. Therefore, it is crucial to establish a noncontributory pension system that provides adequate incomes to all older persons.

<Older Persons' Human Rights Issues Worldwide>

Despite regional differences in the way in which human rights issues of older persons are dealt with, health remains equally important across all regions. In particular, COVID-19 inspired great interest in human rights of older persons around the world. Compared to other age groups, older persons have registered a higher death rate when infected by COVID-19. However, human rights violations are taking place in medical facilities. A significant

1. Publisher's Remarks

number of deaths have occurred as older persons were left and neglected at the facilities, such as nursing homes or hospitals. Even those countries known to have well-established health care and welfare systems are now failing to provide adequate services for older persons. As a result, global society has looked into at the fundamental issues related to the protection of basic rights for older persons.

Meanwhile, continued social distancing and lockdown due to the COVID-19 pandemic has deepened loneliness and depression of older persons. Given that many elder-abuse offenders are family members, the disconnection from outdoor activities can suggest an increase in elder abuse. Together with deepening economic hardship, people expect an increase in physical abuse, emotional abuse and economic abuse. In addition, a hate speech referring to COVID-19 as “the boomer remover” appeared, alluding to older persons’ physical vulnerability associated with the COVID-19 crisis.

Accordingly, human rights of older persons are an important issue in Asia and Europe and beyond. Now is the time to learn, discuss and take action to promote human rights of older persons.

About this Guidebook

<UN Principles for Older Persons GUIDEBOOK> is designed for people who provide human rights education to older persons. In order to provide easy and enjoyable human rights learning experiences, the Center also developed the <UN Principles for Older Persons Activity Card Set>. Each card carries the keyword, its illustration and related questions on the UN Principles for Older Persons. And this Guidebook provides human rights lecture materials and activity instructions that you can use with the Card Set.

<About UN Principles for Older Persons>

ASEM Global Ageing Center considered the UN Principles for Older Persons as the main contents to address basic and equal rights for older persons. The UN Principles for Older Persons is a set of international principles adopted by the United Nations General Assembly in 1991. The Principles comprise 18 principles in 5 themes: independence, participation, care, self-fulfilment and dignity. Covering more fundamental details than other human rights statements, the UN Principles for Older Persons is a useful resource for older persons from ASEM partners to experience human rights of older persons.

1. Publisher's Remarks

We hope that the Guidebook and the Card Set to be used as a tool to share human rights experiences not only with the older persons who participate in this human rights education but also with other older persons and even younger generations. We also hope that older persons who participated in this education will have the opportunity to recall and share the human rights experiences they have enjoyed and achieved.

Looking forward to a world where older persons actively exchange opinions on human rights, we send this Guidebook and the Card Set to all of you.

2. Introduction

Main Contents of the Guidebook

The main contents of this Guidebook are 1) 'Human Rights Education Lecture Materials' and 2) 'Human Rights Card Activity Instructions'. You can use this Guidebook to provide human rights education with 1 theory lecture and 6 human rights card activities.

Human Rights Education Lecture Materials

The first part of the Guidebook is a 30-minute lecture on human rights of older persons. The lecture materials include an overview of human rights of older persons, the UN Principles for Older Persons and cases of human rights issues that ASEM partners experience. To provide age-friendly learning materials, the lecture materials apply large font size and visual images.

Human Rights Card Activity Instructions

The second part of the Guidebook consists of six card activities that are designed to provide easy and enjoyable learning experiences on human rights of older persons. The card activities use the <UN Principles for Older Persons Activity Cards> developed by the ASEM Global Ageing Center. These activities consist of three educational stages, and are suitable for groups of 10 people. The duration is about an hour, but you may freely adjust these activities according to the class environment.

