

FOURTH SERVICE-LEARNING

Lesson
Plans
and
Projects

HUMAN RIGHTS

Resources
for
Educators



EDUCATE

HUMAN RIGHTS EDUCATION
as basic as READING, WRITING and ARITHMETIC

WELCOME



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HUMAN RIGHTS EDUCATION PROGRAM

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Imagine, in John Lennon's immortal words, all people living life in peace. Then begin, through incremental changes, to make that dream a reality. This is the foundation of human rights service-learning.

Service-learning is a powerful and provocative way for people to learn about human rights-related issues. Working in both the classroom and the "field," establishes a crucial link between the content of curriculum learned in school and the various realities that exist in the world. Often, when we think of human rights, civil and political rights such as the right to free speech come to mind. In fact, economic, social and cultural rights, such as the rights to health and housing, are equally important. Both sets of rights can be embraced through human rights education and service-learning. The staff of Amnesty International USA and Human Rights Education Associates (HREA) hope, through this guide, to convey to learners that when they devote their time and energy to working in a soup kitchen, a shelter for battered women, or any other kind of community-oriented organization, they are playing a critical role in the fight to ensure respect for human rights.

Service-learning can provide young people with experiences that are eye-opening, challenging and satisfying. It allows them to see the influence and impact that each individual can have on their community, and ultimately, it empowers them to use that influence toward the creation of a better, more humane world for all.



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WHY HUMAN RIGHTS & SERVICE-LEARNING?

QUESTION

What is the connection between human rights education and service-learning?

ANSWER

To engage in service-learning is to directly address human rights in your community!

Educating about human rights through service-learning in schools:¹

- Teaches about human rights while working to protect those very rights;
- Engages learners in their community;
- Encourages learners to form their own opinions and beliefs and then act on those beliefs;
- Teaches critical thinking and problem solving skills central to curricular objectives;
- Allows learners to cultivate a sense of shared responsibility; and
- Provides a service that is needed in the community.

Every time learners work in a soup kitchen, plant trees, or visit a homeless shelter they see how human rights can be violated and protected at the same time.

Human rights are the rights that all people have simply because they are human beings. They apply to everyone equally and they cannot be taken away from anyone. Human rights identify the basic standards needed for people to live life with freedom and dignity. They represent civil and political rights that must be guaranteed for every individual, such as the right to free speech, as well as cultural, social and economic rights that guarantee a standard of living and protect a way of life based on the values of peace, tolerance and equality.

Human rights education promotes the teaching and learning of these human rights principles by all individuals. The use of human rights education in schools:

- Integrates the teaching of human rights standards, values and action skills into the curriculum;
- Promotes knowledge of and respect for the rights contained in the Universal Declaration of Human Rights, creates awareness of human rights violations, and provides tools for action to end violations; and
- Teaches the values of human dignity, tolerance, multiculturalism and non-violence, and the skills of critical analysis and civic participation.

Human rights education can be combined with service-learning to engage learners in action oriented service projects and classroom learning that teach about current issues, promote human rights values, and provide essential life skills. Service-learning is a methodology wherein participants learn about a specific issue through active participation which engages them in service and reflect throughout and upon completion.

Service-learning can be school-based or community-based. The outcomes of both are the same: learners learn about issues by providing service to others around those issues. It is a powerful tool both inside and outside of the classroom.

¹ *Flowers, Nancy, (Ed). Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights. Human Rights Educators' Network, Amnesty International USA, and Human Rights Resource Center, University of Minnesota. 1998. Part 2B, Part 4: Introduction. Describes how combining human rights education and service takes learners through the process of becoming interested, seeking information and developing concern for human rights issues, to taking action. Human rights education helps learners to think critically, raise questions, explore the structural causes of problems and identify tools to effect change.*

INTRODUCTION

As educators, every time we engage in service-learning we should be discussing human rights. Likewise, if we are educating about human rights without engaging in service-learning we are missing out on the opportunity to provide a service that works to protect the very rights we are educating about.

Human rights are embedded in every service project that takes place. We simply need to extract them and look at them in relation to the service being provided. For example, by combining a service project at a homeless shelter with human rights education about the right to housing, learners can learn about how homelessness in their community compares to violations of the right to housing in other parts of the world. They can learn about how being homeless affects an individual's access to other rights, such as the right to health or to work, and they can experience what it means to take action to end human rights violations.

Imagine every child being taught within a culture of human rights. A culture that includes respect for self and others in every action carried out, a culture of non-violence, a culture of service, of living life in peace. The effects of how that child will live life down the road are unknown, but we believe the results will mean fewer battered women's shelters because there is less domestic violence, fewer soup kitchens because there is less hunger, fewer refugee camps because there is less hate and judgment in the world, and fewer crimes of war because there are fewer destructive conflicts.

USING THIS MANUAL

OBJECTIVES

- Engage educators currently utilizing service-learning in the practice of human rights education;
- Enable human rights educators and trainers to teach through service-learning; and
- Provide the tools and building blocks for educators to promote human rights education and service-learning far beyond the scope of the activities included in this manual.

This manual is designed for use by beginners and experts alike. The guide can be used with a broad range of learners, particularly if portions of the lessons are adapted. However, the main target groups in mind for the activities are upper middle school and secondary school students, as well as university students (ages 14-20). The manual is divided into three main **PARTS**: *Human Rights*, *Service-Learning*, and *Lesson Plans*, which are complemented by resources and hand-outs in the **APPENDICES**.

HUMAN RIGHTS

PART 1 has four subsections. **SECTION 1.0**, the introduction includes: *What are Human Rights?*, an overview; a *Brief History* of international human rights and; an *Introduction to the Use of Human Rights Education in Schools and Other Educational Settings*. **SECTION 1.1** thru **SECTION 1.3**, *Introductory Human Rights Lesson Plans*, provides three examples of activities to introduce participants to human rights in general and the *Universal Declaration of Human Rights*.

SERVICE-LEARNING

PART 2 has four subsections that provide information you need to ensure a positive experience throughout a service-learning project. **SECTION 2.0**, the introduction includes: *What is Service-Learning?* which includes definitions; a *Brief History of Service-Learning*; and describes the *Benefits of Service-Learning as an Educational Method*. **SECTION 2.1**, *How to Set Up a Service-Learning Project*, contains instructions on how to organize and carry out a service-learning project. **SECTION 2.2** includes a *Project Checklist*. **SECTION 2.3**, *Reflection Activities*, contains various ideas for reflection activities that should be used throughout and at the conclusion of each lesson.

