



# HIMMAT & UMMID

In partnership with:

BRADFORD & DISTRICT  
YOUTH OFFENDING TEAM

## The 3Rs Programme

RESPECT  
RIGHTS  
RESPONSIBILITY

*Giving young people  
a sense of belonging*

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## RESPECT RIGHTS RESPONSIBILITY

### *Giving young people a sense of belonging*

*Britain is a multi-racial country and is a place where diversity flourishes. Unfortunately some members of our communities find it difficult to accept this for a variety of reasons such as fear, prejudice, stereotypes and ignorance.*

**RESPECT RIGHTS RESPONSIBILITY** is a personal development programme that aims to instil a sense of belonging amongst young people and encourages tolerance, mutual respect and community cohesion.

Through the delivery of this programme we have demonstrated that education can be a force for good and that through positive dialogue and an educational approach, it is possible to overcome the many difficult issues facing communities.

### HOW DOES THE PROGRAMME WORK?

The programme offers six modules that address a wide range of issues. The modules are delivered in safe settings by experienced staff using materials developed by Himmat for use with young people.

All the modules are structured to help develop a positive and constructive outlook amongst young people towards their place in the community and what they can contribute to it.



# RESPECT RIGHTS RESPONSIBILITY

## *The Modules and Aims*

### 1 THE GOLDEN RULE

- To explore and understand the Golden Rule - "Do unto others as you would have them do unto you." - a common theme across cultures and religions.

### 2 CITIZENSHIP

- To explore the rights that we have as citizens of the UK.

The preliminary session is used to look at the importance of rights, and asks 'what rights do we have as a citizen of the UK, European Union and as a member of the human race?' The concluding session is then used to explore what comes with those rights.

Responsibilities - the aim is to acknowledge that if we have rights, so does everyone else. Through group discussions and role play exercises, involving victims of hate crime, we ask the question, 'Whose rights are being abused here?'

The session concludes by exploring what responsibilities we have towards our fellow community members.

### 3 EARNING A LIVING

- To understand the importance of earning a living and of working hard and being self-reliant.
- To understand the difference between acceptable and unacceptable ways of making money, and the importance of living a dignified life.

# What is the Golden Rule?

"No-one is my enemy,  
none a stranger and  
everyone is my friend."

**Sikhism**  
Guru Arjan Dev :  
AG 1299

"Do to others as you  
would have them do  
to you."

**Christianity**  
Luke 6:31, NIV

"This is the sum of  
duty: do not do to  
others what would  
cause pain if done  
to you."