2. Introduction

I Educational Stages

Educational Stages
Stage 1: Raising Awareness of Human Rights of Older Persons
Stage 2: Learning the UN Principles for Older Persons
Stage 3: Actions to Promote Human Rights of Older Persons

I Card Activities

Educational stages	Activities
Stage 1: Raising Awareness of HROP	<ul style="list-style-type: none"> • My rights, Our Rights • HROP Bingo
Stage 2: Learning the UN Principles for Older Persons	<ul style="list-style-type: none"> • HROP Tournament • HROP Speed Quiz
Stage 3: Actions to Promote HROP	<ul style="list-style-type: none"> • "IF" Game • HROP Posters and Slogans

* HROP: Human Rights of Older Persons

* For more information, please refer to "Chapter 4 Human Rights Card Activity Instructions"

About <UN Principles for Older Persons Activity Card Set>

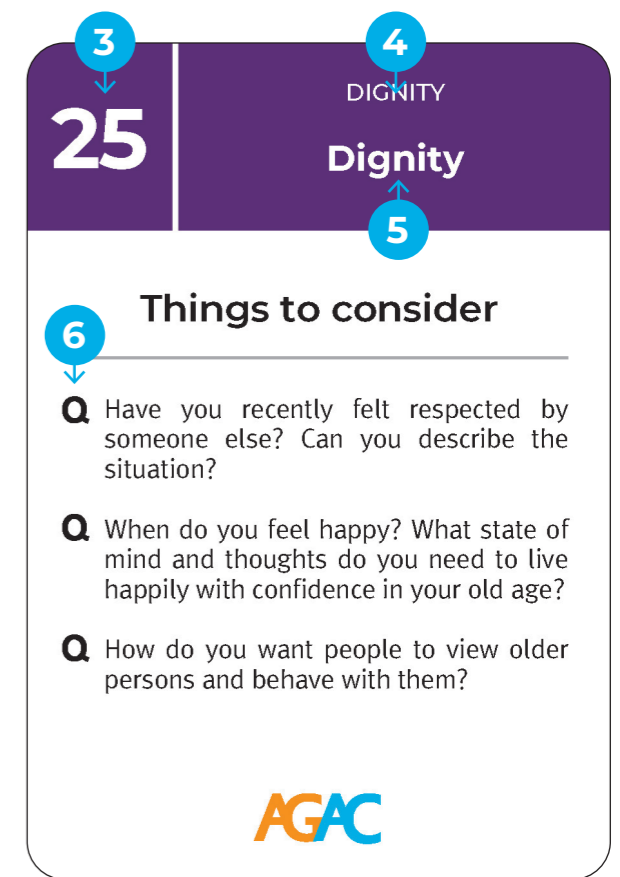
<UN Principles for Older Persons Activity Card Set> is an age-friendly learning material designed to improve awareness of human rights of older persons.

The Card Set is consisted of a manual and 31 cards, which include the keywords, its illustration and related questions of the UN Principles for Older Persons.

Contents and Composition



2. Introduction



- 1 Keyword Illustration
- 2 Keyword of the Principles
- 3 Card Number
- 4 Theme of the Principles
- 5 Keyword of the Principles
- 6 Questions related to the Principles

The front side of each card shows a keyword and its illustration of the UN Principles for Older Persons. And the backside shows the keyword with related questions.

2. Introduction

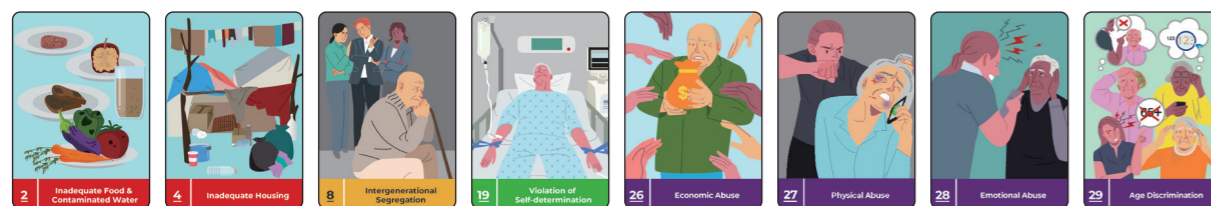
Criteria: Assurance vs Violation

The cards are divided into two categories: the assurance of human rights of older persons and their violation.

23 Cards of Human Rights Assurance



8 Cards of Human Rights Violation



Themes and Keywords of UN Principles for Older Persons

The cards are also categorized into the five themes of UN Principles for Older Persons. Different themes are marked in five different colours.