LESSON PLANS

PART 3 has six subsections and contains over twenty human rights education and service-learning lesson plans. These lesson plans are meant to act as tools for educators to experiment with and to develop human rights service-learning projects that are most relevant and appropriate for each group of participants. **PART 3.0**, the introduction includes: *Guide to the Lesson Plans*, which provides a detailed description of how the lesson plans are organized and tips on how to implement them; and a grid that lists *Human Rights and Service-Learning Activities*. The grid provides you with examples of how you can combine different human rights lessons and service-learning activities.

PART 3.1 thru **PART 3.5**, are the *Human Rights Service-Learning Lesson Plans* – the heart of the manual and contains the lessons and service-learning projects. The lesson plans are divided into five human rights **TOPICS**: *Environment, Poverty, Discrimination, Children's Rights to Education and Health, and Law and Justice*. Each topic area can serve as a stand alone educational unit that will take teachers from introductory human rights education lessons through the implementation of a service-learning project.

Although each section can stand on its own, we encourage teachers to pull lesson plans and project ideas from other sections to create your own individualized human rights service-learning projects. At the end of this introduction there is a chart outlining all of the human rights lesson plans and service learning projects included in the manual, which can be used as a reference tool as you explore the lessons. More detail on how to use and decide among the lesson plans are included in **PART 3.0**, *Guide to the Lesson Plans*.

RESOURCES

Finally, the manual includes: **APPENDIX-A**, which contains the texts of major human rights documents, **APPENDIX-B**, which contains handouts referenced in the lesson plans; and **APPENDIX-C**, which contains a list of human rights and service-learning resources, as well as, a glossary of relevant terms.

INTRODUCTION

Outline of Lesson Plans and Service Projects

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INTRODUCTORY LESSON

PART 1.0 INTRODUCTORY HUMAN RIGHTS LESSON PLANS

- A Human Rights Collage
- Creating a Country
- Comparing the Bill of Rights with the UDHR

PROJECT 1

PART 3.1 ENVIRONMENT AND HUMAN RIGHTS

Human Rights Consequences of Oil Development— learn about the Ogoni People in Nigeria and the implications of oil development for environmental, health, land, and participation rights in the UDHR

Planting for People

Lesson: Land and the Right to Food— learn about different ways that people access the right to food in the U.S. and other countries

Project Option A: Growing a Garden— grow food and donate it to a homeless shelter or food agency

Project Option B: Volunteering at a Farm or Nature Center— learn about growing food and hold food drive

PART 3.2 POVERTY AND HUMAN RIGHTS

Poverty in the U.S. and Bolivia— learn about the differences and similarities between the experience of poverty in different societies and which rights in the UDHR are affected by poverty, and discuss the problem of the limited resources available in society to address human rights violations

Right to Housing

Lesson: Right to Housing— read about the favelas in Brazil and discuss aspects of the right to housing (affordability, quality, security)

Project Option A: Helping the Homeless— volunteer at a shelter and support a campaign related to homelessness

Project Option B: Building Homes— volunteer with an organization like Habitat for Humanity and support a campaign related to housing availability

PROJECT 2

Eradicating Pollution

Lesson: How Does Pollution Effect People's Rights?— learn about the right to water and the effects of polluted waterways on environmental and health rights

Project Option A: A Human Rights Rating for Local Waterways— research pollution levels in a local waterway based on human rights criteria, and report to local officials and business

Freedom of Speech and Assembly

Lesson: Freedom of Assembly— discuss freedom of expression and how it is impacted by poverty

Project Option A: Speaking Out Against Poverty— speak out about an issue through Op-eds, speeches, artwork, etc.

Project Option B: Exercising the Right to Assemble through Service-Learning— practice the right to assemble for a cause or through any group service project

PART 3.3 DISCRIMINATION AND HUMAN RIGHTS

The Right to Freedom from Discrimination— discuss the meaning of discrimination within human rights and which groups are affected by discrimination, read about Apartheid in South Africa and the anti-apartheid movement, and discuss comparisons with segregation and the US civil rights movement

Equal Rights for People with Disabilities

Lesson: Equal Rights for People with Disabilities— explore history of the disability rights movement in the U.S.

Project Option A: Access in Your Community— research access for people with disabilities in schools or public services based on human rights criteria and report findings to officials

Project Option B: Building Relationships with People with Disabilities— volunteer at an agency that advocates for disability rights

Refugees and Immigrant Communities

Lesson: Rights for Refugees and Immigrants— discuss immigrant and refugee rights and simulate an asylum hearing

Project Option A: Reading for Refugees— hold a read-a-thon to raise money or supplies for refugees

Project Option B: Providing Service for Refugees/Immigrants— volunteer with the refugee or immigrant community and/or organize a cultural celebration

PART 3.4 CHILDREN'S RIGHTS TO EDUCATION AND HEALTH

Children's Rights and Child Labor— explore the special human rights protections that children should have and examine the violations associated with child labor

Accessing Education

Lesson: Right to Education— discuss aspects of the right to education – access, equity, quality, special needs

Project Option A: Reading for the Right to Education— read to or tutor a group of young people and support an educational program

Project Option B: Taking the Human Rights Temperature of Your School— rate your school based on human rights criteria and develop an action plan

Reaching out for Health

Lesson: Right to Healthcare— discuss the right to health and interpret statistics on child health

Project Option A: Awareness for Preventive Care— raise awareness about vaccinations and other care for children through workshops, pamphlets, etc.

Project Option B: Campaigning for Health— raise funds or recruit volunteers for health campaigns such as AIDS Walks or blood drives

PART 3.5 LAW & JUSTICE AND HUMAN RIGHTS

What are Civil and Political Rights?— discuss civil and political rights in the UDHR and read the case of an Eritrean journalist whose rights to free speech and to a fair trial were denied

Youth Ruling for Justice

Lesson: Japanese American Internment and 9/11— explore policies affecting the civil rights of particular racial or ethnic groups in the US

Project Option A: Youth Courts— organize youth-run courts or peer juries in your community or school for juvenile offenses or disciplinary issues

Project Option B: Youth Grand Jury— research a community issue and hold a mock grand jury hearing

Voter Registration and Education

Lesson: The Right to Participate in Government— discuss the importance of voting and the barriers for some communities to vote in the U.S.

Project Option A: Registering Voters— Participants will help register voters in a disenfranchised community

Project Option B: Running an Educational Campaign— research issues in a current electoral campaign and raise awareness among the public

HUMAN RIGHTS

1.0

WHAT ARE HUMAN RIGHTS?

Human rights are the basic standards human beings need to live life with freedom and dignity. Human rights include fundamental civil and political rights, such as the right to free speech, to freedom of religion, and the right to participate in government. Human rights also include essential economic, social and cultural rights, such as the right to education, to work, and to healthcare.