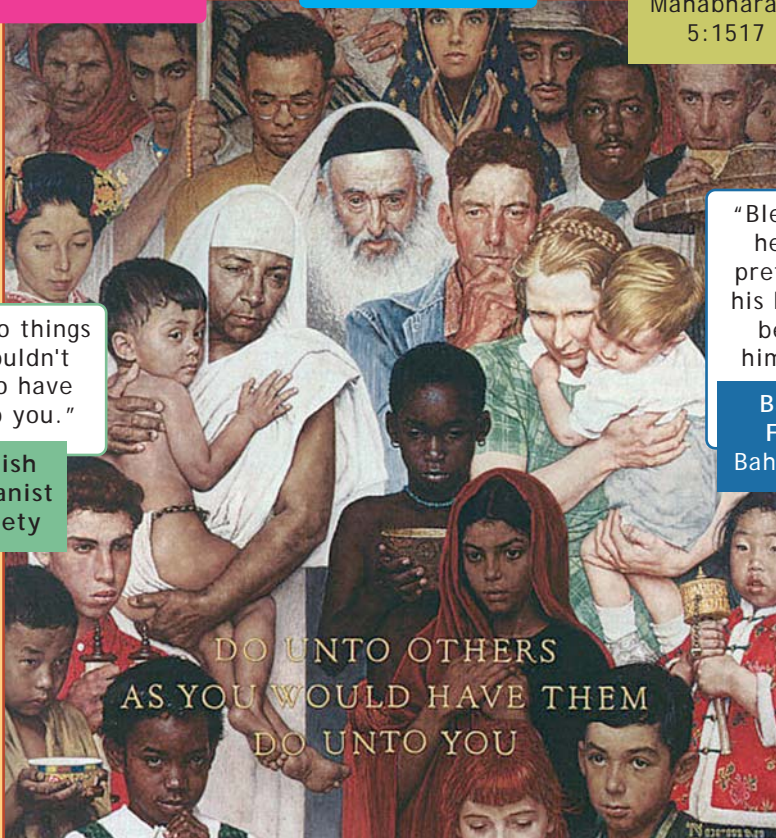
**Hinduism**  
Mahabharata  
5:1517

"Don't do things  
you wouldn't  
want to have  
done to you."

**British  
Humanist  
Society**

"Blessed is  
he who  
preferreth  
his brother  
before  
himself."

**Baha'i  
Faith**  
Baha'u'llah



"All created are Allah's  
dependents, and the most  
beloved of creation is the one  
who is good to his dependents."

**Islam**  
Bayhaqi

"And what you hate, do  
not do to any one."

**Judaism**  
Tobit 4:15

## 4 FREEDOM OF SPEECH AND SHARED VALUES

- To understand what the terms 'freedom of speech' and 'respect' mean, and to think about what is more important and why?
- To explore how attitudes about 'freedom of speech' and 'respect' can impact upon society.
- To explore the benefits derived from multiculturalism and to explore the negatives that have resulted from it i.e. racism, segregation and people being stereotyped due to differences in their appearance or beliefs.
- To discuss and explore the way forward for our community, and the need for better communication.

## 5 VICTIM AWARENESS

- To explore the definitions of 'victim'.
- To discuss and explore the full range of victims and recognise that there are often multiple victims.
- Based on our own emotional experiences of being a victim, to explore the impact of actions on individuals and community.

## 6 WHAT KIND OF COMMUNITY DO WE WANT?

- To bring together the ideas and thinking that have developed through the **RESPECT RIGHTS RESPONSIBILITY** programme.
- To explore and draw conclusions about the kind of community we see at present.
- To prepare a statement about the kind of community we want and what we can do to achieve that.

## RESPECT RIGHTS RESPONSIBILITY

### *Quotes from young people who have completed the 3Rs Programme*

"Treat people the way you want to be treated."

*"We have responsibilities to take care of our family, look after our community and to take care of our country."*

"Everything made me understand more and learnt that don't matter what religion you are they have the same belief."

*"We are all human, we all bleed the same blood and no one is different."*

"Having an education and a good job can make younger people look up at you as a role model."

*"Say what you would like to say, don't be abusive and to be able to state your feelings clearly with respect."*





## RESPECT RIGHTS RESPONSIBILITY

*Quotes from organisations who have introduced the 3Rs Programme with their young people*

"The 3Rs Programme has been a great success with our young people. The level of engagement has been very high and the Himmat staff have really been able to get their message across."

*"We had some very difficult young people with very entrenched views. I have been pleasantly surprised and impressed with the way the Himmat staff have got them to talk about themselves and how they see the world. More importantly the staff have actively challenged them and got a positive response."*

"This is a good programme. It really gets to the core of the views some young people hold, it challenges them (sometimes vigorously!) and gets them to really think about the consequences of racist attitudes and actions."

For more information on the 3Rs programme,  
in the first instance contact:

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## OUR MISSION

*"To offer young people the opportunity to develop their knowledge, skills, attitudes and confidence, thus enabling and empowering them to decide their own futures."*

The Himmat Project was established in 1991 supported by a grant from the Home Office. By 1996 it had become a charity and a company limited by guarantee, with funding from multiple local and national sources.

Himmat has established successful partnerships with many local agencies, who are represented on the Management Committee.

Himmat is a unique project with no known parallel in the UK. If you would like any further information about The Himmat Project, please contact us. Alternatively, why not come down and see us in action at one of our centres?

**We believe our actions speak louder than words. You may even want to join us as a volunteer!**

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