

Human Rights in the Classroom

A Guide for Educators



First Edition

Justin D. Bibee

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for Kaleigh

love uncle Justin

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INTRODUCTION

HOW TO USE THIS BOOK

Welcome to *Human Rights in the Classroom, A Guide for Educators!*

This book is a collection of adapted resources for human rights education. The following pages contain everything you will need for teaching human rights in the classroom and can be used in a variety of ways. You may want to read it completely starting with **Human Rights** (p. 8). This section provides general knowledge about human rights.

Peacebuilding Icebreakers (p. 29 – 34) help new groups to get to know each other and feel comfortable together. **Human Rights Activities** provides fifty fun and engaging activities that help introduce participants to human rights issues.

Or you might prefer to start with sections that seem most relevant to your community, the topic of discussion, or your own interests. For example, if you are leading a dialogue, you may find that the section **Leading Dialogue and Informal Discussion** provides dialogue facilitation tips and how to manage your dialogue space.

Looking to train future human rights advocates? Consult **A Human Rights Activist** for a full detailed lesson plan.

Reading **Take Action on Human Rights** will provide you with information on how you and/or your participants can get involved whether you have ten minutes, a few hours, a month, or a year.

Wondering where to even begin? See **How do I Teach Human Rights** for methodologies used to effectively teach about human rights.

However you decide to use *Human Rights in the Classroom, A Guide for Educators*, I hope that you'll refer back to it often and that it will inspire you to teach human rights in your community.

This book is designed to be universal; used at the community, national, and international levels. The toolkits and activities are adaptable to fit any context in any culture.

Justin D. Bibee

HUMAN RIGHTS

WHAT ARE HUMAN RIGHTS?

Human rights are fundamental rights – rights you are born with. They reflect the minimum needs necessary for people to live with dignity. Human rights guarantee people the means necessary to satisfy their basic needs, such as food, shelter, and education, so people can take full advantage of all opportunities.

The following are some of the most important characteristics of human rights:

- They are for **everyone**.
- They are **internationally guaranteed**.
- They are **protected by law**.
- They **cannot be taken away**.

All human rights should therefore be seen as having equal importance.

WHERE DO HUMAN RIGHTS COME FROM?

The modern human rights era can be traced back to struggles to end slavery, genocide, discrimination, and government oppression. Atrocities during World War II made it clear that previous efforts to protect individual rights from government violations were inadequate. Thus was born the Universal Declaration of Human Rights (UDHR) as part of the emergence of the United Nations (UN).

The Universal Declaration of Human Rights was the first international document that spelled out the basic civil, political, economic, social, and cultural rights that all human beings should enjoy. The declaration was ratified without opposition by the United Nations General Assembly on December 10, 1948.

When it was adopted, the Universal Declaration of Human Rights was not legally binding, though it carried great moral weight. In order to give the human rights listed in the UDHR the force of law, the United Nations drafted two treaties, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social, and Cultural Rights (ICESCR).

Together, the UDHR, ICCPR, and ICESCR are known as the International Bill of Human Rights. They contain a comprehensive list of human rights that governments must respect, protect, and fulfill.

WHY ARE HUMAN RIGHTS IMPORTANT?

Human rights give people the freedom to choose how they live, how they express themselves, and what kind of government they want to support, among many other things. By guaranteeing life, liberty, equality, and security, human rights protect people against abuse by those who are in positions of power. Human rights are legally guaranteed by *human rights law*. This law places an obligation on States to act in a particular way and prohibits States from engaging in specified activities.

WHO IS RESPONSIBLE FOR UPHOLDING HUMAN RIGHTS?

Governments have the primary responsibility for protecting and promoting human rights. However, governments are not solely responsible for ensuring human rights.

The Universal Declaration of Human Rights states:

“Every individual and every organ of society ... shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance.”

This provision means that not only the government, but also businesses, civil society, and individuals are responsible for promoting and respecting human rights.

When a government ratifies a human rights treaty, it assumes a legal obligation to respect, protect, and fulfill the rights contained in the treaty. Governments are obligated to make sure that human rights are protected by both preventing human rights violations against people within their territories and providing effective remedies for those whose rights are violated.

Government parties to a treaty must do the following:

Respect

Governments must not deprive people of a right or interfere with persons exercising their rights.

For example, governments can:

- Create constitutional guarantees of human rights
- Provide ways for people who have suffered human rights violations by the government to seek legal remedies from domestic and international courts.

- Sign international human rights treaties.

Protect

Governments must prevent private actors from violating the human rights of others.

For example, governments can:

- Prosecute perpetrators of human rights abuses.
- Educate people about human rights and the importance of respecting the human rights of others.
- Cooperate with the international community in preventing and prosecuting crimes against humanity and other violations.

Fulfill

Governments must take positive action to facilitate the enjoyment of basic human rights.

For example, governments can:

- Provide free, high-quality public education.
- Create a public defender system so that everyone has access to a lawyer.
- Ensure everyone has access to food by funding public assistance programs.
- Fund a public education campaign on the right to vote.

WHAT ARE THE FUNCTIONS OF THE HUMAN RIGHTS SYSTEM?

The United Nations and other human rights bodies engage in a variety of activities to protect, monitor, and advance human rights worldwide, including the following:

Create Treaties - Oversee the drafting of new treaties. The United Nations and other human rights bodies also issue declarations and comments that define and clarify existing human rights treaties, educating governments and civil society on their responsibilities under international law.

Monitor and Report - International and regional human rights bodies monitor and report on human rights conditions in member countries. Parties to international and regional human rights treaties are required to submit regular reports detailing their compliance. These reports

are used to expose human rights violations to a global audience and pressure countries to improve their human rights records.

Take Complaints - Some United Nation and regional human rights bodies are able to take complaints from individuals and others whose human rights have been violated. These bodies may request a government response to the complaint, hear testimony from the victim, and make a public report on the case. If the individual is found to have suffered a violation of human rights, the body may mediate a settlement between the victim and the government, require the country to report on what steps it has taken to remedy the violation, and in some instances refer unsolved cases to the international court.

Enforce Human Rights Standards - The United Nations Security Council can impose consequences on countries that engage in massive human rights violations by enforcing sanctions or authorizing humanitarian intervention. Regional organizations, including the European Court of Human Rights and the Inter-American Court, investigate and rule on cases involving human rights violations in their member countries. The International Criminal Court and special international tribunals provide legal remedies for massive human rights violations. These tribunals have the power to impose criminal sentences on people found guilty of genocide, war crimes, crimes against humanity, and crimes of aggression.

Directly Improve Human Rights – The United Nations contains agencies that work directly with governments and civil society to improve human rights. These agencies run educational programs, provide training to government officials, and fund projects that increase understanding of human rights and responsibilities worldwide.

WHAT ARE THE OBJECTIVES OF HUMANRIGHTS EDUCATION?

There are violations of human rights all around us. We see and/or experience societal problems such as homelessness, racial discrimination, and intolerance on a daily basis. It is the job of a human rights educator to assist students of opening their minds to new ways of seeing the complexity of the challenges faced in our communities and the world.

The objectives of human rights education are:

- To build a foundation of freedom, justice, and peace in the world;
- To promote the development of a culture of human rights;
- To promote a common understanding of human rights;

The benefits of human rights education are:

- Produces changes in values, attitudes, and behavior
- Produces empowerment for social justice
- Develops attitudes of solidarity across issues and nations
- Develops knowledge and analytical skills

Human rights education teaches students not only about their **rights** but also their **responsibilities**. We all have a responsibility to ensure that we do not infringe upon the rights of others. For example, the rights to freedom of expression also carries with it the responsibilities not to hurt, insult, or incite others to prejudicial behavior.

Through human rights education, teachers can instill a sense of respect toward other human beings and inspire them to become, in their own rights, educators and activists who will assist in the defense of human rights.

HOW DO I TEACH HUMAN RIGHTS

Methodologies used to teach about human rights include three elements: learning **about** human rights, learning **for** human rights, and learning **through** human rights. In other words, students should be aware of the issues, concerned by the issues, and capable of standing up for issues.

To effectively educate about human rights, educators should use age - appropriate teaching methods that:

- Promote awareness and understanding of human rights issues so that learners recognize violations of human rights (**knowledge**);
- Help learners develop the skills and abilities necessary for the defense of human rights (**skills**); and
- Help learners develop attitudes of respect for human rights so that people do not violate the rights of others (**values**).

Knowledge

- Understand that every human is born with inalienable human rights listed in the Universal Declaration of Human Rights.

- Grasp key concepts such as: freedom, justice, equality, human dignity, democracy, sustainability, poverty, universality, rights, responsibilities, interdependence, conflict resolution, and globalization.
- Understand that human rights provide a framework for negotiating and agreeing on standards of behavior in the family, school, community, and the world.
- Recognize the root causes of human rights concerns.
- Understand human rights terms and concepts according to age/grade level.

Skills

- Respect: Use language respectful of others regardless of race, gender, religion, sexual orientation, class, size, etc.
- Active Listening and Communication: Be able to listen to different points of view, recognize and accept diverse opinions, make a genuine effort to understand them, and advocate one's own rights and those of others.
- Critical Thinking: Find relevant information, appraise evidence critically, be aware of preconceptions and biases, recognize forms of manipulation, and make decisions on the basis of reasoned judgment.
- Making Connections: Share information on human rights issues with other students, family, and the community.
- Taking and Sharing Responsibility: Identify human rights violations and attempt to respond to them both locally and globally.
- Problem Solving: Analyze a human rights problem, examine potential solutions, and take action in a way which upholds the human rights of all parties involved.

Values

- A sense of responsibility for one's own actions, a commitment to personal development and social change.
- A commitment to learning.
- A belief that people can make a difference.
- A commitment to democratic processes.
- Curiosity, an open mind, and an appreciation of diversity.
- Empathy and solidarity with others and a commitment to support those whose human rights are under threat.
- A sense of justice and the desire to work toward the ideals of freedom, equality, and respect for diversity.

SIX C'S OF HUMAN RIGHTS EDUCATION

Creativity

A teacher who wants to teach human rights will likely need to weave it into existing curricula. For example, an English teacher can use a persuasive essay to address human rights related issues affecting those in school's community. A science teacher can talk about the right to an adequate standard of living in conjunction with a unit of the environment and everyone's *right to a clean environment*. Tie in everything to the Universal Declaration of Human Rights and the language will come routine.

Curriculum

Ideally, human rights should be a part of all school subjects and should permeate the students' whole learning experience. Putting together a model curriculum should ideally be cross-disciplinary and radically transform the curriculum your school teaches.

Community

Invite community stakeholders to be part of human rights education in your classroom. Ask attorneys, artists, and authors to share their expertise. Parents and students need to learn about human rights together. It will strengthen the message of why human rights belong in your school if it is coming from the community.

Consent

An administrator must be on board with the teaching of human rights in the classroom. Offer ideas to him/her about how much human rights will benefit your students and those enhance the community.

Conversation

Allow the students in your classroom to participate in open dialogue (see **Leading Dialogue and Informal Discussion** on the following page) with one another. Bring the conversation out of the classroom and into the community!

Connections

Connect with other like-minded teachers. Build a network of human rights advocates to support teachers and to provide a venue for teachers to share ideas from one another.

Universal Declaration of Human Rights (Simplified Version)

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Summary of Preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

A summary of the Universal Declaration of Human Rights

- 1.** Everyone is free and we should all be treated in the same way.
- 2.** Everyone is equal despite differences in skin color, sex, religion, language for example.
- 3.** Everyone has the right to life and to live in freedom and safety.
- 4.** No one has the right to treat you as a slave nor should you make anyone your slave.
- 5.** No one has the right to hurt you or to torture you.
- 6.** Everyone has the right to be treated equally by the law.
- 7.** The law is the same for everyone, it should be applied in the same way to all.
- 8.** Everyone has the right to ask for legal help when their rights are not respected.
- 9.** No one has the right to imprison you unjustly or expel you from your own country.
- 10.** Everyone has the right to a fair and public trial.
- 11.** Everyone should be considered innocent until guilt is proved.
- 12.** Everyone has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
- 13.** Everyone has the right to travel as they wish.
- 14.** Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.