INDEPENDENCE

1. Adequate Food & Clean Water
2. Inadequate Food & Contaminated Water
3. Accessible Housing
4. Inadequate Housing
5. Work & Income Accessibility
6. Education Accessibility

PARTICIPATION

7. Intergenerational Integration
8. Intergenerational Segregation
9. Participation in Policy Activities
10. Sharing Knowledge with Younger Generations
11. Volunteer Activities
12. Form Associations of Older Persons

CARE

13. Family Care
14. Community Care
15. Access to Health Care
16. Social and Legal Services
17. Rehabilitation
18. Self-determination in Facility Settings
19. Violation of Self-determination

SELF-FULFILMENT

20. Potential
21. Recreational Resources
22. Cultural Resources
23. Spiritual Resources
24. Educational Resources

DIGNITY

25. Dignity
26. Economic Abuse
27. Physical Abuse
28. Emotional Abuse
29. Age Discrimination
30. Fair Treatment I (Ethnic Diversity)
31. Fair Treatment II (Gender Equality)

3. Human Rights Education Lecture Materials

Have You ever Heard of Human Rights of Older Persons?

The Universal Declaration of Human Rights describes human rights as follows:

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.”

“Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”

Human rights refer to the fundamental rights of freedom and equality that everyone is born with. These rights apply equally to everyone regardless of age. As we age; however, we often experience negative attitudes or discrimination toward older people in various areas including health services, work and education. Sometimes, we may have to rely on others due to physical changes of ageing. But still, we have right to receive health services, to make own decisions and to live in a place where we want to live.

Human rights of older persons refer to the right to enjoy a dignified life in old age and the right to be free from discrimination based on age.

What Kinds of Human Rights Issues Do Older Persons Experience?

Older population grows around the world. Asia is the continent that the greatest number of older persons reside, whereas Europe is the continent that registers the highest ratio of older persons. As a result, many societies pay attention to the later lives.

Now the ageing population is increasing, life expectancy is prolonged, and old age is getting longer. Although the society's interest has increased, a lot of attention is still needed to guarantee human rights in old age. Here are the various human rights issues of older persons that occur around us.

Case 1

"A" is an older person living in Southeast Asia. This year, A's house was destroyed by the typhoon. Unfortunately, A could not find support to repair the house and still lives in the destroyed house.

Human Rights to Consider:

“Access housing and adequate food” and “access to social and legal services to enhance autonomy, protection and care”

3. Human Rights Education Lecture Materials

Case 2

“B” is a 66-year-old woman living in Europe. When B turned 65, she had to quit her job. B tried to find a new job, but because of her age, B could not find a company to apply for.

Human Rights to Consider:

“Opportunity to work” and/or “opportunity to earn an income”

Case 3

Older person “C”, who lives in Europe, had severe dementia symptoms and was admitted to a care facility. However, because the facility provides only two diapers a day and changes them without a curtain drawn, C feels humiliated.

Human Rights to Consider:

“Right to dignity, belief, desire, and privacy in facility”

Case 4

Older persons “D” living in Asia is a Homecare service user. But due to the spread of COVID-19, the caregiver’s visit was suspended. As a result, D had a hard time getting medications and food, and the chances to communicate with others were significantly reduced. As the period of staying alone increased, D experienced loneliness.

Human Rights to Consider:

“Right to receive care and protection from family and the local community” and “right to access to health care services to regain optimum level of physical, mental, and emotional well-being”

Case 5

“E,” an older person living in Europe, visited the hospital for symptoms of pneumonia only to be denied treatment because of age. Although symptoms related to COVID-19 were identified, E could not receive any treatment. E’s symptoms have worsened because of the policy that prioritises health care to younger people.

Human Rights to Consider:

“Access to health care”, “fair treatment regardless of age” and “right to utilize appropriate level of institutional care”

3. Human Rights Education Lecture Materials

Introducing the UN Principles for Older Persons!

As the number of population has increased around the world, the UN General Assembly adopted the UN Principles for Older Persons in 1991. The Principles comprise 18 principles in 5 themes: independence, participation, care, self-fulfilment and dignity. Each principle states the rights in old age that should be recognized by both the governments of UN member states and the general public.