Human rights are the rights that all people have simply because they are human beings. Each of these rights are inalienable; they cannot be denied or taken away from any individual. They are also indivisible; all human rights are equally important and one right cannot be taken away because it is said to be less important than another. Finally, human rights are interdependent, all human rights are connected and you cannot guarantee one right without ensuring that other rights are protected.

Individuals have the responsibility to uphold and protect the rights of others. Human rights are protected when all individuals are treated with respect, when all voices are heard and when discrimination is absent. They are protected when torture is non-existent and peace prevails. We practice our human right when we choose to attend school, to worship, to speak our political opinions or to travel. Basically we can exercise our human rights whenever and wherever we have the option of choice in any given situation.

Human Rights: A Brief History

While human rights have existed for as long as human beings have existed, they have not always been recognized. Following the extermination of over six million Jews, Sinti and Romani (gypsies), homosexuals, and persons with disabilities during WWII, governments recognized the need for an independent institution which would work to prevent such an atrocity from occurring again. They established the United Nations (U.N.).

The primary objective of the U.N. was to promote international peace. The founders of the U.N. recognized that protecting individuals' rights to life, freedom, basic necessities, and nationality would be critical to fulfilling the organization's mission to maintain peace. A special committee was created and given the responsibility of creating a document that would define these rights. The U.N. Commission on Human Rights subsequently issued the Universal Declaration of Human Rights (UDHR).

The UDHR provides a comprehensive framework and vision for how human dignity and freedom should be protected. It clearly outlines a set of standards and guidelines which, when upheld, provide a foundation for life, freedom, access to basic necessities, pursuit of happiness, and nationality.

The United States played a leading role in developing the UDHR. Eleanor Roosevelt was the U.S. delegate and leader of the U.N. Commission on Human Rights. Furthermore, the UDHR embodies the same principles that President Franklin D. Roosevelt described when he spoke about the four freedoms: freedom of speech, freedom of religion, freedom from want and freedom from fear. As a result, the development of the human rights framework and the UDHR is an important part of U.S. history and culture.

The Universal Declaration of Human Rights is a general declaration, which has been adopted at a global level. The U.N. Commission on Human Rights produced two additional treaties intended to act as legally binding documents to enforce the UDHR: the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Together, these three documents are referred to as the International Bill of Human Rights.

Multiple other human rights declarations and conventions (or treaties) have been created to protect human rights. Topical conventions deal with specific categories of abuses, such as the Convention on the Prevention and Punishment of the Crime of Genocide. Additional conventions have been created to protect disenfranchised groups, including the Convention on the Rights of Migrant Workers and the Members of their Families, and the Convention on the Rights of the Child. Conventions also exist that prohibit general discrimination based on race, occupation, and gender, such as the Convention on the Elimination of all Forms of Discrimination Against Women, and the Convention on the Elimination of all Forms of Racial Discrimination.

Once a government ratifies a human rights treaty or convention, it becomes law and needs to be upheld and protected. Unfortunately, when a county, population or person commits a human rights violation it is difficult to punish the violator under the human rights system. In the United States when an individual breaks the law there is a strong domestic legal system in place to take action against the offender. In international cases, while the International Court of Law does exist as an arbitrator and can take action, it is not always effective.

Human rights are, however, often most effective when citizens within a country hold their own government accountable. In fact, movements and institutions established to protect human rights, such as non-governmental organizations, are most powerful in holding perpetrators accountable and decreasing the quantity or severity of human rights violations.

In the United States, there is a strong history and foundation of human rights movements led by people who have sought to hold the government accountable for human rights violations. The women's suffrage movement in the early 1900s was a human rights movement to guarantee women the right to vote. The civil rights movement in the 1960s was a human rights movement to guarantee equal rights for African-Americans.

Each individual plays an important role in the development of human rights movements. Therefore it is crucial that human rights education takes place. People must know what their rights are in order to protect them.

Why Human Rights Education?

Human rights education is the teaching and learning of human rights principles and values as contained in the Universal Declaration of Human Rights (UDHR). Human rights education informs people of their rights, provides information about the international human rights system, and gives people the skills and attitudes that lead to the protection and support of human rights.

Human rights education is central to the human rights framework. All individuals must be aware and informed of their rights in order to claim those rights and to hold governments accountable for protecting those rights. In schools, human rights education is essential to prepare young people to participate in society and develop fully as individuals. Article 26 of the UDHR guarantees the right to education and states that:

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.

In response to the importance placed on human rights education in the UDHR and other human rights treaties, human rights education has been a priority in schools around the world for many decades. For example, in the Philippines human rights education is mandated in the national constitution, and in Albania human rights education is required throughout the entire school system. In 1994, the General Assembly declared the years 1995 to 2004 as the UN Decade for Human Rights Education. During that decade non-governmental organizations (NGOs), educators and human rights advocates around the world worked to further promote human rights education.²

² Speak Truth to Power: An Educational and Advocacy Package, *Amnesty International* – USA.

HUMAN RIGHTS

Human rights education has emerged in the United States only more recently as compared to other countries, but is being successfully used by activists and educators more and more. In the 1980s, the first human rights curricula were published in the U.S. and Amnesty International USA formed its Human Rights Educator's Network. Throughout the 1990s, more and more NGOs promoted human rights education in the United States and more teachers and schools began to use human rights education in their classrooms.

The teaching of human rights in schools instills human rights values and knowledge in young people. Human rights education:³

- Teaches about the history and current structures of the international human rights system, treaties and declarations;
- Creates awareness and fosters concern about human rights violations and the effects those violations have on people's lives, from denial of free speech, to homelessness, to the oppression of women;
- Promotes understanding and practice of human rights values including respect for human dignity, non-violent conflict resolution, tolerance and multiculturalism;
- Encourages action in response to human rights violations internationally and in local communities.

Human rights education also teaches important academic and life skills and deepens students' understanding of course material. Knowledge and skills to be gained from human rights education include:⁴

- Critical thinking, analyzing credibility and authenticity of cause-effect relationships, formulating analysis and asking questions;
- Viewing an issue from multiple perspectives and identifying bias in your own and other's opinions; and
- Research and data collection, use of statistics, reporting and monitoring techniques, and measuring human rights violations.

Human rights education also supports the learning of concepts of civic participation and government obligation to its citizens.

Finally, human rights education stimulates and engages learners, helps them relate emotionally and intellectually to course material, and helps them make connections between their own lives and events happening elsewhere.⁵

³ Reardon, Betty A. Education for Human Dignity: Learning About Rights and Responsibilities. *University of Pennsylvania*. 1997. In the book Betty Reardon says "The human rights education framework is intended...to cultivate the capacities to make moral choices, take principled positions on issues, and devise democratic courses of action."

