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**The Right to Life**  
**Article 2 of the Human**  
**Rights Act**



# What is our right to life about?



Staff in public services can't take away your life on purpose.



They have to try to protect your life, especially if they know there is a big chance you could die.



They should try to find out what went wrong if they failed to protect someone's life.



**The right to marry and start  
a family**

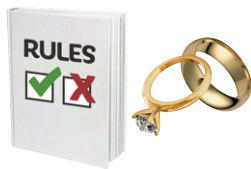
**Article 12 of the Human  
Rights Act**



# What is our right to get married and start a family about?



Everyone has the right to get married.



There are other laws in UK which place rules on marriage. For example, you must be aged 18 or over.



This right protects your right to choose to start a family but it does not mean that you always have the right to adopt or be able to get help from doctors to have a baby



# **The right to freedom of expression**

**Article 10 of the Human  
Rights Act**



# What is our right to freedom of expression about?



This means that you can have your own opinions and ideas and can express them.



You can share your opinions in lots of different ways. This might be by writing books or posting on social media.



You can have opinions that might be unpopular with others.



You can receive information from others or share ideas.



**Respect for Private and  
Family Life**  
**Article 8 of the Human Rights  
Act**





# What is our right to respect for private and family life, home and contact about?



Private life is our right to privacy, our physical and mental health, and a right to make decisions about our own body and life.



The right to home means that we have the right to enjoy the home we are in. This includes hospitals, care homes, and anywhere where we are living.



The family life part of Article 8 means we have a right to speak to our family members and close friends.



The contact part of Article 8 means that we have a right to contact friends or family.



**The right to be treated fairly**  
**Article 14 of the Human Rights**  
**Act**



# What is our right to be treated fairly about?



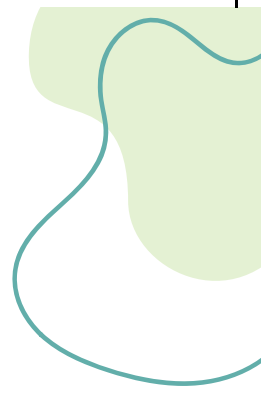
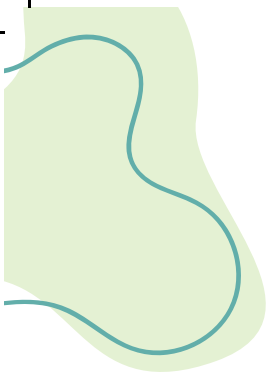
Nobody should be treated worse than others for any reason, such as race or disability, or for combined reasons, like being a young, black, disabled woman.



Staff in public services can only treat you differently if this is to stop you from being treated worse.

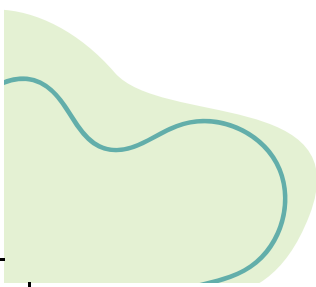


You can talk about your right not to be treated unfairly if one of your other rights, such as your right to life, is at risk and you think you have been treated unfairly.



## **Non-Absolute Right Card**

Play this card if your right card has a green blob on it.



# Non-Absolute Rights



A non-absolute right can only be limited if it meets a three-part test.

Look at the story and decide whether you think the public authority has acted:



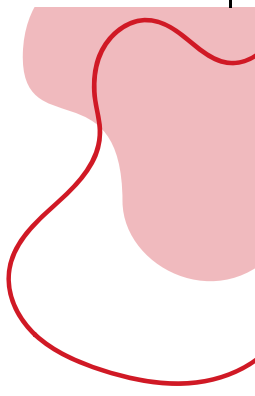
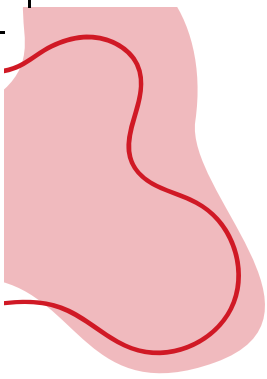
1. Lawfully: There must be a law which allows staff to limit this right.



2. For a good reason: There must be a good reason which is usually to protect you or other people.

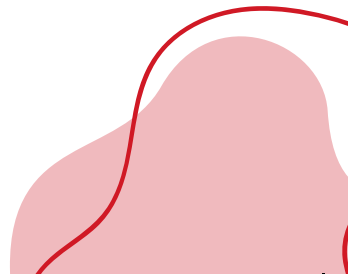
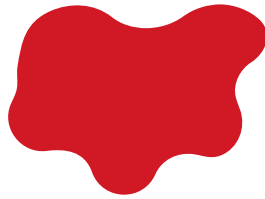


3. Thought about properly: Staff must think about all the things they could do and pick the least restrictive one.



## **Absolute Right Card**

Play this card if your right card has a red blob on it.