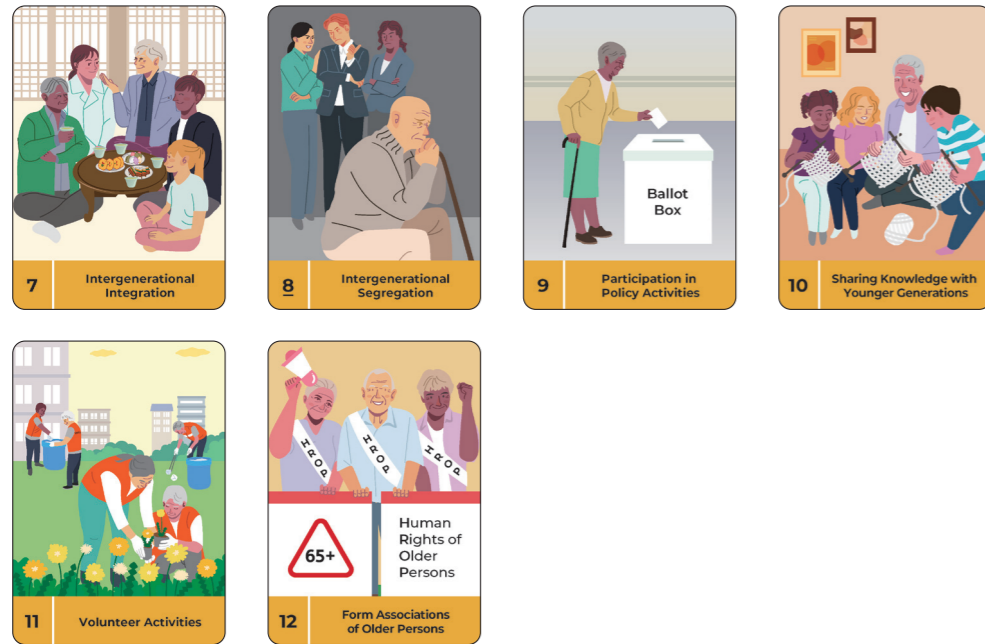
Five themes of UN Principles for Older Persons



| Independence : Older persons

- should have access to adequate food, water, shelter, clothing and health care through the provision of income, family and community support and self-help.
- should have the opportunity to work or to have access to other income-generating opportunities.
- should be able to participate in determining when and what pace withdrawal from the labour force takes place.
- should have access to appropriate educational and training programmes.
- Should be able to live in environments that are safe and adaptable to personal preferences and changing capacities.
- should be able to reside at home for as long as possible.

3. Human Rights Education Lecture Materials



| Participation : Older persons

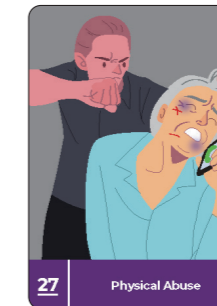
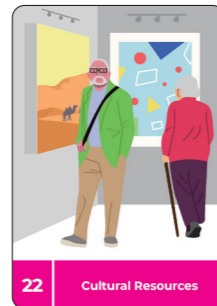
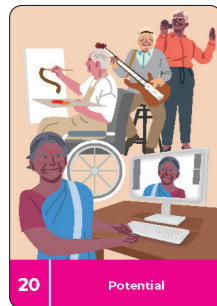
- should remain integrated in society, participate actively in the formulation and implementation of policies that directly affect their well-being and share their knowledge and skills with younger generations.
- should be able to seek and develop opportunities for service to the community and to serve as volunteers in positions appropriate to their interests and capabilities.
- should be able to form social movements or associations of older persons.



| Care : Older persons

- should benefit from family and community care and protection in accordance with each society's system of cultural values.
- should have access to health care to help them to maintain or regain the optimum level of physical, mental and emotional well-being and to prevent or delay the onset of illness.
- should have access to social and legal services to enhance their autonomy, protection and care.
- should be able to utilize appropriate levels of institutional care providing protection, rehabilitation and social and mental stimulation in a humane and secure environment.
- should be able to enjoy human rights and fundamental freedoms when residing in any shelter, care or treatment facility, including full respect for their dignity, beliefs, needs and privacy and for the right to make decisions about their care and the quality of their lives.

