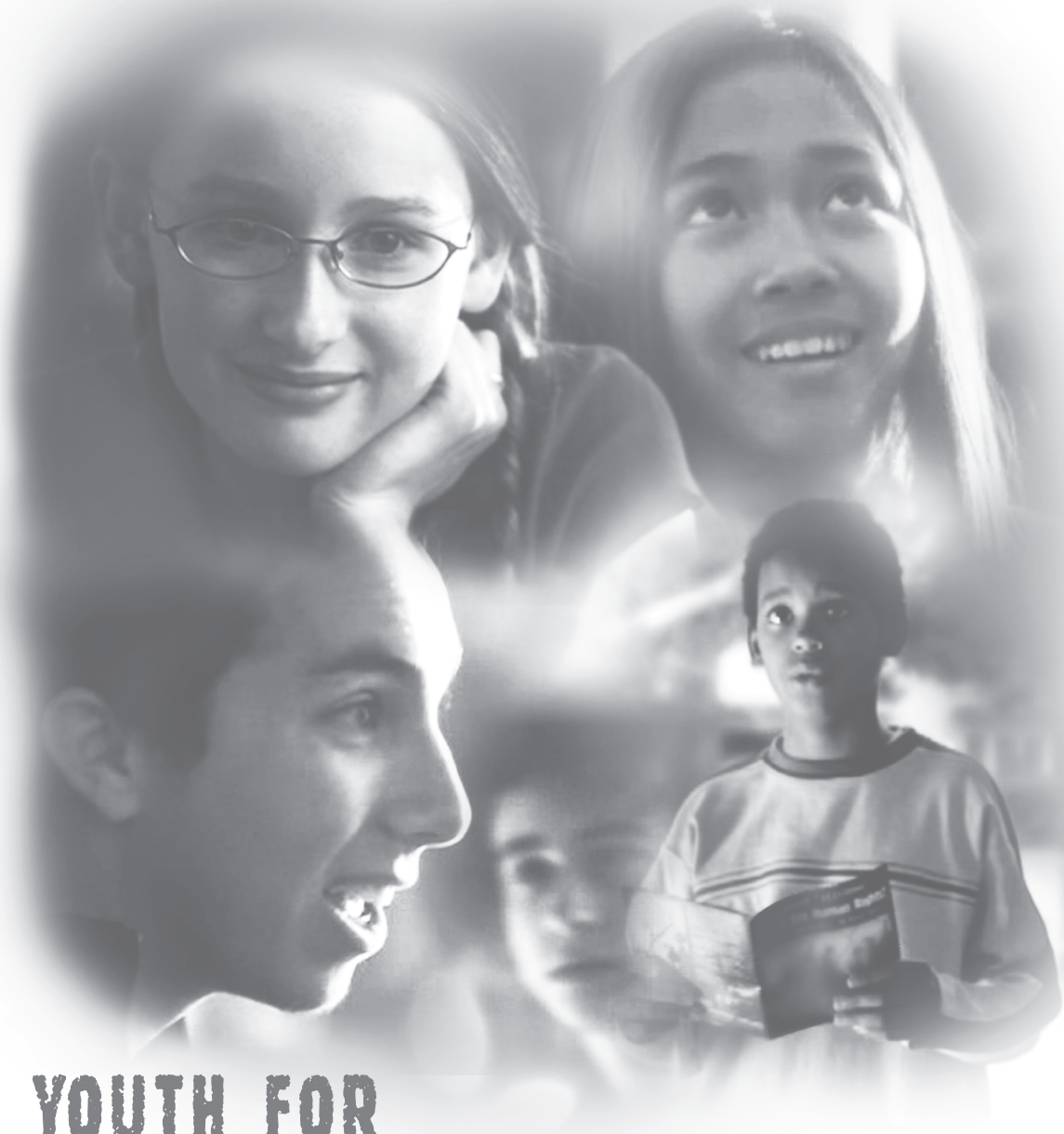


E D U C A T O R ' S G U I D E



YOUTH FOR

HUMAN



RIGHTS

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Youth for Human Rights Educator's Guide

Written and developed by

Youth for Human Rights International

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Accompanying Audiovisual Teaching Aids & Booklets

DVD:

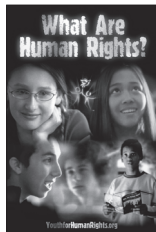


The Story of Human Rights: An educational film that defines human rights for everyone. This powerful film defines human rights by telling the dramatic story of their history and development from earliest times to the present day. *Playing time: 9:30 minutes*

30 Rights, 30 Ads: Thirty-second and one-minute visual stories depicting the 30 articles of the United Nations Universal Declaration of Human Rights. *Total playing time: 28 minutes*

UNITED Music Video: This award-winning video is the fundamental audiovisual tool of this handbook. *Playing time: 5 minutes*

Booklet:



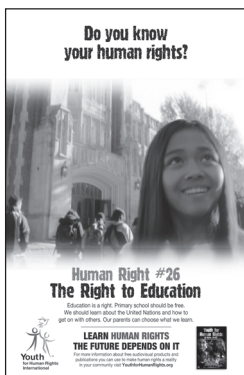
What Are Human Rights?: This booklet is a fully illustrated youth version of the Universal Declaration of Human Rights. It also explains what human rights are and why they are important. It includes an account of the history that led to the creation of the Universal Declaration of Human Rights.

Posters:

30 posters, one for each human right, are provided for use in conjunction with the lessons. They are for display in the classroom or in school public areas to reinforce the lesson messages.

Downloadable Printed Materials:

Print-ready copies of the materials contained in this Educator's Guide that need to be duplicated for use by students on this course are downloadable from youthforhumanrights.org/downloads





Introduction

The goal of this handbook is to facilitate the creation of a world where people treat each other with respect and dignity; where peaceful solutions are sought between individuals, groups and nations; where every man, woman and child may enjoy their rights.

1

This may sound too altruistic for some, but consider these words by Nobel Peace Prize laureate Oscar Arias Sánchez: “Understand that by fighting for the impossible, one begins to make it possible.”

The path to this goal starts with education. This handbook contains educational materials and proven Lesson Plans to raise awareness and inspire young people with the importance of human rights in their lives. This handbook’s practical array of audiovisual aids makes its human rights lessons easy for any teacher or group leader to present in a way that appeals to students.

Definitions of new terms the class encounters are given throughout the text. All definitions are kept simple so the teacher can relay them straight to the class.

While these materials primarily address teachers, they are equally useful for youth group leaders—both religious and secular—as well as mentors, parents and employers. They can be used by any caring person who wants to promote a better understanding of human rights.

Let’s get started!



About Human Rights

A Quick Overview for the Teacher

This summary is not intended to be a treatise on human rights, but rather a resource for you, the busy teacher or group leader, to help you prepare for the lessons.

5

It is beneficial, if not essential, in any study to review and define key words.

Let's take a look at the word *right*. While some dictionaries define the word as "a privilege," when used in the context of *human rights*, we are talking about something more basic.

Every person is entitled to certain fundamental rights, simply by the fact that he or she is a human being. These are called *human rights*. They are not simply a privilege, which can be taken away at someone's whim.

They are *rights* because they are things one is legally and morally entitled to as part of one's existence. These rights need to be stated and learned to protect ourselves, our families and our affiliations against those who want to harm us. They also help us get along with each other and live in peace.

The United Nations Universal Declaration of Human Rights (UDHR) describes the rights to which each person is entitled. The document was adopted by the United Nations (UN), which came into being shortly after the end of World War II in 1945. Founded to create peace and prevent war, the UN today comprises 192 member nations.

At its inception, the UN formed a commission headed by Eleanor Roosevelt, the wife of Franklin D. Roosevelt (President of the United States from 1933 to 1945), to create a document enumerating the fundamental rights shared by all people. The new Human Rights Commission, composed of representatives from eighteen countries, codified the 30 articles that comprise a statement of truly *universal human rights*. The UDHR covers descriptions of the equality of rights



worldwide (Articles 1 and 2), civil and political rights (Articles 3–21), economic and social rights (Articles 22–27) and the duties and responsibilities to uphold these rights for others (Articles 28–30). The last three are extremely important, for unless we ensure the rights of our fellows, we will be unable to maintain these rights for ourselves.

This important document formed a basis of agreement by which nations could work to eradicate conditions that dispose countries to war.

The preamble to the UN Charter stresses the importance of human rights in declaring the UN's intention "...to save succeeding generations from the scourge of war... and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person."

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Recognizing that there could be no lasting peace without respect for human rights, the UN officially unveiled the UDHR in 1948. The UDHR is a guiding foundation for the UN and its work.

Unfortunately, the UDHR is not widely known outside of the UN. Foreseeing this potential problem, the UN General Assembly in 1948 called upon all member countries "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Considered to be one of the most important documents ever written, the UDHR may be the key to a future of peace and tolerance for the civilizations of Earth.

Youth for Human Rights International (YHRI) recognizes that unless the UDHR is taught at an early age, the values described in this document may continue to elude us in daily practice within our homes, schools and neighborhoods, as well as in national and international affairs.

Examples of Human Rights Violations

Violations of human rights appear in many guises. They span the gamut from torture and human trafficking (modern-day slavery) to poverty and war atrocities, from religious persecution to gender and racial discrimination.

One currently widespread area of human rights abuse is the trafficking of human beings—the buying, selling and transporting of humans for profit. These people are forced to work in inhumane conditions or illegal occupations with little or no hope of escape. Human trafficking has become a multibillion-dollar industry, yet it is so hidden that few people are aware of its scope and size in nearly every country of

the world. The International Labor Organization (ILO), a United Nations agency, estimates that there are 12.3 million men, women and children forced into slavery at any given time; other estimates cite double that figure. Up to 50 percent of the more than 800,000 victims trafficked across national borders are minors—mere children—most of them girls.

Another most basic right, the right to life, finds an ugly foe in HIV/AIDS. With HIV/AIDS growing to pandemic proportions, more than 25 million have died since the first cases were identified in 1981.

Additionally, with an estimated 880 million people worldwide unable to read and write at a basic level, the scourge of illiteracy and lack of proper education have dire effects on personal lives and whole populations.

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A Need for Change

Much needs to be done to eliminate the anguish caused by human rights violations. Fortunately, people of good will are working in diverse ways to do so, each with imagination and dedication.

Yugoslavian-born Mother Teresa cared for the poor, the ill and the outcasts, making a global impact with her work.

Renowned Mexican poet and ambassador Octavio Paz wrote verse to communicate the plight of human rights victims and to spur compassion.

Asian plant geneticist M. S. Swaminathan developed a strain of wheat with a significantly higher yield than the garden-variety grain to better feed starving populations.

Brazilian lawyer Joenia Batista de Carvalho fights for the rights of her country's indigenous people to keep their ancestral land.

Dedicated people, both young and old, are demanding improvement in the area of human rights.

Is There Hope for Human Rights?

These examples are inspiring, yet the task is daunting. Teachers and other caring adults are vital to the long-term solution. Without basic education, the ground is not fertile for the planting of human rights seeds. Every time a teacher incorporates human rights into his or her curricula, we effectively nurture tomorrow's leaders who will work toward the eradication of human rights abuses.



There is hope if we each roll up our sleeves and get to work, incorporating human rights education into our culture.

More information about human rights can be found on the following websites:

Youth for Human Rights International, youthforhumanrights.org

United Nations, un.org

Human Rights Watch, hrw.org

Amnesty International, amnesty.org

U.S. State Department, state.gov

What Is Youth for Human Rights International?

- 8 The purpose of Youth for Human Rights International is to educate youth about human rights so they become valuable advocates for tolerance and peace.

Youth for Human Rights International (YHRI) was formed to bring the Universal Declaration of Human Rights to youth through essay and art contests, informative and inspiring events and to provide materials for students and teaching guides for schools.

At the core of every YHRI program is the booklet *What Are Human Rights?* based on the UDHR. It is an appealing, illustrated version of the Declaration in language that children can understand. The complete text of the UDHR is included at the back of the *What Are Human Rights?* booklet.

YHRI was founded by Mary Shuttleworth, a long-time educator who serves as its president. A native of South Africa, she has traveled extensively throughout the world. Having observed firsthand that education is denied to many people and that abuses are committed against children and families, she decided to work in a field where she could remedy human rights violations.

YHRI was launched at the United Nations in Geneva during the culmination of the 2001 European Human Rights Marathon. It is international in scope with members in over 100 countries. Its educational video materials have been aired on over 5,000 TV stations globally. It has worked with educators, teachers associations, ministers of education, scout organizations, corporations, religions of various faiths, heads of government and many other like-minded individuals and groups. YHRI is an independent nonprofit organization. It accepts members and participants who want to forward the purpose of YHRI, regardless of their nationality, color, race, creeds, religious beliefs, age, abilities, gender or marital status, and it especially cherishes our youth around the world.

About UNITED

UNITED is a music video and the theme song of the YHRI movement. It is a street-savvy, multiethnic production that conveys the power that human rights consciousness and cooperative action can have in curbing violent confrontation and intolerance among youth.

The concept for UNITED began when young director Taron Lexton asked his mother, Mary Shuttleworth, what he could do to help teach kids about human rights. As president of Youth for Human Rights International, she asked him to create a video that could be used as a teaching tool. Lexton conceived of a short film that would enable educators and community leaders to reach young people everywhere with the human rights message.

Much of UNITED was filmed during YHRI's 35-day, 45,000-mile "World Educational Tour" through 14 countries and across four continents. Two thousand volunteers, including 150 actors, donated their time to the movie project. Mr. Lexton was just 19 years old when he directed UNITED with Leslie Brown as producer and a crew comprised mostly of teenagers and preteens, making it truly a youth project.

The UNITED song was written by Chris Thomas and Florida-based rap artist Charles Gee, with 15-year-old rapper Lai Lai adding her brilliance to the mix. The music was produced by award-winning composer Geoff Levin with the help of Hiroko Hayata.

The film includes cameo performances by the late soul legend Isaac Hayes and actresses Erika Christensen, Jenna Elfman, Catherine Bell and Lynsey Bartilson.

First shown at the United Nations World Headquarters in New York in August 2004, UNITED has been accepted as an official selection at numerous film festivals around the globe and received honors that include the Grand Jury prize for Best Short Film at the New York International Independent Film & Video Festival and Best Human Rights Film at the Taglio Corto Film Festival in Florence, which is co-organized by UNESCO. Many prominent figures from all walks of life recognized the film's educational value, from the Governor of California to the UN Deputy Director of the Office of the High Commissioner for Human Rights in New York. The film is available with subtitles in 18 languages.



Teaching Emphasis For Maximum Results

- Each lesson has a “Vocabulary” section that defines key words students should learn so they fully understand the lesson. It is important to define these words and give examples of their use in sentences.
- Although definitions are provided in the lessons, do not limit your clarifying of words to just these. Add others as your students’ needs dictate. Passing a word your students do not understand can cause them to lose interest.
- These lessons are best understood when real-life examples and illustrations are used to assist the learning process and facilitate better understanding of the subject. For example, visit the United Nations website (un.org) or show photos of the United Nations when discussing the United Nations.
- In teaching human rights, emphasize possible solutions for human rights violations rather than focusing solely on the damage wrought by the abuses.
- Include the human interest stories of some of the world’s most respected humanitarians (starting on page 125 of this guide) in the study of human rights. The lives of such individuals provide a model for students to study, as they show people using peaceful methods to solve human rights situations.
- Stress Article 29 (Responsibility) by encouraging students to not only press for and defend their own human rights, but to also take greater responsibility for the fundamental freedoms of others.
- Encourage students to report to you how they used their new knowledge of human rights and what they observed outside the classroom. Commend any effort to improve their world through *application* of these rights.



- Play UNITED frequently and use it to encourage application of human rights. No doubt, students will beg you to play it again. Indulge them—its antibullying theme and nonviolent solution bears repeating.
- The “30 Rights, 30 Ads” on the DVD are a powerful learning tool which brings human rights to life. Your students will want to see these public service announcements several times and share them with others. Help them do so.



Before Starting

Assessing Students' Prior Knowledge

A questionnaire is provided on the next page (or download from youthforhumanrights.org/downloads) for pre- and post-assessment. The identical questionnaire is used for both, to help you evaluate the success of the lessons and activities. Have students fill this out *before* embarking on any discussion, lesson or activity and before playing UNITED from this curriculum handbook. You want the students' answers *before* any mention is made of human rights. This is an important element in determining the impact of these lessons and is a way of awakening the students' interest in the material.

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Directions: Without saying anything about the upcoming human rights study unit, ask students to fill out the pre-assessment questionnaire. Read the directions aloud and assure the class that if they can't answer all the questions knowledgeably, it is okay. They should answer to the best of their ability.

Important Note: Additional assessments are provided in the section of the Appendix entitled "Assessment Protocols." These additional protocols can be used by teachers and group leaders who wish to show the value of this curriculum to administrators and school boards or who wish to pursue grants and other funding for a human rights educational program. (Download from our website at youthforhumanrights.org/downloads)

The above-mentioned student questionnaires are an important component of the lessons and should be done regardless of any additional assessments the teacher may select from the Appendix.

The questionnaires are fast and easy to do. Once completed, the pre-assessment questionnaires should be kept on file for comparing with student answers on the identical post-assessment questionnaires. Please send copies of these assessments to YHRI so that we can rate the international success of this program.

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e-mail: info@youthforhumanrights.org



Student Questionnaire

What Are Human Rights?

School/Group Name: _____

Class: _____

Student Name: _____ Date: _____

Directions: A questionnaire is a form with a list of questions intended to gather information for a specific purpose. This questionnaire will help your teacher put together upcoming lessons. *This is NOT a test.* You are not expected to know all the answers. If you can't answer all the questions, it is okay. Just answer to the best of your ability. Use more paper if needed.

1. What is the United Nations?

2. What does "human rights" mean to you?



WHAT ARE HUMAN RIGHTS? STUDENT QUESTIONNAIRE

3. Do you have human rights?

4. What human rights do you think you have?



UNITED Enrichment Activities

Learning to Be United

These enrichment activities are a prelude. They will generate excitement and establish the theme for human rights lessons that follow.

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Begin by playing the UNITED Music Video on the DVD for your group. Conduct a brief discussion about UNITED and the story it tells. Then do the three related activities in this section.

Play the DVD as often as time and circumstances permit. UNITED has a beneficial message that bears repeating. Most people—adults and children alike—find new concepts with every viewing. After students see UNITED the second time, ask what new meaning they found or what they observed.

Lyrics are provided so students can learn the song and teach others, thereby spreading its message of tolerance and understanding. Allow students to contribute their energy to UNITED through song and dance and to learn its message well!

Resist the temptation to play the 30 human rights stories at this point. Save those for the lessons that follow. Carry out the Lesson Plans and let your students' own visions of the 30 human rights materialize as the lessons unfold, one at a time.



Learn the UNITED Song

Music written and produced by Chris Thomas, Geoff Levin and Hiroko Hayata.
Lyrics and vocals by Charles Gee. Rap variation by Lai Lai.

Words to know:

chorus: a repeated part of a song, sometimes sung by all the singers together.
Example: The *chorus* is repeated many times and all the students join in.

nemesis: punishment, getting back at someone because they deserve it or seem to deserve it, bringing someone down. Example: *Nemesis* creates fuel for more hatred and no one really wins, especially the hater.

hafta: a slang pronunciation of “have to,” meaning must or need to. Example: I *hafta* go to the store for some milk.

If U-N-I-T-E-D

The world would be a better place... you know?

As ink pours from my pen, pain pours from my heart

Knowin' there's kids somewhere that actually starve.

Take the time out, close your eyes, just picture this:

No color, no hate, nemesis or differences.

TV is filling me with scenes of negativity

But we can control it if we cooperate willingly,

We came a long way, but got so much further to go.

Guns kill, but hatred destroys us the most.

And the problem could never be solved you see,

Human Rights define the word—EQUALITY

If we don't respect and love each other, we're just living a lie

Because UNITED starts with you and I.

You feel me?

(Chorus)

U-N-I-T-E-D

*A better place this world would be
We're all in this game, can't you see?
We're all a part of this family tree.*

(Repeat Chorus)

(Lai Lai's Rap)

*We all are born free and equal,
Free to walk
And free to talk
Free to dance
Free to jump and free to prance
Know what I'm saying?
Got to keep it together
No matter how bad the weather
It will be all right
Keep it tight
'Cause we all got our freedom rights
Everyday from the night
To the broad daylight*

*Don't discriminate
Learn to appreciate
So you don't hafta imitate
Don't be the one to hate
It's never too late
You got the right to life
Innocent till proven guilty
You can say what you like
You gotta get the education
Don't throw it away
Know your human rights
'Cause it can help you someday.*

(Repeat Chorus)

U-N-I-T-E-D

*A better place this world would be
We're all in this game, can't you see?
We're all a part of this family tree.*



Make a UNITED Paper Plane

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The paper planes in UNITED were used as symbols of reaching out around the world and uniting people with a message of human rights. They have become a hallmark of the YHRI campaign and are very popular among adults and students. This activity permits students to have fun while absorbing human rights philosophy.