# Absolute Rights



An absolute right is a right that can never be limited.



This means the law says a staff member cannot treat you in a way that affects one of these rights, or make a decision that impacts one of these rights.



If your story includes a public authority limiting an absolute right, this is against the law.



Think about what steps could be taken to put a stop to this limit on the rights in the story.

# Robert's story



Robert has a learning disability.



He gets support from the local authority, and his support worker helps him and other people to do the social activities they want to do.



Robert is gay, and he asked his support worker to help him go to a gay pub.



Robert's support worker said no, even though other people using the service were supported to go to pubs of their choice.



# Robert's Outcome



After learning about his human rights, Robert realised that he could challenge the decision.



Robert told his support worker that his right to respect for private life and his to be treated fairly were being affected.



After this, Roberts social worker agreed to take him to the gay pub.



The right to be treated fairly and the right to a private life are the rights affected in this story. You get one point if you picked any of these two rights.

# Bryn's story



Bryn is 60 years old and lives in supported living. Bryn has learning disabilities.



Staff worried that Bryn might have problems with his heart, so they called in Bryn's doctor.



Bryn's doctor said because Bryn had a learning disability, he had no quality of life so he would not organise a heart scan for Bryn.



Bryn's advocate asked the doctor if he would have arranged a heart scan if anyone else in the room was in this situation. The doctor said he would.

# Bryn's outcome



Bryn asked the doctor if they would arrange a heart scan if anyone else was in this situation.



The doctor said yes they would give anyone else a scan.



Bryn said treating him differently risked his right to life and right to be treated fairly.



It was then agreed Bryn would have a heart scan.



The main right in this story is the right to life. You get two points if you chose this, and one point if you chose the right to be treated fairly,

# Cathryn's story



Cathryn has a learning disability and often has to speak to public services.



Cathryn said that people do not have patience when she is speaking and can often interrupt her or talk for or over her.

She said sometimes it feels like they do not think we can't speak for ourselves.



They do not ask Cathryn questions or give her the chance to join in the discussion and tell them her thoughts and ideas.

# Cathryn's outcome



Cathryn knew that public services need to respect her human rights.



Cathryn told a public service worker that the way they speak to her affects her emotional wellbeing.



She feels like her right to have her voice heard is not being respected because she has a learning disability.



Public services workers now take the time to listen to Cathryn and let her have a say.



You get one point if you picked the right to be treated fairly, the right to a private life, or freedom of expression.

# John's story



John is an adult with a learning disability. John caught covid-19 which made him quite unwell.



John went to the hospital to help him recover from covid-19.



**DNR**

When John was in the hospital, he found out that the hospital had put a do not resuscitate order on his file without him knowing.



This means that if John needed life-saving treatment the order says doctors would not have to help him.



John was told one of the reasons the hospital did this was because he had a learning disability.

# John's outcome



John knew that NHS workers have to respect his right to life and to be treated fairly.



He asked the NHS workers how they had thought about his human rights.



John said the NHS need to include him in choices about his care.



The NHS removed the do not resuscitate order from his file and included him in talks about his life in future.



You get two points if you picked the right to life, and one point if you chose the right to be treated fairly.

## Tim's story



Tim finds out that public authorities speak to his carers instead of him.



They ask Tim's carers for their opinions but don't ask Tim what he thinks or what he would like.



Tim does not know what is going on because nobody has explained it to him or allowed him the chance to agree or disagree with what is happening.



This makes Tim invisible, like he is just a thing and other people get to decide what happens to him.



# Tim's outcome



Tim learns that the right to a private life means he has the right to a say over how he is treated and be told about his care.



Tim also knows that the fact that he is not being listened to because of his learning disability means he is not being treated fairly.



Tim tells his carers that he feels his rights are not being respected.



After this, Tim was involved in conversations about his care.



You get two points if you picked the right to a private life and one point if you chose the right to be treated fairly

# Abi's story



Abi has always had a free bus pass as she has a learning disability.



TRAFNIDIAETH  
CYMRU  
TRANSPORT  
FOR WALES



Abi applied to Transport for Wales to renew her bus pass, but she found that her pass had been cancelled.



Transport for Wales said she didn't meet the criteria and would instead have to apply to the local council.



Applying to the council took many months and Abi had to fill in lots of forms.



Being without a bus pass meant Abi was limited in where she could go. She found this very upsetting.

# Abi's outcome



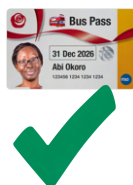
Abi asked the local authority how they have thought about her human rights.