- 15.** Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
- 16.** Everyone has the right to marry and have a family.
- 17.** Everyone has the right to own property and possessions.
- 18.** Everyone has the right to practice and observe all aspects of their own religion and change their religion if they want to.
- 19.** Everyone has the right to say what they think and to give and receive information.
- 20.** Everyone has the right to take part in meetings and to join associations in a peaceful way.
- 21.** Everyone has the right to help choose and take part in the government of their country.
- 22.** Everyone has the right to social security and to opportunities to develop their skills.
- 23.** Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
- 24.** Everyone has the right to rest and leisure.
- 25.** Everyone has the right to an adequate standard of living and medical help if they are ill.
- 26.** Everyone has the right to go to school.
- 27.** Everyone has the right to share in their community's cultural life.
- 28.** Everyone must respect the 'social order' that is necessary for all these rights to be available.
- 29.** Everyone must respect the rights of others, the community and public property.
- 30.** No one has the right to take away any of the rights in this declaration.

LEADING DIALOGUE AND INFORMAL DISCUSSION

LEADING DIALOGUE AND INFORMAL DISCUSSION

Communication and understanding are paramount in human rights education.

Dialogue is simply a conversation between two or more persons. In a human rights context, dialogue can be defined as an exchanging of ideas or opinions on a particular issue with a view to reaching an amicable agreement or settlement.

Dialogue sessions provide:

- A time and space for unpacking learning and managing group development;
- Participants a chance to speak and be heard, building confidence and rapport;
- Feedback on participants' well-being and emotions, and how the class pace, components, and content are being received and processed;
- A safe space to explore sensitive topics, build understanding among diverse participants;
- A time and space to raise and explore challenging issues in a facilitated format.

MANAGING THE DIALOGUE SPACE

In establishing a safe setting for effective dialogue, a facilitator must establish a comfortable physical space as well as create the proper mood and intention.

Physical Space

Space design and management is imperative to an effective dialogue session. How the group sits together is essential: sitting in a circle, close enough to hear each other and feel a sense of interpersonal intimacy. Perhaps have the participants sit next to people they do not know, especially if they are from different or conflicted communities.

Hanging charts of group norms or new vocabulary words can support learning make the participants struggling the express themselves feel more comfortable, of those who are not speaking their native language. Having a dialogue space that participants feel belongs uniquely to them creates a separate, shared atmosphere that is both focused and comfortable.

Communication Norms

Dialogue participants raise their awareness of communication practices. Content that seems obvious to native speakers may not be understood by non-native speakers. Groups norms need to ensure participation and understanding for all participants.

Participants brainstorm to create their own group behavioral norms (i.e. guidelines, habits, rules, laws) that need to be established for safe, respectful dialogue. Positive norms emerge out of true intention to be respectful and develop empathy – by demonstrating courtesy as well as appreciation and understanding of others. Participants consider what it means to be on one's best behavior.

Timing

Timing of dialogue is important. Participants may seem sleepy early in the morning, hungry before lunch, sluggish after lunch, and fatigued late in the day. Dialogue sessions may work best in the morning when participants are likely to be most mentally fresh. Dialogue sessions usually run for 60 – 90 minutes.

Selecting Appropriate Topics

Determining which topics are appropriate for a specific group is a serious challenge. In determining topics, it is necessary to assess both what is relevant and what is the appropriate level of risk a group is ready to express and explore.

A facilitator must be aware of potential dangers raised by surfacing unmanageable conflict (argument or anger) or trauma (emotional crisis) based on the personal and political history of participants in the group. In a dialogue with people from traumatized societies where there has been war and terrorism, it requires sensitivity to enter meaningful discussion that will not evoke personal trauma. This is critical when participants are far from home.

FACILITATOR TRAINING

Check-In

The check-in makes the shift from a casual conversation towards more authentic personal sharing. Usually participants simply share how they are doing or feeling. You can even do a “one word check-in” where you go around the group one-by-one and participants say just one word to describe how they are feeling at that moment (excited, happy, tired, anxious, etc.) Sharing this information helps participants meet each other’s needs.

Fears and Hopes for Dialogue

This is an opportunity for participants to share, with the safety and anonymity, their expectations for participation in the dialogue group. What do you hope dialogue can achieve? What are you afraid might happen? Participants anonymously write one hope and one fear, regarding the dialogue session or program as a whole, on small pieces of paper and them into a hat (from an old group process activity called “Fear in a Hat”). Each participant then draws one fear and one hope from the hat and reads them aloud. Doing this, collective expectations are made transparent without the risk of unsafe personal revelation early in the group. Then try to set group norms that will maximize hopes and minimize fears?)

Sharing in Pairs

In order to practice active listening and authentic expression, participants speak in pairs, taking turns listening and speaking for about three minutes each, addressing a shared experience relevant to effective participation in dialogue, for example:

- When have you felt truly respected and really listened to?
- What made you feel heard?
- What were the qualities of listening that you experienced?

Participants can then share with the entire group how they felt heard by their partner and how that made them feel – hopefully valued and respected, highlighting the importance of good listening in dialogue. (How should we listen to each other that support feeling respected and heard?)

Setting Group Norms

To establish, a record for future reference, the collective intention to sustain communication norms that are conducive to deep dialogue, participants brainstorm a list of group norms. Questions can generate a list of effective group norms:

- What do we need to do to create a safe, comfortable space?
- What does it mean to be respectful in communication?
- What should remain confidential and not be mentioned outside of the classroom?

The list remains posted on the wall throughout the dialogue time and may be referred to if participants slip from their intended behavioral norms.

Topical Discussion

The heart of dialogue is a full group dialogue about a topic of common concern. In a dialogue session, participants identify the topics themselves, with the context-aware guidance of the facilitator, who can propose likely choices. A dialogue can be able the purpose and practice of dialogue itself:

- What is the importance of respectful dialogue for human rights education?
- What would you like dialogue to achieve or reveal?
- What should or shouldn't be addressed with certain groups?
- What issues or emotions are you nervous about facilitating?

Check-Out

Like the Check-In, "Check-Out" serves as a ritual closing to the session and a return to the informality of conversation. Participants can share how they think the group went or answer a focused question, such as:

- What is one new thing you learned in the dialogue today?

Though it is sometimes difficult when very serious topics have been addressed in dialogue, facilitators can end a session on a positive note, stating that discussion of a difficult topic is finished, reminding the group of ways they have worked hard and taken care of each other, and refocusing on what is coming up next in the program are ways to move forward constructively.

DIALOGUE FACILITATION TIPS

- Our goal is to talk as little as possible, and have the majority of the sessions be comprised of the students talking to each other and sharing, and listening closely to everyone.
- Facilitation takes tremendous concentration, you should be listening carefully to everything, and making sure that nothing is “missed” which means noting when someone says something that needs to be addressed, or requires clarification, or is offensive to someone, a blaming “you” statement or is a “we” statement, i.e., generalization, etc. You’re closely watching body language and the non-verbal group dynamics.
- Make sure that the students do not address you directly, but speak to the whole group.
- Don’t be afraid of silence, pauses are fine; it may take them time to open up, feel safe, and understand the questions / formulate an answer.
- Arrange your chairs in a tight circle and comfortable circle; change where you sit each session.
- Always strive to have more or less equal participation from everyone in your group. You will have some strong talkers, and encouraging them to see part of their role as helping create a space for everyone to participate is important.
- Be ultra-sensitive to the pace of your speech and the language you are using and aware of your word choice, constantly watching for signs and indications of understanding from the students.
- Ask clear questions and paraphrase if need be, using synonyms; try to keep your questions short and concise. If need be, ask students to paraphrase what they think you are asking them to check for understanding.

PEACEBUILDING ICEBREAKERS

NOTES ON FACILITATING ICEBREAKERS

Preparation

- What supplies do you need?
- How much space do you need?
- How much time do you need?
- Check and prepare for the weather.
- Indoors or outdoors?
- What is the goal of activity?
- What do you want the participants to get out of this?

Setting a “good” tone

- Be positive.
- Make everyone feel comfortable.
- What do participants want to get out of this?

Giving clear directions

- Ask questions if you are unclear.
- Ask if anyone has participated in a particular activity. If so, ask them if they have suggestions.

Mindfulness and Keene observation during the activity

- You are the observer.
- Balance individual vs. group needs.
- Keep awareness of who is participating and how much.

Safety

- Can anyone be hurt?
- Do the participants feel safe?
- Use good judgment.

Processing

- How much is appropriate after each activity?
- What are the goals in processing this activity?
- Mindfulness. Ask open-ended questions.
- Is everyone being heard?

Good questions for processing

What:

- What was the goal of this activity?
- What worked for the group / individual?
- What didn't work for the group / individual?
- What did you notice about the group?
- What did you notice about yourself?

So What:

- How did the group make decisions?
- How was everyone's voice heard?
- How did _____ feel when _____ happened?
(good place to state what you noticed and ask for a reaction)

Now What:

- Why would you do an activity like this?
- How does this activity connect back to _____?
- What are the bigger implications of _____?
- What would you do differently next time?
- If you could change something that you did, what would it be?

Transitions from one activity to the other

- Know when to stop and move to the next activity.
- Use what the group has brought up in processing to lead you to the next activity.
- Find links between each activity.
- Help energy stay focused and upbeat.

PEACEBUILDING ICEBREAKERS

Why icebreakers?

Icebreakers can play an important role in helping people integrate and connect with one another in a group environment. They can provide positive momentum for small group study and discussion by:

- Helping a new group get to know one another.
- Helping people feel comfortable together.
- Encouraging listening to others.
- Encouraging working together.
- Creating a good atmosphere for learning.

Fact or fiction?

Ask everyone to write on a piece of paper THREE things about themselves which may not be known to the others in the group. Two are true and one is not. Taking turns they read out the three 'facts' about themselves and the rest of the group votes which are true and false. There are always surprises. This simple activity is always fun, and helps the group and leaders get to know more about each other.

Interview

Divide the young people into pairs. Ask them to take three minutes to interview each other. Each interviewer has to find 3 interesting facts about their partner. Bring everyone back together and ask everyone to present the 3 facts about their partner to the rest of the group. Watch the time on this one, keep it moving along.

My name is?

Go around the group and ask each young person to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with the same letter of his name e.g. generous Grahame, dynamic Dave. Write them down and refer to them by this for the rest of the evening.

Conversations

Each person is given a sheet of paper with a series of instructions to follow. This is a good mixing game and conversation starter as each person must speak to everyone else. For example;

- Count the number of brown eyed boys in the room.
- Find out who has made the longest journey.
- Who has the most unusual hobby?
- Find the weirdest thing anyone has eaten.
- Who has had the most embarrassing experience?

The question web

You need to have a spool of string or wool for this game. Ask the young people to stand in a circle. Hold on to the end of the string and throw the ball/spool to one of the young people to catch. They then choose a question from 1-20 to answer. A list of 20 sample questions is given below. Adapt for your group.

Holding the string they then throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other! At the end of the game you could comment that we all played a part in creating this unique web and if one person was gone it would look different.

In the same way it's important that we all take part to make the group what it is, unique and special.

- If you had a time machine that would work only once, what point in the future or in history would you visit?
- If you could go anywhere in the world, where would you go?
- If your house was burning down, what three objects would you try and save?
- If you could talk to any one person now living, who would it be and why?
- If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
- If you were an animal, what would you be and why?
- Do you have a pet? If not, what sort of pet would you like?
- Name a gift you will never forget?
- Name one thing you really like about yourself.
- What's your favorite thing to do in the summer?
- Who's your favorite cartoon character, and why?

- Does your name have a special meaning and or were you named after someone special?
- What is the hardest thing you have ever done?
- If you are at a friend's or relative's house for dinner and you find a dead insect in your salad, what would you do?
- What was the best thing that happened to you this past week?
- If you had this week over again what would you do differently?
- What's the weirdest thing you've ever eaten?
- What book, movie or video have you seen/read recently you would recommend? Why?

Desert Island

Announce, 'You've been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book and one luxury item you can carry with you i.e. not a boat to leave the island! What would you take and why?'

Allow a few minutes for the young people to draw up their list of three items, before sharing their choices with the rest of the group. As with most icebreakers and relationship building activities, it's good for the group leaders to join in too!

If

Ask the group to sit in a circle. Write 20 'IF' questions on cards and place them (question down) in the middle of the circle. The first person takes a card, reads it out and gives their answer, comment or explanation. The card is returned to the bottom of the pile before the next person takes their card.