Students will choose their favorite human rights quote, write it on the line shown on the paper airplane template (on page 31) and then fold the paper into a plane following the directions provided.

Materials:

- “Human Rights Quotes” sheet for each student
- Airplane template for each student (See master provided page 31)
- Directions for UNITED Paper Plane (Optional handout page 29)

Copy or download from youthforhumanrights.org/downloads

Directions:

1. Distribute “Human Rights Quotes” to each student.
2. Read and discuss various quotes from “Human Rights Quotes.” You might not have time to discuss all of them, in which case choose any quotes you think might be more difficult to understand and go over these. Be sure to define any difficult words that students might not understand.
3. Distribute a copy of the airplane template (make sure letter-weight paper is used, not heavy paper which can become dangerous when thrown) to each student and instruct them to read all the quotes and choose a favorite. Have

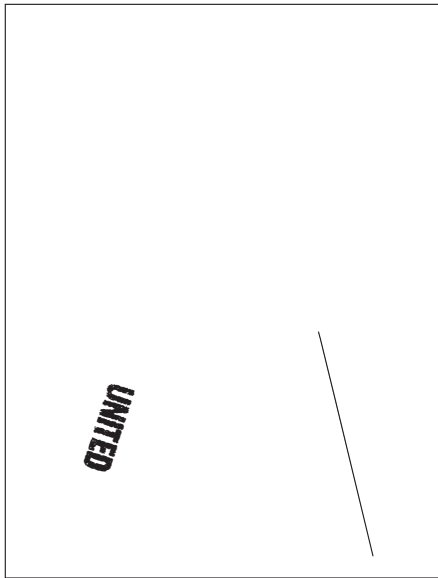


students write their favorite quote on the line shown on the airplane template. Remind students to write small and neatly. You can use this opportunity to review the use of quotation marks and ask them to include quotation marks along with the source of the quote.

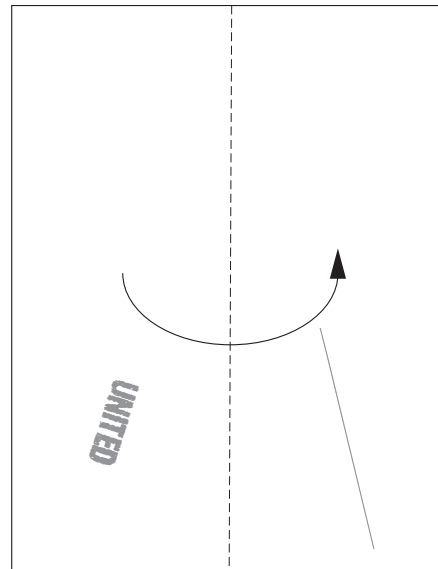
4. Distribute directions for folding the plane or demonstrate while students follow your instructions.
5. Have each student read his quote and then fly his plane. The teacher or group leader is responsible to ensure the planes are propelled safely and not flown into people's faces. The safest precaution is to instruct students to throw planes in a direction away from others.



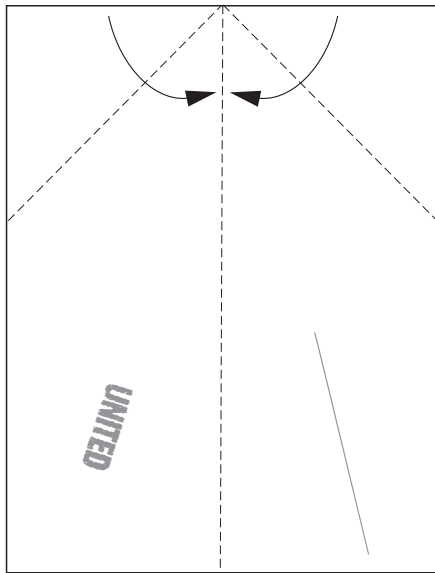
Directions:
UNITED Paper Plane



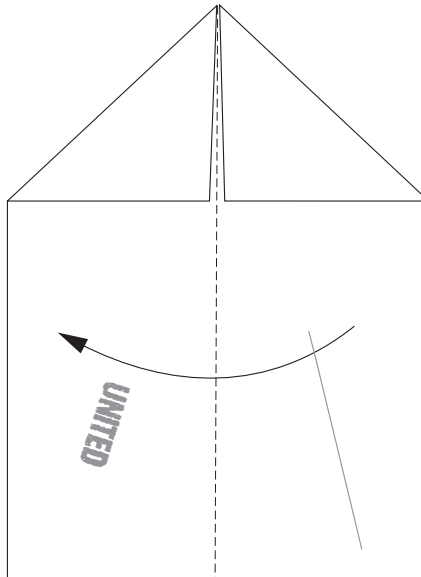
1. Write your favorite human rights quote on the diagonal line. Be sure to write who said it.



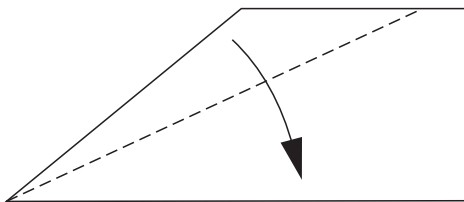
2. With the quote facing up, fold the paper in half (quote will be hidden temporarily). Press flat and unfold again.



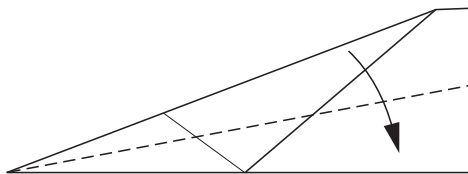
3. Fold top corners into the center crease line.



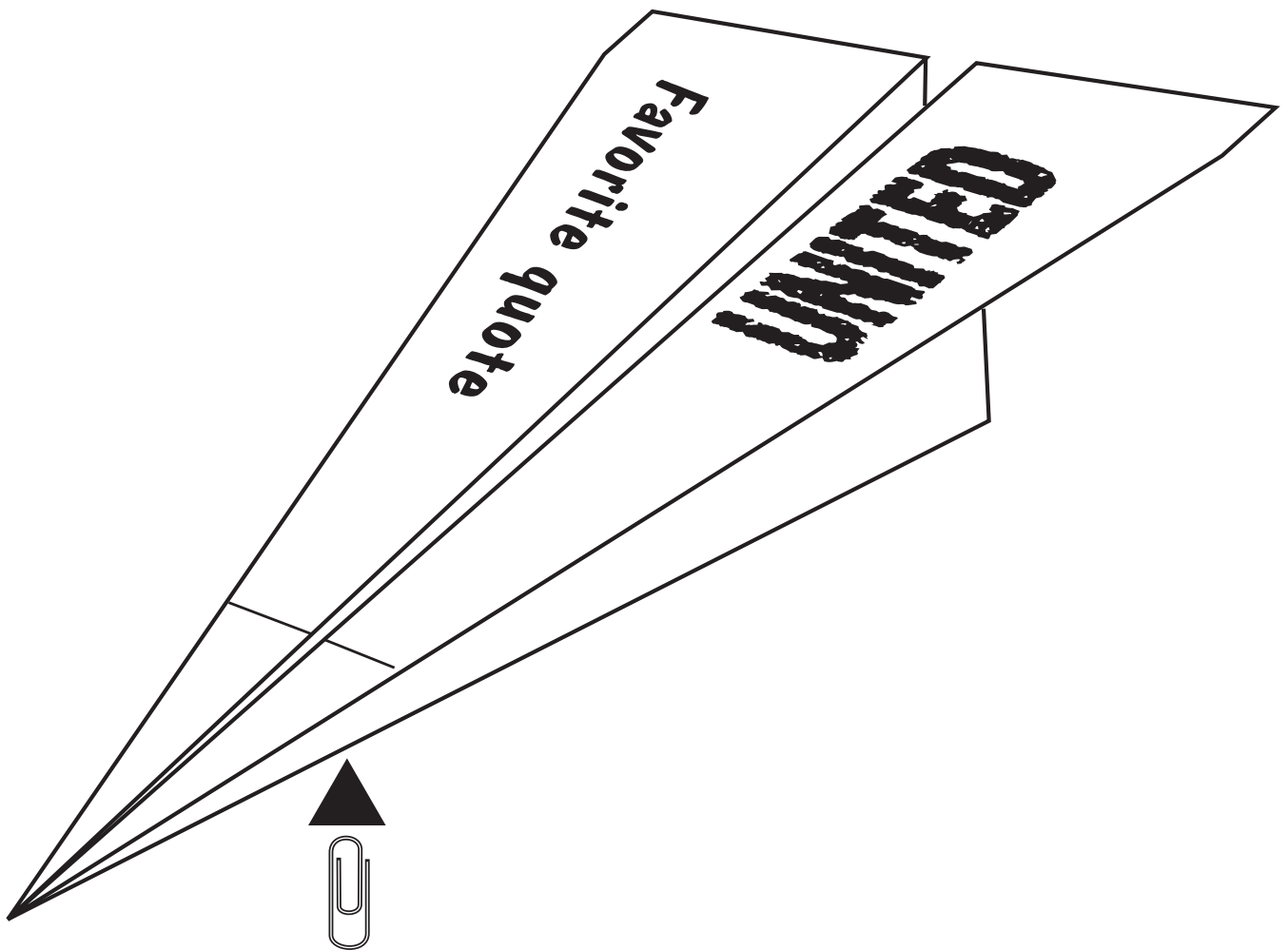
4. Fold in half.



5. Fold diagonal edge down to the bottom edge (center crease). Then turn over and do the same on the other side.



6. Fold the new diagonal edge you've just made, down to the bottom edge. Turn over and do the same on the other side. This forms the wings. Now fold both wings up (unfold halfway).

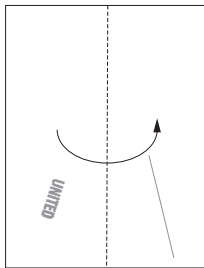
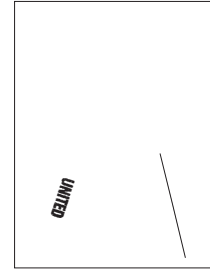


7. Pinch the bottom edge and throw! (But be safe and do not throw toward people.) You can also add a paper clip to the bottom edge to hold the folds together; however, this will add weight and the plane may not soar as high and far.

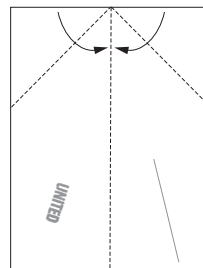


Directions: UNITED Paper Plane

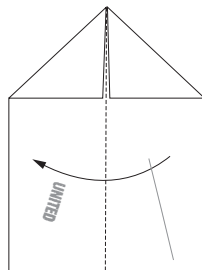
1. Write your favorite human rights quote on the diagonal line. Be sure to write who said it. ⇨



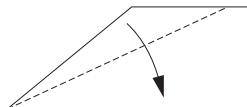
⇨ 2. With the quote facing up, fold the paper in half (quote will be hidden temporarily). Press flat and unfold again.



3. Fold top corners into the center crease line. ⇨

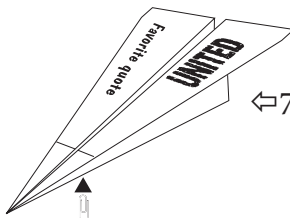
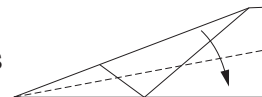


4. Fold in half. ⇨



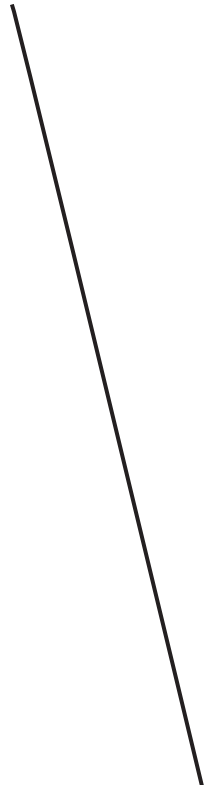
⇨ 5. Fold diagonal edge down to the bottom edge (center crease). Then turn over and do the same on the other side.

6. Fold the new diagonal edge you've just made, down to the bottom edge. Turn over and do the same on the other side. This forms the wings. Now fold both wings up (unfold halfway). ⇨



⇨ 7. Pinch the bottom edge and throw! (But be safe and do not throw toward people.) You can also add a paper clip to the bottom edge to hold the folds together; however, this will add weight and the plane may not soar as high and far.

UNITED





Human Rights Quotes

- *“Young friends all over the world, you are the ones who must realize these rights, now and for all time. Their fate and future is in your hands.”* —Kofi Annan, former Secretary-General, United Nations
- *“Injustice anywhere is a threat to justice everywhere.”* —Martin Luther King, Jr.
- *“The only thing necessary for the triumph of Evil is for good men to do nothing.”* —Edmund Burke, Irish statesman
- *“I disapprove of what you say, but I will defend to the death your right to say it.”* —Evelyn Beatrice Hall expressing the thoughts of Voltaire
- *“Racism is a grown-up disease and we must stop using our children to spread it.”* —Ruby Bridges, civil rights activist
- *“My definition of a free society is a society where it is safe to be unpopular.”* —Adlai E. Stevenson, U.S. Ambassador to the United Nations, 1960–1965
- *“Human rights must be made a fact, not an idealistic dream.”* —L. Ron Hubbard, American author and humanitarian
- *“You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings.”* —Pearl S. Buck, Pulitzer Prize-winning American author
- *“Fear is not the natural state of civilized people.”* —Daw Aung San Suu Kyi, 1991 Nobel Peace Prize winner, Burma (Myanmar)



- *“Compassion is not religious business, it is human business, it is not luxury, it is essential for our own peace and mental stability, it is essential for human survival.”*
—The Dalai Lama
- *“You must be the change you wish to see in the world.”* —Mahatma Gandhi
- *“I have learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.”*
—Nelson Mandela, 1993 Nobel Peace Prize winner
- *“If we were to select the most intelligent, imaginative, energetic and emotionally stable third of mankind, all races would be represented.”* —Franz Boas, Anthropologist
- *“The social progress, order, security and peace of each country are necessarily connected with the social progress, order, security and peace of all other countries.”*
—Pope John the XXIII (Angelo Giuseppe Roncalli)
- *“Ignorance is an evil weed... which no democracy can afford among its citizens.”*
—William Henry Beveridge, British economist
- *“Even if each person could alienate himself, he could not alienate his children; they are born free men; their liberty belongs to them and no one has the right to dispose of it except themselves.”* —Jean Jacques Rousseau, French philosopher and author
- *“Remember, no one can make you feel inferior without your consent...”*
—Eleanor Roosevelt, U.S. diplomat and author, wife of Franklin D. Roosevelt
- *“Weapons do not fire on their own. Those who have lost hope fire them.”*
—Dr. Oscar Arias Sánchez, President, Costa Rica



UNITED Pledge

After some discussion about UNITED, the teacher or group leader can introduce the Learning to Be United Pledge by first defining the following key words:

35

pledge: a promise or agreement that shows true and honest intention to do or provide something. Example: The godparents *pledged* to love and teach their new godchild right from wrong.

united: joined together; working as a team to accomplish a purpose; having agreement and working together because of it. Example: As a *united* group, the students were able to accomplish more than one person alone.

Now ask the students if they liked how the boy in UNITED handled his problem on the playground. Invite those who are in agreement to sign a pledge. Have students take turns reading the pledge aloud before signing.

Keep the signed pledge and display it in the classroom by framing it or posting it on a bulletin board or wall.

Distribute individual copies of the pledge so that each student has his own.



P L E D G E

Learning to Be United

I hereby promise to stand UNITED
with my group to handle any bullies or other people
who demonstrate that they want to harm others.

As a UNITED member I will:

- Help my fellow classmates on the playground
- Help my fellow classmates with their schoolwork
- Treat other students with respect
- Welcome new friends and include them
- Welcome into my group anyone who will also show respect to my fellow group members
- Be polite with others
- Never let a friend down
- Encourage others to do good deeds
- Learn my human rights and help others do the same

I promise to do my best to follow these rules at all times without violence.

SIGNED: _____



What Are Human Rights?

Lesson Plans

These Lesson Plans teach the 30 basic human rights of the United Nations Universal Declaration of Human Rights.

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About the Lessons

The lessons are approximately 50–60 minutes in length, but each may be extended over a few days to allow more discussion and student involvement. Consecutively, they take about 2½ weeks, but most teachers present the lessons over a month.

It is recommended to present the lessons in the suggested sequence and each lesson step in turn. Resist the temptation to play all the video materials at once. Allow the students to formulate their own idea of each right and what it means to them and then show the 30- or 60-second visual story about that human right (“30 Rights, 30 Ads” on the accompanying DVD). Whether lessons are run tightly because of time constraints or extended to take full advantage of the enthusiasm generated, the important thing is getting the message across. The short visual stories will punctuate each human right with an exclamation point.

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About the Materials

These lessons will require the booklet *What Are Human Rights?* You will have already received a set for your students, which may be kept for classroom use.

We are providing the posters as part of the package.



The Story of Human Rights

Lesson 1: Teacher's Guide

Purpose:

43

To define the term “human rights,” and explore what it means to us today. To establish interest and a general familiarity with the subject.

Materials:

- *The Story of Human Rights* film
- *What are Human Rights* booklet
- Paper and pencils for use in discussion period

Time:

1. Attention-getter	5 min.
2. Play film	10 min.
3. Discussion	15 min.
4. Activity	15 min.
Total Time:	45 min.

Teacher Preparation:

- Set up DVD player.
- Watch *The Story of Human Rights* film.
- Have paper and pencils ready for students if they prefer to respond in writing during the discussion period.



Tips:

- Students may write answers to your questions during the discussion period on small pieces of paper or they may raise their hands and share their answers with the class.
- Discussion prompts in the lesson are provided as an aid to help stimulate discussion. You may want to write your own prompts.
- If a video camera is available, the activity can be videoed.



The Story of Human Rights

Lesson 1: Lesson Plan

Present each part of the lesson in the following order:

45

Attention-getter (5 min.):

Open the lesson by asking students briefly, “What are human rights?” Let several students answer and thank them for their answers. As many will have hesitancy answering, let them know that this is a question many people have and therefore a film has been created to answer the question and take up this very important subject.

Play the film (10 min.):

Show the film *The Story of Human Rights*.

Discussion (15 min.):

1. Hold a class discussion after the film.

First ask what they would now answer to the question, “What are human rights?” Students may raise their hands to answer or write answers on sheets of paper and pass them to the front of the class.

2. Distribute *What are Human Rights?* booklets to your students.

3. Use the definition of human rights as included in the booklet to clarify:

“Every person is entitled to certain rights—simply by the fact that they are a human being. They are “rights” because they are things you are allowed to be, to do or to have. These rights are there for your protection against people who might want to harm or hurt you. They are also there to help us get along with each other and live in peace.”



Based on the literacy level of your students, define any unfamiliar words using the glossary in this Guide.

4. Then discuss the parts of the DVD that caught their attention. Sometimes an interesting discussion starts with something as simple as, “What do you think of that?” Pose this open question about the DVD they just saw and call on several students.
5. Other questions that may be asked:
 - “What can happen if human rights are ignored?”
 - “Have you ever seen (not on TV but in life) a human rights abuse (treatment that is unkind, cruel or unfair)?”
 - “Can history help us appreciate our human rights? How?”
 - “What can you learn from the men and women who have worked for human rights?”
 - “What would happen if everyone knew their human rights?”

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Activity (15 min.):

1. Have students stand and pair up. One will interview the other. The interviewer will take notes while pretending to have a microphone, asking “What are human rights?” just as in the DVD. Let the interviewers ask several other students, then switch it around and let the interviewers be interviewed.
2. Conduct a brief discussion afterward to let students report what occurred.

Student Challenge (optional):

- After class, ask at least 3 young people and at least 3 adults, “What are human rights?” Write about what happened.
- You might want to offer the students who take up these challenges extra points, a special privilege, sticker or any other small treat of some kind that they would appreciate.

■ End of Lesson



Human Rights Introduction

Lesson II: Teacher's Guide

Purpose:

To learn more about the United Nations Universal Declaration of Human Rights and to discover that young people just like the students themselves, are able to make a difference for human rights.