⁴ Martin, Dr. J. Paul. Self-Help Human Rights Education Handbook. *Center for the Study of Human Rights, Columbia University*. 1996. The author references how human rights education facilitates various forms of intellectual inquiry and how they relate to the disciplines of Law, Philosophy, Political Science, Anthropology, History and others.

⁵ Also see Flowers, Nancy. Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. *Human Rights Resource Center, University of Minnesota*. 2000. Shiman, David. Teaching Human Rights. *Center for Teaching International Relations*. 1999.

A Human Rights Collage

1.1

OBJECTIVES

- To introduce learners to the Universal Declaration of Human Rights (UDHR); and
- For learners to gain an awareness of the tangible human rights that exist around them and in society.

MATERIALS

Newspapers, magazines, tape or glue, scissors, flip chart paper or art paper, one copy of UDHR per group.

TIME ALLOTMENT

45 to 90 minutes. The trainer can adjust this activity to be shorter or longer based on their preference.

PROCEDURES

This activity can be used later as a tool to help identify community needs. If using this activity for that purpose, look at the collages and identify where human rights are violated and assess whether or not these violations are taking place in your community.

1. Have learners get into groups of 3-5. Hand out newspapers, magazines, scissors, paper, tape and a copy of the UDHR to each group.
2. Have each group read through the UDHR. Each group should cut out pictures and articles that represent where they believe people's rights are being upheld and where they are being violated. They should make a collage out of what they find.
3. After they have had enough time to create the collage have each group share their collage with the large group. They should share at least 4 examples of where human rights were upheld or violated, and which article of the UDHR they referenced to select the picture or article.
4. If there is enough wall space you can hang the collages around the room.
5. The sharing segment of this activity can act as part of a discussion. Following are some additional questions you can ask the group:
 - a. What are some of the similarities between the collages?
 - b. What, if any, of these rights do we recognize in our community?
 - c. Of the rights that are being violated, what can be done to uphold them?

1.2

Creating a Country

OBJECTIVES

- For learners to think critically about what it means to have a truly human rights friendly country; and
- For learners to identify which human rights they believe should be protected and are passionate about protecting.

MATERIALS

Paper and pens for each group, a copy of the UDHR for each person.

TIME ALLOTMENT

45 to 90 minutes. The trainer can adjust this activity to be shorter or longer based on their preference.

PROCEDURES

1. In a large group ask learners what they think of when they hear the words “human rights.” Write their ideas on a flip chart.
2. After the round of large group sharing, have learners get into groups of 4-6. It is best to have at least 4 but no more than 7 in each group.
3. One group is to be designated as the United Nations (U.N.) and the other groups are all newly formed countries. Their task is to create a human rights-friendly country. They will have time to design their countries and when they are finished everyone will present their countries to the group and the U.N. The U.N. will decide which of the countries presented is the most human rights-friendly.
4. Give them the following information to help them design their countries:
 - a. Ask students to imagine they are going to move to a new country. What would they want to know to help them decide if this is the country to which they should move? Specifically, how would that country protect human rights? This is the kind of information they will want to think about to create their country.
 - b. They may want to start by looking at the UDHR, or making a list of the everyday things that are important to them – education, religion, food, shelter, family, etc.
 - c. An example of how a country would protect the human right to education might sound like this:

“Our country has an education system that provides education for all individuals. It is paid for by the government and is compulsory through high school. All schools are public, but they offer elective courses in all religions allowing each individual to study in their own religion if they choose. Teaching is a highly regarded and competitive career and as a result the salaries are very high. Our country offers a university system that allows students to choose their individual courses of study. Universities are not free, but loans are available.”
 - d. An example of how a country would fail to protect human rights might be a country that has the death penalty. (Note: If a country does not have the death penalty, it doesn’t mean that individuals are not punished if they break the law.) Ask learners what their countries will do to uphold the law and punish those individuals that break the law.
 - e. Each group should also name their country.
 - f. Finally, learners should assume that their country has the resources necessary to implement the policies they are going to create. (In the discussion that follows this exercise you can refer back to this piece of information and talk about why this was one of the guidelines. Ideally the learners will come to the conclusion that money alone cannot prevent human rights violations nor can it automatically ensure the protection of human rights.)

Creating a Country

1.2

5. Once the groups have started working on their countries provide the U.N. group with the following extra instructions:
 - a. They are to decide which group has presented the most human rights friendly country. The country they choose will be adopted into the U.N.
 - b. As a group the U.N. will establish how they are going to objectively rank the countries. What will be their criteria for deciding what group has presented the most human rights friendly country? They need to think about the country they choose in terms of its' judicial system, social services, education, how the government is run, etc.
6. Give each group 20-30 minutes to create their country. After they have time to create their countries they will reconvene and present their countries in front of the large group to the U.N.
7. Once the group that represents the U.N. has decided which country they are going to adopt, they should share with the entire group why they liked that country the best.
8. Following the activity, if there is time, ask learners to discuss ways in which the U.S. does or does not resemble the countries they created in relation to how human rights are upheld.

1.3

Comparing the Bill of Rights with the UDHR⁶

OBJECTIVES

- To have learners compare the U.S. Bill of Rights with the Universal Declaration of Human Rights (UDHR) so they could become more familiar with human rights.

MATERIALS

Notebooks, flip chart paper, dictionaries and the following handouts: U.S. Bill of Rights, and the Universal Declaration of Human Rights (1948).

TIME ALLOTMENT

2 class periods

NOTE

Prior to this lesson, learners should have undertaken a thorough analysis of the Bill of Rights and the other Amendments.

PROCEDURES

In this lesson, learners will examine the human and civil rights principles laid out in both the U.S. Bill of Rights and the UDHR. The learners will compare the UDHR to the Bill of Rights noting the areas where there is overlap and the areas where one document addresses something that the other does not. If time and scheduling permit, a third class period will allow learners to engage in a sharing activity, where small groups will first select a historical document such as the Magna Carta (1215). After selecting the document they will research it and then teach the rest of the class about it highlighting the human rights addressed. Potential documents to work with include the: Magna Carta (1215), English Bill of Rights (1689), French Declaration of the Rights of Man and Citizen (1789), Seneca Falls Declaration and Resolutions on Women's Rights (1848), and South African Bill of Rights (1996).

1. Post the following quote on the board:

I will now tell you what I do not like. First, the omission of Bill of Rights. Let me add, that a bill of rights is what the people are entitled to against every government on earth and what no just government should refuse.