This is a simple icebreaker to get young people talking and listening to others in the group. Keep it moving and don't play for too long. Write your own additional 'IF' questions to add to the list.

- If you could go anywhere in the world, where would you go?
- If I gave you \$10,000, what would you spend it on?
- If you could watch your favorite movie now, what would it be?
- If you could talk to anyone in the world, who would it be?
- If you could wish one thing to come true this year, what would it be?
- If you could live in any period of history, when would it be?
- If you could change anything about yourself, what would you change?
- If you could be someone else, who would you be?
- If you could have any question answered, what would it be?

- If you could watch your favorite TV show now, what would it be?
- If you could have any kind of pet, what would you have?
- If you could do your dream job 10 years from now, what would it be?
- If you had to be allergic to something, what would it be?
- If money and time was no object, what would you be doing right now?
- If you had one day to live over again, what day would you pick?
- If you could eat your favorite food now, what would it be?
- If you could learn any skill, what would it be?
- If you were sent to live on a space station for three months and only allowed to bring three personal items with you, what would they be?
- If you could buy a car right now, what would you buy?

Name that person

Divide into two teams. Give each person a blank piece of card. Ask them to write five little known facts about themselves on their card. Include all leaders in this game too. For example, I have a pet iguana, I was born in Iceland, my favorite food is spinach, my grandmother is called Doris and my favorite color is vermillion.

Collect the cards into two team piles. Draw one card from the opposing team pile.

Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. (Note: if you select the most obscure facts first, it will increase the level of competition and general head scratching!)

Would you rather..?

Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your young people! Place a line of tape down the centre of the room. Ask the group to straddle the tape.

When asked 'Would you rather?' they have to jump to the left or right as indicated by the leader. Don't forget to encourage your adult helpers to join in too! I've included 20 starter questions, just add your own and let the fun begin.

Would you rather..?

- Visit the doctor or the dentist?
- Eat broccoli or carrots?
- Watch TV or listen to music?
- Own a lizard or a snake?

- Have a beach holiday or a mountain holiday?
- Be an apple or a banana?
- Be invisible or be able to read minds?
- Be hairy all over or completely bald?
- Be the most popular or the smartest person you know?
- Make headlines for saving somebody's life or winning a Nobel Prize?
- Go without television or fast food for the rest of your life?
- Always be cold or always be hot?
- Not hear or not see?
- Eliminate hunger and disease or be able to bring lasting world peace?
- Be stranded on a deserted island alone or with someone you don't like?
- See the future or change the past?
- Be three inches taller or three inches shorter?
- Wrestle a lion or fight a shark?

Masks

You will need crayons or paints, markers, scissors and white card for this activity.

Give each young person a piece of white card. Ask them to draw and cut out a life-sized shape of a face. They can also cut out eyes and a mouth if they wish. Each young person is then asked to decorate their card face. One side represents what they think people see/know/believe about them i.e. on the outside. The other side represents what they feel about themselves i.e. things going on the inside, what people do not necessarily know or see.

This is best used in an established group where the young people are comfortable and at ease with each other. 'Masks' is also a good discussion starter on self-image and self-worth.

Flags

Flags is a get-to-know-you activity, helping young people express what's important to them or more about themselves. Provide large sheets of paper, crayons, markers and paints. Ask each young person to draw a flag which contains some symbols or pictures describing who they are, what's important to them or what they enjoy.

Each flag is divided into 4 or 6 segments. Each segment can contain a picture i.e. favorite emotion, favorite food, a hobby, a skill, where you were born, your family, your faith. Give everyone 20 minutes to draw their flags. Ask some of the group to share their flags and explain the meaning of what they drew.

People Bingo

This activity is great for new groups. Make a 5 by 4 grid on a piece of card and duplicate for everyone in your group. Supply pens or pencils. Each box contains one of the statements below. Encourage the group to mix, talk to everyone to try and complete their card. If one of the items listed on the bingo card relates to the person they are talking with, have them sign their name in that box.

End the activity after 10 minutes and review some of the interesting facts the group has discovered about each other. You can add your own statements appropriate for your group.

- Has brown eyes
- Has made the longest journey
- Has eaten the weirdest food
- Plays Tennis
- Is wearing blue
- Speaks a foreign language
- Knows what a muntjak is (it's a small deer)
- Plays a musical instrument
- Has 2 or more pets
- Has been to the most foreign countries
- Hates broccoli
- Has 2 or more siblings
- Name begins with an 'S'
- Loves Chinese food
- Loves to ski
- Knows what a quark is (A quark is a tiny theoretical particle that makes up protons and neutrons in the atomic nucleus.)
- Loves soccer
- Likes to get up early
- Someone over six feet tall

HUMAN RIGHTS CLASSROOM ACTIVITIES

EDUCATIONAL ACTIVITIES WITHIN THIS BOOK SHALL:

- Promote human rights, including civil, political, economic, social and cultural rights;
- Foster respect for and appreciation of differences;
- Encourage analysis of rights problems (including poverty, violent conflicts and discrimination), which would lead to solutions consistent with human rights standards;
- Empower communities and individuals to identify their human rights needs and to ensure that they are met;
- Foster teaching and learning environments that encourage participation, enjoyment of human rights and the full development of the human personality;
- Be relevant to the daily life of the learners, engaging them in a dialogue about ways and means of transforming human rights from the expression of abstract norms to the reality of their social, economic, cultural and political conditions.

Human Rights Classroom Activities

Appreciating Similarities and Differences

1) Attributes

Children are seated in a circle. One child stands in the middle of the circle and makes a statement that describes himself or herself. For example: “Is wearing a belt” or “Has a sister”. Everyone who shares that attribute must change places, including the child in the middle. Whoever is left without a seat becomes the person in the middle and names the next attribute. Children will quickly see that they can be similar and different in many ways. An interesting ending would be to choose a more intangible attribute, such as: “People who are kind”. The game usually breaks down at this point because it becomes more difficult to identify such attributes at a glance. Teachers may wish to discuss how people usually recognize such behavioral attributes.

2) In the Same Boat

The teacher explains that people sometimes don’t recognize ways in which they are alike. Then the teacher names a category (e.g. month of birth, number of siblings, kind of pet, favorite toy or game) and asks children to form a group with others who share that category with them. Older children can respond to more complex categories (e.g. number of languages spoken, career aspiration, hobby, and favorite school subject). The game concludes with the question “What did you learn from this activity?” and a discussion of people’s unrecognized similarities and differences.

Fostering Confidence and Self-Esteem

3) A “Who Am I?” Book

Children begin a book about themselves, with a self-portrait on the cover. Personal pictures, prose and poems can be collected in this book. As children learn to write, they can put personal details, questions about themselves and answers to questions in it too. If resources are limited, a book can be made for the whole class with a page or two for each child.

4) A Circle for Talking

Children sit in a circle that includes the teacher and any visitors. The teacher makes an open-ended statement and each student answers in turn. Questions might be one or more of the following:

- What I like best about myself is
- I'd like to be
- My favorite game is
- I think my name means
- I would like to learn about
- I feel happy when
- I feel sad when
- I want to become more
- Someday I hope to

Listening without interrupting and sharing time equally are very important. Children can “pass” if they do not wish to speak. Each person remains seated until the activity is over. Answers can be included in the “Who Am I?” book(s).

5) The Lifeline

Each child stretches out a piece of yarn that represents his or her own life. Children then hang on their yarn drawings, stories and objects that convey the important things that have happened to them. This can be done in chronological sequence, or in any order that the child may want. It can also be extended into the future.

6) Me on the Wall / Ground

Trace the outline of each child on a large piece of paper (best done lying down) or on the ground. Have the student draw/paint in physical details, and then write around personal and physical qualities (e.g. name, height, and weight, what the child would most like to learn or do at school or in adulthood). If you have used papers, pin them up around the wall. Allow all students to learn about each other as well as themselves.

7) Me and My Senses

Have children discuss in the circle, or use a role-play to explore the following statements:

- Hearing helps me to
- Seeing helps me to
- Smelling helps me to
- Touching helps me to
- Tasting helps me to

Rephrase the questions, where appropriate, to suit the needs of children with disabilities (e.g. “Not being able to see (very well? at all?) I’m still me, and I can . . .”). Get each child to invent an instrument to help them hear, smell or touch better. Have them describe, draw or dramatize it.

8) Wishing-Circle

Arrange the students in a circle. Propose that each child in turn makes the following wishes (this can also be done in small groups or pairs):

- If I could be any animal, I’d be _____ because
- If I could be a bird, I’d be _____ because
- If I could be an insect, I’d be _____ because
- If I could be a flower, I’d be _____ because
- If I could be a tree, I’d be _____ because
- If I could be a piece of furniture, I’d be _____ because
- If I could be a musical instrument, I’d be _____ because
- If I could be a building, I’d be _____ because
- If I could be a car, I’d be _____ because
- If I could be a street, I’d be _____ because
- If I could be a town/province/region, I’d be _____ because
- If I could be a foreign country, I’d be _____ because
- If I could be a game, I’d be _____ because
- If I could be a record, I’d be _____ because
- If I could be a TV show, I’d be _____ because
- If I could be a movie, I’d be _____ because
- If I could be a food, I’d be _____ because
- If I could be any color, I’d be _____ because

How do I love with others?

9) My puppet family

Each child makes a family of puppets that includes one of him or herself. These can be very simple, like cardboard cutouts colored and fixed to sticks or clay or mud figures. The figures are named and their relationships described and explained. Each child then devises a ceremony (a wedding, for example) or a festival, which is shown to the others in the class. The puppet family can be extended to include other people who live nearby. Children can dramatize something they do regularly with those people in order to bring them together. Extend the activity to include individuals from anywhere in the world.

10) Imaginary friend

The children sit or lie down quietly with their eyes closed. Tell them to breathe in deeply and then breathe out slowly. Repeat two more times. Now tell them to imagine a special place, a favorite place, anywhere in the world (or even in outer space). Say that they are walking in that place – in their imagination – feeling and hearing and seeing what is going on there. Lead them to a house or building they can visualize, where they go in to find a special room. The room has a door in one wall that opens by sliding up. The door slides up slowly, and as it does so, it reveals a special friend they have never met before – first feet, and finally the face. This friend can be old or young – anything. This friend is always there, and whenever they need someone to talk to, to turn to, they can visit him or her again if they wish. Close the door, leave the house and come home to the class. Let the children share what they have imagined in a speaking circle or in pairs or groups.

11) Letters and friends

Set up a letter or electronic mail exchange with another class in another school or even another country. Initiate this exchange by sending poems or gifts from the class. This may lead to a visit later if the distance allows, and a chance to meet the children of the other community.

Investigate the twin school:

- How big is it?
- What games are played there?
- What do the parents do?
- What are the differences and similarities?

12) Buddy

Teachers should arrange for their students to have an older buddy from an upper class. An activity should be arranged to encourage children to seek out the help of their buddy if they have a problem. Ways should be devised to encourage the senior buddy to take an interest in his or her small colleague by showing games and helping with activities.

13) People around me

Ask children in a talking circle to think of a good quality in themselves or ask “What are some qualities we admire in people?” Then lead a discussion on these topics:

- Do you respect in others the quality you like about yourself?
- Do you respect good qualities in others that you do not have?
- Do all human beings deserve respect? Why?
- How do you show respect for others? Next ask children to think of a time when they felt hurt because someone did not respect them.
- How did disrespect feel?
- Why do people sometimes act disrespectfully to others?
- What is dignity? Is your dignity hurt when others do not respect you?
- What can you do when others do not respect you?

Finally,

- Ask “What does it mean if we say that all human beings deserve respect?”
- Ask for examples of how life in their community could be more peaceful if people showed greater respect for each other.
- Ask children to think of one way they could show respect for someone.

14) The washing machine

Have the children form two parallel lines close together, and facing each other. Send a child from one end between the lines (“through the wash”). Everyone (where this is culturally appropriate) pats him or her on the back or shakes his or her hand while offering words of praise, affection and encouragement. The result is a sparkling, shining, happy individual at the end of the “wash”. He or she joins a line, and the process is then repeated for another child. (Running one or two people through daily is more fun than washing everybody in one big clean-up.)