47

Materials:

- *What are Human Rights?* booklet

Handouts:

- “Mrs. Roosevelt Said This About Human Rights”

Time:

- | | |
|--|----------------|
| 1. Attention-getter | 5 min. |
| 2. Define key words | 10 min. |
| 3. <i>What are Human Rights?</i> booklet
(read aloud) | 10 min. |
| 4. Discuss reference | 10 min. |
| 5. Eleanor Roosevelt (read section aloud) | 5 min. |
| 6. Explain and show | 5 min. |
| Total time: | 45 min. |



Teacher preparation:

- Reproduce the handout found directly following the Lesson Plan. The “Mrs. Roosevelt” handout can be used as discussed in the Student Challenge or given to the students as a supplement for the lesson.
- Find a picture of the UN building (from an encyclopedia or Internet) to show the students.

Tips:

- Go to a nearby library or look on the Internet for simple references on Eleanor Roosevelt and the United Nations. Display the books or printed matter in your classroom. Picture books are best for attractive displays and for inviting your students to explore further.



Human Rights Introduction

Lesson II: Lesson Plan

Present each part of the Lesson Plan in the following order:

Attention-getter (5 min.):

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Read the following story about a teenage human rights advocate as an example of what one young person can accomplish. Be sure to define the word *advocate* in the first sentence and any other unfamiliar terms. Before starting, show the students Tibet and China on a globe or map. Tell them you will be talking about these two countries. Use this story to attract interest and get the students involved in the lesson to follow.

A Teenager Teaches Human Rights: Claire is a teenage human rights advocate (an advocate is a person who supports or speaks in favor of something). She is active in a group called Youth for Human Rights International.

She has spoken at important meetings where adults are examining human rights issues.

One time she and her friends rode their bicycles for five days and many miles all around the city of Los Angeles, where they live. Along the way, they met with schoolchildren, local leaders and newspaper reporters. Claire and her friends taught the children they met about human rights and asked people to sign a pledge of support for human rights.

Claire has spoken to many classrooms of children to explain what human rights are and to encourage young people to learn their human rights.

Claire also traveled to the United Nations in New York City (the United Nations is an organization composed of many countries who have agreed to work toward peace and human rights for all people) to talk with other young people and adults about educational solutions to the human rights problems facing people around the world.



She works on these projects with the help of other young members of Youth for Human Rights International.

Claire first heard about human rights when she was six years old. Her parents took her to a movie called *Seven Years in Tibet*. It was about the religious leader of Tibet—called the Dalai Lama—who had to leave his home and his country because of war with its neighbor, China. Claire asked her parents to read books to her about the Dalai Lama and then she wrote to him asking what she could do to help him return to Tibet. The Dalai Lama replied, suggesting she write letters to certain leaders and groups. She did what he suggested and was very happy to help him. She has been a human rights advocate ever since.

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Besides Claire's human rights work, she goes to school, has hobbies, plays sports, goes places with her friends, laughs at silly jokes, plays the piano and does chores at home. What is remarkable about Claire is that human rights is very important to her. It is something she thinks about and works on nearly every day.

Does Claire seem different from you? Well, we are all different from each other and that's what makes it fun to get to know each other. We also have many similarities. Actually, every one of you is capable of helping with human rights, just as Claire does.

■ End of Story

Vocabulary (10 min.):

Define the key words below. Have students write 1–3 sentences showing meaning and correct usage for each of the words.

rights: claims (things you are legally allowed to have) or freedoms to be, do or have something. Example: His *rights* are protected by law.

human: of, relating to, or characteristic of people or human beings. Example: We are educating others for the survival of the *human* race.

declaration: the act of announcing or making something known; a document showing that those who signed it are showing their agreement with certain ideas. Example: He signed the *declaration* yesterday.

universal: of, for or shared by all. Example: The need for food is *universal*.

concerted: planned or done by two or more people working together or with the same goal. Example: The team won through the *concerted* efforts of all team members.



Read aloud to the students (10 min.):

“A Brief History of the Universal Declaration of Human Rights.” in the booklet *What are Human Rights?* Be sure to define any words the students might not understand as you go along.

Discussion questions (10 min.):

Is it true that human rights can help us get along with each other and live in peace? How can that be true? Can you give examples?

What do human rights have to do with *you*?

Can young people talk to adults about human rights?

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Read aloud to the students (5 min.):

Eleanor Roosevelt: Eleanor Roosevelt (1884–1962) was the wife of Franklin D. Roosevelt, President of the United States during World War II, which began in September 1939 and ended in August 1945. President Roosevelt died just before the end of the war. While her husband was president, Mrs. Roosevelt worked very hard to make things better for people—especially young people—and she continued her work after he died. When the war was over, Mrs. Roosevelt was asked to join the new United Nations as a delegate (*delegate*: someone who represents his or her group at an important meeting or for an important project) from the United States. Mrs. Roosevelt became the person most responsible for the United Nations Universal Declaration of Human Rights.

Explain and show (5 min.):

The United Nations building is located in New York City (show map).

The purpose of the United Nations is to work for peace among the nations of the world through communication, negotiations and betterment of the human condition through human rights.

Show a picture of the UN (from encyclopedia or Internet).

Student challenge (optional):

Give the students the handout titled “Mrs. Roosevelt Said This About Human Rights.” Challenge the students to read it and learn by heart this part of the quote: “Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world.” This will be a recurring



theme throughout these lesson plans. Ask them to recite this in the next lesson and when they do, you might want to offer the students who take up this challenge an extra privilege, sticker, reward or any other small treat that they would appreciate.

■ **End of Lesson**

Mrs. Roosevelt Said This About Human Rights



“Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Vocabulary:

article: a section of a document that deals with a particular point. Example: There are 30 *articles* in the Universal Declaration of Human Rights.

citizen: a person who has a right to live in a country because he was born there or because he has been accepted with full rights in that country. Example: I am a *citizen* of France.



concerted: planned or done by two or more people working together or with the same goal. Example: The team won through the *concerted* efforts of all team members.

dignity: a proper sense of pride and respect. Example: Their mother kept her *dignity* despite being very poor.

discrimination: an unfair difference in treatment; denying equal rights to certain groups of people. Example: That company hires people without *discrimination*; they hire based on ability.

equal: having the same status, rights or opportunities as another or others. Example: Both the girls have an *equal* chance to enter the tennis competition.

in vain: without success, not accomplishing what is intended. Example: He searched for his shoe *in vain*.

justice: being fair and right, especially in the way decisions are made in applying rules or the law. Example: The man asked for *justice* when lies were printed about him in the paper.

opportunity: a good chance; a situation that will help achieve a goal or desire. Example: The boy has an *opportunity* to learn how to play football.

seek: to try to find or achieve something. Example: She *seeks* a faster way to wash the clothes.

Student challenge:

Memorize the first two sentences of the above quote, “Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world.” Say these sentences to another student until you know them perfectly.



Human Rights Article 1

Lesson III: Teacher's Guide

Purpose:

To help students understand what is meant by “We are all born free and equal” and to respect differences.

55

Materials:

- *What Are Human Rights?* booklet
- UNITED (DVD)
- “30 Rights, 30 Ads” public service announcements (DVD)

Handouts:

- Free & Equal Survey

Time:

1. Attention-getter	5 min.
2. Define key words	5 min.
3. Human Right 1—read aloud	2 min.
4. Discussion	13 min.
5. Demonstration	5 min.
6. Activity	10 min.
7. Show the first PSA from “30 Rights, 30 Ads”	2 min.
Total time:	42 min.



Teacher preparation:

- Read Human Rights Article 1 in *What Are Human Rights?* and the unabridged version of Article 1 at the back of that same booklet. When reading the unabridged version, use a good dictionary to define any words whose meaning you are uncertain about.
- Copy the template for the “shape badges” on three different colors of card stock so that there are a small variety of colors for each badge shape. If you don't have card stock, use the paper you have. Cut them out. Make 10 more than the number of students, as you will need some extras.
- Reproduce the handouts, which can be found directly following the Lesson Plan.
- Set up a DVD player or a computer that can play a DVD.

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Tips:

- When it's time to read a new human right aloud, let a student read it. Choose a different student each time.
- At the beginning of each discussion, set some ground rules. To control your time, tell the students that you will ask some questions and you will only call on two or three people. Obtain their agreement on this point. By laying the discussion ground rules first and then following through, you will have more cooperation when it's time to move on and the lesson can go more quickly.
- The “shape badges” contained in the template for the Demonstration and Activity sections of the lesson are meant to be graphic and distinct, to make the lesson clearer to the student.
- If you are not able to make the cards as provided, you can make easy substitutions: have the students help you fold badges into three distinct shapes from a piece of paper or material. If this is not feasible, name a feature of clothing and group students by clothing types, such as “all students with short sleeves” in one group. You simply need to set the students up so they can be grouped by similarities, using some token identifier; yet each token representing each group is different.



Human Rights Article 1

Lesson III: Lesson Plan

Present each part of the Lesson Plan in the following order:

57

Attention-getter (5 min.):

1. Have geometric shapes of different colors ready to go. (See template and instructions provided.) These will become “badges.”
2. Pass them out, making sure there are a variety of shapes and colors handed out randomly.
3. Ask the students to draw a quick picture or write something on their shape. (See how fast they can do this—they have no more than two minutes.) Tell them not to show their classmates until everyone is finished. This makes them invest something personal in their badges, which gives the lesson more impact.
4. Use paper clips or tape to affix the shape to their shirts where it is easily seen.
5. Important: Make it playful and mysterious. Do not answer any questions about why you did this. Just let them know they will soon discover why.

Vocabulary (5 min.):

free: able to do, act or think as one pleases; not under the unwanted control of another. Example: We are *free* when we can make choices about our jobs, our education, care of our bodies and which religion we believe in or choose not to believe in.

equal: having the same status, rights or opportunities as another or others. Example: The men had an *equal* chance to apply for the job.



Read aloud to the students (2 min.):

What Are Human Rights? booklet, Human Right 1, “We are all born free and equal.”

Discussion questions (13 min.):

1. We all have unique and wonderful qualities (*quality* means any of the features that make a thing what it is and help you know it from other things). Who has an unusual quality that you admire?
2. We all have different abilities in different areas. Have the students name two people outside of the classroom and identify a different ability each has. (Do not let the students name an inability. Keep it positive.)
3. Is anyone exactly the same? (Get agreement that no one is exactly the same.)
4. Remember what the word “equal” means? (Review the word.) Is anyone exactly equal? (Establish agreement that no one is exactly equal.)
5. What is the difference between “being equal” and “having equal rights”?

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Demonstration (5 min.):

1. Briefly review the word “free.”
2. Using the geometric-shaped badges you made from the template provided, hold up one of each shape. Color doesn't matter.
3. Have a student come to the front of the class.
4. Let him choose one of the shapes. Tell him it is his decision to choose which he wants. Make sure he's certain about his choice.
5. Ask the other students, “Did (student) harm anyone and cause a bad effect, break any agreements or do something he wouldn't want done to him?” (Answer should be NO.)
6. Ask, “Did he make his own decision?” (Answer should be YES.)
7. Is he *free*? (Answer should be YES.)
8. Repeat steps 2–7 twice with different students to reinforce the point. Do this briskly and emphasize the three questions (5, 6, 7).

**Activity (10 min.):**

1. Have all of the students with triangles gather in one part of the room, separate from the others. Have the students with the circles do the same. Have the students with the squares do the same.
2. Have each student pair up with another in his group and tell the other person three things that are different about his partner's badge (which is the same shape and possibly the same color). In other words, student A tells student B three things that are different about student B's badge (different from his own badge). Then student B turns around and tells student A three things that are different about student A's badge. Example: Student A might say, "Your shape is rounder than mine. Your drawing is made with blue ink, mine is pencil. Your drawing is of a duck." Then student B will notice differences on student A's badge.
3. Ask the question, "Are you all equal?" (The answer should be NO.)
4. Now announce that all triangle students may sit in their chairs; the others may not. Furthermore, the circles must stay together and go stand by the wall, facing it, with their backs to the rest of the room.
5. Without anyone moving, ask, "Do you all have equal rights?" (The answer should be NO.)
6. Now announce that *all* students, regardless of the shape of their badges, may choose to sit or stand and as long as they show good manners, they may walk around the room freely.
7. Give them a minute, then get everyone's attention and ask, "Do you all have equal rights as triangles, squares and circles?" (The answer should be YES.)
8. End the activity and have everyone take their seats.

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Show (2 min.):

Finish the lesson by showing Human Right 1 from the series of visual stories titled "30 Rights, 30 Ads" on the accompanying DVD. Stop there. Others will be shown at the appropriate time as the lessons progress.



Writing assignment (optional):

Pose this scenario: *Imagine a world where no one respected the rights of others and people did not show common courtesy to one another. Would you be free in such a world?* Instruct students to write three paragraphs or more on why we have to care about others and treat others with respect if we want to stay free and equal ourselves. What happens to our rights and freedoms when we don't respect others, even strangers? Have them include in their essay an example of how they can help someone they know or someone they meet to experience equal rights. For example, they can allow someone to talk about an idea without criticizing the person or they can help a younger child have his proper share of food.

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Student challenge (optional):

Use the handout titled, "Free & Equal Student Questionnaire." Tell students, "After you leave class today, ask three people (not your classmates), the following questions:

'What right do you have today that your parents didn't have when they were young?'

'What do we need to do to maintain that right?'

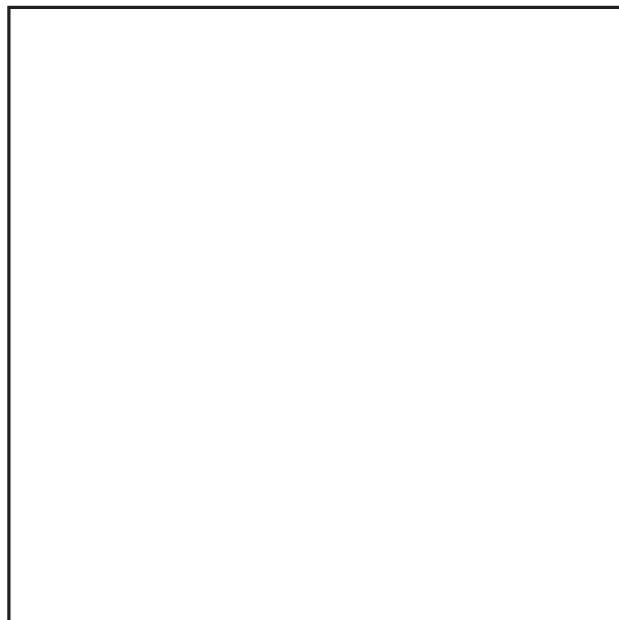
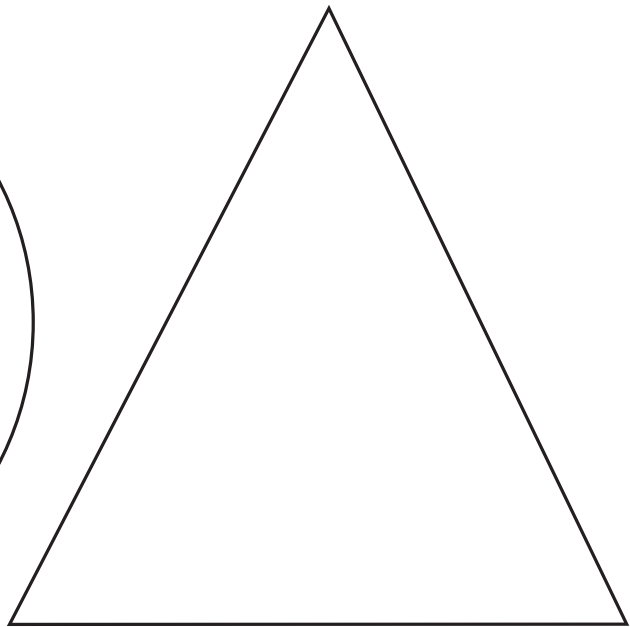
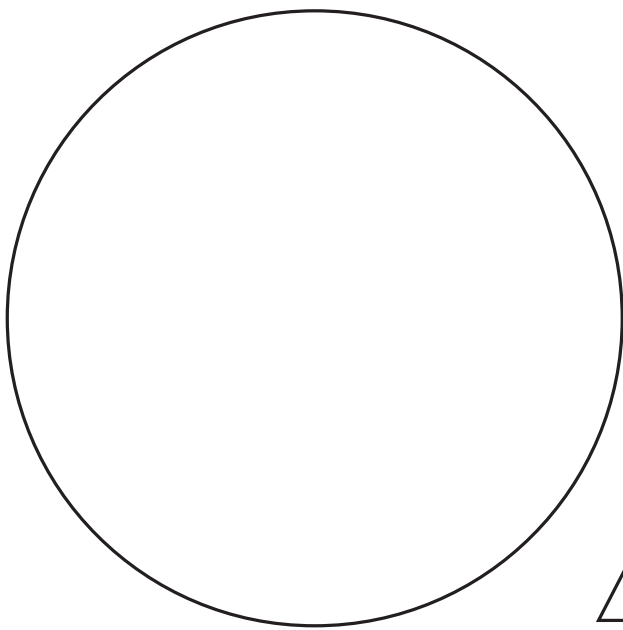
'What right should you have that people are not respecting?'

You might want to offer the students who take up this challenge an extra privilege, sticker, reward or treat that they would appreciate.

■ **End of Lesson**

Badge Template

Copy this template on three different colors of card stock, then cut out the shapes (or have students cut them out).





Free & Equal Student Questionnaire

Name: _____ Date: _____

Assignment after class: Ask three people (not your classmates) the following questions:

1. What right do you have today that your parents didn't have when they were young?

Person A: _____

Person B: _____

Person C: _____



FREE & EQUAL STUDENT QUESTIONNAIRE

2. What do we need to do to maintain that right?

Person A: _____

Person B: _____

Person C: _____

3. What right should you have that people are not respecting?

Person A: _____

Person B: _____

Person C: _____



Human Rights Articles 2-5

Lesson IV: Teacher's Guide

Purpose:

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To help students learn Articles 2–5 of the Universal Declaration of Human Rights and how understanding can lead to solutions. Students will also work further with Article 1.

Materials:

- *What Are Human Rights?* booklet
- “30 Rights, 30 Ads” public service announcements (DVD)

Handouts:

- You Are the Problem Solver

Time:

1. Attention-getter	5 min.
2. Define key words	10 min.
3. Human Rights 2–5 (read aloud)	5 min.
4. Show “30 Rights, 30 Ads” PSAs	5 min.
5. Discussion	5 min.
6. Activity	15 min.
7. John Howard Griffin story	5 min.
Total time:	50 min.



Teacher preparation:

- Read Human Rights Articles 2–5 in *What Are Human Rights?* and the unabridged version at the back of the booklet. When reading the unabridged version, use a good dictionary to define any words whose meaning you are uncertain about.
- List for yourself a couple of ways these four rights might tie into the students' lives so you are prepared to steer the discussion to some real examples from the playground or incidents at school or in the news.
- Reproduce the handouts, which can be found directly following the Lesson Plan.
- Set up a DVD player or a computer that can play a DVD.

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Tips:

- Many variations of discrimination exist besides racial, such as gender, disability, religious, clothing/style, age, financial, etc.
- When students present their solutions after discussion, refrain from correcting or pointing out the errors, if they have genuinely *tried* to create a worthy idea. It is their personal creation. Congratulate them or simply thank them for their work. This is an exercise that contains educational value in the attempt alone.
- While torture may seem a distant problem for many students, modern-day slavery (commonly referred to as human trafficking) is not. Review the section “Examples of Human Rights Violations” in the article “About Human Rights” to understand more about the modern slave trade. This can be related to the students' own lives by explaining that certain companies have been identified as using slave labor to produce their products cheaply. When we buy products from these companies, we are supporting the slave trade. These facts can be researched on the Internet. You can also help students relate to modern-day slavery by pointing out that homeless children or runaways are particularly vulnerable to being lured into slavery. The students may have seen or know of young people who have run away from home with no place to go.
- The “You Are the Problem Solver” activity requires a certain amount of responsibility from your students. If the size of your classroom or the level of your students is not conducive to breaking into small groups for independent work, you should go over the various examples with the class as a whole. Let the class choose one example and brainstorm together without breaking into smaller



groups. Let the students conduct the brainstorming, while playing a background role as the secretary who writes the ideas on the board. Allow the ideas to flow freely, whether good or bad, as long as it is a sincere effort by the student. Guide gently as needed, only to keep the ideas positive.



Human Rights Articles 2-5

Lesson IV: Lesson Plan

Present each part of the Lesson Plan in the following order:

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Attention-getter (5 min.):

Use this exercise to attract interest and to involve the students in the lesson that follows.