She said that to be treated fairly, the local authority needed to help her to do the forms.



She also said that not being able to get the bus meant her private life was affected because she could not go where she wanted.



The local authority helped Abi to complete the forms so she could get her bus pass quickly.



You get two points if you picked the right to a private life and one point if you chose the right to be treated fairly

# Michelle's story



Michelle has a learning disability and has been in a relationship with Steve for 6 months.



Michelle wants to have a sexual relationship with Steve and they want to get married.



Michelle's carers worry that she does not have the capacity to make the decision to get married to Steve.



Because of this, Michelle's carer watches all contact that Michelle has with Steve.

# Michelle's outcome



Michelle's carers need to think about her right to have a relationship



Michelle has a capacity assessment



Michelle does have the capacity to make decisions



Michelle can now see Steve without being watched



You get two points if you picked the right to private and family life



You get one point if you picked the right to be treated fairly

# Gareth's story



Gareth has a learning disability



Gareth had a pain in his side



Gareth went to the doctor  
The staff spoke very quickly  
and used words that were  
hard to understand



Gareth asked the staff to  
speak slower or in Makaton



They said no



The doctor spoke to Gareth's  
care worker and did not  
speak to Gareth

# Gareth's outcome



With support Gareth wrote a letter to the doctor asking for care in a way he understands



The doctor met Gareth and they made a plan



The plan said that all care will be in Easy Read



Gareth can now make decisions about his care the same as everyone else



You get two points if you picked the right to private and family life



You get one point if you picked the right to be treated fairly

# Daniel's story



Daniel has a learning disability and asthma



Daniel is told he needs a flu jab



Daniel has not had one before and is worried about the side effects



Daniel asks his doctor for information about the flu jab  
The information was small and hard to read



Daniel asked for information in Easy Read



The doctor said no



# Daniel's outcome



Daniel tells the doctor he needs information in Easy Read to make choices about his care



Daniel said not having information he understands is stopping his right to private life



The doctor agrees to give Easy Read information for people with learning disabilities



You get two points if you picked the right to private and family life



You get one point if you picked the right to be treated fairly

# Jane's story



Jane was a victim of domestic abuse



She told the police and other services



No one wanted to listen to Jane's story



They saw Jane's disability and the police officers would not listen

# Jane's outcome



Jane thought the police were not respecting her right to life, her right to privacy or to be treated fairly



Jane asked the police how they respected her human rights



The police then listened to Jane and made sure she was safe



You get two points if you picked the right to private and family life



You get one point if you picked the right to be treated fairly

# Mike's story



Mike always wanted to do music and media at college



Mike has a learning disability



He didn't do GCSEs. He would have liked to try



Without GCSEs Mike could not do the course he wanted



Mike plays instruments and does a lot of work around music

# Mike's outcome



Mike felt his right to private life was affected. He could not make choices about his education



Mike thinks he was not treated fairly by the school because of his learning disability



With the help of an advocate Mike found a GCSE music course at a local college



Mike could have more chances to do a higher music course in the future



You get two points if you picked the right to private and family life



You get one point if you picked the right to be treated fairly

# Sam's story



Sam has moved to a new supported living house  
Now he does not see or spend time with his friends



The house is nice but there are not enough staff to support Sam to do the things he wants to



Sam is sad and is struggling with his weight  
He is not getting out and he feels lonely



Sam would love to get out for a game of bowling with his friends or have a coffee or a walk

# Sam's outcome



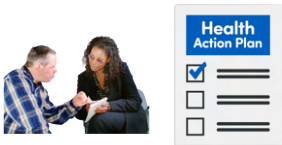
Sam told staff at the house he was feeling lonely and upset



He said he used to go out to see his friends and have hobbies



Sam said this was affecting his right to private life as his mental wellbeing was worse



A plan was made for Sam to safely go out and see friends and have hobbies



You get two points if you picked the right to private and family life



You get one point if you picked the right to be treated fairly

# Savvas's story



Savvas was out drinking alcohol with his friends



He was ready to go home but his friends scared him into drinking more. They called him names and threatened him



Savvas blacked out  
None of his friends helped him



A passer by found him and called an ambulance



The doctors and nurses thought he was a drunk or drug addict  
They did not know his behaviour and communication difficulties was because he had a learning disability



# Savvas's outcome



Savvas felt the hospital's lack of understanding had put his health and life at risk



Savvas had an advocate to tell staff how they had overlooked his rights



The hospital staff said sorry to Savvas and had training to learn about learning disabilities



You get two points if you picked the right to life



You get one point if you picked the right to be treated fairly or the right to private and family life