Thomas Jefferson in a letter to James Madison, 1787

- a. Ask for a volunteer to remind the class who Thomas Jefferson was, and to share his most important contribution to the nation. [Learners should remember that he authored the Declaration of Independence, since that has relevance to his views on the Constitution].
 - b. Also ask a volunteer to summarize Jefferson's quote in his or her own words. What did he mean?
2. Ask the class why many people, including Jefferson, demanded a Bill of Rights before agreeing to ratify the Constitution? [Learner responses should indicate some understanding that at this point in history many people, especially the antifederalists, were nervous about the central government gaining power and the states losing power. They felt that the rights of citizens needed to be spelled out in order to be protected.]
 3. Divide the class into small groups. Refer them to The Bill of Rights, and ask them to complete the following tasks:

⁶ This lesson was taken from US History, Lesson 4. Amnesty International-USA. 2004.

Comparing the Bill of Rights with the UDHR⁶

1.3

- a. Review the first ten amendments, the Bill of Rights. Make sure every member of the group understands each amendment. [Note: Learners should already be familiar with the meaning of each amendment in the Bill of Rights prior to the lesson.]
 - b. Which of the first ten amendments do you think is the most important? Why? Discuss this as a group, with each member giving his or her best reason for the one they recommend.
 - c. Vote on which of the recommended amendments is most important to the group. Copy the amendment that gets the most votes onto chart paper. (For example: Amendment #1 - Religious and Political Freedom)
 - d. Then on the chart paper give an example of how that particular amendment would apply in real life. (For example, for Amendment #1, learners might mention that people are free to practice Islam, Judaism, Christianity, or any other religion they choose.)
 - e. Finally, ask learners if any protections are missing from the Bill of Rights. (Tell them to make sure that what they've thought of is not included in the subsequent amendments, 11-27)
4. Write the title and date of the Universal Declaration of Human Rights on the board: (1948). Ask the class what is implied by this title.
[Responses should show that learners understand that "universal" means that it applies to all people everywhere in the world; that a "declaration" is a strong statement; and that "human rights" are the rights that all people have as human beings on this planet.]
5. Explain that many ideas and documents from around the world influenced the Universal Declaration of Human Rights, which was written just over 50 years ago. As a result, there are many ideas that are present in both the UDHR and in other documents, although the ideas may not be described explicitly as human rights. In other words, there is a lot of overlap. However, there are also ideas represented in the UDHR that are not present in the other documents. Ask learners which documents from United States history may have influenced the writing of the UDHR. Learners should identify the American Declaration of Independence and the U.S. Bill of Rights. Ask how long ago these two documents were ratified. Learners should try to remember the dates these two documents were ratified and then do the math. They may need to refer to a textbook. [Answers: In 2005, the Declaration of Independence was ratified 229 years ago, in 1776, and the Bill of Rights was ratified 214 years ago, in 1791.]
6. Explain that learners are going to do an activity that focuses on the overlap between the Bill of Rights and the Universal Declaration of Human Rights, and identifies where there are differences or gaps in which rights are included in each document.
7. Have learners return to the small groups they were working in for the Bill of Rights exercise. Refer the groups to the Universal Declaration of Human Rights (1948) and ask them to complete the following tasks:
- a. Take turns reading the titles of the 30 articles of the UDHR aloud to the group. Make sure everyone understands each article completely before moving onto the next.
 - b. Ask learners to identify any articles that overlap in meaning with the constitutional Amendments. For example, Article 18 of the UDHR Freedom of Belief and Religion overlaps with the First Amendment, Religious and Political Freedom. NOTE: More than one article may correspond with each amendment. IMPORTANT: check off the articles as you link them. There should be a number of articles that do not fit and are unchecked. Circle or put a star next to these.

1.3

- c. Which articles from the Universal Declaration of Human Rights do NOT link to any of the amendments? Make a list of them on a piece of paper.
- d. Of those that do not fit, which one or two do you think are the most important? Why? Discuss as a group and choose one right to focus on.
- e. Each group should create a poster on chart paper to illustrate the importance of the article they chose from the UDHR. (Remember: it should be one that did not overlap with the Bill of Rights). Include the Article on the poster (for example: Article 26 The Right to Education), and illustrate the importance of that idea. Be creative! Use words, quotes, pictures, cartoons etc.

Note to the teacher: A nice way to close this lesson is to create a classroom "gallery," with each group's poster on display. Allow learners to "tour" the gallery, looking at and learning from each group's contributions.

HOMEWORK

Create a "Young People's Bill of Rights," with ten key rights that you feel every young person in this country should have. Refer to the rights outlined in the U.S. Bill of Rights and the Universal Declaration of Human Rights, but be creative and come up with your own ideas. Think about rights that might pertain especially to young people.

PART

2.0

SERVICE- LEARNING

WHAT IS SERVICE-LEARNING?

Like human rights, there is no single definition for service-learning. This is partly because the practice of service-learning is still evolving. While this makes it impossible to have one definition for all service-learning projects, there is a core concept in which service-learning is grounded and from which all definitions are derived:

Service-learning ties learning objectives to service objectives with the intent that the participant will acquire greater skills, values, and knowledge while the recipient benefits from the service provided.

The most referenced definition of service-learning comes from the National and Community Service Trust Act of 1993. According to this act, service-learning:

- Is a method whereby learners learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the learners, or the education components of the community service program in which the participants are enrolled; and
- Provides structured time for learners or participants to reflect on the service experience.

Service-learning can be school-based or community-based. School-based service-learning is tied to curriculum objectives, with both the learning and service taking place in the school system. Projects such as school mentoring programs or school landscaping fall within this category. Community-based service-learning is also tied to learning objectives, but the service occurs outside the school within the community. Enriching partnerships occur when the service and learning are shared between the school and a community-based organization.⁷

With either approach a few fundamental elements need to be included for success:

- Preparation and knowledge-sharing tied to learning objectives occur prior to the service taking place;
- The service provided meets a need in the community; and
- Some form of reflection occurs throughout and/or following the service project.

Educators can include numerous other elements in a service-learning project that build on these core components of learning, service and reflection. This manual will assist in the process.

⁷ For information on connecting service-learning to curriculum objectives and other topics related to service learning see Kaye, Cathryn Berger. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action*. Free Spirit Publishing, Inc. Minneapolis, MN. 2004.

SERVICE-LEARNING

A Brief History

Acts of service can be found as far back as early civilization. Although not formal service, favors and good deeds were provided for neighbors often for repayment of goods, or just to ensure neighborly relations. Service-learning as a formal method of education emerged in the United States in the early 1900s and has steadily gained increasing attention as an innovative and productive educational strategy.