Say to the students, “I’m going to read you eight facts about a man named John Howard Griffin. After I read all the facts tell me what ethnic background (*ethnic* is what group a person belongs to based on color or culture) you think he is from.”

Read the following facts:

- John Howard Griffin was born in Texas in the United States in 1920.
- John’s father worked for a grocery business.
- John graduated from a school in France where he did work in exchange for his schooling.
- John worked as a reporter at a magazine called *Sepia* read by African-American people (*sepia* is a yellowish or reddish dark brown color).
- John’s wife was named Elizabeth.
- John had four children.
- Some people didn’t like John because of how he looked and wouldn’t let him into their restaurant.
- When he had problems in the United States, John moved with his family to Mexico.

Now pose the question again to the class, “What ethnic background do you think he is from?”



Write answers on the board. You can do this like a vote and tally the answers. Some likely answers: Black or African-American, Mexican or French.

If you have time, ask them nonaccusatively to explain their answers.

Do not give any further hints. Arouse their curiosity while you proceed with the lesson. Let the mystery stand for the moment.

Vocabulary (10 min.):

discriminate: to show an unfair difference in treatment; to deny equal rights to certain groups of people. Example: Ignorance and poor education can cause people to *discriminate* against individuals of a particular religion.

life: the condition that distinguishes animals and plants from inanimate matter, including growth and continual change preceding death; the state of being alive as a human being. Example: She doesn't want to die; she loves *life*.

slavery: a system involving force to make people work, usually for very little or no pay; using threats, lies or tricks to make people provide some kind of service that they are unwilling to do. Example: *Slavery* happens in many countries.

torture: purposely causing extreme pain to someone, usually for punishment, persuasion or discrimination. Example: That movie had a horrible scene with *torture* that made me close my eyes.

violation: the breaking of a law, rule, agreement, promise, etc.; a situation that goes against the promise, agreement or a natural right. Example: When someone is tortured, it is a *violation* of human rights.

Read aloud to the students (5 min.):

What Are Human Rights? booklet, Human Rights 2–5. Be sure to fully explain what each one means and elicit student participation.

Show (5 min.):

Show Human Rights 2–5 from “30 Rights, 30 Ads” public service announcements.

Discussion (5 min.):

Discuss how these four rights tie into the students' lives. The students will want to give examples from history, but make sure you also get examples relating to their lives today.



Activity (15 min.):

Break the students into five groups and assign one of the first five human rights to each.

1. Give each group the handout “You Are the Problem Solver” containing real examples of violations today.
2. Have each group read the section of the handout about the human right for which they are responsible, then work out solutions to one of the violations of that right. Give them five minutes to do this.

Remind students:

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- The number one rule is that no one makes a negative comment about anyone else’s idea. One idea, whether bad or good, may spur another better idea.
 - Take turns expressing ideas.
 - The leader should not allow anyone to interrupt another.
 - Each person should feel free to speak up.
 - One person should be the secretary and write the ideas down.
 - The group will review the ideas and choose one idea to develop into a solution. They should refine the idea so that it is workable and effective.
3. Bring the groups back together and have them share their solutions with each other.

Read aloud (5 min.):

John Howard Griffin: John Howard Griffin (1920–1980) was best known as a writer. He was born in Dallas, Texas, to Jack Walter Griffin and Lena Mae Young. His father was a grocery salesman. His mother was a musician.

When John was 15, he wanted to go to a boarding school (a school where students also live and eat away from home) in France, but he did not have money to pay the fees. So he made a deal to work at the school in exchange for his schooling. After graduating, he stayed in France to study medicine, the arts, culture and thoughts of man (the humanities).



After a while, John returned to the United States where he met and married Elizabeth Holland in 1952. He had many interesting experiences while living in France, the South Pacific and the United States. And he eventually became a reporter for *Sepia*, a monthly magazine written for African-Americans.

In 1959, John was assigned to investigate the high suicide rate of Southern U.S. blacks. The Southern United States had a history of keeping black people as slaves. By the 1950s, slavery had long been abolished, but the law still did not provide equal rights for all Americans. The everyday attitudes of many people made it difficult for African-Americans to have their human rights. People all over the United States and the world closed their eyes to the injustices or thought that discrimination had very little to do with their own lives. John didn't agree.

To understand the situation better, John felt he needed to live the life of a black person in the South. While he could certainly travel and live in the South for a while, there was one problem... John was not black!

With the help of a doctor, John was able to turn his skin dark so that his skin was a beautiful brown color. Then he shaved his head and began his exploration of the African-American experience of his time. He rode buses and stayed in the black sections of towns. He expected to find hardship and prejudice (a bad idea of or a dislike of someone, before knowing much about them, based on a false idea of their group, race, religion, etc.), but what he found was worse than he ever expected. People called him horrible names. It was impossible to find a job or a restroom. The simplest task was made difficult by prejudice and hatred toward him by strangers. After a few weeks, he was weary and defeated, but he continued, occasionally staying a night or two with old friends to refresh his spirit and sleep in a comfortable bed.

In time, very depressed and exhausted from life as a black man, John briefly stopped taking his medication and let his skin lighten to its normal color. He then tried another experiment and went back and forth between cultures, going to a place as a white man and then returning as a black man. He did this several times and observed that when he was a black man, other blacks treated him with friendship and care, while whites treated him with contempt (viewing or treating someone as low or worthless). On the other hand, when he returned to the same place as a white man, he was treated with respect by the whites and with fear and distrust by the blacks. John realized the blacks and whites didn't understand each other and needed to find a way to communicate tolerantly with each other.

John wrote about these experiences in the South for his magazine, *Sepia*. And then he published a book in 1961 called *Black Like Me*. It was not his first book or his last, but human rights advocates say it was his most important.



News of his book spread like wildfire. While many people congratulated him, there were some who hated him for telling what it was like to be black. In Mansfield, Texas, where he lived with Elizabeth and their four children, he and his family were threatened. Some people threatened to cut him into pieces, some hung a life-sized doll of him from a stoplight in the main street and burned it, while others burned crosses to show they hated him. It finally became so bad that John moved his family to Mexico for safety until the situation cooled down. Despite everything, John did not hate the people who had shown so much hate toward him. As he explained to a young black boy shortly before he moved to Mexico, discrimination is a response that is not natural in blacks or whites, but is taught to people by society.

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For the rest of his life, John Howard Griffin worked, instead, to teach tolerance and understanding to people of all colors.

■ **End of Story**

Student challenge (optional):

Have the students learn Rights 1–5 from *What Are Human Rights?* by heart. (It is not necessary for them to memorize the explanation underneath.) They should be able to recite them to another student or to the teacher very quickly: “1. We are all born free and equal, 2. Don’t discriminate, 3. The right to life, 4. No slavery, 5. No torture.” If they have any trouble, they should find a word they do not fully understand and clarify it. Students will find it easier to memorize these rights if they draw or demonstrate an example of each one. This should be a very easy and quick exercise. (The teacher can expect most students to learn these rights in 10 minutes or less.)

Student challenge (optional):

Ask the students to re-read the facts given about John Howard Griffin at the beginning of this lesson. Then ask them if they think it is important to know what color his skin is. Do the facts tell them about his skin or about the man? What would they want to know about someone in order to really learn what he is like? Would they want to know what he has accomplished? Or how he’s helped others? Or what he believes is important? Or what his goals are? Or what makes him laugh? Or what he enjoys? Or what ideas or causes he supports? Or what he sees as problems and how he solves them? Or what he is proud of?

Have them imagine they are assigned to interview someone for the school newspaper whom they don’t know. Explain that they will need to get an in-depth understanding



of this person. Have them write five to ten questions they would ask in the interview. They may use some ideas given above if they choose.

You might want to offer the students who take up these challenges extra points, a special privilege, sticker, treat or other reward that they would appreciate.

■ **End of Lesson**



You Are the Problem Solver

Examples of Human Rights Violations

Directions:

Choose a human rights situation from the true-life examples given below and work out a solution. Assign someone in your group to be a leader and someone to be a secretary. The group leader will supervise the discussion session and make sure everyone can share his idea without negative reactions from anyone else in the group. The secretary will write down all of the ideas. Let the ideas flow freely and write them down quickly. Then decide which idea your group will develop into a workable and effective solution. Decide who will present it.

Important Note:

Just because one student's idea is not agreed upon by the others, does not mean it is a bad idea. Some of the best ideas in history were not agreed upon at first.

1. We are all born free and equal:

Having no sons can be a serious problem for some widows in rural Kenya: women with no children or only daughters are often considered worthless and undeserving of property. "I was thrown out of my home when my husband died because I had given birth only to girls," said Theresa Murunga, a widow from rural Bungoma. Until her husband's death in 1994, Murunga lived in a hut on her husband's homestead, where she grew potatoes and maize. She recalled:

"When my husband died, his relatives came and took everything. They told me to put my clothes in a paper bag and leave. I left because if I had resisted, they would have beat me up. The relatives identified someone to inherit me. It was a cousin of my husband. They told me, 'Now you are of less value, so we'll give you to anyone available to inherit you.' I didn't say anything. I just left and went to my parents' home. . . . This is customary. If I had married the cousin, I could have lived where I was. I decided



not to because he was polygamous—he had five other wives.... I know if a woman is inherited, she is normally mistreated by the one who inherits her.

“If I had sons instead of daughters, they would have apportioned land to me.... When they told me to leave, they said there was no way they could recognize my daughters since they’ll marry and leave the homestead. They said I shouldn’t have given birth at all.... My in-laws took everything—mattresses, blankets, utensils. They chased me away like a dog. I was voiceless.” From: Human Rights Watch, hrw.org/reports/2003/kenya0303/kenya0303-03.htm

In certain countries, the caste system is based on the belief that some people are better or less worthy than others according to the level of society they were born into. According to their caste, they should have certain privileges or should not have those privileges.

In some communities of Sri Lanka, intermarriage between upper-caste and lower-caste persons is still socially discouraged. Marriage ads in Sri Lankan newspapers routinely specify the caste background of the match that the family is seeking. From: Human Rights Watch, hrw.org/reports/2001/globalcaste/caste0801-03.htm

2. Don't discriminate:

In countries throughout Europe, Romani children, sometimes known as Gypsies, receive substandard education, if they attend schools at all. In November 2000, the parents’ association of Greece’s Halastra Public School closed its doors to prevent enrollment of thirty-two Romani children. The Romani children were split up and sent to different schools, often quite far from their homes. From: Human Rights Watch, hrw.org/wr2k2/children.html

In Russia, medical staff may pressure parents to abandon a disabled (having a condition of being unable to move, work or act in a usual or healthy way) child at birth to an institution where the child is likely to be denied medical care and education. Such children are prevented from learning how to read and write. From: isec2000.org.uk/abstracts/papers_j/jones_2.htm

3. The right to life:

The American Medical Association estimates that more than four million women are victims of severe assaults by boyfriends and husbands each year. Studies reveal that family violence occurs in two million families in the United States, a figure that is probably underestimated as many incidents are not reported. From: actabuse.com



In cities across America, gang violence takes the lives of innocent children and teens—not to mention the young lives destroyed by drugs—every day.

From: National Youth Violence Prevention Resource Center, safeyouth.org/scripts/teens.asp

4. No slavery:

At least 27 million people around the world are forced to work. Some are tricked into taking out a loan because they need money urgently. To repay the loan, they must work long hours, seven days a week, up to 365 days a year. They receive basic food and shelter as “payment” for their work, but might not ever be able to pay off the loan. From: antislavery.org

An 11-year-old in Pakistan is forced to weave carpets to repay a debt that his father owes. He works 14 hours a day, sleeps by his loom, and cannot leave the carpet factory or he will be caught and beaten. From: freetheslaves.net

A 12-year-old girl in India is married to a 60-year-old-man. She has no choice and must work as a servant in a home. From: freetheslaves.net

5. No torture:

In Venezuela, torture against children is committed by some police officers. Such police officers have secretly placed guns on the victims, then have falsely accused them of starting a shootout. Many of these cases are not reported because the relatives and witnesses are frightened or do not believe that they can get justice. From: amnesty.org

Emilio was taken into the Guatemalan army at age 14. “The army was a nightmare. We suffered greatly from the cruel treatment we received. We were constantly beaten, mostly for no reason at all, just to keep us in a state of terror. I still have a scar on my lip and sharp pains in my stomach from being brutally kicked by the older soldiers. The food was scarce and they made us walk with heavy loads, much too heavy for our small and malnourished (underfed) bodies. They forced me to learn how to fight the enemy in a war where I didn’t understand why it was being fought.” From: Human Rights Watch, hrw.org/campaigns/crp/voices.htm

You can read stories about real people and how their human rights are being restored at un.org/works



Human Rights Articles 6-11

Lesson V: Teacher's Guide

Purpose:

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To teach students Articles 6–11 of the Universal Declaration of Human Rights and that fairness in the law and in the legal process can ensure human rights, while the opposite will undermine human rights.

Materials:

- *What Are Human Rights?* booklet
- “30 Rights, 30 Ads” public service announcements (DVD)

Handouts:

- Arrest and Trial Worksheet
- Kangaroo Court (optional handout)

Time:

- | | |
|---|----------------|
| 1. Attention-getter | 5 min. |
| 2. Define key words, learn Rights 6–11
and show PSA for each | 20 min. |
| 3. Activity | 15 min. |
| 4. Discussion | 5 min. |
| Total time: | 45 min. |



Teacher preparation:

- Read Human Rights Articles 6–11 in *What Are Human Rights?* and the unabridged version at the back of the booklet. When reading the unabridged version, use a good dictionary to define any words whose meaning you are uncertain about.
- Review the definition and further explanation of kangaroo court (attached to this Lesson Plan).
- Reproduce the handouts that can be found directly following the Lesson Plan.
- Set up a DVD player or a computer that can play a DVD.

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Tips:

- Before starting the lesson, call on students who have memorized the human rights covered in the previous lesson. Ask them to recite the rights for you or for the class (if they are comfortable doing so). If many students have accomplished this task, have them partner with another student and take turns reciting the human rights to each other.

Congratulate these students because it is very important that they know their human rights. It will make a difference in their lives.

- This lesson covers a larger number of human rights and the accompanying vocabulary. Since more new words are covered in this lesson than in previous lessons, only the most relevant words are defined before reading the right to which they pertain. The pattern is (1) define words, (2) read and explain, (3) check student understanding, (4) show the pertinent public service announcement (PSA) from “30 Rights, 30 Ads” This is the pattern for covering each human right.
- Be sure to solicit student responses when clarifying vocabulary. It works well to state the word, give its definition and read a sample sentence. Then call on student A to give the definition in his own words. Next call on student B to give a sample sentence. Repeat this, as necessary, until you are confident the meaning of the word is grasped by the students. Once it is understood, move on.
- When the students break into two groups to do skits of mock trials, appoint a leader for each group. The leader should quickly assign roles by filling out the worksheet attached to this Lesson Plan. This will help organize their skit most efficiently.



Human Rights Articles 6-11

Lesson V: Lesson Plan

Present each part of the Lesson Plan in the following order:

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Attention-getter (5 min.):

Use this exercise to attract interest and to involve the students in the lesson that follows.

Ask the students to take out a piece of paper to write on and tell them it is for a game.

Write the phrase “kangaroo court” on the board.

Instruct the students to write their names on the paper and then *make up* a definition for the word “kangaroo court.” The class will vote on which one is correct and the one with the most votes wins. Their definitions can be very creative or very serious, but they should try to make them sound real. They want to convince the other students that theirs is *the* correct one. If someone knows the correct definition, they can also write this on the paper instead of making one up. Let the students know they have one minute to do this. Do not let anyone look it up in the dictionary or encyclopedia just yet.

Collect their definitions.

Read several definitions aloud and have the students raise their hands to vote on which is correct. Only one vote per student is allowed. Tally the answers and announce the winner of the game. The winner may have given a false definition, but he was convincing, so he is the winner.

Now have fun seeing the students’ reactions when you read aloud the correct definition from the handout titled “Kangaroo Court.” You may want to distribute the Kangaroo Court handout to students at this point.



Human Right 6 (3 min.)—Vocabulary:

Rights: claims (things you are legally allowed to have) or freedoms to be, do or have something. Example: *Rights* are very precious because they provide each person with a chance to do well in life.

Read aloud:

Human Right 6 in the *What Are Human Rights?* booklet. Be sure to fully explain what this right means. Ask questions to check student understanding.

Show:

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Show Human Right 6 from “30 Rights, 30 Ads” public service announcements.

Human Right 7 (3 min.)—Vocabulary:

fair: honest, according to what is right, following the rules; not based on prejudice or meanness. Example: The coach made a *fair* decision in choosing the winner.

fairly: in a fair, honest, reasonable way. Example: The boy was treated *fairly* after he told the teacher what he had done.

Read aloud:

Human Right 7. Be sure to fully explain what this right means. Ask questions to check student understanding.

Show:

Show Human Right 7 from “30 Rights, 30 Ads” public service announcements.

Human Right 8 (5 min.)—Vocabulary:

law: a system of rules made by a government for all the people in a town, state or country. Example: The *law* used to be made by kings and queens; now it is made by people who are elected.

Read aloud:

Human Right 8. Be sure to fully explain what this right means. Ask questions to check student understanding.

**Show:**

Show Human Right 8 from “30 Rights, 30 Ads” public service announcements.

Human Right 9 (3 min.)—Vocabulary:

detained: kept from going; held back; delayed. Example: The man wanted to know why he was *detained*.

detainment: the condition of being detained or being kept from going. Example: The man wanted to know why he was kept in *detainment*.

Read aloud:

Human Right 9. Be sure to fully explain what this right means. Check student understanding.

Show:

Show Human Right 9 from “30 Rights, 30 Ads” public service announcements.

Human Right 10 (3 min.)—Vocabulary:

trial: the examination of evidence and law to decide a case brought to court. Example: The *trial* is about to begin.

try: the verb form of trial, meaning to carry out the trial of someone in a court of law. Example: The government will need to *try* the man, before it is officially decided that he is a spy.

Read aloud:

Human Right 10. Be sure to fully explain what this right means. Check student understanding.

Show:

Show Human Right 10 from “30 Rights, 30 Ads” public service announcements.

Human Right 11 (3 min.)—Vocabulary:

innocent: blameless; free from guilt or wrong; not doing harm. Example: The boy was *innocent* of taking the cookies.



prove: to show that something is true or correct. Example: He was able to *prove* that the girl set the alarm off.

Read aloud:

Human Right 11. Be sure to fully explain what this right means. Check student understanding.

Show:

Show Human Right 11 from “30 Rights, 30 Ads” public service announcements.

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Activity (15 min.):

Break the class into two groups to create a skit of the legal process. Hand both groups the worksheet titled “Arrest and Trial.” Group A will create a scene with an unfair trial that violates the defendant’s rights (a *defendant* is one who is defending himself because he has been accused of doing something wrong). Group B will create a trial that is fair and which applies the human rights just studied. They will have 10 minutes to organize and rehearse their skits. Students will have another 10 minutes to perform their skits (five minutes each). Start with the unfair trial and end with the scene that shows a fair trial.

Discussion questions (5 min.):

Suppose there were *no* trial, but that instead the person being tried was found guilty and jailed just because someone said:

“They did it.”

“They are a danger to themselves or society.”

“They were acting strangely.”

“They don’t believe in the correct God.”

“They deserve it.”

Ask the students for examples they have heard about, seen in movies or on TV or read in books or articles.

Student challenge (optional):

Have the students learn Rights 6–11 from *What Are Human Rights?* by heart. (It is not necessary for them to memorize the explanations underneath.) They should be



able to recite them to another student or to the teacher very quickly. If they have any trouble, they should find a word they do not fully understand and clarify it. Have them draw or demonstrate an example of the right so they can better visualize it, as this will help them understand it. This should be a very easy and quick exercise. (The teacher can expect most students will learn these rights in 10 minutes or less.)

You might want to offer the students who take up these challenges extra points, a special privilege, sticker, commendation or other treat that they would appreciate.

■ **End of Lesson**



Kangaroo Court

Definition: people who decide to have a trial, done in their own way, against someone they want to find wrong things about or punish. It is done without respect for human rights or the truth.

Full Explanation

1. A group of people who decide to have an unofficial trial of their own against someone they want to punish. It is done without respect for human rights.

Example: Prisoners who decide to punish a fellow prisoner for a wrong they consider has been done. The prisoners hold their own court and decide on a punishment for the offender who may, in fact, be innocent.

These courts ignore principles of law and justice and demand unfair punishments. Quite often the decision has already been made before the court meets.

2. This term might be used to describe any court that appears to be dishonest and in which the principles of law and justice are ignored or where a court delivers a judgment that seems to have been decided in advance.