Building Trust

15) Blind trust

Divide the class into pairs. Have one child blindfold the other and have the sighted member of the pair lead the “blind” one about for a few minutes. Make sure the leading child is not abusing the power to lead, since the idea is to nurture trust, not to destroy it. The “leader” of the pair should try to provide as wide a variety of experiences as possible, such as having the “blind” partner feel things with his or her feet or fingers, leading with vocal directions or even playing a game. After a few minutes have the children reverse the roles and repeat the process so that the “leader” is now the led, and the “blind” partner is now the sighted one. Once the activity is over, allow the children to talk about what happened. Discuss how they felt – not just as “blind” partners but their feelings of responsibility as “leaders” too. This can lead not only to a greater awareness of what life is like for people with sight (or hearing) disabilities, but to a discussion of the importance of trust in the whole community. This can lead in turn to a discussion of world society, how it works and how it can fail to work too.

Creating Classroom Rules

16) Classroom needs

Classroom rules can be created in a number of ways: as a brainstorm (paring down the results in subsequent discussion); in small groups that then present their findings to a plenary session of the whole class; or as individual assignments that the teacher collates for class consideration later. A good way to begin is by asking children what they “want” (the list may become quite long). Then ask them to choose from this list the items they think are really needed. They should end up with something shorter and much more essential. List these on a chart labeled “Our Classroom Needs”. Finally, ask them to choose from their “needs” what they think they have a “right” to expect as members of society. List these on a chart labeled “Our Classroom Rights”. Ask why they have chosen as they have.

17) Classroom responsibilities

Emphasize the essential connection between rights and responsibilities. After students have created the list of classroom rights, ask them to rephrase each right in terms of responsibilities and list these in a separate chart labeled “Our Classroom Responsibilities” (e.g. “Everyone should feel safe in this room” might be revised as “Everyone has the responsibility not to insult anybody or hurt anyone’s feelings”).

18) Living with rights and responsibilities

Once the class has agreed on its lists of basic rights and responsibilities, display them so that they can be referred to or amended as necessary. Sometimes children or the teacher may break the rules or situations may arise that the rules do not address. Sometimes conflicts may arise when classroom rules are not compatible with the rules of other teachers or the school administration. These situations call for discussion and careful consideration of why things are going wrong. Order achieved by general consensus rather than simple control is always harder to get, and the process of reaching this consensus calls for compromise and careful negotiation. Such a process is itself a valuable learning experience.

Understanding Human Rights

19) Planning for a new country

Explain that a new land has been discovered that has everything needed to sustain human life. No one has ever lived there before. There are no laws and no history. The whole class will be settling there. A small group has been appointed to draw up a list of rights for this all-new country. You do not know what position you will have in the new country. Working in small groups, students in each group give this country a name and list ten rights the whole group can agree upon. Each group presents its list and the whole class makes a “class list” that includes all the rights mentioned. Discuss the class list (e.g. what would happen if some rights were excluded? Have any important rights been left out? How is this list different from your classroom rules?)

20) Introducing the Universal Declaration of Human Rights

Introduce the Universal Declaration of Human Rights, explaining that it is a list of rights for all people in the world. Then read the simplified version aloud (see annex 1). If students hear an article that matches one of the rights on the class list, write the number of that article next to the right.

After completing the reading, discuss the results:

- Were any rights in the Universal Declaration left off the class list? Do students now want to add any new rights to the list?
- Were any rights on the class list left out of the Universal Declaration?
- Does the Universal Declaration include responsibilities as well as rights?

Students might try similar exercises using a simplified version of the Convention on the Rights of the Child.

Introducing Children's Rights

21) What are children's rights?

Ask students whether there are rights and responsibilities that apply more specifically to them, not just as people but as young people – as children. What might it be wrong to do (or not to do) to someone just because he or she happens, at that point in time, to be “a child”?

Introduce the Convention on the Rights of the Child, explaining that it guarantees to children the things they need to grow up healthy, safe and happy and to become good citizens in their community. Help children understand the relationship between needs and rights.

Discuss:

- Why do you think the United Nations has adopted a document just for children's human rights? How are children's needs different from those of adults?
- Why do children need special protection? Give some examples?
- Why do children need special provisions for their welfare? What do children need for their survival, happiness and development? Why do children need to participate in their communities? Give some examples.
- Who is responsible for seeing that children's rights are respected? (e.g. parents? teachers? other adults? Other children? The Government?)

22) Wants and needs

Ask children working in small groups to create ten cards that illustrate things that children need to be happy. They can cut pictures from old magazines or draw these things. Help them label the cards. Each group explains and posts its cards under the heading “Needs”.

Next announce that the new Government has found that it can only provide some of the items on the list, so the group must eliminate ten items from the list of needs. Remove the cards selected and post them under the heading “Wants”.

Then announce that still further cuts are required and the group must eliminate another ten items and follow the same procedure.

Finally discuss this activity:

- What items were eliminated first? Why?
- What is the difference between wants and needs?
- Do wants and needs differ for different people?
- What would happen if the class had to go on eliminating needs?

Conclude by explaining that children's rights are based on what all children need to live a healthy, happy life and grow up to be responsible citizens. Introduce the Convention on the Rights of the Child as an effort to make sure that all children have these rights (see activity "What are children's rights?" above). Older children might read aloud the summarized version of the Convention (see annex 2) and compare it to their list of wants and needs.

23) What does a child need?

Working in small groups, students draw a large outline of a child (or outline one of them) and give the child a name. They then decide on the mental, physical, spiritual and character qualities they want this ideal child to have as an adult (e.g. good health, sense of humor, kindness) and write these qualities inside the outline. They might also make symbols on or around the child to represent these ideal qualities (e.g. books to represent education).

Outside the child, the group lists the human and material resources the child will need to achieve these qualities (e.g. if the child is to be healthy, it will need food and health care). Each group then "introduces" its new member of the community and explains its choices for the child.

Introduce the Convention on the Rights of the Child (see activity "What are children's rights?" above).

Then read aloud the summarized version of the Convention (see annex 2).

When children hear an article that guarantees a child each of the needs they have listed, they write the number of the article(s) next to that item. Circle any needs identified by the class but not covered by the Convention.

24) Promoting children's rights

In some countries children's rights are advertised by newspapers, radio and television. Ask students working in small groups to make up some advertisements for particular articles of the Convention on the Rights of the Child (e.g. posters, skits, songs or other forms). Ask each group to perform or exhibit their ideas for the class as a whole.

Protecting Life - The Individual in Society

25) Being a human being

Place a convenient object (e.g. an inverted wastepaper bin) before the class. Suggest that it is a visitor from another part of the universe. This visitor is curious to learn about the beings who call themselves “human”. Ask for suggestions that might help the visitor identify us as “human beings”.

Discuss:

- What does it mean to be “human”?
- How is that different from just being alive or “surviving”?

26) Message in a bottle

Ask students to imagine that signals have been received from outer space. The United Nations is going to send information about human beings in a special ship. It is the students’ job to choose what to send (e.g. music, models of people, clothing, literature, religious objects). Brainstorm possibilities as a class, or set the activity as an individual or small group project.

The questions at issue here – “What am I?”, “Who are we?” – are profound. The activities above should provide an opportunity for students to begin to establish a sense of themselves as human beings and an understanding of human dignity. This is crucial if they are ever to see themselves as human agents, with a responsibility to humanity in all its many and varied forms. Defining what is human in general helps us to see what might be inhuman.

27) Beginnings and endings

Human beings within societies are of the highest complexity. At the teacher’s discretion, the class can look at the right to be alive as argued for at each end of an individual’s life:

- Where does “life” begin?
- Could it ever be taken away?
- What kinds of factors determine our opinions about what “life” means (e.g. religion, technology, law)?

28) “A journalist has disappeared!”

For the following case study the teacher’s discretion is advised. Provide the class with the following details:

You are a journalist. You wrote a story in your newspaper that made someone in a high position angry. The next day unidentified people broke into your home and took you away. You were beaten and put in a room alone. No one knows where you are. No one has offered to do anything. You have been there for months.

This journalist has been deprived of a number of basic rights. Using the Universal Declaration, ask the class to determine which specific articles have been violated. Ask each student to draft a letter to the Minister of Justice concerned, mentioning these rights, or an open letter to the journalist. Who else could be of assistance in this case (introducing students to the role of civil society’s organizations)?

29) Protecting children

Look through the Convention on the Rights of the Child and list all the articles that offer protection to children and the circumstances and specific forms of abuse and exploitation that these articles mention. Are there others that you might add?

- Are some children more vulnerable and in need of protection than others? Discuss responsibility for protecting children:
- According to the Convention, who has the responsibility for protecting children?
- Does the Convention give any order of priority for this responsibility? What happens when those responsible for protecting children fail to do so?

Research child protection in your community, using the list generated at the beginning of this activity.

- What are children’s particular needs for protection in your community?
- What people or groups are providing protection for them?
- Are there ways you and your class can contribute to this protection?
- Why do you think that the rights of children needed to be expressed in a special human rights treaty?

War, Peace, and Human Rights

30) Peace

Pick a fine day if possible. Pose the question: "In a world with local conflicts and the threat of war, why do you think peace is important?" Take the class outside, perhaps, to somewhere pleasant. Everybody lies on their backs without talking and shuts their eyes for approximately three minutes. Resume the class and discuss the fundamental value of peace. How would they define "peace"? What is the relationship between peace and human rights?

31) Summit

Role-play a summit discussion between the leaders of all countries about a critical issue, for example reduction in the use of land mines or the protection of children from dangerous work. Stage a classroom debate on the topic, with groups working together as the countries involved: some groups trying to ban these practices, some groups refusing to ban.

Compare, when feasible, the discussions that led to the Convention on the Prohibition of Anti-Personnel Mines (1997) or the Convention concerning the Prohibition of the Worst Forms of Child Labor (International Labor Organization's Convention No. 182, 1999). Emphasize that different countries and people can work together in ways that allow all of us to live together in peace. (See the activity *A model United Nations simulation* below for an alternative format.)

32) Packing your suitcase

One of the common results of war and oppression is the creation of refugees, people who flee their home countries because of a "well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group or political opinion" (article 1.A.2 of the Convention relating to the Status of Refugees, 1951).

Read this scenario:

You are a teacher in _____. Your partner disappears and is later found murdered. Your name appears in a newspaper article listing suspected subversives. Later you receive a letter threatening your life because of your alleged political activities. You decide you must flee. Pack your bag. You can take only five categories of things (e.g. toiletries, clothing, and photographs) and only what you can carry in one bag by yourself. You have five minutes to make these decisions. Remember that you may never return to your home country again.

Ask several students to read their lists. If they omit the newspaper article or the threatening letter (the only concrete proof to offer authorities in the new country that they are fleeing a “well-grounded fear of persecution”), say “Asylum denied”.

After a few such examples, explain the definition of a refugee and the importance of proof of persecution.

Discuss the experience of making emotional decisions in a state of anxiety.

Research refugees in the world today:

- Where are the greatest concentrations of refugees?
- Where are they fleeing from and why?
- Who is responsible for caring for them?

33) Child soldiers

In some parts of the world, boys and girls, even younger than ten years old, are recruited to serve as soldiers. Often these children are kidnapped and forced into this dangerous work, which can lead to death, maiming and alienation from their home communities and society as a whole. A new Optional Protocol (2000) to the Convention on the Rights of the Child bans the involvement of children in such armed conflict, as does the International Labor Organization’s Convention concerning the Prohibition of the Worst Forms of Child Labor (1999).

Discuss:

- Why would armed forces want to use children in warfare?
- What human rights of these children are being violated? Cite particular articles of the Convention on the Rights of the Child.
- How might being a child soldier affect girls and boys differently?
- If a child manages to survive and return to the home community, what are some difficulties that she or he might face at first? In the short term? In the long term?

Here are some ways in which students can take action or explore the issue further:

- Find out more about child soldiers in different parts of the world;
- Find out what organizations are working to rehabilitate former child soldiers and offer them support;
- Write letters encouraging the Government to ratify the Optional Protocol to the Convention on the Rights of the Child banning the involvement of children in armed conflict.