William James and John Dewey developed the intellectual foundations of service-based learning in the early 1900's. Following that initial formalization of service-learning many individuals and organizations have contributed greatly to the development of service-learning as an educational practice. In fact, many U.S. Presidents have also contributed significantly. In 1933 Franklin D. Roosevelt created the Civilian Conservation Corps (CCC) through which millions of young people provided service in 6 to 18 month terms. In 1961 President Kennedy created the Peace Corps through which more than 170,000 volunteers have served. In 1965 President Johnson created Volunteers in Service to America as a part of the 'War on Poverty'. In 1990 President George Bush signed the National and Community Service Act of 1990. This legislation authorized grants to schools to support service-learning and demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities. In 1993 President Bill Clinton signed the National and Community Service Trust Act of 1993. This legislation created AmeriCorps and the Corporation for National Service.

Source: Titlebaum, Peter, Et. Al. "Annotated History of Service Learning: 1862-2002." University of Dayton, National Service-Learning Clearinghouse and http://servicelearning.org/welcome_to_service-learning/history/

Why Service-Learning?

Serving others is not just a form of do-goodism or feel-goodism, it is a road to social responsibility and citizenship. When linked closely to classroom learning...it is an ideal setting for bridging the gap between the classroom and the street, between the theory of democracy and its much more obstreperous practice.... Service is an instrument of civic pedagogy.... In serving the community, the young forge commonality; in acknowledging difference, they bridge division; and in assuming individual responsibility, they nurture social citizenship.⁸

In a perfect world learners would acknowledge and accept differences in others, citizens would account for gaps in the social structure, strangers would treat each other with respect and dignity, and far fewer human rights abuses would occur. Exposing learners to human rights through service-learning is intended to not only increase their knowledge and awareness, but also to increase their feelings of citizenship and social responsibility. Ideally, educators introducing human rights to learners will provide a forum for them to address those issues and contribute to a working solution. Service-learning provides an ideal forum for fostering healthy attitudes among learners and engaging them in socially responsible actions.

Service-learning enables learners to apply the academic skills and knowledge they learn in the classroom to real-world situations. Service-learning projects often require the use of research, analytical and writing skills, organizational and leadership skills, and artistic expression.

⁸ Barber, B. R. The Apprenticeship of Liberty: Schools for Democracy. *The School Administrator*. May 1998. 10-12

PROJECT SET-UP

2.1

HOW TO SET-UP A SERVICE-LEARNING PROJECT

There are many considerations when setting up a service-learning project.

Technically there are three parties involved: 1) the school or organization working to educate learners, 2) the learners, and 3) the agency receiving the service. In order to help create a successful project, the needs of all three parties need to be taken into consideration. Listed below are components that will help create a meaningful service-learning project.

- 1. Engaged Participation** – Engage the learners from the beginning. The learners are the ones actually providing the service; therefore they should be engaged in the process of determining what the service will be. Even if the instructor needs to create an initial list of potential projects, the learners should be informed as to why certain ideas are on the list and others are not, and they should be engaged in a process to decide on the service project that is selected. This engagement not only provides learners with a sense of empowerment and ownership over the project, but it also provides more opportunity for learning. In addition the learners can be utilized as a resource.
- 2. Collaboration** – Build partnerships in the community. While not in every case, more often than not the service being performed is going to be provided through a community agency. Building partnerships with community agencies from the beginning will make the ensuing relationship more successful. While it is true that the agencies are receiving a service they need, they in turn are providing the forum for the learners. Community agencies can also be helpful in assessing the need for different projects that you may be considering. This is a very important component of the partnership because the service provided should address a genuine need in the community. Engaging community voice through collaboration is the best way to ensure that what you perceive to be a problem is in fact a problem in the community. Since you may want to begin assessing community need prior to reaching out to a specific agency to avoid wasting time and resources, you can start by building a relationship with a Volunteer Center, your local United Way or a Boys and Girls Club.

2.1

Larger and more general organizations such as these will be able to help you assess community need and point you towards the right agencies in your community to work with at a much deeper level.

3. **Integration** – Create learning objectives. Prior to the service project you will need to determine what the learners are going to learn about by engaging in the project. Objectives that are tied to a curriculum and learning standards will help measure learning.

4. **Preparation** – Provide training and orientation. The learners will need training and orientation and the agency receiving the service may need training and orientation as well. Learners need to know and be prepared for the following:

- what their role is
- expectations of them if they go on-site
- responsibilities they will have
- how their service relates to the human rights issue they are studying
- training in special skills they may be utilizing
- information about the organization where the service is taking place such as the mission statement or how the organization operates
- what services the organization provides and how their service is helping others
- rules and regulations they will need to follow while on-site
- what to do in case of an emergency on-site

Likewise the agency receiving the service may need training and orientation on what service-learning means, how to work with young people, and what the educator's learning objectives are for the learners.

5. **Action** – You've engaged the learners, collaborated with a community partner, integrated learning objectives, and prepared, prepared, prepared. Now it is time to roll up your sleeves and implement the planned project.

6. **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 again because during the project a lot is going on, often too much to really assess all of the learning that is taking place.

7. **Evaluation** – Now that you have implemented the service project re-visit your partnership with the organization where the service was provided, and all other partners in the project. Together you will need to evaluate how this partnership worked. Were expectations from all partners met? If not, what can be done next time to meet those expectations? How well were learning and service objectives met? What impact or results did your activities have on the target community? Everything will not always go as planned or run perfectly so expect some bumps in the road and some lessons learned along the way. These lessons will just make the next time around that much better. Overall, both partners want to be better off for having had the experience.

8. **Celebration** – At this point everyone involved has put in a lot of hard work and a lot has been accomplished. It is time to celebrate those accomplishments. Celebrate with your partner organizations for opening up their arms and working with you. Celebrate with your learners so they know that all of their contributions are truly appreciated. And, celebrate yourself for being an engaging influential educator! If you are short on time you can combine the celebration with reflection.

CHECK-
LIST

2.2

CREATING A PROJECT CHECKLIST

Incorporating the eight elements as outlined above will ensure a successful service-learning project. However, additional elements need to be factored in as well. For example, only you know how much time you have both for planning and implementation. Keep this in mind when selecting your project. Another consideration is resources. Work with the learners to assess resources you have, and resources you can gain access to. There are many details that need to be covered to ensure a successful project. We have created a project checklist to help you organize your project. Remember when assessing your checklist, the learners are resources also and may be very capable of handling many if not all of the items on the checklist. All of the following components may or may not apply to your project. We may have left some components off that you would like to add. Use this list as a reference for your thinking and planning process.