Derivation: kangaroo court is a slang term of uncertain origin. It is thought that the term began in the United States when pioneer judges went from town to town conducting courts. They were hired by the townspeople. These “leaps” from town to town created the image of a kangaroo.



Arrest and Trial Worksheet

Directions: Fill in the names of the students who will act out a trial. This will help you organize your skit.

Judge: _____

Policeman: _____

Defendant: _____

Victim (optional): _____

Lawyer (defense): _____

Lawyer (prosecution): _____

Witness: _____

Witness: _____

Juror: _____ **Juror:** _____

Juror: _____ **Juror:** _____

Juror: _____ **Juror:** _____

Juror: _____ **Juror:** _____

Juror: _____ **Juror:** _____

Juror: _____ **Juror:** _____



Human Rights Articles 12-18

Lesson VI: Teacher's Guide

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Purpose:

To help students know Articles 12–18 of the Universal Declaration of Human Rights.

Materials:

- *What Are Human Rights?* booklet
- “30 Rights, 30 Ads” public service announcements (DVD)

Handouts:

- None

Time:

- | | |
|--|----------------|
| 1. Attention-getter | 10 min. |
| 2. Define key words, learn Rights 12–18
and show PSA for each | 23 min. |
| 3. Activity | 15 min. |
| Total time: | 48 min. |



Teacher preparation:

- Read Human Rights Articles 12–18 in *What Are Human Rights?* and the unabridged version at the back of the booklet. When reading the unabridged version, use a good dictionary to define any words whose meaning you are uncertain about.
- Set up a DVD player or a computer that can play a DVD.

Tips:

- Here are some questions you can ask to make sure students understand the material: What does that mean to you? Have you ever observed that? Can you think of an example of that? How could this happen?
- If there is enough time, read the story of a humanitarian from the “Humanitarian” section. You may want to obtain biographies of humanitarians from the school or public library and display them in the classroom. Encourage students to read them for pleasure.
- In Lesson IX, students will be creating works of entertainment or art to exhibit in a human rights showcase. In Lesson X they will showcase their creative work. Consider inviting an audience to the showcase. This could be local VIPs, local clubs, a seniors’ group, another class, school administrators and parents. This will validate the importance of the students’ efforts and provide motivation as well as an air of excitement. If you invite an audience, you may want to extend Lesson IX to allow more time for the students to work on their exhibition for a better presentation. Determine your schedule and then call or send invitations.



Human Rights Articles 12-18

Lesson VI: Lesson Plan

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Present each part of the Lesson Plan in the following order:

Attention-getter (10 min.):

Ask, “What is an advice column?” Call on a student to explain what this is. Explain further as needed. (*Column* is a regular article in a magazine or newspaper, which is always written by the same person or is always on the same general topic, thus an *advice column* is a column where people write letters asking for advice about personal problems and the answers are given by the same writer each time—or seemingly the same writer. The writer is depended upon to be understanding and wise or expert in a particular area. A selection of these problems with their answers are published as letters.) Ask, “Who has ever read an advice column?”

If you’ve brought an example of an advice column, read it to the students now.

Let students know they will become the wise and understanding advice columnist whose name is Mrs. Sage. Mrs. Sage received the following letter asking for help. Read it to the students.

Dear Mrs. Sage,

My big brother sneaked into my room and read my diary. He shouldn’t have done that because I didn’t give him permission. When I told him that I knew what he did, he said he had his own good reasons. He wouldn’t tell me what his so-called “good reasons” were. He always thinks he’s doing everything for my own good. What can I do?

Signed,

Being Watched by Big Brother

Give the students 5 minutes to write their advice. It will start off with “Dear Watched” and end with “Yours truly, Mrs. Sage.” Walk around the room to see what the students



are writing and scout out which answers you'll want to share with the class when the students are done.

When time is up, collect the papers and read several answers to the class or call on several students to read their responses aloud.

Challenge the students to be alert, as today's lesson progresses, for which human right relates to the advice letter from "Watched."

Human Right 12 (5 min.)—Vocabulary:

privacy: freedom from secret observation, intrusion or attention of others; freedom from unwanted and enforced observation, intrusion or attention of others. Example: My *privacy* was violated when the girl across the street looked into my kitchen for two hours with her binoculars.

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Read aloud:

Human Right 12 in the booklet *What Are Human Rights?* Be sure to fully explain what this right means, including that nobody should try to harm our good name. Get examples from the students. Check student understanding. Review the definition of the word "rights" in the glossary if necessary.

Show:

Show Human Right 12 from "30 Rights, 30 Ads" public service announcements.

Discussion:

What is gossip? (Chatter with no helpful purpose about other people and their personal matters when they are not present, especially using false or incomplete data to embarrass the person or make them seem less.) Ask for examples of how gossip harms someone's good name.

Human Right 13 (3 min.)—Vocabulary:

freedom: ability to be, to do and to have or to not be, not do and not have what one wants. Example: Her *freedom* increased when she learned her human rights.

Read aloud:

Human Right 13 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.



Show:

Show Human Right 13 from “30 Rights, 30 Ads” public service announcements.

Human Right 14 (3 min.)—Vocabulary:

seek: to try to find or achieve something. Example: She *seeks* a faster way to wash the clothes.

safe: not being dangerous or harmful and not likely to cause loss; that does not make one worry about harm or danger. Example: In the mountain castle, we were *safe* from the storm.

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Read aloud:

Human Right 14 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.

Show:

Show Human Right 14 from “30 Rights, 30 Ads” public service announcements.

Human Right 15 (3 min.)—Vocabulary:

nationality: the status of belonging to a particular nation. Example: Because he is a citizen of Spain, his *nationality* is Spanish.

Read aloud:

Human Right 15 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

Show:

Show Human Right 15 from “30 Rights, 30 Ads” public service announcements.

Human Right 16 (3 min.)—Read aloud:

Human Right 16 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

Show:

Show Human Right 16 from “30 Rights, 30 Ads” public service announcements.



Human Right 17 (3 min.)—Read aloud:

Human Right 17 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

Show:

Show Human Right 17 from “30 Rights, 30 Ads” public service announcements.

Human Right 18 (3 min.)—Vocabulary:

religion: belief in the spiritual nature of man; a set of spiritual beliefs and practices concerning the cause, nature and purpose of the universe that help a person understand and overcome the problems of existence. Example: Study of different *religions* gave him a better understanding of people.

thought: ideas, plans, opinions and creative imagining. Example: Leaders of the country respected the *thoughts* of their people.

Read aloud:

Human Right 18 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding. Review the definition of “freedom” in the glossary as needed.

Show:

Show Human Right 18 from “30 Rights, 30 Ads” public service announcements.

Activity (15 min.):

Tell the students to think of a book they have read or a movie they have seen in which one of the rights just discussed was violated. Have them re-tell the story as it could have turned out had the abused character known or learned his human rights.

Give them these instructions: Write the name of the book or movie. Write a paragraph briefly telling what the story is about so your reader will be able to understand your new version. Then write the new ending or a new pivotal (extremely important in causing a result or changing the progress of something) scene for that same book or movie.

For example, in the story of Cinderella, her stepsisters and stepmother violated Human Right 12 (right to privacy), 13 (freedom to move) and 17 (your own things), among others. Students might write a scene where Cinderella learns she has rights



and so the story changes. How does it change? How do the characters change? What does Cinderella do about her rights?

Choose several students (as many as time permits) to read their stories aloud.

Student challenge (optional):

Have the students learn Rights 12–18 from *What Are Human Rights?* by heart. (It is not necessary for them to memorize the explanation underneath.) They should be able to recite them to another student or to the teacher. Next, they should draw or think of an example of the right so that they can understand and visualize it better.

You might want to offer the students who take up these challenges extra points, a special privilege, sticker or treat that they would appreciate.

■ **End of Lesson**



Human Rights Articles 19–25

Lesson VII: Teacher's Guide

Purpose:

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To help students know Articles 19–25 of the Universal Declaration of Human Rights and to gain a better sense of the realities of others.

Materials:

- *What Are Human Rights?* booklet
- “30 Rights, 30 Ads” public service announcements (DVD)

Handouts:

- None

Time:

1. Attention-getter 5 min.
2. Define key words, learn Rights 19–25
and show PSA for each 35 min.
3. Activity (this can be shortened—see “Tips”) 25 min.

Total time: 65 min. (two class periods)

Teacher preparation:

- Read Human Rights Articles 19–25 in *What Are Human Rights?* and the unabridged version at the back of the booklet. When reading the unabridged version, use a good dictionary to define any words whose meaning you are uncertain about.



- Have a stopwatch or timer for use in the debate.
- Set up a DVD player or a computer that can play a DVD.

Tips:

- The first right to be discussed in this lesson, “Free to say what you want,” should be handled with *extra* care so as not to criticize or correct what the students say. Simply acknowledge the students’ answers and show them respect for speaking their minds, even if you disagree. Steer the discussion, if necessary, by asking thoughtful questions without any judgmental undertones (underlying quality or feeling).
- Students love to debate. The debate procedure will take about 30 minutes, making this lesson a little longer than the others. You can simplify it and cut down on time by skipping the rebuttal and formal closing statements (steps 9–11). However, do allow each team one minute at the end to make a quick rebuttal or closing statement, done without preparation.
- Encourage students to give examples to support their position. This is an informal debate, so facts and figures are not expected, but examples can be given without any prior research. This is simply an exercise to demonstrate freedom of expression.
- More information on debating can be found at <http://debate.uvm.edu> and debatabase.org
- Bring a lightweight beach ball or some balloons to class and hide them away to be brought out for Article 24 (the right to play). Throw them playfully to the class. Let the students toss them to one another for a few minutes to demonstrate this human right.



Human Rights Articles 19-25

Lesson VII: Lesson Plan

Present each part of the Lesson Plan in the following order:

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Attention-getter (5 min.):

Use this exercise to attract interest and to involve the students in the lesson that follows.

Tell the students that sometimes people try to persuade the government to make a rule that certain books must not be offered in a library, in bookstores or at school. These people are called *censors*. The censors believe they are protecting people from ideas that are wrong. Many years ago, governments would even burn books they thought were wrong, in the hope that no one would be able to read them.

In 213 B.C., a Chinese ruler, Shi Huang, had all the books of Confucius burned, except one copy of each, which he kept in his library. Confucius was a philosopher (someone who studies the meaning of life, what truth really is, the problems of right and wrong and other questions about life; someone searching for wisdom about life) and a teacher who believed men could be guided by thought and ideas to do good, rather than by the force of a ruler. Confucius thought education was the most important way to create a good society. Shi Huang was afraid of this kind of teaching. He feared that if people had knowledge, he would not be able to control them and he would lose his power. Shi Huang didn't want people to understand too much and to criticize what he was doing, so he burned Confucius' books.

Who thinks book burning only happened a long time ago? (Ask for a show of hands.)

Yet not very long ago in the 1930s in the United States, some people in charge of a library in St. Louis, Missouri, decided a novel (a fiction book) called the *Grapes of Wrath* by John Steinbeck (*wrath* means great anger) was bad so they had all of the library copies burned.



Ask the students, “Which of the following books have either been burned or censored from libraries, schools and bookstores?” (*Censor* means to examine books, speeches, news stories, movies, mail, etc. and order that they be changed or removed, so that people can't see or hear them, because someone thinks they are harmful.) Tell the students to raise their hands if they think a book has been burned or censored.

- *The Adventures of Huckleberry Finn* by Mark Twain
- *Forever...* by Judy Blume
- *The Giver* by Lois Lowry
- *Harry Potter* (series) by J. K. Rowling
- *In the Night Kitchen* by Maurice Sendak
- *Goosebumps* by R. L. Stein
- *A Wrinkle in Time* by Madeleine L'Engle
- *Heather Has Two Mommies* by Leslea Newman
- *Where's Waldo?* by Martin Handford
- *Halloween ABC* by Eve Merriam
- *James and the Giant Peach* by Roald Dahl

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All of the above books have been burned or censored.

Human Right 19 (5 min.)—Vocabulary:

expression: the communicating of thoughts or feelings through spoken or written words, art, entertainment, etc. Example: Maria was good at the *expression* of her ideas because she knew many words.

judgment: the ability to come to opinions about things; power of comparing and deciding; understanding; good sense. Example: Every rule should be applied with understanding and *judgement*. (This is a key word for the discussion to follow.)

Read aloud:

Human Right 19 in *What Are Human Rights?* booklet. Be sure to fully explain what this right means. Check student understanding.



Discussion:

Tell the students:

1. Some people make up their minds by finding out the facts or asking questions to obtain truthful information.

Some people make up their minds by observing.

Some people don't really make up their own minds. Instead they give in to pressure from someone else, even though they don't feel good about it.

If someone asked you to make up your mind about whether to join a group or not, how would you make up your mind?

2. If we are free to say what we want, can we tell lies or spread rumors? (A *rumor* is a report or a statement said as if it were true, yet it may not be.) Remember Right 12, "the right to privacy" and "nobody should try to harm our good name."

Ask the students, "What about judgment?" (refer to definition of *judgment* on previous page) or "How would judgment relate to this right?" Get some examples.

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Show:

Show Human Right 19 from "30 Rights, 30 Ads" public service announcements.

Human Right 20 (5 min.)-- Vocabulary:

assembly: the gathering together of people to discuss or work on a common purpose; a meeting of people to work together to accomplish something. Example: The *assembly* of her friends at the park was to start a human rights club.

Read aloud:

Human Right 20 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

Discussion:

What can you do if someone tries to force you to join a group? What kind of groups do you like to belong to?

Show:

Show Human Right 20 from "30 Rights, 30 Ads" public service announcements



Human Right 21 (5 min.)—Vocabulary:

democracy: a form of government in which the country's people can participate and vote for how the country is to be run. Example: In our *democracy*, each person's thoughts count.

government: the person or persons authorized to administer the laws; the ruling power; the administration. Example: The *government* of the United States is based in Washington, DC.

Read aloud:

Human Right 21 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

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Show:

Show Human Right 21 from “30 Rights, 30 Ads” public service announcements.

Human Right 22 (5 min.)—Vocabulary:

security: feeling safe or sure; not worrying about danger, survival or what will happen. Example: We all want the *security* that when we are older, we will be able to take care of ourselves.

social: having to do with human beings living together in a group or groups; the way people interact and cooperate in groups. Example: *Social* studies are about people and the way they live together.

social security: a system where governments provide financial help or services. This ensures that everyone who has contributed something to the society receives help when needed for food, medical care, education, etc., especially if they are no longer working due to disability (having a condition that makes one not as able to do something, such as illness, a broken bone, etc.) or age. Example: *Social security* can make us feel confident that there will be help in our old age, if need be.

affordable: able to be paid for without much difficulty. Example: The car was *affordable*, so I bought it.

Read aloud:

Human Right 22 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

**Show:**

Show Human Right 22 from “30 Rights, 30 Ads” public service announcements.

Human Right 23 (5 min.)--Vocabulary:

wage: money paid for one’s work. Example: He made a good *wage* by taking care of people’s pets for them.

trade union: a group of workers who join together to make situations better in companies where they work. For example, a trade union might talk to the heads of the company to obtain better wages. As a united group, they have more power to improve the situations in their company. *Trade* means a kind of business or work one does. *Union* means together as one. Example: A teachers’ *trade union* can make sure all teachers are given a desk to work at.

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Read aloud:

Human Right 23 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.

Show:

Show Human Right 23 from “30 Rights, 30 Ads” public service announcements.

Human Right 24 (5 min.)--Read aloud:

Human Right 24 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

Discussion:

Are we guaranteed the right to *all play* and no work? Point out that we have the right to rest from work. That doesn’t mean we have the right to play with no contribution to society and the people around us.

Show:

Show Human Right 24 from “30 Rights, 30 Ads” public service announcements.

Human Right 25 (5 min.)--Vocabulary:

shelter: being protected and made safe from weather, dangerous animals and other safety concerns; being able to have a covering which gives a safe place to sleep and



eat and if necessary, to work. Example: The campers needed to have *shelter* from the mosquitos and wind.

disabled/disability: having a condition of being unable to move, work or act in a usual or healthy way; unable to perform some basic daily tasks without difficulty. Example: The girl with *disabilities*, though in a wheelchair, was the top student in her class and well liked by all.

Read aloud:

Human Right 25 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

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Show:

Show Human Right 25 from “30 Rights, 30 Ads” public service announcements.

Activity (25 min.)—Vocabulary:

debate: an organized discussion of something in public; usually two people or two teams who each take an opposite view about an idea and take turns discussing their opinions. Example: The *debate* began after the teams shook hands.

rebuttal: an act of saying something is not true or correct by presenting facts or convincing reasons; disprove. Example: The girl had a lot of facts to use in her *rebuttal*.

committed: feeling strongly about something and willing to work hard for it; dedicated. Example: He was *committed* to improving human rights in his country.

Debate (Tag team style):

1. Explain that a debate is used to allow people to speak their thoughts. It is a way of expressing themselves in public.
2. Present the debate statement: *A small group of thoughtful committed people can change the world. Indeed it is the only thing that ever has.*

(The “against” statement would be: *We do not believe a small group of thoughtful committed people can change the world.*)

The topic is based on a quote by Margaret Mead, an anthropologist (one who studies human development and culture, especially the historical study of these things) and writer: “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”



3. Let five students sign up for each side of the issue. Write “for” (pro) and “against” (con) on the board and let students who wish to debate write their names under the argument of their choice. Each team should appoint one person as their team captain. The rest of the class will be the voting audience.
4. State the rules:
 - No put-downs
 - No interruptions
 - No talking or whispering while another speaker is talking
5. Assign one student from the audience as the timekeeper. The timekeeper sits in the back of the room and signals the students when time is almost up by flashing ten fingers twice to indicate twenty seconds left, flashing ten fingers once to indicate ten seconds or holding up five fingers to indicate five seconds left.
6. Give the teams a few minutes to gather their ideas and plan their case.
7. Start the debate by having the team representing “for” go first. Each team has five minutes to state their side and convince the audience that their view is the most correct. Each team member has one minute to make a contribution to his team’s argument.
8. The team captain starts with an introductory statement about the issue and his team’s position. Before the end of one minute he must tag (refer to) another student. That student picks up the argument where the first one left off. Students who are eager to speak can put out a hand to be tagged. That way, the current speaker knows who is ready to continue the debate presentation. If someone has already spoken, he cannot have another turn until all students on the team have had a chance to speak.
9. After each team has spoken for five minutes, allow them one minute to plan their rebuttals. Each team may have two minutes to present their rebuttals, beginning with the “for” team. Usually one person makes the presentation.
10. Allow one more minute for teams to prepare their closing or summarizing statements.
11. Each team is given two minutes for a summarizing statement, beginning with the “for” team.
12. Once this is done, the audience votes for the most convincing team.



Student challenge (optional):

Have the students learn Rights 19–25 from *What Are Human Rights?* by heart. (It is not necessary for them to memorize the explanation underneath.) They should be able to recite these rights to another student or to the teacher.

You might want to offer the students who take up these challenges extra points, a special privilege, sticker or treat that they would appreciate.

■ End of Lesson



Human Rights Articles 26–30

Lesson VIII: Teacher's Guide

Purpose:

103

To help students learn Articles 26–30 of the Universal Declaration of Human Rights and to understand what they can do to help others enjoy these rights.

Materials:

- *What Are Human Rights?* booklet
- “30 Rights, 30 Ads” public service announcements DVD

Handouts:

- Things Anyone Can Do for Human Rights (in the “Things Anyone Can Do” section on page 141)

Time:

- | | |
|---|----------------|
| 1. Attention-getter | 5 min. |
| 2. Define key words, learn Rights 26–30 and show PSA for each | 30 min. |
| 3. Essay | 20 min. |
| Total time: | 55 min. |

Teacher preparation:

- Read Human Rights Articles 26–30 in *What Are Human Rights?* and the unabridged version in the back. When reading the unabridged version, use a good dictionary to define any words you are uncertain about.



- Reproduce the handout, “Things Anyone Can Do for Human Rights,” which can be found on page 141 in its own section of the same name.

Tips:

- At this point, the students should be eager to write an essay and look forward to doing something for human rights. If any student is not, then the teacher should consult with the student individually, as there may be something the student does not understand and needs help with.
- Accept even the simplest action for the “What I Will Do” essay (in the Lesson Plan). Just talking to another person about human rights is a step forward.
- Suggest that the students form a Youth for Human Rights Club and work together for human rights. Club projects can include items from “Things Anyone Can Do for Human Rights” or projects of the students’ invention. Or students can make a game of showing UNITED to as many people as possible to raise awareness of human rights. They can teach the UNITED song or the Universal Declaration of Human Rights and open discussions that result in efforts to improve human rights. When they form a club, notify Youth for Human Rights International so the club can receive adequate support and materials for its activities.