# Davey's story



Davey was at the café eating a bacon sandwich



He felt unwell and breathless  
The café staff rang for an ambulance



The paramedics found Davey was having a heart attack



At the hospital they found that he had a heart murmur



This might have been up at an annual health check  
Davey's doctors surgery stopped doing annual health checks and he had not had one for a long time

# Davey's outcome



This was a risk to Davey's right to life



Because of his learning disability Davey needs help to have an annual health check



Davey not getting the help he needed was unfair treatment



By speaking up the hospital helped Davey to have regular check ups



You get two points if you picked the right to life



You get one point if you picked the right to be treated fairly

# Chloe's story



Chloe has a learning disability and a heart condition



Chloe was at home with her parents when she collapsed and her heart stopped beating



Her parents called an ambulance



The ambulance took Chloe to the hospital



She was in a coma



Some doctors did not want to help Chloe get better as they did not think she would have a quality life

# Chloe's outcome



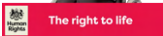
Other doctors fought for Chloe and said she had human rights that need to be thought about



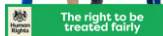
The doctors then decided to give Chloe the help that she needed



Now Chloe is better and with the right medication she has a good life



You get two points if you picked the right to life



You get one point if you picked the right to be treated fairly

# Sammy's story



Sammy wanted to live on his own



His mum was not sure if Sammy was ready  
They agreed he could try



When Sammy lived on his own he struggled with money and kept going overdrawn



Sammy and his mum agreed it would be better for him to move back home whilst he works on his money and independent living skills

# Sammy's outcome



Sammy asked his support worker to help him learn how to live his own



Sammy said he had a right to learn so he can make choices about his life



Sammy's learned more about money and looking after himself



When he is ready Sammy will move into his own home, hopefully with his girlfriend



You get two points if you picked the right to private and family life



## How to play the game



# About the game



This game has been made by the British Institute of Human Rights and Cwm Taf People First.



The aim of this game is for adults with learning disabilities to learn about their human rights whilst having fun.



All of the stories in this game are about adults with learning disabilities.



Many of the stories have been provided by Cwm Taf People First.

# Setting up the game

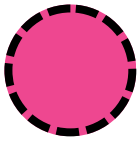


**5**

This game can be played with 5 players or 5 teams at a time.



Separate the rights cards and the yellow story cards into two separate piles.



**x 5**

Give each player or team five same colour counters each.



Lay the rights cards out in the middle of the play area.

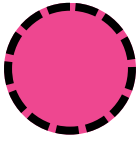


Put all of the story cards in a pile in the middle of the play area. with the stories facing up.



You need to follow this process at the start of each round.

# How to play



**x 5**

In this game you will have five counters in your hand.



In the middle of the play area there will be five human rights cards.



One player will pick up a story card and read it to the other players.



All the players then take it in turns to put one or more of their counters on the rights they think apply to that story.



Once every player has placed a counter, the story card should be turned around so you can see what rights were in the story.

# How to play



You get two points if you put a counter on the main right.



You get one point if you put a counter on one of the other rights in the story.

The main right and the other rights in the story will be written on the other side of the story cards.



For example, if Bob is stopped by a public authority from seeing his parents, you would place your counter on the right to family life card.

# How to play



Once you have read out the story outcome and counted your points, the round is over.



In the next round, another player will read the next story and the game continues.



The game will have five rounds.

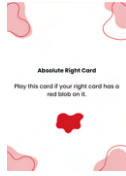
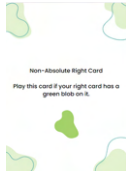


Each round ends when every player has had a turn to read out a story card.



The winner of the game is the person who has the most points at the end of the four rounds.

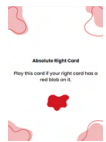
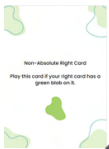
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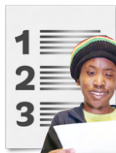
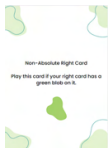
If you are used to the game and want it to be a bit harder, you can use the absolute and non-absolute cards.

Some rights cards will have a green blob on them, and some will have red blobs on them.

Green is non-absolute, red is absolute, read the instructions on those cards about how these rights work and what you need to think about.



When explaining which rights you get another point if you can explain whether the right is absolute or non-absolute.



If it is non-absolute and you can explain the 3 tests for restricting that right you get a bonus point. **6**

# How to Score Points

You will get 2 points for:



- Placing a counter on the main right in each story.

- Saying why the right matches the story.

You will get 1 point for:



- Placing a counter on a right which applies to the story.

- Saying why the right matches the story.



You may want to use a piece of paper to keep track of your points.

**This guide is for information purposes only. It is not intended, and should not be used as, legal advice or guidance. The law referred to in this guide may have changed since it was published.**





# Game counters