34) Humanitarian law

Operating parallel to international human rights law is the complementary legal system of international humanitarian law. Embodied in the Geneva Conventions of 1949, these so called “rules of war” establish standards for the protection of wounded, sick and shipwrecked military personnel, prisoners of war and civilians living in war zones or under enemy occupation. Military forces in many countries train their personnel in the Geneva Conventions, and the International Committee of the Red Cross (ICRC) takes a global lead in educating the public in international humanitarian law as well as in supplying humanitarian relief during armed conflicts.

However, the reality of modern warfare has changed. The combatants are no longer just the armies of warring countries (international armed conflict) but also rebel armies, terrorists or competing political or ethnic groups (non-international armed conflict). Furthermore, most victims are no longer soldiers but civilians, especially women, children and the elderly. In many ways, the human rights framework and international humanitarian law reinforce each other. For example, both show particular concern for children recruited as soldiers and recognize the need for special protection for children in situations of armed conflict.

Find out more about how human rights and humanitarian law apply in conditions of warfare:

- Research the history of the International Red Cross and Red Crescent Movement and the Geneva Conventions. How have the original Geneva Conventions of 1949 been adapted to address the conditions of modern warfare?
- Find out about the humanitarian work of the International Committee of the Red Cross for victims of war. Compare the ICRC’s seven fundamental principles (humanity, impartiality, neutrality, independence, voluntary service, unity and universality) with the principles of the Universal Declaration.
- Compare the provisions for children in war situations in the Convention on the Rights of the Child, the 1949 Fourth Geneva Convention (the Geneva Convention relative to the Protection of Civilian Persons in Time of War) and the 1977 Additional Protocols to the Geneva Conventions. Why are both international human rights law and international humanitarian law needed to protect children?
- Compare the Optional Protocol to the Convention on the Rights of the Child regarding the involvement of children in armed conflict and article 77 of Additional Protocol I to the Geneva Conventions regarding the recruitment of children. Which is more effective? Are both needed? Do you agree that a person of fifteen is old enough to serve as a soldier?
- Examine news reports of armed conflicts in the world today. Are the Geneva Conventions being observed in this conflict? Is the UDHR being observed?

35) Councils and courts

Laws are made by national law-making bodies. Students need to see the process of law-making for themselves in order to answer these questions:

- What is “the law”?
- Who makes it?
- Why?

Arrange for a class visit to a regional or central chamber of the country’s parliament in session so that students can watch its members at work. Discuss the three questions above. Likewise, arrange a visit to a law court to see not only laws being administered but also decisions being made that set legal precedents which may directly or indirectly affect future decisions. Discuss the same questions above.

If the suggested visits are not possible, or even if they are, organize the class into a model parliament and arrange a debate on current issues or a mock trial to adjudicate a local or national case at law. Encourage students to find suitable examples themselves. To introduce an international dimension, teachers could have the class research the decision-making processes of the United Nations and the issues currently discussed. They could also review some cases brought before international commissions, tribunals and courts. (See the activity *An International Criminal Court* below.)

You may also wish to invite a local political figure to talk to the class about the three questions raised at the beginning of this activity, plus three more:

- Why are laws obeyed?
- How is “justice” done? And
- How is “fairness” achieved in government and the law?

Examine article 12 of the Convention on the Rights of the Child, which gives children the right to an opinion in matters that affect them. Has this right been recognized in the courts of your country? How?

Discuss:

- Are women given equal status before the law?
- How many women are lawyers in your country? (Magistrates? Judges? Lawmakers in local or national legislative bodies?)
- How do these numbers affect the way women are treated in law? (See the activities *Equality before the law* and *Making decisions* below.)

36) Sorts of courts

Legislative processes can also be learned by arranging the class into an informal court. The “disputants” can be in the middle, with their “friends” and “family” close by and the rest of the class in a circle around them as a “village”.

Appoint a “magistrate” outside the circle as someone to be turned to only when the locals want an outsider’s opinion. Have the disputants put their cases in turn, allowing everybody to elaborate their points. The discussion should continue until a consensus verdict is reached.

The issue to be dealt with can be chosen by the teacher with the students’ help. Discuss afterwards how the “law” has worked here in both the formal and the informal cases. Note how it may be impossible to find someone to blame, particularly when each party has reasonable points to make.

37) Equality before the law

Article 7 of the Universal Declaration begins: “All are equal before the law ...” However, this statement of principle is not always reflected in practice.

Discuss:

- Are all equal before the law in your community, or are some people treated in different ways?
- What factors might give some people an advantage over others?
- Why is equality before the law essential for a human rights culture?

38) Comparing “Rights” documents

Point out that rights are guaranteed not only by international documents like the Universal Declaration (UDHR) but also by regional, national and local law codes such as national constitutions. Give students copies of the UDHR and any two other documents and ask them to compare whether each contains the following rights and to identify the relevant article(s):

1. Right to education
2. Freedom of expression (including the media)
3. Free choice of spouse
4. Equality of all persons, including women and minorities
5. Free choice of number of children
6. Freedom from torture and inhumane treatment
7. Freedom of thought, conscience and religion

8. Right to own property
9. Right to own firearms
10. Adequate food
11. Adequate shelter
12. Adequate health care
13. Right to travel freely within and outside the country
14. Right to peaceful assembly
15. Right to clean air and water

Discuss:

- What similarities and differences did you discover? How can you explain these?
- Does your Constitution or local law include more or fewer rights than the UDHR?
- Did the writers of these documents seem to have the same concept of what “rights” mean?
- Do all documents contain responsibilities as well as rights?
- Do citizens of your country have any rights besides those included in your Constitution or local law?
- What happens when these laws conflict?
- What should be the limits and responsibilities of Governments in guaranteeing their citizens certain rights? For example, is hunger or homelessness a Government’s responsibility?
- Should any of the rights listed be guaranteed by all Governments?

Freedom of Thought, Conscience, Religion, Opinion, and Expression

39) Frames of reference

Opinions may vary depending on whether we like what we see or not. This is reflected in our choice of words. For example, a person can be described as “aloof” or “independent”, “aggressive” or “assertive”, “submissive” or “prepared to cooperate”, “more driven” or “less afraid of hard work”.

Ask students to think of other dichotomies of this sort. Have students list in the most positive way possible five qualities about themselves they really admire. Then put these into a negative frame of reference so that the same things become hurtful instead of praiseworthy. Then do the reverse, first listing possible negative qualities they do not particularly like about themselves, and then using mirror words that make the list less offensive.

Another version of this activity is to ask students to list adjectives that generally describe girls or boys. Then reverse the gender (e.g. qualities described as “energetic” or “ambitious” in a boy might be considered “abrasive” or “pushy” in a girl)

40) Words that wound

Article 13.2.a of the Convention on the Rights of the Child gives a child the right to freedom of expression but specifically restricts expression that violates the rights and reputations of others. Should limits be placed on what we can say about our thoughts and beliefs? Should we always be able to say whatever we like? For the following activity the teacher's discretion is advised.

Give everyone slips of paper and have them write down hurtful comments they hear at school, each on a separate paper. Make a scale on the wall ranging from "Teasing/Playful" to "Extremely Painful/Degrading". Ask students to put their words where they think they belong on the scale (alternatively, papers can be collected and read by the teacher in order to ensure that inputs remain anonymous – students would then put them on the scale). Then ask everyone to examine the wall silently. Usually the same words will appear several times and almost always be rated at different degrees of severity.

Discuss this experience: ask students to categorize the words (e.g. appearance, ability, ethnic background, sexuality).

- Are some words only for girls? For boys?
- What conclusions can be drawn about abusive language from these categories?
- Why did some people think a particular word was very painful and others find it playful?

Divide the class into small groups and give each group several of the words considered most painful. Ask someone in each group to read the first word or phrase. The group should accept that this is a hurtful comment and discuss (1) whether people should be allowed to say such things (2) what to do when it happens. Repeat for each word or phrase.

Finally discuss with the class the rights and responsibilities involved in abusive language.

- Does a teacher have a responsibility to stop hate speech at school?
- Do students have a responsibility to stop it in their own lives? If so, why?
- What can you do in your community to stop hate speech?
- Why is it important to do so?

41) Growing maturity

The Convention on the Rights of the Child gives children the right to freedom of thought, conscience and religion, according to their growing maturity. Ask students to debate when a young person is sufficiently mature to practice a religion or hold political views that differ from those of the family, culture or tradition. Who should decide?

The Right to Privacy

42) When is “old enough”?

Read the following story to the class:

Eku and Romit met when they sat side by side at primary school. They soon became best friends, but their friendship had a problem. Their families belonged to different social groups that had a long history of distrust. So when Romit asked if Eku could visit, both parents firmly refused. Eku’s family spoke to the teacher and had the friends seated separately. However, their friendship continued until Eku was sent away to finish secondary school in another town. The friends promised to write, but whenever a letter from Eku arrived, Romit’s parents destroyed it before Romit could even open it. Romit understands his parents’ feelings but also thinks that at sixteen you are old enough to choose your own friends and entitled to have letters kept private.

Discuss:

- What rights does Romit have according to the Convention on the Rights of the Child?
- How can Romit’s “evolving capacity” be determined?
- What rights do Romit’s parents have? Strategize how this conflict might be resolved.

Discrimination

43) The non-racist classroom

There are many ways of making the classroom a place of acceptance and of multiracial celebration. Cultural factors influence a student’s responses, such as how much eye contact he or she finds comfortable, how receptive he or she is to group learning strategies, or his or her style of dramatic play or story-telling. If and when there is a racial conflict in the class, deal with it; do not dismiss it. Teach your students how to recognize behavior that may reinforce racism. Study the stories of famous people who have fought against discrimination. Study the contributions made by people from all parts of the world to the common stock of human knowledge and experience. Introduce as much cultural diversity as possible into the curriculum. Ask parents or other relatives or friends to help in this regard. Invite people of other races or colors who are active in community work to speak to the class about what they do.

44) Identifying some “minority groups”

Help the class develop a definition of “Minority group”.

- Are they always in a minority mathematically?
- In what ways do minorities usually differ from the majority or dominant population?

Brainstorm with the class a list of contemporary “minority groups”, starting with the local community. Be sure to include minorities based on class, ability, sexual orientation and other non-racial factors. Do these minority groups experience discrimination? In what ways? Seniors students could eventually do case studies to find out about the size, location, history, culture, contemporary living conditions and key claims of specific minority groups.

- What are some circumstances that create minority groups in a population (e.g. indigenous peoples, immigrants, refugees, migrant workers)?

45) Sex or gender?

Explain the difference between sex (biologically determined factors) and gender (culturally determined factors). Divide students into two teams and ask each to make a list of differences between males and females, some based on sex (e.g. adult men have beards; women live longer) and others based on gender (e.g. men are better at mathematics; women are timid). Each team in turn reads one of its characteristics and the panel must decide whether it is a difference based on sex or gender. Of course, disagreements will arise (e.g. are men naturally more aggressive?) but the resulting discussion will help students to recognize their own gender stereotypes. Examine the classroom, textbooks, media and community for examples of gender stereotyping.

46) Who’s who?

Have students survey the books and other materials they encounter at school:

- Are there the same number of references to males and females?
- Are female characters shown as brave decision-takers, physically capable, adventurous, creative and interested in a wide range of careers?
- Are male characters shown as humane, caring people, who can be helpful, who express their emotions, who are free of the fear that others might not think them “manly”?
- Do the men and women respect each other as equals?
- Do the men take an active part in parenting and housekeeping tasks?
- Do the women take an active role outside the home and, if so, in other than traditionally female occupations (e.g. teachers, nurses, secretaries) or unpaid or poorly paid jobs?

47) Gender bender

Take a familiar story (e.g. from a novel, film, TV series or folktale) and retell it with the gender of the characters switched. Discuss the effects of this gender switch.

48) Decision making

Ask students to brainstorm some important decisions a family has to make that affect all its members. Next to each decision, write whether it is made mainly by men, women or a combination. Discuss the differences in the kinds of decisions that males and females make in the family. Next ask students to list some important decisions affecting the whole population that were made in their community in the last few years (e.g. starting a new club or team, building or closing a hospital, allotting land, increasing bus fares).

Assign each small group one of these decisions to analyze:

- What are the gender implications of these decisions? Do they have any particular impact on women and girls? On men and boys?
- Next to each decision, write the name of the body that made the decision and the approximate percentage of males and females in that body.
- How might the decision be different if the decision making body were composed of an equal number of males and females?

The Right to Education

49) One school for all

Have the class examine the school and its environment and work out how accessible it is to people with particular disabilities.