3. Human Rights Education Lecture Materials



| Self-fulfilment : Older persons

- should be able to pursue opportunities for the full development of their potential.
- should have access to the educational, cultural, spiritual and recreational resources of society.

| Dignity : Older persons

- should be able to live in dignity and security and be free of exploitation and physical or mental abuse.
- should be treated fairly regardless of age, gender, racial or ethnic background, disability or other status, and be valued independently of their economic contribution.

3. Human Rights Education Lecture Materials

What Do We Need to Protect and Promote Human Rights of Older Persons?

“Awareness-raising, Cooperation and Action”

Awareness-raising | People’s awareness has to be raised

Raise awareness on older persons

- » human dignity and peace in a super-aged society
- » communal life

- ✓ Anti-ageing → pro-ageing
- ✓ Ageism → age integration
- ✓ Subject of protection → human rights-based approach
(respectable life, dignity, rights)

- We all get old. And it is important to have a culture that accepts ageing as a natural process and an environment that ensures a safe life against cultural, physical and social changes.

- Instead of giving up or not even trying because of advanced age, each person should be able to fulfil, exercise and enjoy one’s rights.

Cooperation | We need to create a society that protects rights in old age so that everyone can lead a healthy and happy life in old age.

Improving the system to protect human rights of older persons

- ✓ Strengthen human rights of older persons in the national human rights policy plan
- ✓ Active measures are necessary for vulnerable older persons who are not fully covered by social security
- ✓ Rights of older persons should be approached from a collective perspective that encompasses diverse rights, including the right to income, health, housing, social participation, care and freedom from abuse

- We have to create a social system that encompasses various areas including income security, health, care, social participation and labour in old age to ensure that everyone can enjoy a healthy and happy later life.

- Activities for intergenerational integration and positive images of the older persons must be actively shared so that ageism, age discrimination and hatred against older persons to be eradicated.

3. Human Rights Education Lecture Materials

Action | The participation of each and every older person is important to create a society that protects human rights of older persons.


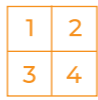
Establishing a system to promote human rights of older persons through solidarity and cooperation among the older persons themselves, governments, academia and private organisations.

- Individual efforts to live a healthy and happy everyday life and caring for and mingling with the older persons around us are human rights activities that can be practiced in our daily lives.
- It is also important to pay attention to the laws and the systems for older persons in our neighbourhood and provide opinions and share them with everyone to create the environment necessary for older persons.
- In addition, various agencies of governments, academia and civil society should pay attention to and cooperate with efforts to protect and promote human rights of older persons.

4. Human Rights Card Activity Instructions

Activity 1 My Rights, Our Rights

Category	Level 1: Raising Awareness of HROP	Duration	60 mins
Learning Goal	Understand and empathise with the value of human rights through the activity.		
Things to Prepare	UN Principles for Older Persons Activity Cards, base-size paper (1 sheet for each group/one sheet for all) and pens		

	Details	Duration
1	<p>Categorise the Important Human Rights Values</p> <ul style="list-style-type: none"> - Divide participants into four groups. - Distribute a set of <UN Principles for Older Persons Activity Cards> and a sheet of base-size paper to each group. - Fold the base-size paper to make three equal parts and write 1,2 and 3 in the upper section of each square.  <ul style="list-style-type: none"> - Discuss with the group members to classify the Activity Cards into three categories: 1 (most important), 2 (important) and 3 (less important). - Arrange the Activity Cards by priority in each section and review the priorities and reasons. 	30 mins
2	<p>“My rights, Our rights” Discussion: Develop consensus on the important human rights areas of the group</p> <ul style="list-style-type: none"> - Draw quadrants on a sheet of base-size paper.  <ul style="list-style-type: none"> - Each group collects 10 cards that fall under “Section 1” of the previous activity. - Each group takes turn to call the cards that fall under “Section 1”, and other groups that have chosen the same card will raise their hands. - Place the cards that all groups have chosen on top left (1); Place the cards that three groups have chosen on top right (2); Place the cards that three groups have chosen on bottom left (3); And place the cards that only one group have chosen on bottom right (4). - Repeat the procedure until all the cards are placed. - Discuss what kind of life may be enjoyed by everyone according to the cards in each quadrant. 	20 mins
3	<p>Wrap-up</p> <ul style="list-style-type: none"> - Make a definition of human rights of older persons by using the keywords of the cards in upper left box. 	10 mins