SERVICE-LEARNING

Project Checklist

	ITEM	LEADER	FINISHED
Select a human rights issue to be addressed or lesson you want to teach	1		
Engage learners in the process from the beginning	2		
Assess community need	3		
Contact local Volunteer Center or similar organization to build relationship	4		
Teach human rights lesson plan	5		
Brainstorm project ideas	6		
Or if project is decided, then brainstorm human rights issues linked to this project	7		
Find agency to partner with for project selected, or find agency which addresses issue being studied and work with them to create project	8		
Ensure agency is ready to work with youth and/or large groups if project is being administered by whole group	9		
Determine length of project	10		
Set start and end date for project	11		
Provide one point of contact for agency with which you are partnering	12		
Create list of necessary materials for project	13		
Secure materials needed for project at least two weeks prior to project	14		
Set-up transportation to and from project if necessary	15		
Plan for meals during project if necessary	16		
Send home permission letters if necessary	17		
Confirm project with agency one week prior to project start date	18		
Provide training and orientation to learners	19		
Have someone from agency participate in training and orientation for learners	20		
Select reflection activity for on-site and after project	21		
Implement project	22		
Engage in reflection activity	23		
Celebrate completion of project!	24		

REFLECTION
ACTIVITIES

2.3

INTRODUCTION

Reflection is an integral part of the service-learning experience. During reflection learners can evaluate their experience, assess what they have learned, and apply what they learned to both prior and future experiences. It is often during reflection that learners will evaluate their own value system and begin to adapt their values based on what they have learned from their experience.⁹

Reflection can take place at many intervals throughout the service-learning experience. For example, you can start with a reflection activity, have one after each new learning component and end with a reflection activity. Starting and ending with a reflection activity allows learners to do a comparison of what their values and knowledge were before the activity versus what they are after the activity. If you only have time for one reflection activity it is best to do it at the end of the service-learning project so learners can take that time to think about everything they have learned.

Below are some activities for reflection. Any of these activities can be used with any of the lesson plans in this manual; you can also adapt them to fit your needs. This is just a small sample of reflection activities; there are books and guides solely dedicated to reflection that can also be used.

1. **Journal** – Have learners keep a journal throughout the activity or set aside time to journal after the entire experience. Journals can be handed in as a part of the service project or they can be personal to the learner. Materials needed: pens or pencils and paper or a notebook. Sample journaling questions or topics to journal on:
 - What was hard about the project/lesson plan?
 - What did you learn?
 - What was unexpected or what surprised you?

⁹ For information about reflection and more ideas for activities see *Connecting Thinking and Action: Ideas for Service-Learning Reflection*. RMC Research Corporation. 2003.

SERVICE-LEARNING

2.3

- What and/or how did you contribute?
- How could others contribute?
- How have your perceptions been altered?
- What do we need to do to protect others from this issue, or further resolve this issue?
- If I could change anything I would change...
- If I ruled the world this issue would be different because...
- In the future what am I going to do to help?

2. **Pictorial Journal** – Learners can take pictures throughout the service project and lesson plan and then hang them on a wall. They can also draw pictures that represent their experience and hang them. Materials needed: camera and film or disposable camera, or colored pencils and paper.

3. **Walking Reflection** – Hang a piece of flip chart paper in four different areas of the room. Each piece of paper should have a different time or element of the service project at the top. For example, if using this activity for the *Reading for Refugees* (lesson plan included in **PART 3.3, PROJECT 2, OPTION A**) one piece of flip chart paper might be labeled 'Learning What a Refugee is' and another piece might be labeled 'Reading to Others'. Use the flipchart paper to represent four different times during the project. Learners will travel from each piece of paper in groups and take turns writing down a word or two that describes how they felt during this period of the project. They can also read what others were feeling during that same time period. Materials needed: flipchart paper, tape to hang the paper, and markers or pens.

4. **Whip** – A whip is done by going around the room very quickly and having the learners say one word. Whips can have a different goal each time. For example, one whip could be 'one word that describes how you are feeling right now', 'one word that describes a feeling you had during this experience', or 'one word that describes something you learned during this activity'. Materials needed: none.

5. **Debate** – For this activity learners will have a debate with each other on the issue they have been studying. For example, learners can debate the pros and cons of freedom of speech, or they can debate the pros and cons of making Spanish a second official language of the United States. While much of the learning on the topic to be debated will have already been done, you may need to provide some additional research time for this activity. Materials needed: potentially none if you feel the learners have been given enough information through the service project and lessons, or they may need access to a library, the news, or the Internet.

6. **Interview** – Have learners interview someone about the issue they have studied. The interview subject can be a family member, a friend, or someone in the community. These interviews can use many different formats. One format is for learners to interview a family member with everyone using the same questions. During the interview they can share with the subject the information that they already know about this topic. For example:
Question for the interview subject: What is a refugee? If the subject answers correctly then they move on to the next question, if not the learner can inform them about what a refugee is since they will have just learned this.
Question for the interview subject: What are some circumstances that contribute to refugees moving? Again, if the subject does not know the learner can share what they have just learned.

SERVICE-LEARNING

2.3

Another format is to interview someone who will have more information on this subject and to use it as an additional learning outlet for the learners. Another format is to have learners choose someone they want to interview and then have all of the learners analyze the interviews that were conducted and come up with some conclusions about those interviews. Materials needed: interview questions, paper, and pens.

7. **Write a Children's Book** – Learners can convey what they have learned and what they want others to know about the issue by writing a children's book. Materials needed: Construction paper, paper and pens.
8. **Collage** – Have learners create an individual collage that represents the issue they have just studied, or the class could make one collage together. Materials needed: magazines, markers, poster board, glue, pictures from the internet that can be printed out, newspapers.
9. **Letters** – Have the learners write thank you letters to the community partner(s). Have them include one thing they learned and one thing they appreciated about the partner. Another idea is to have the learners write letters to themselves detailing what they have learned and one thing they want to change about their own behavior that will contribute to improving the issue. The letters can be put in a self-addressed stamped envelope and turned in. Four to six months later secretly put the letters in the mail so the learners will be reminded of their experience when they get them. Materials needed: paper, pens, envelopes and stamps.
10. **Fishbowl** – A fishbowl is set up by having learners get into two circles, one inside the other with the learners facing each other. You can give them a topic or question relating to the lesson to discuss for two minutes with the person they are facing. For example: What did you learn? Or how did you feel during the project? After two minutes the inside circle rotates moving one person over so each person is facing someone new. For another two minutes they can discuss another topic or the same one. The inside circle continues rotating until they are back in front of their original partner. Materials needed: none.
11. **Press Releases** – Have the learners write a press release about the community need and the project they implemented to address it. This will provide reflection and publicity! This reflection activity may be more useful if implemented as reflection during the process, if the media is interested in doing a story it is useful for them to know about it before the project is completed.

PART

3.0

LESSON PLANS

GUIDE

The lesson plans provided in Part 3.0 are divided into five human rights topic areas: *Environment, Poverty, Discrimination, Children's Rights to Education and Health, and Law and Justice*. Each topic area begins with a general overview of the human rights topic followed by a diagram called *Layout for Using this Section*. The diagram walks you through the human rights lesson plans and service-learning activities that you can choose from within each topic area, and provides you with a road map for how to carry out a complete educational unit.