Discuss:

- What changes would they recommend?
- What could your school do to promote the Declaration on the Rights of Disabled Persons and the Declaration on the Rights of Mentally Retarded Persons, proclaimed by the United Nations in 1975 and 1971 respectively?

50) The right to learn your rights

Explain that education about and for human right is itself an internationally agreed human right (see Chapter One of this booklet).

Ask students:

- What do people need to know about human rights?
- Why is human rights education important? Do some people need it more than others? If so, who? And why?
- How should human rights be taught?
- How do human rights differ from other school subjects? (e.g. they involve action as well as knowledge)?
- How can students themselves learn about human rights?

HUMAN RIGHTS EDUCATION TOOLKIT

Full Lesson Plans!

HUMAN RIGHTS EDUCATION TOOLKIT ACTIVITIES

1. Human Rights Around the World
2. The Importance of Human Rights Education
3. A Human Rights Activist
4. Defining Human Rights / Fishbowl Activity
5. Human Rights in Own Country Context
6. Human Rights in the World / Mapping

Human Rights Around the World

1.5 hours

OVERVIEW

This section of the toolkit is focused on taking your students from a broad level of understanding human rights around the world to a more specific and personal understanding of human rights in their home country.

MATERIALS

White board; dry erase markers; world map stencil (see attached); prizes (small candies or pens and pencils); projector; internet access to show human rights clip pertaining to the country in focus.

DELIVERY

Introduction (5 minutes): Before revealing any details about the following activities, pose this question: Why are we talking about human rights today? Take a few responses without responding to any of them. The purpose of this exercise is for you to get a quick glimpse into the group dynamic of the class, to uncover any prior knowledge the students may have, and also to get the students engaged in the activity. To keep the students guessing, without answering the question you posed, move directly onto step one of activity number one.

Information (30 minutes): “All Around the World”

Step 1: Have a volunteer trace the world map onto the board with a dry erase marker using the stencil of the world map printed. You will use this illustration to *visually* track the movement of the activity’s focus from global to local.



Step 2: Once the map is complete, present these facts as seen below:

Facts:

More than 300,000 children under the age of 18 are being exploited as child soldiers in armed conflicts worldwide.

Approximately 27 million people are currently enslaved in the human trafficking trade around the world.

Armed conflict has killed 2 million children and left 12 million homeless, and orphaned more than 1 million in the past decade.

Throughout history, women have been denied the knowledge, means, and freedom to act in the best interest of themselves and their children.

Activity 2: (Information) (30 minutes): *Narrowing the focus to your home country*

Identify your country on the map, and have ready four human rights facts about your country.

Going one statistic by one, have a few volunteers share what they think the percentage or number is. Once a few have shared, reveal the actual statistic. Do this until all four statistics have been revealed. Write each statistic for the class.

Ask the students whether or not their initial list, and the list they created for the video, would look the same as a list for their home country. Discuss the potential similarities and differences between said lists.

Ask the class to make a list of potential reasons for the reality. Make sure everyone in the class is participating in the making of the list. Once you've received sufficient participation, tell the class that they will watch a short video (10 - 12 minutes) about human rights in a country other than their own that fought for their human rights. Tell them that as they watch the video, they should look for both general reasons as to why there are human rights violations, and specific reasons from the video. They should know that you will look at the initial list created by the class and compare it with what they found in the video.

Activity 3: (12 minutes): *Other Country Human Rights Video.*

Activity 4: (Practice / Information) (30 minutes): *Compare and Contrast*

Ask the students to create a new list of reasons after having watched the video. Once you've received sufficient participation, compare the two lists, and briefly discuss / acknowledge reasons that were left off of the initial list.

Identify the country from the video on the map, and present these facts as seen below. Reconnect the statistics to the reasons discussed in the prior activity.



Write statistics pertaining to the country from the video.

...

...

...

Hand out sheets of paper to each student. Ask them to guess what the percentages of human rights violations are in their home country. When they are finished, move onto activity number four.

The Importance of Human Rights Education

1.5 hours

OVERVIEW

Participants will examine the impact of their education on human rights, their communities, and why education matters to them personally. Students will be able to see the tangential effects of their lives and education.

OBJECTIVES

Participants can identify up to eight positive impacts of human rights education on local communities, the ways in which education changes lives and the lives of those around them, and the reasons education matters personally to participants.

MATERIALS

White board and markers or chalk; paper; writing supplies

DELIVERY

Introduction (5 minutes): If you have done part I of this toolkit with the participants at a previous time, review the lessons learned about human rights education. Ask participants to share what they remember about the activity, and what they hope to learn from the next section of the activity.

Activity 1 (30 minutes): *How do our lives impact others?*

Introduce the subject by asking participants, “Who is in your life? There is you and who else? Are you alone?” This may take some creative questioning / guidance, but the goal is the realization that there are many people involved in each individual’s life.

Draw your name in the middle of the board. Ask students to help you draw a “web” of the people in your life (It would look like a brainstorming web, with your name in the middle and the names of those in your life surrounding it, in a web shape). Every time you or your participants thinks of someone in your life, write their name somewhere on the board and connect your names with a line. Encourage participants to brainstorm people close to you (family) as well as people less close to you (neighbors, students, etc.). Continue until you have built an entire web of names of people in your life.

Distribute pieces of paper and writing supplies to participants. Ask them to make their own webs of people in their lives, including those very close to them and those not as close to them.

Ask participants to share what they think of their webs. What does this mean for our lives? When something happens to one individual, does that impact just that person? Who else is impacted? How?

Activity 2 (30 minutes): *Human Rights Education Changes the Community*

When human rights are protected and respected, the community:

members will be treated equally respectfully

members will have access to education

will thrive economically and socially

will be peaceful

Begin by telling participants that we will be building on the previous activity: now that we know how someone's life impacts others, what does that mean for human rights?

Ask the participants to think of the ways human rights changes their lives or the lives of their friends and family. Guide them in a discussion, listing the points made on the board. Here are some important points:

When human rights are protected and respected, people... (State facts)

...

...

...

...

Ask the participants to look at the list, and think about which items impact not just the individual person, but others in that person's life. Go through the list, and put a check mark next to each item that impacts more than one person. At the end, ask what they think is important about the list.

Activity 3 (30 minutes): *My Human Rights Matter*

Distribute pieces of paper and writing supplies to participants.

Ask participants to think about all of the ways their human rights matter. Encourage them to

think of ways their human rights matters to them individually as well as to others in their community.

Ask participants to write “My Human Rights Matter Because...” across the top of their paper. Next, ask them to write about all of the ways their human rights matter. Encourage creativity – this could take form of a list, a poem, an essay, a song, or even a picture.

Depending on your setting and the desire of you participants, you could post all of the responses on a wall of you room to show others the outcome of your discussion. The result would be a large, diverse representation of the importance of human rights, in the words of your participants.

****Alternative:** Instead of having each participant work individually, you could have the group work together on a large sheet of paper to make one large poem, collage, list, etc., representing why their human rights matter.

A Human Rights Activist

2 hours

Part 1

OVERVIEW

This activity is geared towards showing participants an example of a person taking action to fight for human rights. The activity is conducted through the real-life story of (activist's name).

OBJECTIVES

By the end of this session participants will be able to increase positive verbalizations about the importance of human rights and increase awareness of one's own personal dreams around human rights.

MATERIALS

Copies of speech for each participant

PREPARATION

Have copies of the speech for each participant; a recommendation to work with a counterpart to be able to engage in deeper conversation about the topic of human rights.

DELIVERY

Introduction (5 minutes): The facilitator begins by asking if anyone is familiar with the activist. If yes, ask participants what they know. If not, share the brief history below. After giving a bit of a background, ask participants what they think of the activist. Then distribute a copy of the speech and go over the text together. Encourage any questions that may arise to be asked. Once you have read through the speech and the participants have a general understanding, use the discussion questions to guide a conversation around the importance of human rights.

Brief History (10 minutes): Write brief history about the activist.

Reading (10 minutes): Insert speech here.

Discussion (1.5 hours):

Do you believe that human rights are important?

Why do you think that (activist's name) wants people to advocate for their own rights?

Do you agree that all persons all over the world should be guaranteed human rights?

Do you believe that respecting human rights can change the world?

Can human rights help fight poverty and terrorism?

What do human rights mean to you?

Are human rights valued in your community?

How are human rights viewed in your community?

Part 2

2 hours

OVERVIEW

This activity is geared as a follow-up to *Part 1*. In this activity participants will get to become their own human rights activist. The meaning of advocacy will be discussed and then the participants will decide what aspect of human rights they would like to advocate for by writing a speech, writing a letter to "decision makers," creating a poster or making a pamphlet to share in their school / community.

OBJECTIVES

By the end of this session participants will be able to increase positive verbalizations about the importance of human rights, and increase awareness of ways to advocate around a cause that is important to them.

MATERIALS

Paper, pens, markers, envelopes, colored paper (if available), tape

PREPARATION

Have a variety of materials ready for participants to utilize.

DELIVERY

Introduction (30-45 minutes): The facilitator begins by reminding participants about the activist's speech that we read last time. Facilitator will then discuss the meaning of advocacy and talk about how the activist is an advocate for human rights. Facilitator will then brainstorm with participants about what aspects of human rights they are passionate about? *Some examples might be freedom of speech, freedom of religion, etc.* With enthusiasm the facilitator will tell participants that they are now going to become advocates and like the activist, will have

to find a way to make their thoughts known to either by writing a speech or letter, making a poster, writing a pamphlet, etc. Encourage participants to work individually but they can talk to each other about their ideas. Participants depending on time can take 30-45 minutes to create their pieces. Then when everyone has finished they will present to the group.

Advocacy Activity (30-45 minutes):

What is advocacy?

Advocacy is the act or process of supporting a cause or proposal.

After reading and discussing the activist's speech tell participants that now they are to become a human rights activist. Brainstorm with participants about what aspect of human rights they are passionate about? *Some examples might be everyone goes to school, freedom to move to another country, freedom of speech, freedom of religion, etc.*

Ensure that each participant has a topic and an idea of how they would like to advocate for it whether it is writing a speech, writing a letter, or making a poster. If students have additional ideas please encourage their creativity.

Then hand out the needed materials and inform participants that they have 30-45 minutes to make their creations. Afterwards, everyone will be encouraged to share what he or she made.

Discussion Questions (30 minutes):

What was it like to advocate for something you are passionate about?

Did you enjoy being able to make your thoughts known in this way?

What other topics could you see yourself advocating on in the future?

Would you like to join (name of activist) in their advocacy for human rights?

DEFINING HUMAN RIGHTS / FISHBOWL ACTIVITY

1 hour 20 minutes

OVERVIEW

This section will give all participants an opportunity to reflect both on their personal definition of human rights and that of others.

OBJECTIVES

By the end of this activity, participants will be able to identify different, and perhaps opposing, definitions of human rights, which will segue into a discussion about the internationally accepted definition of human rights offered by the United Nations Office of the High Commissioner for Human Rights.

MATERIALS

Enough chairs for all participants
List of discussion questions

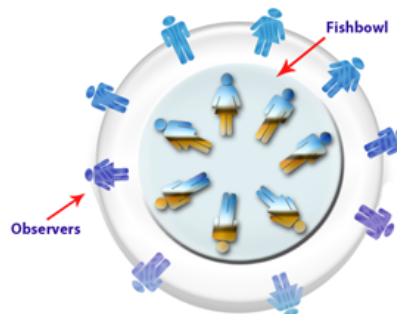
PREPERATION

Make two circles of chairs with one circle in the middle of the other circle of chairs.

DELIVERY

FISHBOWL ACTIVITY (1 HOUR):

Step 1: Split the room into two groups. Have one group sit in the inside circle and have the other group sit in the outside circle.



Step 2: Choose one person sitting in the inside circle to be the facilitator of their discussion and hand him the following list of discussion questions:

Guiding Questions:

Who establishes, upholds, or changes the content of human rights and human rights law.

What are the human rights entitled to every human being?

What was a positive experience you had because of human rights?

What is your personal experience or knowledge with human rights?

What might the world look like with no human right violations, where every ones rights are respected and protected?

What sort of moments have you experienced where you may have thought some ones human rights were being violated?