4. Human Rights Card Activity Instructions

Activity 2 HROP Tournament

Category	Level 1: Raising Awareness of HROP	Duration	60 mins
Learning Goal	Learn the values of human rights that matter for all of us.		
Things to Prepare	UN Principles for Older Persons Activity Cards), worksheet, pen, base-size paper, tape and stickers		

	Details	Duration
1	<p>HROP Tournament</p> <ul style="list-style-type: none"> - Divide participants into groups of two people, and designate the role of card presenter and decision-maker. - Provide a set of <UN Principles for Older Persons> to each group and let the group to collect the 23 cards of “Human Rights Assurance Category”. - Presenter of the group shows two cards at a time, and the decision-maker chooses the card that the person thinks more important. Repeat the process until the final three cards are selected. - Prioritise the three final picks and write their numbers, ranking and reason for choosing on the worksheet. - Repeat this process by reversing the roles of the presenter and the decision-maker. - All participants share their top three cards and the reasons. 	30 mins
2	<p>HROP survey</p> <ul style="list-style-type: none"> - Prepare a sheet of base-size paper for the class. Draw lines on the paper to make 23 sections and put the number and keyword of “Human Rights Assurance Cards” in each section. - Attach the paper to the wall or the blackboard with tape. - Provide three stickers to each participant and let them take turn to attach the stickers to the number of their three most important cards. - Write the number of stickers in each section and figure out the top three important cards that the class chosen. Compare the top three cards of each person and the group. 	20 mins
3	<p>Wrap-up</p> <ul style="list-style-type: none"> - Tell others one's most important human rights values and the reasons. - Reflect on and discuss the reasons for the first and second most important human rights cards of the class. 	10 mins

Activity 3 HROP Bingo

Category	Level 2: Learning the UN Principles for Older Persons	Duration	60 mins
Learning Goal	Know the values that are important to all of us.		
Things to Prepare	UN Principles for Older Persons Activity Cards, A4 size papers and pens		

	Details	Duration
1	<p>Bingo practice</p> <ul style="list-style-type: none"> - Explain the bingo rules. - Create a 5 x 5 bingo board on an A4 paper and write numbers up to 25 on it. - Participants take turns to call the numbers. - When three bingos are claimed, the game stops. - Discuss the best strategy to win in bingo (such as the sequence of calling numbers). 	20 mins
2	<p>HROP Bingo</p> <ul style="list-style-type: none"> - Form a group of two to three persons and provide a set of <UN Principles for Older Persons Activity Cards>. - Explain the bingo rules and the best strategies to win discussed earlier. - Each group reviews the Activity Cards and select 25 most important cards. - Put the cards on the table and arrange the selected cards in five horizontal and vertical lines with the backside of the cards on the top (5X5 bingo board). - Each group in turn chooses the most important card and turn it upside down. Here, the person who has chosen the card briefly describes the reason for picking it. And other groups with the same numbers also turn the card upside down. - When three squares come in a row crosswise, lengthwise or diagonally, shout “Bingo” - The group that shouts “Bingo” first is the winner. 	30 mins
3	<p>Wrap-up</p> <ul style="list-style-type: none"> - Share thoughts and feelings of playing the Bingo game with all participants. - Pick the person who most impressively presented the reason for choosing the cards. 	10 mins

4. Human Rights Card Activity Instructions

Activity 4 HROP Speed Quiz

Category	Level 2: Learning the UN Principles for Older Persons	Duration	60 mins
Learning Goal	Understand, explain, and answer questions about UN Principles for Older Persons.		
Things to Prepare	UN Principles for Older Persons Activity Cards, stopwatch (on smartphone) and a list of words (six to ten words)		