Human Rights Articles 26-30

Lesson VIII: Lesson Plan

Present each part of the Lesson Plan in the following order:

105

Attention-getter (5 min.):

Use this exercise to attract interest and involve the students in the lesson that follows.

Show the students a map of Madagascar and Africa. Then read the following story: (Ref: un.org/works)

Lolona of Madagascar: Lolona didn't know how to read and write until she was 30 years old. She couldn't write to her relatives or read their letters. The fishing business she owned with her husband was losing money because she did not know mathematics and could not manage her household money or the business.

Then the United Nations and a group called Malagasy Mahomby joined together to bring schooling to Lolona and other villagers in her area.

Lolona wasn't able to go to her new school every day as she wanted to, because twice a week she walked 2½ hours to Fianarantsoa, a city far from her home village of Maroharona. In Fianarantsoa, Lolona sold her fish and then walked 2½ hours home in the evening. Nevertheless, she worked hard to finish her adult school program. It took her about two months and at the end she said, "My life has completely changed."

Now she enjoys reading and writing letters to her family. Her business is doing much better and so are the seventy friends and neighbors in her village who studied the same program with her. The whole village has been changed.

In Madagascar four out of ten children do not make it to the 5th grade. The others either do not go to school at all or drop out before they turn eleven. Many leave after learning to read and write their names, because their parents think they are



now adequately educated. Once their children can read and write their names, the parents want them to work so everyone in the family can eat.

More than 990 million people in the world cannot read. To give something to compare this to, the population of Greece is about 11 million, Switzerland about 7 million, the United States 300 million and Korea 48 million. Therefore 990 million is more than the combined population of many countries. It is a shocking number of people.

Many people in struggling areas (places where people are trying very hard to survive or overcome difficulties) feel it is useless for girls to be educated: Lolona's inability to read was common among the girls in her village. Now Lolona's husband, Rakotazafy Emmanuel, says, "I'm very proud to have a wife that is literate (able to read and write)." They now have a baby girl and Rakotazafy declares, "Women must be educated. It is important for them and their children. All of our children will go to school, no matter what their gender (whether they are male or female)."

■ End of Story

Discussion:

Sometimes an interesting discussion starts with something as simple as, "What do you think of that?" Pose this question and call on a few students as time and student interest permit.

Human Right 26 (6 min.)--Vocabulary:

Education: the acquiring of knowledge and ability, usually through teaching and learning, especially at a school or similar place. Example: *Education* is most valuable when we do something with our learning.

Primary school: in a number of countries, this means the most basic education from kindergarten through 6th grade. The usual ages would be five years old to eleven or twelve. Example: In *primary school* we learned to read, write and calculate.

Read aloud:

Human Right 26 in *What Are Human Rights?* Be sure to fully explain what this right means. Check student understanding.

Discussion:

Why is it part of this human right that parents can choose what we learn?



Can you also learn things *you* want to learn?

What do you want to learn? (Do not allow students to say what they do not want to learn. Keep it positive.)

Show:

Show Human Right 26 from “30 Rights, 30 Ads” public service announcements.

Human Right 27 (6 min.)—Vocabulary:

culture: art, music, literature (the valuable, creative written works of a society), ideas, scientific progress and other creations of a people or people in general. Example: I enjoy *culture* when I can listen to music with my friends.

copyright: the legal right to be the only one to make copies of a piece of writing, art, photograph, music or other artistic creation. If you created it, it’s yours, unless you give permission for someone else to copy it. Example: A *copyright* will protect you from people who copy your song and sell it to make themselves money.

pirate: to use or reproduce somebody else’s work without their permission in order to make money (illegally). Example: He was caught *pirating* a CD.

Read aloud:

Human Right 27 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.

Demonstration:

Have the students open a book and find the copyright symbol. It is usually on one of the beginning pages, with information about the publisher.

Discussion:

Is it fair to take someone’s creation and make money from it for yourself? Why or why not?

Is it fair to use someone’s creation without paying or asking permission?

What if someone offers you a copy of someone else’s work (like a music CD) and you know they didn’t pay for it, but they’re offering it at a very low price. Is he or she a thief? (Answer should be YES.) What do you do?



Why do you think they call these illegal copies “pirated copies”? What did pirates do? (They stole other people’s treasures.)

Show:

Show Human Right 27 from “30 Rights, 30 Ads” public service announcements.

Human Right 28 (5 min.)—Vocabulary:

fair: honest, according to what is right, following the rules; not based on prejudice or meanness. Example: It is *fair* that she can attend school, just like her brother.

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free: able to do, act or think as one pleases; not under the unwanted control of another. Example: We are *free* when we can make choices about our jobs, our education, care of our bodies and which religion we believe in or choose not to believe in.

order: a peaceful condition in which people obey the rules and respect one another. Example: When there is *order* in our city, we can walk around without worry.

Read aloud:

Human Right 28 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.

Show:

Show Human Right 28 from “30 Rights, 30 Ads” public service announcements.

Human Right 29 (10 min.)—Vocabulary:

responsibility: being willing to take charge of something, to make something happen; to recognize being the cause of something and continue to take care of it. Example: He took *responsibility* for educating others on human rights.

duty: a moral or legal obligation; a responsibility. Example: I have a *duty* to help my mother and father.

Read aloud:

Human Right 29 in *What Are Human Rights?* Be sure to fully explain what this right means. Ask questions to check student understanding.

**Discussion:**

Hand out copies of “Things Anyone Can Do for Human Rights.” Ask, “How can you protect someone else’s rights and freedoms?” Make sure the students give realistic examples. If the examples are set in the remote future or “when I’m president of the world...,” simply acknowledge the answer and ask for examples of what they can do *now*. List all answers on the board. Encourage students to write down new ideas on their handouts.

Show:

Show Human Right 29 from “30 Rights, 30 Ads” public service announcements.

Human Right 30 (3 min.)—Read aloud:

Human Right 30 in *What Are Human Rights?* If your students will easily understand this one, simply read it. Usually no explanation is necessary.

Show:

Show Human Right 30 from “30 Rights, 30 Ads” public service announcements.

Essay (20 min.):

“What I Will Do: Improving Human Rights for Myself and Others.” The essay should include (1) the importance of human rights, (2) what specific actions the student will do to improve human rights conditions for any part of life (family, school, play yard, neighborhood, club, his country, the world, etc.), (3) who will be helped by the student and (4) what result he expects.

Note: Let students know the plan for the next lesson. It will help them form ideas ahead of time.

Student challenge (optional):

Have the students learn Rights 26–30 from *What Are Human Rights?* by heart. Students should be able to recite them to another student or to the teacher.

You might want to offer the students who take up these challenges extra points, a special privilege, sticker or treat that they would appreciate.

■ End of Lesson



Human Rights Creative Projects

Lesson IX: Teacher's Guide

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Purpose:

To help students understand their human rights by having them undertake a creative project. This exercise requires their participation and increases their sense of responsibility toward the human rights information they have studied.

Materials:

- *What Are Human Rights?* booklet
- UNITED (DVD)

Handouts:

- None

Time:

1. Discussion	5 min.
2. Define key words	5 min.
3. Show and discuss UNITED	10 min.
4. Activity	30 min.
5. Cleanup	5 min.
Total time:	55 min.



Teacher preparation:

- You will need materials such as art paper, pencils and colored pencils. If the school has a collection of costumes, use them for skits. Provide modeling clay if possible.
- Set up a DVD player or a computer that will play a DVD.

Tips:

- Students are sometimes carried away with creative ideas. Let them know they will have up to 10 minutes to plan and organize their project, which could be preliminary sketches for an art piece or outlining a plot for a skit and selecting the actors. Then alert them five minutes before cleanup.
- Set a time limit for performances, poetry readings, story reading and the like. All such performances will need to fit into your next lesson's time frame. No one wants to be overlooked because time ran out. The next Lesson Plan allows 40 minutes for performances. Divide the time accordingly, such as five minutes each if there are eight performances.
- If time permits, you may want to allow several class periods for the students to create their human rights art pieces.
- You may choose to offer students the option of learning the full 30 human rights by heart if they haven't already done so. Set an opportunity for students to recite the 30 human rights for the class in the next lesson. They could take turns reciting one after the other, each student giving one or two rights.
- Any of the humanitarians featured in the "Humanitarians" section biographies could be the subject of a creative project. For example, a skit about the courage of little Ruby Bridges could be easy and charming.
- If you haven't already invited an audience to the showcase, it's not too late. Consider inviting another class, school administrators and/or parents. This will validate the importance of the students' efforts and provide motivation, as well as an air of excitement. If you've already sent invitations, this is a good time to send a reminder and reconfirm your guests.
- Make a binder of the students' work, using page protectors. Include the essays, any drawings, photos of your activities, the UNITED Pledge, etc. The students



will be proud if this is displayed at the upcoming showcase and left on display in the classroom for a period of time.



Human Rights Creative Projects

Lesson IX: Lesson Plan

Present each part of the Lesson Plan in the following order:

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Discussion (5 min.):

Have students refer to their copy of the *What Are Human Rights?* booklet. Ask the students, “What is your favorite human right?” Most will elaborate on their answer.

Vocabulary (5 min.):

communication: sending an idea or image across to another person to be received and understood. Communication can take place using the voice, writing, performance, music, photographs and other creative or practical means. Example: When I looked at the painting, I understood the artist’s *communication* about best friends.

art: a form of expression involving the creation of works with beauty, imagination and the intention to communicate new ideas in a creative way. Example: *Art* makes our world beautiful and interesting.

Show and discuss (10 min.):

Play UNITED. Ask, “Is this art? Does it have communication?”

Activity (30 min.):

The students will illustrate their favorite human right using the art form of their choice. Pass out paper and have students sign up for their selected medium.

- Make a drawing/painting.
- Produce a skit with other students.
- Photograph a scene that represents the human right.



- Make a song.
- Write a poem.
- Write a story.
- Make a clay sculpture or a clay scene.
- Choreograph a dance.
- Make a video.
- Sing UNITED.
- Other (there can be variations and other ideas).

Remind students that when they exhibit their creations, do their skits or sing UNITED, guests will be in attendance so they must do some rehearsal on their own. They will want to create a good impression.

Let students know that everyone will have a chance to exhibit their creations. They will be able to show their art or read their stories or sing their songs, etc., in the next or subsequent lesson.

Have students finalize what they are going to do and get them to work on refining their performances and skits so they are ready to present them to an audience.

Cleanup (5 min.):

Have the students finish and clean up.

Student challenge (optional):

Have the students learn all 30 human rights from *What Are Human Rights?* by heart. (It is not necessary for them to memorize the explanation underneath.) Students should be able to recite them to another student or the teacher.

(This is only a challenge for students who have not memorized them in an earlier Lesson Plan.)

You might want to offer the students who take up these challenges extra points, a special privilege, sticker or treat that they would appreciate.

■ End of Lesson



Human Rights Showcase

Lesson X: Teacher's Guide

Purpose:

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To provide a showcase for students to share their concepts of human rights. To reinforce student understanding of the 30 human rights by viewing presentations from fellow students.

Materials:

- *What Are Human Rights?* booklet

Handouts:

- Certificates (download from youthforhumanrights.org/downloads)

Time:

1. Preparation	5 min.
2. Showcase	40 min.
3. Certificates	10 min.
4. Cleanup	5 min.
Total time:	60 min.

Teacher preparation:

- Get confirmation of who will attend the presentation (VIPs, parents, other teachers, etc.). Plan where you will do the presentation so all the guests can be seated. Bring a camera to photograph and document the presentations.



- **Optional:** Go to a local frame or art store and request a donation of a black mat with an opening the size of your students' art paper. (Ideally obtain black, brown and navy. See tips below.)
- Invite parents and school administrators or another class.
- Prepare certificates with students' names and your signature.

Tips:

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- If all students memorized the 30 human rights, have them stand up and recite them in unison (or each student may recite one human right after the other, in correct sequence). Make it crisp, loud and lively. Congratulate them. They have made themselves able to communicate about, observe and better apply human rights by knowing them cold.
- If students plan to sing the UNITED song, have them rehearse it as a group until they can perform it well.
- Students who plan to do a skit should run through it a few times to be comfortable in presenting it.
- Time permitting, have each student bring his artwork to the front of the class and show everyone. Encourage each student to describe their piece briefly. Two-dimensional art can be held up with the mat in front to enhance it. If there is not enough time for each student to show his drawing to the group, make a display table for all artwork so the audience can browse the exhibits.
- Show UNITED to your audience.
- If time runs short at the end, students may be called up as a group to receive their certificate instead of one at a time.



Human Rights Showcase

Lesson X: Lesson Plan

This lesson is a showcase of the students' work from the last lesson. They will have a chance to exhibit, perform or recite their work.

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Student preparation (5 min.):

If necessary, give students five minutes to set up their exhibits, practice reading their stories or poems and make any other preparations.

Student showcase (40 min.):

Welcome the guests and tell them a little about the human rights program and the lessons you have been conducting.

Call on each student or student group one at a time to share their work.

Note: If some students have memorized the 30 human rights, call on them periodically to recite them to the class. In other words, call on student A to show his drawing, then student B to read her poem, then student C to recite the 30 human rights, then students D, E, F and G to perform their skit, then H to sing his song, then J to recite the 30 human rights and so on. This will reinforce the students' and the audience's understanding of the 30 human rights.

Certificates (10 min.):

This is the students' mini-graduation ceremony. Perform it with a sense of celebration and importance. Call the students up, congratulate them on their accomplishments and for the help they are now able to provide in the area of human rights and present them with their certificates of completion.

Cleanup (5 min.):

Have the students finish and clean up.

■ **End of Lesson**



C E R T I F I C A T E

This certificate is presented to

For making human rights a part of your thoughts and actions every day.

On this _____ day of _____ in the year _____

Teacher or Group Leader

The purpose of Youth for Human Rights International is to teach youth around the world about human rights so they become valuable advocates for tolerance and peace.

Learning to Be United



Human Rights Successful Application

Lesson XI: Teacher's Guide

Purpose:

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To gather feedback for assessing the success of this study unit and to commend students for becoming knowledgeable, active human rights supporters.

Materials:

- *What Are Human Rights?* booklet
- *The Story of Human Rights* film

Handouts:

- Learning to Be United—Success (See “Success” on page 145 or download from youthforhumanrights.org/downloads)
- Student Questionnaire (See “Before Starting” on page 15)

Time:

1. <i>The Story of Human Rights</i> film	10 min.
2. Discussion	15 min.
3. Define vocabulary	5 min.
4. Essay	15 min.
5. Questionnaire	10 min.
Total time:	55 min.



Teacher preparation:

- Reproduce the handouts.

Tips:

- Have a student write the essay questions on the board so the students can refer to them as they write.
- For a few weeks following these lessons, discuss human rights periodically. Find out what human rights students have noticed, used or done something about. Ask questions similar to the ones used for discussion in this lesson.
- Once this study unit is over, notice students who further human rights in their treatment of others, who make others more aware of human rights by telling about them or who take on projects to improve human rights situations. When you notice any such laudable behavior, write up what happened and send the information to YHRI via the post or by e-mail. It may be posted on the YHRI website. Let these students know you are proud of them.
- Show your administrators and fellow teachers the results of your human rights study unit and encourage them to implement the program in their classes or within their jurisdiction.



Human Rights Successful Application

Lesson XI: Lesson Plan

This lesson completes the *What Are Human Rights?* study unit. Follow each part of the Lesson Plan in the order below.

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Show (10 min.):

Once more, show *The Story of Human Rights*. This film will have even more meaning for the students. Though human rights advocacy is a lifelong theme, *The Story of Human Rights* will bring these lessons, at this time, full circle to a fitting conclusion.

Discussion (15 min.):

Ask the students if they have observed, since the study unit began, any human rights violations in their neighborhood, on the playground, on TV, etc.

Ask if they had an opportunity to help someone with human rights since studying these lessons.

Ask if anyone has been able to handle a situation better because they know their human rights.

Ask if they discussed human rights with anyone—their parents, friends, strangers, neighbors, et al. Have them describe the conversation and the result. Did they learn from the person? Did the person learn from the student? Did they agree on something?

Ask for their favorite part of the lessons on human rights.



Vocabulary (5 min.):

success: a good result; a good ending after working for something; having a sense of victory or accomplishment. Example: He had great *success* trying to swim across the pool.

Essay (15 min.):

Distribute the handouts “Learning to Be United—Success!” Have the students write a short essay. They should choose at least three of the following questions to answer and write a paragraph on each: *What did you like about learning your human rights? What new ideas did you get? Did you observe any human rights violations? Did you help anyone with regard to their human rights? Were you better able to control a situation because you knew your human rights? Did you communicate with someone about human rights and what did you talk about? What changed for you as a result of these lessons on human rights?* The essay should end with a paragraph stating with whom the student would like to share what he has learned and why.

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Post-assessment questionnaire (10 min.):

Let the students know you are handing out the same questionnaire they were given at the beginning of the study. Ask students to answer the questions to the best of their ability. It is not a test. It is simply to find out what they now know.

■ End of Lesson



One Miracle at a Time

Dr. Muhammad Yunus

Sometimes very big humanitarian movements have simple beginnings. As the child of rich parents in Bangladesh, Muhammad Yunus learned about helping poor people from his mother. From his Boy Scout leader, Quazi Shahib, he learned the value of good friends, leadership, being part of a group, thinking for himself and hard work.

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He studied hard and earned a scholarship to Vanderbilt University in Nashville, Tennessee, where he received a doctorate in economics. When he returned to Bangladesh and began teaching economics at university, he discovered that the ideas he had learned and was teaching to his students would not help the poor people of his country.

It was in 1974, when famine had killed more than a million people in Bangladesh, that Dr. Yunus decided to explore the poor villages to see what he could do. By the side of a road he met a very poor 21-year-old woman named Sufia Begum, who was weaving baskets from bamboo strips. When he talked with her, he discovered that she had to borrow money to pay for her bamboo from the rich businessman who bought her baskets when she finished making them. The businessman charged the woman a lot of money to borrow money—up to ten cents for every dollar, every week.

By the time the woman had finished her work, paid for more bamboo and repaid the money she had borrowed, she earned just two cents a basket. The businessman kept all the profit.

Dr. Yunus found out that if this woman had a little money—twelve dollars—she could buy her bamboo at a low price, earn much more money and not need the greedy businessman any more.

Dr. Yunus loaned her the money out of his own pocket and trusted that she would pay it back. His friends told him he'd never see his money again. They thought



he was just giving it away with false hopes. Lo and behold, a short while later, the woman paid back every penny.

Her life was better. She was more independent and not so poor. She and her family were creating change in their own condition. There was hope after all.

Dr. Yunus began organizing village women into groups of borrowers. At first this was difficult. They did not want to borrow money without being sure they could pay it back. But when one after another began to succeed, the idea caught on.

Dr. Yunus tried to interest banks in taking over the project, but they believed that poor people would not be able to repay their loans and banks were only in business to make money. Dr. Yunus' personal loans worked for one person, but it wasn't enough to help one village. He decided to start an independent bank for the poor, but the banks didn't believe in the idea.

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Fortunately, he met Abul Maal Abdul Muhith, who later became Finance Minister of Bangladesh. Mr. Muhith helped Dr. Yunus set up Grameen Bank in 1983 on the idea that the poorest of the poor could be trusted with "micro-credit"—very small loans with nothing but the person's promise to repay the loan. The pressure of being part of a borrower's group helped make sure the money was paid back.

At first Dr. Yunus wanted to give an equal number of loans to men as to women, but he found that women paid back the money better. At present, 94 percent of the bank's customers are women. Women spend the money to support their entire families.

Grameen Bank grew to serve 36,000 villages in Bangladesh and gave micro-loans for rice farms, fish farms, housing, cloth making and other small business activities. Today it is a big success.

As Dr. Yunus put it, "It is not the poor who are not creditworthy, it is the banks that are not peopleworthy."

Dr. Muhammad Yunus is a real hero to the poor in his home country and around the world. So much so, that he was awarded the Nobel Peace Prize in 2006.

Heroes become heroes by looking at situations for themselves with a "What can *I* do about it?" attitude, rather than "What can *they* do about it?"



The Littlest Civil Rights Hero

Ruby Bridges

On November 14, 1960, six-year-old Ruby Bridges walked the few blocks from her house to William Frantz Public School in New Orleans, Louisiana.

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TV cameras followed her.

Angry people shook nasty signs, yelled at the little African-American girl with the bow in her hair and threatened to hurt her.