Step 3: Explain that the outside circle are merely observers at this point in the activity. They are only to listen intently to what is being said during the discussion taking place in the fishbowl. Under no circumstances is the outside circle allowed to respond or react to something said by someone in the fishbowl.

Step 4: Explain to the inside circle that they have 20 minutes to discuss the questions provided. Add that it is up to the facilitator and the group to decide how to allot their time across the questions.

Step 5: When the inside circle has finished their discussion, they should then switch positions with the outside circle. This transition should happen in silence. Once the transition is complete, repeat steps 1 through 4 with the outside circle observing and the inside circle as active participants in the discussion.

Step 6: Facilitate a discussion about the similarities and differences between both fishbowls.

United Nations Office of the High Commissioner for Human Rights (OHCHR) & Human Rights (15 minutes):

Present the OHCHR's definition of human rights to the participants.

“Human rights’ are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.”¹

Ask for initial reactions to this definition, and then probe further.

Do the participants agree with OHCHR's definition?

Compare it to the definitions presented during the fishbowl activity.

HUMAN RIGHTS IN OWN COUNTRY CONTEXT

1 hour 15 minutes

OVERVIEW

Participants will use a story, article, or speech about human rights to launch into discussion about the realities of human rights in their own society.

OBJECTIVES

The group will critically discuss the content of the speech and then delve deeper into the educational, legal, and socioeconomic implications of human rights.

MATERIALS

Copies of speech
Pen and paper for human rights reflection

DELIVERY

Take 10 minutes to read the story, article, speech you have selected.

Spark discussion by asking for reactions to questions you have prepared and quotes from the work based on the story, article, or speech you have selected to discuss.

...

...

...

Human Rights Intersectionalities: Fact Checking, True or False (25 minutes)

Designate one corner of the room as “false” and the other corner as “true.”

One by one, present the flowing list of facts asserted by the United Nations on human rights in your country’s context.

As you go through each question, have the participants illustrate whether they believe the respective facts are false or true by moving to one corner or the other.

Once sides have been chosen, have a volunteer from both groups offer an explanation as to why they chose false or true.

List facts and statistics below

...

...

After the final question, ask the participants for their reactions to the information revealed during the activity.

Was anything shocking or unexpected?

Did you learn something new?

How do these facts affect your feelings about human rights in the context of your society?

Social Implications of Human Rights (20 minutes)

Ask each participant to write down one word that describes how human rights have affected his or her life.

Ask volunteers to share their word and give a brief explanation for their choice.

HUMAN RIGHTS IN THE WORLD / MAPPING

2 hours

OVERVIEW

The purpose of this activity is to enable participants to create virtual maps of human rights violations around the world and in their own country.

OBJECTIVES

By the end of the session, participants will be able to:

Think about and discuss how human rights affect their communities.

Identify new and effective ways to address human rights within their country.

MATERIALS

Flip chart paper, large markers, scissors, tape and tacks

DELIVERY

“Little Known Fact” Icebreaker (5 minutes): Each person pair up with someone. Each pair must stand, say their name, the name of the town they represent, and share one little known fact about that specific town and/or community. The purpose of the icebreaker is for all the participants to get an understanding of the diverse communities that are present in the training and set the stage for presentations.

Presentation (15 minutes): Explain to the group that they are going to facilitate a community mapping exercise. Restate the objective of the exercise; that it is a way to think critically about how human rights affects their communities and to identify new and effective ways to address human rights violations within those communities. Explain to the participants that each group will get flip chart paper, markers, scissors, and tape. Explain that each group participants are to then draw two maps based on a set of questions that we be broken into two parts. Briefly explain what the two parts are and check for comprehension to make sure participants understand what they will be doing.

Part 1: A Look at the World

Draw a map of the world that reflects your view of different human rights violations that take place in different parts of the world. Circle the country and try to identify what human rights violation(s) are associated with that country.

Part 2: A Look at your Country

Next, draw a map of your country. Identify areas where you might know of human rights violations and what those violations are.

When you are finished mapping, brainstorm about why human rights may be violated where they are. *Some examples might be politics, poverty, etc.*

**Trainer Note: It is recommended to have parts 1 and 2 already written and visible for the participants to look at as you do the presentation.*

Application Activity (40 minutes to an hour):

Divide participants into groups of 4-5. Have each group first work on Part 1 of the World Mapping exercise. Then, have the participant complete part 2. Allow 25-30 minutes for each part. When the participants complete both parts, have each group present their maps. Let participants know that at the end of the activity they will be able to keep their maps.

Evaluation (20 minutes): Here are a few discussion questions for the group upon completion of the activity.

Why do you think we did this activity?

How has this activity impacted your perspective on human rights in your community?

What similarities do you notice between the maps? Any difference?

Did anything displayed on the maps surprise you?

What are some of the issues that the maps helped you identify about human rights, that you had not noticed before?

What are some of the ways you can apply what you've learned into tangible and effective methods to address human rights issues in your community?

What are your biggest takeaways from this activity?

Would you be able to reproduce this same activity in your own communities?

TAKING ACTION!

TAKE ACTION INSIDE AND OUTSIDE THE CLASSROOM

Where can Human Rights take my Classroom?

Human rights education encompasses both helping learners to develop attitudes of respect for human rights as well as putting those attitudes into action. Human rights education equips learners with the skills to recognize human rights violations and to help stop them. When learners participate in service-learning projects such as working in a soup kitchen, planting trees, or visiting a homeless shelter they are observing human rights violations and acting to protect them at the same time.

Education through service-learning:

- Teachers about human rights while working to protect them.
- Engages learners in their community.
- Turns theory into action.
- Takes human rights out of the classroom and into the real world.
- Encourages learners to form their own opinions and beliefs and then act on those beliefs.
- Teaches critical thinking and problem solving.
- Provides a service that is needed in the community.
- Empowers students to realize that what they do can truly make a difference.

Plan a Successful Service-Learning Project

Service - learning is a methodology wherein students learn about a specific issue through active participation which engages them in service and reflection through and upon completion. To set up a service-learning project there are three parties that should be involved: 1) the school working to educate students about human rights, 2) the students, and 3) the organization receiving the service.

For a service - learning project to be successful it is important to consider the following components:

- Engaged Participants – The students are the ones actually providing the service therefore they should be engaged in the process of determining what the service will be. This engagement not only provides students with a sense of empowerment and ownership over the project, but also provides more opportunity for learning. In addition, the students can be utilized as a resource.

- Partnerships – from the start, build partnerships with community organizations to make the relationship more successful. Community organizations can also be helpful in assessing the need for different projects that you may be considering. This is important because the service provided should address a genuine need in the community.
- Integration – Integrate the project with learning objectives. Prior to the project, you will need to determine what the students are going to learn about engaging in the project. Objectives that are tied to a curriculum or learning standards will help measure learning.
- Preparation – Students will need to be prepared for the following:
 1. What their roles and responsibilities will be.
 2. Rules and regulations to follow on-site.
 3. How their service relates to human rights.
 4. Any specific skill they may need for the project.
 5. Information about the organization they are working for.
 6. What to do in case of an emergency on-site.

The agency may also need training on your objectives.

- Action – You’ve engaged the students, collaborated with a community partner, integrated learning objectives, and prepared. Now it is time to implement the planned project.
- Reflection – Much of the learning in service-learning occurs through reflection during and after the project. Reflection can take many shapes at many different times. However, after the project is finished, it is especially important to engage in a reflection activity because during the project there is a lot going on.
- Evaluation – Together with your partner organization, evaluate the project. Were expectations from all partners met? If not, what can be done next time to meet these expectations? What Impact or results did your activities have on the community? Everything will not go as planned so expect some lessons learned.
- Celebration – Don’t forget to celebrate what you have accomplished. Thank your partner organization for opening their arms and working with you. Celebrate with you students. Also, celebrate yourself for being an engaging, influential educator!

10 STEPS TO BECOMING A HUMAN RIGHTS ADVOCATE

1. **Choose a human rights issue.**

What are the biggest problems that you are observing in your community or that you hear about in the news? Is there a particular issue you feel passionate about? What is most important to you? Write out a definition of exactly what you want to address. Deal with just one problem at a time and stay focused.

2. **Identify the related human rights.**

Learn about what human rights are connected to your problem. Refer to the **Universal Declaration of Human Rights** in this guide and choose the human rights most relevant to your issue.

3. **Research the issue.**

Get informed on your issue. Read newspapers, magazines, and reports that discuss the problem. Call or write letters to organizations and officials asking for information. Collect statistics. If appropriate, survey your community. Learn what your government is doing to address the issue. Find out what your state or national laws say. Find out who is already taking action on the issue.

4. **Decide on a course of action.**

Try to understand the root causes behind the problem. Brainstorm ideas that would help to address those root causes and choose one or two actions that seem the most possible and likely to make the biggest difference. Consider some of the human rights advocacy methods found on page....

5. **Organize.**

It is often easier to work with other people to achieve your goals. Build a coalition of support. Find other organizations and individuals who are concerned about the problem and agree with your solution. Try to get support from as many different sectors as possible – teachers, officials, students, businesses, community groups. The more people on your team, the more power you will have to make a difference.

6. **Identify your opposition.**

Find out who the people and organizations are that oppose your solution. They may not be the “bad guys” but simply people with different opinions. Consider meeting with your opponents; you might be able to work out a compromise. It is important to try to

understand each other's point of view. Always be polite and respectful of other opinions.

7. **Make an action plan.**

Make an action plan. Make a list of all the steps you need to take to implement your chosen action. Who will do them? When and where will these actions happen? What is the desired result? Will you need to raise money to fund your idea? If possible, practice the action before you carry out your plan.

8. **Advertise.**

Let as many people as possible know about the problem you are trying to solve and your proposed solution. Newspapers, radio, and television are usually interested in stories of action. Some TV and radios stations offer free air time for worthy projects. Write a letter to the editor. The more people who know about what you are doing, the more who may want to support you.

9. **Take action.**

Carry out your plan and do not give up if things do not work out exactly as planned. Making change happen takes time. Problem solving means eliminating all the things that do not work until finding something that does.

10. **Evaluate and follow-up.**

After you have taken your action, take time to think and talk about what happened. Did you achieve what you wanted to achieve? How do you know? What could you have done better? Try to define some indicators for what progress means. Are some efforts effective and others not? Have you tried everything? Keep thinking creatively about how to solve the problem and decide on what to do next.

TAKE ACTION ON HUMAN RIGHTS

If you have 10 Minutes

- **Get the Facts.** Learn about what human rights are connected to your problem. Refer to the Universal Declaration of Human Rights in the guide and choose the human right(s) most relevant to your issue
- **Stay Informed.** Sign up to receive updates and actions alerts from a human rights organization. Read national and/or international newspaper(s) to stay current with current events.
- **Donate.** Make a donation to a local, national, or international organization working to protect human rights.
- **Send an Email.** Send a pre-written email to your elected official expressing your views. There are many human rights organizations that provide pre-written messages. When you sign up for their newsletters they will send you emails with pre-written messages to help you take action.
- **Social Media.** Connect with others and use social media as a tool for organizing, connecting, and creating change.

If you have a Few Hours

- **Write a letter.** Research and write a personal letter to the editor of your local newspaper or to you elected official on a human rights issue.
- **Vote.** Exercise your right to vote and support local, state, and national candidates who advocate for human rights.
- **Educate.** Ask a local human rights organization to give a presentation at your school, or community organization to raise awareness and encourage more people to get involved.
- **Take part in a Human Rights Day Event.** Attend a Human Rights Day event, celebrated every year on December 10th. Volunteer for your local celebration. Don't have a local celebration? Organize one!
- **Join a Group.** Become a fan of a social media group that addresses a human rights issue or join a human rights organization.

If you have a Month

- **Inform Others.** Raise awareness about human rights issues in your city, school, and/or workplace.
- **Start a Petition.** Petitions are a good way to raise awareness about an issue.

- Start a Campaign. Encourage your representatives to back rights-based legislation. Gather friends, family, and like-minded individuals to write letters or make phone calls.
- Hold a Fundraiser. Raise money and awareness for an organization that is addressing an important human rights issue. Ideas vary greatly. Anything that sounds fun for you and your community will be a great idea!