	Details	Duration
1	<p>Speed Quiz Practice</p> <ul style="list-style-type: none"> - Instructor prepares a list of words and describe each word to the participants without saying the exact word. - Half of the words should only be described by body movements, and let participants to figure out the words. 	10 mins
2	<p>HROP Speed Quiz</p> <ul style="list-style-type: none"> - Form a group of five persons. - Each group chooses one person who will describe the keywords of the cards. - Instructor distributes equal number of cards to each group. - For each group, the presenter comes forward and describes the human rights cards by not telling the exact word. And the group members give the right keyword for the card within 2 minutes (Hard to describe questions may be skipped). - The group that gets the most cards right in a limited time period is the winner. 	20 mins
3	<p>HROP Speed Quiz "Silent Mode"</p> <ul style="list-style-type: none"> - Play the HROP Speed Quiz but only describe the keywords by body gestures. - If the presenter makes sounds or say the words, the group has to pass that question and move to another one. 	20 mins
4	<p>Wrap-up</p> <ul style="list-style-type: none"> - Share the most difficult question. - Share the difficulty of not saying words. 	10 mins

Activity 5 "IF" Game

Category	Level 3: Actions to Promote HROP	Duration	60 mins
Learning Goal	Learn the need of HROP and think how to promote human rights through the "IF" game.		
Things to Prepare	UN Principles for Older Persons Activity Cards, a base-size paper (one fourth for each group) and pens.		

	Details	Duration
1	<p>"IF" Game Practice</p> <ul style="list-style-type: none"> - Instructor prepares various questions based on the "IF" clauses. (E.g.) "If we can fly, where do you want to go?" or "If everyone in the world speak different languages, how could we communicate with each other?" - Give participants some time on the question and hear everyone's answer. 	15 mins
2	<p>"IF" Game</p> <ul style="list-style-type: none"> - Form a group of three to four persons and provide a set of the <UN Principles for Older Persons Activity Cards>, one fourth of base size paper(A2) and pens. - Each group puts their Activity Cards on the tables. - Instructor asks a "IF" question and each group choose the human rights keyword that are relevant to the question. - Put the selected card and write down the keyword and the reason to choose on the paper. - Play the same with the next questions. - Groups finished with writing take turns to do a presentation. 	30 mins
3	<p>Wrap-up</p> <ul style="list-style-type: none"> - Identify the cards that are mentioned most often and figure out why. - Share with others the efforts you would make to protect the human rights. 	15 mins

4. Human Rights Card Activity Instructions

Activity 6 HROP Posters and Slogans

Category	Level 3: Actions to Promote HROP	Duration	80 mins
Learning Goal	Can express the importance of human rights in posters or slogans to promote human rights of older persons.		
Things to Prepare	UN Principles for Older Persons Activity Cards, drawing paper (1 sheet per person), crayons, paints and markers		

	Details	Duration
1	<p>Sharing Experience in Creating Posters or Slogans</p> <ul style="list-style-type: none"> - Discuss experiences in creating posters or slogans on fire safety, climate change, national holidays as well as other subject you may remember. <p>Sharing Impressive Posters or Slogans Together</p> <ul style="list-style-type: none"> - Prepare impressive posters or slogans as supporting materials and have discussions after viewing them together. 	15 mins
2	<p>Choosing Human Rights Cards</p> <ul style="list-style-type: none"> - Form a group of two to three persons and provide a set of <UN Principles for Older Persons>. - Each person chooses one human rights card that is most important to share with others. 	5 mins
3	<p>Creating Human Rights Posters or Slogans</p> <ul style="list-style-type: none"> - With the chosen card, participants develop posters or slogans to promote or emphasise human rights. - Decorate own posters or slogans with crayons or paints. When finished, Come forward and present own works. 	50 mins
4	<p>Wrap-up</p> <ul style="list-style-type: none"> - Attach posters and slogans on the wall or a bulletin board. - Share impressions of appreciating the work. 	10 mins