The President of the United States, Dwight D. Eisenhower, had ordered armed federal marshals to keep the angry crowds back as Ruby walked to school. Neither the city nor state police would help. The marshals had to threaten to arrest people to keep the crowd under control.

Ruby didn't say anything. She just walked into the school with her head held high as her mother said she should.

Ruby was one of four African-American girls that the National Association for the Advancement of Colored People (NAACP) had chosen to test the erasure of an old Louisiana state law that said white and black children had to go to different schools. A U.S. judge said that Louisiana law about sending black children to a different school broke U.S. laws. He canceled the unfair state law, thus allowing black and white children to attend the same schools. Ruby accepted the role of being the first African-American child to study at an all-white school.

But laws don't change people. People change people.

That first year, Ruby was the only child in her class. For months she was the only child in the school! White mothers and fathers did not want their children going to school with a black girl and would not allow their children to be in the same school as Ruby.



She had no one to play with, no one to study with, no one to eat lunch with, but she went to school and did her work with a smile on her face. She didn't let the anger of others stop her from doing what she thought was right. Ruby learned how to read and how to write in an empty classroom in an empty building.

One day her teacher, Mrs. Henry, saw Ruby stop and turn. She thought Ruby was saying something to the crowd. When Mrs. Henry asked, Ruby said, "I wasn't talking, I was praying... I was praying for them."

Every day on her way to school, before arriving at the yelling crowds, Ruby had said a prayer. On this day, she had forgotten, until she was in the middle of the mob. The people were surprised when Ruby stopped on the walkway and said her prayer aloud, as if there weren't a soul around: "Please God, try to forgive these people. Because even if they say those bad things, they don't know what they're doing. So you could forgive them, just like you did those folks a long time ago when they said terrible things about you."

Ruby's father was a janitor. Her mother cleaned floors in a bank after she'd put her children to bed at night. Even with both parents working, Ruby's family sometimes went hungry. Ruby's mother took her children to church every Sunday from the day they were born. She wanted them to be close to God from the start. Ruby was being very brave. She went to school every day, did her work and never complained. Her whole family prayed for strength to get through any trouble that might happen because of the court decision. Both her parents were proud that Ruby had been chosen to make history.

After a few months, two white children came back to school, then a few more came back. Their parents didn't agree that having a black girl at their school was a good reason to stop their kids from getting a good education.

The next year the angry crowd gave up trying to scare Ruby away from her school. Ruby finished Frantz Elementary and went on to graduate from high school.

Years later Ruby's mother looked back on her daughter's experiences and said: "Our Ruby taught us all a lot. She became someone who helped change the country. She was a part of history, just like generals and presidents are part of history. They are leaders and so was Ruby. She led us away from hate and she led us nearer to knowing each other, the white folks and the black folks."

Ruby Bridges' story appeared in Norman Rockwell's painting *The Problem We All Live With* and in Robert Coles' book *The Story of Ruby Bridges*. She has also published her own book, *Through My Eyes*.

Today Ruby speaks at many schools and events across the country to tell her story and spread her message that we should appreciate all people, no matter their color. Ruby started the nonprofit Ruby Bridges Foundation to spread the belief that prejudice and racism can be eliminated through the education and inspiration of children. “Racism is a grown-up disease,” she says, “and we must stop using our children to spread it.”



Peacemaker

Oscar Arias Sánchez

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Costa Rica (“Rich Coast” in Spanish) is in Central America, that narrow strip of land that separates the Pacific Ocean from the Caribbean Sea, North America from South America. It has long been a peaceful country with no history of slavery.

It was in this peaceful land that, in 1941, Oscar Arias Sánchez was born into one of the country’s richest coffee-growing families.

Bordering his homeland are other Central American countries with a long history of turmoil—Panama and Nicaragua—and, north of Nicaragua, El Salvador and Honduras. As Oscar was growing up, bandits and drug lords, revolutions and dictators constantly plagued these neighboring countries.

Oscar was a very good student. He graduated from high school and went on to study economics and law at the University of Costa Rica, graduating in 1966. He continued his education abroad and for the next three years studied in England at the University of Essex and the London School of Economics, where he earned his doctorate degree. His thesis, “Pressure Groups in Costa Rica,” published in 1971, earned him the National Essay Prize.

Through school and his travels overseas, his interest in politics and human rights grew. He returned to a Central America that was both poor and troubled. He knew that people could be the best resource any country had if human development, education and democracy were encouraged and if someone could persuade the armies to stop fighting.

Dr. Arias Sánchez began planning and working for peace. In 1972, he was appointed Costa Rica’s Minister of Planning and Economic Policy. He was elected to Congress in 1978 and became secretary-general of the National Liberation Party in 1981. In 1986, he was elected president of Costa Rica.

As president, he often went out on his own to listen to the concerns of his people.

It was clear from the start that he not only sought to lead a nation at peace with itself but to advance a philosophy of peace and human dignity for the world to heed. “Mine is an unarmed people whose children have never seen a fighter or a tank or a warship,” he explained. He saw this not as a shortcoming but a benefit, for as he also stated, “Weapons do not fire on their own. Those who have lost hope fire them.”

While battles raged across his borders, he maintained a high ground of humanity. “My country is a country of teachers. It is therefore a country of peace,” he said. “Our children go about with books under their arms, not with rifles on their shoulders.”

Backed by the Soviet Union and Cuba, neighboring Nicaragua was locked in a bloody war with “Contra” rebels, who were funded—secretly, for the most part—by the U.S. government. The conflict knew no borders, having taken upwards of 100,000 lives in Guatemala and threatening to explode with equal force in El Salvador. Despite Costa Rica’s success in avoiding armed conflict, Nicaraguan and Salvadoran rebels threatened to camp out in Costa Rica and bring war within its borders. Standing firm, Dr. Arias Sánchez kept both armies at bay, pushing all the harder for peace in the region.

After winning the election, while preparing for his presidency, Dr. Arias Sánchez traveled through Central and South America, inviting heads of state to join him in San José, Costa Rica’s capital, for his inauguration. As a result, the presidents of nine Latin American nations were with him the day he took office. Meeting with them, he called for an agreement to defend democracy and liberty, stressing that all Central Americans are entitled to the same liberties and social and economic guarantees of democracy; that the peoples of each nation, through free and fair elections, have the right to choose the kind of government they decide is best—and *only* the will of the people could be the determining factor.

President Arias Sánchez was disappointed that his colleagues failed to forge an agreement, but his meeting moved them to start thinking differently. Considering all the work it took to just muster the diverse group, many in a similar situation would have taken a step back or even have given up. But not President Arias Sánchez; he knew that face-to-face communication was a more powerful weapon than any threats or guns or tricks—but it demanded a great deal more courage. He devised a means of gaining basic accord with the other Latin American leaders in 1987 when he created the Arias Peace Plan to end the crisis. It took many long days of conveying the benefits, of airing his ideas and hearing out those of the others. In the end, all nine nations signed the plan.

The effort won the respect of leaders and humanitarians far beyond the once-bloody Central American soil. Later in 1987, President Arias Sánchez received a



Nobel Peace Prize for bringing peace to Central America. Accepting the honor, he said, “My son Oscar Felipe... is eight years old today. I say to him and through him to all the children of my country, that we shall never resort to violence, we shall never support military solutions to the problems of Central America.”

Dr. Arias Sánchez has traveled the world bringing his vital messages to all people, most notably, “Peace is a never-ending process, the work of many decisions” and “Human security is a matter of human dignity. It is a child who does not die, a disease that did not spread, an ethnic tension that did not explode, a dissident who was not silenced, a human spirit that was not crushed.”

These are lessons we can all practice in the way we treat each other.



Freedom Fighter Who Wouldn't Fight

Mahatma Gandhi

Mohandas Karamchand Gandhi (1869–1948) was a leader in India's effort to win freedom from the British, who had ruled the country for nearly 90 years. He is referred to as *Mahatma*, which means "Great Soul."

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He was born in Porbandar, India, on October 2, 1869. His father, a well-known local leader, died when Gandhi was only sixteen.

When he was thirteen, Gandhi's parents arranged for him to marry a girl he did not know named Kasturba. These arranged marriages were the custom at the time. The couple's first of four sons was born in 1888, just before Gandhi sailed to London, England, to become a lawyer.

Gandhi returned to India in 1891, but was not successful as a lawyer in his home country. He decided to move to South Africa, intending to remain there only briefly. He arrived in 1893 and began practicing law.

In South Africa, then part of the British Empire, Gandhi was faced with horrible prejudice against Indians. They could not occupy first-class railroad cars if whites were present. Many hotels forbade them entry. They were beaten and called names.

Gandhi used the law to fight for the rights of the Indian people, but without violence. To protest injustices, he wrote letters and pamphlets and practiced peaceful non-cooperation: declining government services, refusing to cooperate with the authorities and exercising passive resistance, such as standing in front of a train to block its advance. After seven years, the South African government caved in to Gandhi's calls for justice. His "brief" law job in South Africa had turned into a 20-year struggle for human rights. He was ready to return home and in 1914, he finally resettled in India.



At the age of forty-five, Gandhi began his efforts to free his homeland from the control of the British and bring independence to his country and people. He urged his fellow Indians not to buy anything made in Britain. He led peace marches and went on hunger strikes. He told thousands to refuse to follow any British law that was unfair.

The British government did not like what he was doing and, in 1922, he was jailed for two years. His colleague, Jawaharlal Nehru, continued the struggle for India's political freedom.

But Gandhi did not give up and within fifteen years of his return to India, he had become the leader of the movement for Indian independence. The British arrested him again, but he believed that to be imprisoned for a just cause was honorable.

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On August 15, 1947, India became an independent country with Nehru as its first prime minister. But fighting took place between the major religions of India: Hindu and Muslim. In January 1948, at the age of 78, Gandhi began a fast with the aim of stopping the bloodshed. After five days, the opposing leaders promised to cease fighting and Gandhi ended his fast.

He was assassinated twelve days later.

Gandhi set an example for millions. Dr. Martin Luther King, Jr. used many of Gandhi's methods to make social change in the U.S. Among Gandhi's messages are:

- *"Happiness is when what you think, what you say, and what you do are in harmony."*
- *"Always aim at purifying your thoughts and everything will be well."*
- *"Hate the sin, love the sinner."*
- *"Honest differences are often a healthy sign of progress."*
- *"I want freedom for the full expression of my personality."*
- *"The weak can never forgive. Forgiveness is the attribute of the strong."*
- *"You must be the change you want to see in the world."*



Human Rights Advocate

Ralph Bunche

Detroit, Michigan, of August 7, 1904, was a place where people of different races were kept separate, where “Yes Sir” was the reply expected from any man of color. Black people were not free and equal. This was the world of Fred Bunche, black barber to white clients only, on the day he and his wife Olive welcomed their new son and future Nobel laureate Ralph Johnson Bunche into the world.

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The happy parents did not imagine the unusual future of their baby boy. Neither did the baby’s grandmother, “Nana” Johnson, who had been born a slave. But all three believed in the power of faith and love and they spent their love freely.

Many years later Ralph would describe his family life: “We were a proud family—the Johnson clan. We bowed to no one; we worked hard and never felt any shame about having little money.”

When Ralph was ten, Fred Bunche moved the small family to New Mexico. Neither he nor his wife were in good health and Fred believed the dry desert air would make for a better life than Detroit.

Ralph’s father and mother died two years later, so “Nana” Johnson took Ralph and his sister to Los Angeles, California. Life was not easy in LA, but his grandmother Nana was a strong and determined woman. Ralph took jobs selling newspapers and working as a houseboy for a film actor to bring needed money to his family.

Whatever Ralph did, he did as well as he possibly could. He won prizes in elementary school and graduated top of his class from Jefferson High School. He was a champion in debate and a multitalented athlete competing in football, baseball, basketball and track.

Dedication to his studies helped Ralph enter the University of California at Los Angeles (UCLA). A scholarship paid for his college fees, but he had to work as a janitor to pay for food, rent and other living expenses. In 1927, his determination



and faith in his dream paid off. He graduated at the top of his class and earned a chance to attend Harvard University.

The LA black community was so proud of Ralph Bunche, they raised a thousand dollars—a lot of money in 1927—to help him go to Harvard to earn his master's degree.

He would remain at Harvard for six years in pursuit of his doctorate degree. He impressed people so much with his ability to do important work that he was given money to travel to Africa and study the French colonies (areas that are controlled by a country far away from them) of Togoland and Dahomey for his doctorate. His interest in colonies would later lead to an important job at the United Nations.

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Though Dr. Ralph Bunche had obtained the highest degree a university offers, he continued to study in order to learn more about the world. He also held important positions at Harvard University, Howard University and the New York City Board of Education.

But he did not limit himself to teaching. He was active in the growing civil rights movement in the United States. Many people wanted his help and Dr. Bunche worked harder than ever to improve conditions for other people who did not have basic human rights.

During the 1930s, while teaching at Howard University, Dr. Bunche organized conferences and led efforts to improve the status of black people in America. In one 1935 conference, he brought together people from all levels of society, so that each could have a say about the unequal treatment of black people. He wanted everybody to have an equal chance to communicate. How else could everyone understand the whole situation?

In 1944, after five long World War II years, it looked like the fighting was winding to a close. Knowing how bad the war had been, men from the nations of China, Russia, United States and Great Britain joined together to work out how they could prevent future wars. Dr. Bunche was invited to help and advise them.

On October 24, 1945, only a month and a half after the war ended with the surrender of the Japanese Empire, the final plans and agreements (called a charter) were signed in San Francisco by fifty-one nations, for a peace-keeping body that called itself the United Nations.

Dr. Bunche said, “The United Nations is our one great hope for a peaceful and free world.” By itself this would have been a major life's work. But Dr. Bunche was still not satisfied. More needed to be done.

While leaders agreed to have peace, it could not be lasting if citizens in the world's countries did not have human rights. Dr. Bunche worked with Eleanor Roosevelt, who was head of a committee to draft a list of basic human rights. This list, the Universal Declaration of Human Rights, became the guide for all efforts the United Nations would make for peace and security.

Dr. Bunche continued his work for the United Nations. Many member nations had colonies in Asia, Africa, India and on a number of islands.

After World War II these nations began setting their colonies free. In 1946, the United Nations Secretary-General (the leader of the UN) put Dr. Bunche in charge of a department that helped these former colonies learn to rule themselves. His work resulted in nearly a billion people of color becoming free to make their own political decisions and form their own governments.

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Dr. Bunche's most important and hardest job did not begin until June of 1947, however. Palestine, a colony of Great Britain, was about to be set free and the United Nations' role was to see to it that the process was peaceful. But the Arabs and Jews living there had been at war with each other for a very long time. For hundreds of years each felt they deserved all the land.

This was the first major test of the United Nations' peacekeeping role in the world. It was also one of Dr. Bunche's toughest personal challenges, as he became the leader of the United Nations diplomatic corps in Palestine after its first leader was killed. Dr. Bunche carried on, living every day with the possibility that one side or the other would shoot him. After eleven months of talks, Dr. Bunche had helped establish the new country of Israel and gained the agreement of the four neighboring Arab countries to stop war and talk peace.

For his leadership in helping these countries come to peace in the Middle East, New York City gave him a parade, Los Angeles declared a Ralph Bunche Day, the National Association for the Advancement of Colored People (NAACP) named him director and, in 1950, he received the Nobel Peace Prize.

But Dr. Bunche could not rest. As a UN representative, he continued to work to bring peace to many countries and prevent wars from happening. At the same time, he continued to work on human rights violations at home, marching shoulder to shoulder with Dr. Martin Luther King, Jr., for fair treatment of African-Americans. Each situation he became involved in affected the lives of millions of people.

Dr. Bunche worked with enthusiasm for others because he believed in the deep-down goodness of people. He knew a person's actions were more important than their differences in language, color, age, religion or beliefs. In a speech he said,



“There are no warlike people—just warlike leaders.” He was a true humanitarian who shattered barriers between people and solved problems peacefully.

This was a man who demonstrated that “disadvantages” cannot stop a person who is determined to succeed. Dr. Ralph Bunche always believed and daily proved that “hearts are the strongest when they beat in response to noble ideals.”



Things Anyone Can Do for Human Rights

1. Show someone UNITED (on the DVD). Talk about it. Ask who they want to show it to. Tell them about Youth for Human Rights' website so they can learn more: youthforhumanrights.org
2. Give someone the booklet, *What Are Human Rights?* Ask them to read it.
3. Get a copy of the "30 Rights, 30 Ads" public service announcements and show at least three of them to family, friends and as many people as possible.
4. Write letters to the leaders of your city and country stating that you would like to see the Universal Declaration of Human Rights go into full use. Ask what they intend to do to make this happen and how you and your friends can help.
5. Teach someone about their 30 human rights in the United Nations Universal Declaration of Human Rights.
6. Volunteer some time to support your local library, reading center or school newspaper and help bring greater knowledge to others.
7. Find and read a storybook about a humanitarian to a younger person. Talk about the human rights violation in the story and how it was solved.
8. Take care of your environment so that you and others can enjoy good health, as well as leisure outdoors. For example, plant a tree or pick up trash.
9. Give your help at a food bank or homeless shelter. You could, for instance, start a food drive at school or in your neighborhood.
10. Start a Youth for Human Rights Club to teach human rights to others and do human rights projects with friends.



THINGS ANYONE CAN DO FOR HUMAN RIGHTS

11. If you see someone being teased over what he is saying, speak up for his right to share his opinions.
12. When someone else has something you would like to use, ask if they are willing to share and offer them something that you are willing to share in return. If they do not want to share, respect their right to own and control their own things.
13. Make a drawing, skit, song, video, poem or essay about one of the 30 human rights or the subject of human rights in general and share it with others.
14. Speak up if someone says damaging things to make another person look bad. Ask him to communicate directly to the person involved so that any misunderstandings, untruths or valid complaints can be remedied.
15. Know your rights by heart and don't let anyone take them away. Tell others about their human rights. Talk about human rights with your friends. Show them some websites with information about human rights.
16. Make an appointment with a leader in your community and show them UNITED and then 3–5 of the visual stories (public service announcements). Usually the best PSAs to show someone are 1–3 and 29 in addition to any that are of particular interest. Ask the leader's help to show the PSAs to as many people as possible.
17. If you are old enough to vote, be sure to do so. Encourage others to vote and to take part in public affairs.
18. Let people know how you feel about mistreatment of others in your community, your country or the world. For example, you can speak out at community events or public meetings, write letters for publication in your local newspaper or send letters to your elected representatives according to the laws in your country.
19. If you see or know of someone who has downloaded music from the Internet without paying for it and violated copyright laws, speak up and let them know they are in violation of the law and also violating the rights of others and their artistic creations.
20. Support human rights organizations or groups that work to safeguard one or more of the 30 human rights.
21. Do at least one of the above and encourage your friends and family to do the same.



Success

We recommend that you obtain written testimonials from your students. Keep your eyes and ears open for a student who is pleased about what he's learned, who talks to others enthusiastically, who has shown a change of attitude, who likes the lessons and activities or who wants to do something for human rights. Ask the student, "Would you like to write a success story?" or "Would you please tell me about it by writing it for me?" or "Would you please share your success?" and hand him the blank success paper provided on the next page.

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Opportunities will come up to collect random successes during the lessons. And during Lesson XI, all students will write one.

Your experience as a teacher of human rights is valuable. Youth for Human Rights International (YHRI) wants to hear from you. Tell us how your lessons go and what your students are doing for human rights. Send a list of your students' names and good copies of their successes and photos. Include your own report of results so that YHRI can post some or all of your data on the YHRI website. Though we cannot guarantee the photos will be used, we will try to post photos representing as many groups as possible. As long as we can read the names clearly, all students will be acknowledged on the website. (Requests for confidentiality will be respected.)

We cannot return photos, successes or other items, so please send only copies that you are willing to share permanently.

We also want to honor the students who've earned a "Learning to Be United" certificate. Send us their names and achievements and we will select some to post on the Web.

You and your students deserve recognition! Send feedback, student names and photos to:

Youth for Human Rights International

1954 Hillhurst Ave. #416

Los Angeles, CA 90027 USA

e-mail: info@youthforhumanrights.org



Glossary of Terms

abuse: treatment that is unkind, cruel or unfair. Example: I do something to stop it if I see *abuse*.

advocate: a person who supports or speaks in favor of something. Example: The owner of the company was an *advocate* for women's rights.

affordable: able to be paid for without much difficulty. Example: The car was *affordable*, so I bought it.

art: a form of expression involving the creation of works with beauty, imagination and the intention to communicate new ideas in a creative way. Example: *Art* makes our world beautiful and interesting.

article: a section of a document that deals with a particular point. Example: There are 30 *articles* in the Universal Declaration of Human Rights.

assembly: the gathering together of people to discuss or work on a common purpose; a meeting of people to work together to accomplish something. Example: The *assembly* of her friends at the park was to start a human rights club.

asylum: protection or safety from danger or harm provided by a safe place to be. Example: When his rights were threatened, the writer hoped for *asylum* in Australia.

boarding school: a school where students also live and eat; it is away from home. Example: She enjoyed going to a *boarding school* out in the countryside.

cancel: to examine books, speeches, news stories, movies, mail, etc. and order that they be changed or removed, so that people can't see or hear them, because someone thinks they are harmful. Example: The administration may *cancel* the books being placed in their library.



chorus: a repeated part of a song, sometimes sung by all the singers together.