If you have a Year or More

- Start a Book Club. Focus on a different human rights issue each month.
- Write a Blog. Highlight different human rights issues, current events, and breaking news.
- Document. Monitor and gather stories about a human rights abuse in your community. Share your findings with a human rights organization to help make a change.
- Volunteer. Search around your community for local opportunities to volunteer.

PRE-TESTS / POST-TESTS, EXAMPLE QUIZ

TIPS FOR CREATING GOOD PRE-TESTS/POST-TESTS

Pre-tests and post-tests are a great resource for quantifying the knowledge and/or skills attained through activities like classes, workshops, trainings, and discussions. The data can help to identify those who may require extra attention or assistance and may provide insight on teaching or facilitation methods that need to be developed or improved.

These tests measure the learning achieved by a person as a result of comparing what the person knew before (pre-test) and after the activity, class, training, etc. (post-test).

Checklist for pre- and post-tests:

- Ensure each test is titled with the activity title, date, participant's name, and either pre-test or post-test.
- Ensure that the tests measure what you want to measure; tests should assess the attainment of the learning objective.
- Verify that the test is appropriate to the level of your participants.
- Ensure both tests have the same questions.
- Ensure that the questions are presented in correct sequence.
- Avoid using negative questions (not, except) unless it is your intent for students to learn a negative answer.
- Try to fit a question in its entirety on the same page. Do not split between pages.

The tests are collected and the answers across the two tests are compared for each individual and reported on changes occurred. Any participant who does not do well should be identified and given additional help. A significant increase in learning from pre-test to post-test should be at least 30%.

EXAMPLE QUIZ

Example 1

Read the following sentences. Then circle the answer that is the best match for the word in bold.

1. Each person should be treated with **dignity**.

- a. pride
- b. respect
- c. kindness
- d. friendship

2. All human beings are born with equal and inalienable rights and **fundamental** freedoms.

- a. complicated
- b. basic
- c. simple
- d. old

3. They **are endowed with** reason and conscience and should act towards one another in a spirit of brotherhood.

- a. given
- b. taken away
- c. put on top of
- d. share

4. The words “promote” and “protect” both start with the prefix “pro.” Read the following sentence and use context clues and your knowledge of the prefix “pro” to figure out what “proceeded” means.

After getting out of the car, the older woman **proceeded** directly across the parking lot to the store. No one noticed her.

- a. ran quickly
- b. walked forward
- c. skipped lightly
- d. walked on a winding path

5. Which of the following is the reason for the answer you gave to Question 4?

- a. The reason you chose “ran quickly” is because “pro” means “to move ahead.” It is likely she ran so fast that no one noticed her.
- b. The reason you chose “walked forward” is because “pro” means “to move ahead” and the word “directly” means she did not go on a winding path.
- c. The reason you chose “skipped lightly” is because “pro” means “to skip or dance.”
- d. The reason you chose “walked on a winding path” is because “pro” means “to move ahead” and she was older and probably took her time.

6. The word “inalienable” starts with the prefix “in,” which means “not” or “no.” Read the sentence and use context clues and your knowledge of the prefix “in” to figure out what “inability” means.

No matter how hard she practiced and how much she wanted to win, she seemed to have an **inability** to score a goal.

- a. no need
- b. no skill
- c. no interest
- d. no will

7. Which of the following is the reason you chose your answer to Question 6?

- a. The reason you chose “no need” is because she was so good at soccer she didn’t need to try.
- b. The reason you chose “no skill” is because even though she worked hard and wanted to win, she didn’t have the talent to make a goal.
- c. The reason you chose “no interest” is because she practiced hard but did not care about soccer matches.
- d. The reason you chose “no will” is because a person without “will” easily gives up on scoring goals.

8. Answer the following question. Use complete sentences and at least three words from the word bank:

“What are human rights?”

Answer Key

1. B
2. B
3. A
4. B
5. B
6. B
7. B

Note: Although a sample answer is provided, the answers for Question 8 will vary widely. The goal is to assess students' knowledge of vocabulary, so attend closely to the criteria below.

Criteria

For full credit (2 points)

- The answer is factually accurate.
- The answer includes at least three words from the word bank, all used correctly.

For partial credit (1 point)

- The answer is factually accurate.
- The answer includes at least two words from the word bank, both used correctly.

8. All people are endowed with inalienable human rights. Even though human rights were articulated by people at the United Nations long ago, it is our responsibility to keep promoting human rights. When we pay attention to human rights, we are protecting people from harm and discrimination.

Human Rights Vocabulary

GLOSSARY

Accord - concurrence of opinion

- They should not be taken away, except in specific situations and **according** to due process.

Action - something done (usually as opposed to something said)

- The obligation to fulfill means that States must take positive **action** to facilitate the enjoyment of basic human rights.

Affect - have an effect upon

- Likewise, the deprivation of one right adversely **affects** the others.

Assume - take to be the case or to be true; accept without verification or proof

- States **assume** obligations and duties under international law to respect, to protect and to fulfill human rights.

Category - a general concept that marks divisions or coordination in a conceptual scheme

- The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive **categories** such as sex, race, color, and so on.

Civil - of or occurring within the state or between or among citizens of the state

- All human rights are indivisible, whether they are **civil** and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent.

Civilization - a society in an advanced state of social development (e.g., with complex legal and political and religious organizations)

- Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and **civilizations**.

Complement - something added to complete or embellish or make perfect

- The principle of non-discrimination is **complemented** by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights."

Conference - a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda)

- The 1993 Vienna World **Conference** on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

Convention - the act of convening

- This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights **conventions**, declarations, and resolutions.

Consent - give an affirmative reply to; respond favorably to

- All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting **consent** of States which creates legal obligations for them and giving concrete expression to universality.

Core - the center of an object

- All States have ratified at least one, and 80% of States have ratified four or more, of the **core** human rights treaties, reflecting consent of States which creates legal obligations for them and giving concrete expression to universality.

Court - an assembly (including one or more judges) to conduct judicial business

- For example, the right to liberty may be restricted if a person is found guilty of a crime by a **court** of law.

Create - bring into existence

- All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which **creates** legal obligations for them and giving concrete expression to universality.

Crime - (criminal law) an act punishable by law; usually considered an evil act

- For example, the right to liberty may be restricted if a person is found guilty of a **crime** by a court of law.

Cultural - of or relating to the shared knowledge and values of a society

- The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and **cultural** systems.

Customary - commonly used or practiced; usual

- Universal human rights are often expressed and guaranteed by law, in the forms of treaties, **customary** international law, general principles and other sources of international law.

Declaration - a statement that is emphatic and explicit (spoken or written)

- This principle, as first emphasized in the Universal **Declaration** on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions.

Deprivation - the disadvantage that results from losing something

- Likewise, the **deprivation** of one right adversely affects the others.

Determination - the act of determining the properties of something, usually by research or calculation

- All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self- **determination**, are indivisible, interrelated and interdependent.

Discrimination - unfair treatment of a person or group on the basis of prejudice

- We are all equally entitled to our human rights without **discrimination**.

Due process - (law) the administration of justice according to established rules and principles; based on the principle that a person cannot be deprived of life or liberty or property without appropriate legal procedures and safeguards

- They should not be taken away, except in specific situations and according to **due process**.

Economic - of or relating to an economy, the system of production and management of material wealth

- The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, **economic** and cultural systems.

Education - the activities of educating or instructing; activities that impart knowledge or skill

- All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights,

such as the rights to work, social security and **education**, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent.

Elimination - the act of removing or getting rid of something

- The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the **Elimination** of All Forms of Racial Discrimination and the Convention on the **Elimination** of All Forms of Discrimination against Women.

Emphasize - to stress, single out as important

- This principle, as first **emphasized** in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions.

Entail - have as a logical consequence

- Human rights **entail** both rights and obligations.

Equal - having the same quantity, value, or measure as another

- **Equal** and non-discriminatory Non-discrimination is a cross-cutting principle in international human rights law.

Equality before the law - the right to equal protection of the laws.

- All human rights are indivisible, whether they are civil and political rights, such as the right to life, **equality before the law** and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent.

Ethnic - denoting or deriving from or distinctive of the ways of living built up by a group of people

- Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or **ethnic** origin, color, religion, language, or any other status.

Facilitate - make easier

- The improvement of one right **facilitates** advancement of the others.

Freedom - the condition of being free; the power to act or speak or think without externally imposed restraints

- International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental **freedoms** of individuals or groups.

Fundamental - serving as an essential component

- International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and **fundamental** freedoms of individuals or groups.

Guarantee - an unconditional commitment that something will happen or that something is true

- Universal human rights are often expressed and **guaranteed** by law, in the forms of treaties, customary international law, general principles and other sources of international law.

Human right - any basic right or freedom to which all human beings are entitled and in whose exercise a government may not interfere.

- What are **Human Rights**?

Inalienable - incapable of being repudiated or transferred to another

- Universal and **inalienable**, the principle of universality of human rights is the cornerstone of international human rights law.

Individual - being or characteristic of a single thing or person

- International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of **individuals** or groups.

Inherent - existing as an essential constituent or characteristic

- Human rights are rights **inherent** to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status.

International - any of several international socialist organizations

- **International** human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

International Law - the body of laws governing relations between nations

- Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary **international law**, general principles and other sources of international law.

Legal - established by or founded upon law or official or accepted rules

- All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which creates **legal** obligations for them and giving concrete expression to universality.

Level - a relative position or degree of value in a graded group

- At the individual **level**, while we are entitled our human rights, we should also respect the human rights of others.

Liberty - freedom of choice

- For example, the right to **liberty** may be restricted if a person is found guilty of a crime by a court of law.

Likewise - in like or similar manner

- **Likewise**, the deprivation of one right adversely affects the others.

Major - greater in scope or effect

- The principle is present in all the **major** human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

Non - negation of a word or group of words

- **Non**-discrimination is a cross-cutting principle in international human rights law.

Numerous - amounting to a large indefinite number

- This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in **numerous** international human rights conventions, declarations, and resolutions.

Norm - a standard or model or pattern regarded as typical

- Some fundamental human rights **norms** enjoy universal protection by customary international law across all boundaries and civilizations.

Positive - characterized by or displaying affirmation or acceptance or certainty etc.

- The obligation to fulfill means that States must take **positive** action to facilitate the enjoyment of basic human rights.

Principle - a basic generalization that is accepted as true and that can be used as a basis for reasoning or conduct

- Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general **principles** and other sources of international law.

Process - a particular course of action intended to achieve a result

- They should not be taken away, except in specific situations and according to due **process**.

Prohibit - command against

- The principle applies to everyone in relation to all human rights and freedoms and it **prohibits** discrimination on the basis of a list of non-exhaustive categories such as sex, race, and color and so on.

Promote - give a promotion to or assign to a higher position

- International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to **promote** and protect human rights and fundamental freedoms of individuals or groups.

Protect - shield from danger, injury, destruction, or damage

- International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and **protect** human rights and fundamental freedoms of individuals or groups.

Provide - give something useful or necessary to

- The principle is present in all the major human rights treaties and **provides** the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

Ratify - approve and express assent, responsibility, or obligation

- All States have **ratified** at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which creates legal obligations for them and giving concrete expression to universality.

Reflect - to throw or bend back (from a surface)

- All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, **reflecting** consent of States which creates legal obligations for them and giving concrete expression to universality.

Refrain - resist doing something

- International human rights law lays down obligations of Governments to act in certain ways or to **refrain** from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Require - have need of

- The obligation to protect **requires** States to protect individuals and groups against human rights abuses.

Resolution - a decision to do something or to behave in a certain manner

- This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and **resolutions**.

Restrict - place under restrictions; limit access to

- For example, the right to liberty may be **restricted** if a person is found guilty of a crime by a court of law.

Right to Life - the right to live

- All human rights are indivisible, whether they are civil and political rights, such as the **right to life**, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent.

Security - the state of being free from danger or injury

- All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social **security** and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent.

Specific - stated explicitly or in detail

- They should not be taken away, except in **specific** situations and according to due process.

Source - the place where something begins, where it springs into being

- Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other **sources** of international law.

Status - a state at a particular time

- Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other **status**.

Theme - the subject matter of a conversation or discussion

- The principle is present in all the major human rights treaties and provides the central **theme** of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

Universal - applicable to or common to all members of a group or set

- **Universal** human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international I

UNIVERSAL DECLARATION OF HUMAN RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

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

Article 2

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

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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