The diagram begins by directing you to choose from among the three human rights lessons on the Universal Declaration of Human Rights contained in Part I.0 of the manual (see image below). These lessons provide an introduction to the general concept of human rights in any of the five topic areas.

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

Choose one of the three lessons included in Part I of this manual to introduce learners to the broad concept of human rights and the UDHR.

Next, the diagram directs you to the Introductory Lesson for the human rights topic area (see image below from the *Environment and Human Rights section*). This lesson provides the educator and the learners with a basic level of understanding in each topic area to provide the foundation for exploring more specific human rights issues and carrying out a

service-learning project. Many lessons include case studies and handouts, which can be found in **APPENDIX B** of the manual. We encourage you to bring in additional information and activities to extend the lessons and engage your learners more deeply in topics relevant to them.

**INTRODUCTORY LESSON****ENVIRONMENT AND HUMAN RIGHTS**

This is an introductory lesson to familiarize learners with the links between human rights and the environment with a case study on the oil industry in Nigeria.

Then the diagram directs you to choose from two possible service-learning projects relevant to different aspects of the human rights topic area. For example, in the Environment and Human Rights Section, the first option is the *Planting for People* project, which explores the relationship between a healthy environment, people's access to land for growing, and people's access to food. The second option is the *Eradicating Pollution* project which explores the relationship between pollution and clean waterways in your community. These service-learning projects represent two possible directions that you can take, but you should feel free to explore other aspects of the human rights topic and other service-learning activities.

**PROJECT 1****PLANTING FOR PEOPLE**

This project explores the link between the environment, the use of land for farming and people's access to food.

LESSON: Land and the Right to Food

PROJECT OPTION 1: *Growing a Garden*
Learners plant a garden and donate the food that is grown to a soup kitchen or shelter.

PROJECT OPTION 2: *Volunteering at a Farm or Nature Center*
Learners volunteer at a nearby farm or nature center and hold a food drive.

**PROJECT 2****ERADICATING POLLUTION**

This project explores the effect of pollution on local waterways and the role of communities in protecting their environment.

LESSON: How Does Pollution Affect People's Rights?

PROJECT: *A Human Rights Rating for your Local Waterway*
Learners test and observe the health of a local waterway and present information to government officials and businesses to advocate for clean waterways.

Each project includes a human rights lesson that provides participants with greater depth of knowledge in the particular issue being explored. Each project then includes options for service-learning activities that relate to that issue. For example, in the Planting for People project, participants can either plant a garden to grow nutritious food that they will donate to a local soup kitchen or homeless shelter; or they can volunteer at a nearby farm or nature center to learn what nutrients and environmental conditions are needed to grow healthy food and hold a food drive for a local soup kitchen or

homeless shelter. Some projects are designed to be school-based, others include field trips or visits to places in your community, and others engage in close partnerships with community agencies to carry out service-learning activities.

At the end of each project option, you are directed to choose from among the reflection activities described in Part 2.3 of the manual. It is essential that after every service-learning project, learners engage in **REFLECTION** activities that reference back to the human rights issues about which they learned in the introductory lessons. This helps to make a stronger connection between the project they engaged in and the human rights issue they are studying.

Finally, at the end of each topic area there is a section called **FIND OUT MORE**. This section lists resources that you can use to learn more about the human rights issue areas and possible service-learning projects.

Please keep in mind that while each topic area provides you with suggested lessons and service-learning projects, you should feel free to be creative and switch out service-projects within any lesson plans from across the five topic areas. For example, in the *Discrimination* topic area, there is a human rights lesson that teaches about refugees and how their rights may be violated or upheld. This lesson is combined with a service project that has participants working directly with refugee and immigrant populations in their community to fight discrimination. But you could also combine the lesson about refugees with the service-learning project in the *Poverty* topic area in which learners work at a homeless shelter. You can modify the lesson to explore with participants how someone who is homeless may share some of the same living characteristics as a refugee. For example, refugees and the homeless are similar in some ways:

- they may not reside in a permanent housing structure at this time, or may not have indefinite access to shelter from the outdoor elements;
- they may not readily have access to food;
- they may not easily have access to healthcare; and
- they may not have easy access to many of the following: a shower, a bed, a blanket, a bathroom, a couch or any other comforts of a home.

While they share common characteristics with regards to their living situation, being a refugee and being homeless is not the same thing. The following are some ways in which they are different:

- A refugee usually has a home, however at the time they are displaced from that home. Homeless people in fact do not have homes.
- Refugees can be displaced for many reasons. Often it is the result of political or religious beliefs, or because of war. Homeless people are homeless for many reasons including: the loss of a job, the high cost of living, and the lack of affordable housing.

Again we want to take a moment to reiterate that you are only limited by your own creativity. If you see a way to enhance one of these lessons or include a learning that we did not, please do so.

These lessons serve only as a guide and a starting point. Where they leave off we hope you will pick up in creating your own service-learning lessons which link human rights learning, service and the curriculum or classroom subject you teach.

Project Ideas For Human Rights and Service-Learning

There are many types of service projects and many human rights issues to look at through the service lens. The following chart can help you assess what service projects can be utilized to address and learn about specific human rights issues. It is intended to act as a reference, and is in no way a comprehensive document.

Please remember that service does not have to take place outside of the school or organization in which you are learning to be service or to meet a community need. For example, writing advocacy letters can be done in the classroom and linked to an English or grammar class while at the same time helping the learners to look deeper at their right to write those letters and at disenfranchised groups who perhaps don't have the right to write!

The grid below indicates which projects can be used to teach about corresponding human rights topics. Some projects can be utilized with more than one topic. It is really up to the instructor as to how you want to frame the project and which human rights topics you would like the project to encompass. This is meant to be a guide and is not an exhaustive list.

PROJECT AREA	CHILDREN'S RIGHTS	LAW & JUSTICE	EQUALITY & DISCRIMINATION	ENVIRONMENTAL RIGHTS	POVERTY & RIGHTS
soup kitchen	•		•		•
homeless shelter	•		•		•
women's shelter	•	•	•		•
registering voters		•	•		•
planting gardens				•	•
mentoring	•				•
tutoring refugees, youth	•		•		•
hospital	•		•		•
senior citizen home			•		•
political asylum seekers		•	•		•
planting trees				•	•
cleaning parks, rivers, neighborhoods			•	•	•
nature center or farm			•	•	•
building homes	•		•		•
educational campaigns	•	•	•	•	•
people with disabilities	•		•		•
protect freedom of speech	•	•	•	•	•