Example: The *chorus* was repeated many times and all the students joined in.

citizen: a person who has a right to live in a country because he was born there or because he has been accepted with full rights in that country. Example: I am a *citizen* of France.

committed: feeling strongly about something and willing to work hard for it; dedicated. Example: He was *committed* to improving human rights in his country.

communication: sending an idea or image across to another person to be received and understood. Communication can take place using the voice, writing, performance, music, photographs and other creative or practical means. Example: When I looked at the painting, I understood the artist's *communication* about best friends.

concerted: planned or done by two or more people working together or with the same goal. Example: The team won through the *concerted* efforts of all team members.

contempt: viewing or treating someone as low or worthless. Example: The man had *contempt* for people who use violence to get what they want.

copyright: the legal right to be the only one to make copies of a piece of writing, art, photograph, music or other artistic creation. If you created it, it's yours, unless you give permission for someone else to copy it. Example: A *copyright* will protect you from people who copy your song and sell it to make themselves money.

court: a meeting of all persons who are involved in a situation that needs a legal judgment or decision. This might be to determine if someone has committed a crime or to settle a disagreement or to reach a decision about how the law will be carried out in a particular situation (case). A court usually consists of a judge or judges, a jury, lawyers and the people who assist them. Example: The *court* will continue tomorrow morning.

culture: art, music, literature (the valuable, creative written works of a society), ideas, scientific progress and other creations of a people or people in general. Example: I enjoy *culture* when I can listen to music with my friends.

debate: an organized discussion of something in public; usually two people or two teams who each take an opposite view about an idea and take turns discussing their opinions. Example: The *debate* began after the teams shook hands.

declaration: the act of announcing or making something known; a document showing that those who signed it are showing their agreement with certain ideas. Example: He signed the *declaration* yesterday.

democracy: a form of government in which the country's people can participate and vote for how the country is to be run. Example: In our *democracy*, each person's thoughts count.

detained: kept from going; held back; delayed. Example: The man wanted to know why he was *detained*.

detainment: the condition of being detained or being kept from going. Example: The man wanted to know why he was kept in *detainment*.

dignity: a proper sense of pride and respect. Example: Their mother kept her *dignity* despite being very poor.

disabled/disability: having a condition of being unable to move, work or act in a usual or healthy way; unable to perform some basic daily tasks without difficulty. Example: The girl with *disabilities*, though in a wheelchair, was the top student in her class and well liked by all.

discriminate: to show an unfair difference in treatment; to deny equal rights to certain groups of people. Example: Ignorance and poor education can cause people to *discriminate* against individuals of a particular religion.

discrimination: an unfair difference in treatment; denying equal rights to certain groups of people. Example: That company hires people without *discrimination*; they hire based on ability.

duty: a moral or legal obligation; a responsibility. Example: I have a *duty* to help my mother and father.

education: the acquiring of knowledge and ability, usually through teaching and learning, especially at a school or similar place. Example: *Education* is most valuable when we do something with our learning.

elude: to keep from being seen, understood or remembered by. Example: He managed to *elude* authorities by fleeing to a different country.

enumerating: the act of counting or naming, one by one; listing. Example: He wrote a letter *enumerating* his list of complaints.

equal: having the same status, rights or opportunities as another or others. Example: Both the girls have an *equal* chance to enter the tennis competition.



expression: the communicating of thoughts or feelings through spoken or written words, art, entertainment, etc. Example: Maria was good at the *expression* of her ideas because she knew many words.

fair: honest, according to what is right, following the rules; not based on prejudice or meanness. Example: The coach made a *fair* decision in choosing the winner.

fairly: in a fair, honest, reasonable way. Example: The boy was treated *fairly* after he told the teacher what he had done.

free: able to do, act or think as one pleases; not under the unwanted control of another. Example: We are *free* when we can make choices about our jobs, our education, care of our bodies and which religion we believe in or choose not to believe in.

freedom: ability to be, to do and to have or to not be, not do and not have what one wants. Example: Her *freedom* increased when she learned her human rights.

gender: the state of being male or female. Example: It is difficult to tell the *gender* of some birds.

gossip: chatter with no helpful purpose about other people and their personal matters when they are not present, especially using false or incomplete data to embarrass the person or make them seem less. Example: The men *gossiped* about their boss until the boss walked in.

government: the person or persons authorized to administer the laws; the ruling power; the administration. Example: The *government* of the United States is based in Washington, DC.

hafta: a slang pronunciation of “have to,” meaning must or need to. Example: I *hafta* go to the store for some milk.

human: of, relating to, or characteristic of people or human beings. Example: We are educating others for the survival of the *human* race.

human rights: every person is entitled to certain fundamental rights, simply by the fact that he or she is a human being. These are called *human rights*. They are not *simply* a privilege, which can be taken away at someone’s whim. They are *rights* because they are things one is legally and morally entitled to as part of one’s existence. Example: Without knowing your *human rights*, it is difficult to have them or keep them.

human trafficking: the buying, selling and transport of human beings for profit. These people are forced to work in inhuman conditions or in illegal occupations

with little or no hope of escape. Example: *Human trafficking* is not only a situation in developing countries but instances can be found in major nations as well.

in vain: without success, not accomplishing what is intended. Example: He searched for his shoe *in vain*.

innocent: blameless; free from guilt or wrong; not doing harm. Example: The boy was *innocent* of taking the cookies.

judge: a person, usually an experienced lawyer, who is given the power to supervise trials or other law cases and decide what laws apply. Sometimes a judge hears the facts and then makes the decision needed in a legal case without a jury. Example: The *judge* said the man could not give his opinion and try to say it was a fact.

judgment: the ability to come to opinions about things; power of comparing and deciding; understanding; good sense. Example: Every rule should be applied with understanding and *judgment*.

jury: a group of people chosen to listen to the evidence in a law trial and then to reach a decision or verdict. Example: Being on a *jury* requires one to pay attention to facts and evidence in order to seek truth.

justice: being fair and right, especially in the way decisions are made in applying rules or the law. Example: The man asked for *justice* when lies were printed about him in the paper.

kangaroo court: 1. people who decide to have a trial, done in their own way, against someone they want to find wrong things about or punish. It is done without respect for human rights or the truth. Example: The *kangaroo court* was held by thieves at midnight in the woods.

2. any court that appears to be dishonest and in which the principles of law and justice are ignored or where a court delivers a judgment that seems to have been decided in advance. Example: Newspapers said the trial did not represent justice, but was a *kangaroo court*.

law: a system of rules made by a government for all the people in a town, state or country. Example: The *law* used to be made by kings and queens; now it is made by people who are elected.

lawyer: a person who has been trained in the law, especially one whose profession is advising others in matters of law or representing them in legal situations. Example: I asked my *lawyer* to determine if my plan was legally correct.



life: the condition that distinguishes animals and plants from inanimate matter, including growth and continual change preceding death; the state of being alive as a human being. Example: She doesn't want to die; she loves *life*.

literate: able to read and write. Example: It is a joy to be *literate* and able to read good books.

meet: to get together with somebody or a number of people to discuss, plan, do things, etc. Example: Let's *meet* next week to practice some songs.

nationality: the status of belonging to a particular nation. Example: Because he was a citizen of Spain, his *nationality* is Spanish.

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nemesis: punishment, getting back at someone because they deserve it or seem to deserve it, bringing someone down. Example: *Nemesis* creates fuel for more hatred and no one really wins, especially the hater.

opportunity: a good chance; a situation that will help achieve a goal or desire. Example: The boy has an *opportunity* to learn how to play football.

order: a peaceful condition in which people obey the rules and respect one another. Example: When there is *order* in our city, we can walk around without worry.

pirate: to use or reproduce somebody else's work without their permission in order to make money (illegally). Example: He was caught *pirating* a CD.

pledge: a promise or agreement that shows true and honest intention to do or provide something. Example: The godparents *pledged* to love and teach their new godchild right from wrong.

prejudice: a bad idea of or a dislike of someone, before knowing much about them, based on a false idea of their group, race, religion, etc. Example: Sadly, her *prejudice* prevented her from enjoying the company of some very wonderful people.

primary school: in a number of countries, this means the most basic education from kindergarten through 6th grade. The usual ages would be 5 years old to eleven or twelve. Example: In *primary school* we learned to read, write and calculate.

privacy: freedom from secret observation, intrusion or attention of others; freedom from unwanted and enforced observation, intrusion or attention of others. Example: My *privacy* was violated when the girl across the street looked into my kitchen for two hours with her binoculars.

protocol: a standard procedure or exact plan for research or scientific experiments.

Example: As a scientist, she had to follow the *protocol* for each experiment precisely.

prove: to show that something is true or correct. Example: He was able to *prove* the girl set the alarm off.

rebuttal: an act of saying something is not true or correct by presenting facts or convincing reasons; disprove. Example: The girl had a lot of facts to use in her *rebuttal*.

religion: belief in the spiritual nature of man; a set of spiritual beliefs and practices concerning the cause, nature and purpose of the universe that help a person understand and overcome the problems of existence. Example: Though the exhibit showed *religions* of many different kinds, there was a common thread in all of them.

responsibility: being willing to take charge of something, to make something happen; to recognize being the cause of something and continue to take care of it. Example: He took *responsibility* for educating others on human rights.

rights: claims (things you are legally allowed to have) or freedoms to be, do or have something. Example: His *rights* are protected by law.

rumor: a report or a statement said as if it were true, yet it may not be. Example: It was mere *rumor* that the woman had at one time been an acrobat in the circus.

safe: not being dangerous or harmful and not likely to cause loss; that does not make one worry about harm or danger. Example: In the mountain castle, we were *safe* from the storm.

security: feeling safe or sure; not worrying about danger, survival or what will happen. Example: We all want the *security* that when we are older, we will be able to take care of ourselves.

seek: to try to find or achieve something. Example: George *seeks* a school where there are lots of books and a library, because there are very few books at his school.

shelter: being protected and made safe from weather, dangerous animals and other safety concerns; being able to have a covering which gives a safe place to sleep and eat and if necessary, to work. Example: The campers needed to have *shelter* from the mosquitos and wind.



slavery: a system involving force to make people work, usually for very little or no pay; using threats, lies or tricks to make people provide some kind of service that they are unwilling to do. Example: *Slavery* happens in many countries.

social: having to do with human beings living together in a group or groups; the way people interact and cooperate in groups. Example: *Social* studies are about people and the way they live together.

social security: a system where governments provide financial help or services. This ensures that everyone who has contributed something to the society receives help when needed for food, medical care, education, etc., especially if they are no longer working due to disability (having a condition that makes one not as able to do something, such as illness, a broken bone, etc.) or age. Example: *Social security* can make us feel confident that there will be help in our old age, if need be.

struggling: trying very hard to survive or overcome difficulties. Example: She was *struggling* to feed her family.

success: a good result; a good ending after working for something; having a sense of victory or accomplishment. Example: He had great *success* trying to swim across the pool.

thought: ideas, plans, opinions and creative imagining. Example: Leaders of the country respected the *thoughts* of their people.

torture: purposely causing extreme pain to someone, usually for punishment, persuasion or discrimination. Example: That movie had a horrible scene with *torture* that made me close my eyes.

trade union: a group of workers who join together to make situations better in companies where they work. For example, a trade union might talk to the heads of the company to obtain better wages. As a united group, they have more power to improve the situations in their company. *Trade* means a kind of business or work one does. *Union* means together as one. Example: A teachers' *trade union* can make sure all teachers are given a desk to work at.

trafficking: exchanging or buying and selling of things illegally. Example: Drug *trafficking* is done over international borders.

trial: the examination of evidence and law to decide a case brought to court. Example: The *trial* is about to begin.

try: the verb form of *trial*, meaning to carry out the trial of someone in a court of law.

Example: The government will need to *try* the man before it is officially decided he is a spy.

UDHR: Universal Declaration of Human Rights.

united: joined together; working as a team to accomplish a purpose; having agreement and working together because of it. Example: As a *united* group, the students were able to accomplish more than one person alone.

United Nations: an organization composed of many countries who have agreed to work toward peace and human rights for all people. Example: With help from the *United Nations*, many countries have prevented war.

universal: of, for or shared by all. Example: The need for food is *universal*.

violation: the breaking of a law, rule, agreement, promise, etc.; a situation that goes against a promise, agreement or a natural right. Example: When someone is tortured, it is a *violation* of human rights.

wage: money paid for one's work. Example: He made a good *wage* by taking care of people's pets for them.

YHRI: Youth for Human Rights International.



Correlation of Model Education Standards to What Are Human Rights? Lessons

From: Education World, educationworld.com/standards

Lesson I:

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Social Studies

NSS-C.5-8.4—Other Nations and World Affairs:

- How is the world organized politically?
- How has the United States influenced other nations and how have other nations influenced American politics and society?

NSS-WH.5-12.9—Understands the search for community, stability, and peace in an interdependent world.

NSS-USH.5-12.8—Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

NSS-C.5-8.5—Roles of the Citizen:

- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?

Lesson II:

Social Studies

NSS-WH.5-12.9—Understands the search for community, stability, and peace in an interdependent world.



NSS-USH.5-12.8—Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

NSS-C.5-8.5—Roles of the Citizen:

- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?
- What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
- How can citizens take part in civic life?

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Lesson III:

Social Studies

NSS-G.K-12.4—Understands the characteristics, distribution, and complexity of Earth's cultural mosaics.

Language Arts

NL-ENG.K-12.7—Evaluating Data: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Lesson IV:

Social Studies

NSS-USH.5-12.9—Understands the struggle for racial and gender equality and the extension of civil liberties.

Language Arts

NL-ENG.K-12.1—Reading for Perspective: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Lesson V:

Social Studies

NSS-C.5-8.3—What is the place of law in the American constitutional system?

Lesson VI:

Geography

NSS-G.K-12.2—Places and Regions:

- Students should understand the physical and human characteristics of places.
- Students should understand how culture and experience influence people’s perceptions of places and regions.

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NSS-G.K-12.4—Human Systems: Students should understand the characteristics, distribution and complexity of Earth’s cultural mosaics.

Language Arts

NL-ENG.K-12.5—Communication Strategies: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Social Studies

NSS-C.5-8.5—Roles of the Citizen:

- What are the rights of citizens?
- What are the responsibilities of citizens?

Lesson VII:

Language Arts

NL-ENG.K-12.4—Communication Skills: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.12—Applying Language Skills: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).



Lesson VIII:

Language Arts

NL-ENG.K-12.4—Communication Skills: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Technology

NT-K-12.2—Social, Ethical, and Human Issues:

- Students understand the ethical, cultural and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

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Lesson IX:

Language Arts

NL-ENG.K-12.12—Applying Language Skills: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Fine Arts

NA.5-8.8—Understanding Relationships Between Music, the Other Arts, and Disciplines Outside the Arts: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works).

Lesson X:

Language Arts

NL-ENG.K-12.11—Participating in Society: Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



Fine Arts

NA-VA.5-8.1—Understanding and Applying Media, Techniques, and Processes:

- Students select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.
- Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

Lesson XI:

Health

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NPH-H.5-8.5—Using Communication Skills to Promote Health:

- Describe how the behavior of family and peers affects interpersonal communication.
- Demonstrate healthy ways to express needs, wants and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate communication skills to build and maintain healthy relationships.
- Demonstrate strategies to manage conflict in healthy ways.



Assessment Protocols

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The assessment for prior knowledge, given in the earlier section “Before Starting,” should be done regardless of additional assessments outlined in this section.

The teacher or group leader who wishes to further substantiate the results of the lessons he delivers from this handbook can do the additional assessments given here. If you administer all assessments described here, the assessment for prior knowledge should be done last, as shown in this section. These assessment protocols will assist you in promoting human rights education to your school administration or department of education. These may also prove valuable should you decide to pursue grants and other funding opportunities for human rights education programs based on this Educator’s Guide.

Each assessment is a two-part exercise: pre-assessment and post-assessment. Post-assessment will be carried out exactly as pre-assessment.

It is very important to an accurate measurement of results that you administer the same assessment procedure again, after the *What Are Human Rights?* and/or UNITED study units are complete.

By documenting the statistics before and after implementing the program, you are able to determine the level of success you have achieved.



Statistics Assessment

Instructions:

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Determine relevant statistics, such as:

- Attendance
- Office referrals
- Suspensions

Collect the relevant statistics for a three-month period from your records or from the administration offices of your school. This may also be done for a one-month period if the records are not available for three months.

You will collect two sets of statistics and compare. One set represents activity prior to the lessons, the other set provides post-lesson statistics.



Independent Thinking Assessment

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Instructions:

1. Do not tell students of the upcoming human rights lessons. Do not say anything about human rights.
2. Distribute the “Problems/Solutions” handout to students. Ask them to fill it out to the best of their ability. Emphasize that this is not a test. They may write an answer or they may write, “Not sure.” It is not necessary for the students to write their names, but the date must be written.
3. As with every assessment, there must be a “before and after” comparison. You will administer the same assessment after the study unit is complete.
4. After administering the assessment, you will compare responses by tabulating the percentage of answers given to the “a” items (instead of percentages, you may also do a simple numeric count of answers and include how many were handed out in total). For this tabulation, you are not concerned about *what* the answers are or the quality of the answers, you are simply counting how many answers you got *before* and how many answers you got *after*.
5. Now tabulate the percentage of “YES” answers to the “b” questions. Compare *before* and *after*.
6. Now tabulate percentage of solutions offered for the “c” items.
7. Make a chart to show the results.
8. Next, you can evaluate the quality of the answers and note your observations with specific examples.



Problems/Solutions

Date: _____

Directions: This is *not* a test. If you do not have an answer, just write “I’m not sure” or “I don’t know.” (Use additional paper as needed.)

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1a. Describe a problem in the world today.

1b. Is there a solution for this problem? (circle one) YES NO

1c. If so, what would a solution be?

2a. Describe a problem in your neighborhood.

2b. Is there a solution for this problem? (circle one) YES NO

2c. If so, what would a solution be?

3a. Describe a problem in your school.

3b. Is there a solution for this problem? (circle one) YES NO

3c. If so, what would a solution be?



Assessment by Student Feedback

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An important assessment tool is feedback directly from the students. The essay assignment in Human Rights Successful Application Lesson XI is designed to capture this feedback.

Students' successes or realizations concerning human rights, getting along with others, the power of teamwork or any other lesson learned from UNITED or *What Are Human Rights?* can, at any time, be recorded by the student on the "Learning to Be United" success form. The purpose of these forms should be explained to students. Make the forms readily accessible for students to write their positive feedback whenever they have something to share.

Be sure to notice when a student shows enthusiasm or any positive reaction to the lessons and encourage him to write about it on the success form. Acknowledge him for his success.

Save all success forms submitted by students for documentation of results.



Prior Knowledge Assessment

Use the Student Questionnaire provided in the section, “Before Starting.” Follow the instructions given in that section. The Student Questionnaire should be done regardless of other assessment exercises. This is the most important assessment for general use.

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Universal Declaration of Human Rights

Abridged for Youth

1. **We are all born free and equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't discriminate.** These rights belong to everybody, whatever our differences.
3. **The right to life.** We all have the right to life, and to live in freedom and safety.
4. **No slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No torture.** Nobody has any right to hurt us or to torture us.
6. **You have rights no matter where you go.** I am a person just like you!
7. **We're all equal before the law.** The law is the same for everyone. It must treat us all fairly.
8. **Your human rights are protected by law.** We can all ask for the law to help us when we are not treated fairly.
9. **No unfair detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The right to trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're always innocent till proven guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The right to privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. **Freedom to move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The right to seek a safe place to live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. **Right to a nationality.** We all have the right to belong to a country.
16. **Marriage and family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. **The right to your own things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. **Freedom of thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. **Freedom of expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. **The right to public assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. **The right to democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. **Social security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. **Workers' rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. **The right to play.** We all have the right to rest from work and to relax.
25. **Food and shelter for all.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
26. **The right to education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. **A fair and free world.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No one can take away your human rights.**

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