RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights

Human Rights Education

The Human Rights Education Program is designed to introduce international human rights and responsibilities to K-12 students. It uses the framework of the Universal Declaration of Human Rights to help students understand and appreciate common human values, to encourage them to apply international standards to their own lives, and to support positive student action to remedy human rights violations in their own communities.

The Advocates
FOR HUMAN RIGHTS

Getting Started

STEPS TO BECOMING A HUMAN RIGHTS EDUCATOR

"To educate is to believe in change"
~Paulo Freire

Teachers aspire to provide children with an education that prepares them for a happy and productive life; in which they learn to have respect for others in a setting in which they, themselves, are safe. These are also human rights goals. In the U.S., most children have experienced freedom of thought, conscience, and religion; the right to education; and the freedom of movement. However, many also experience denial of their rights through bullying, name-calling, lack of quality education for particular groups, or more serious abuse.

These challenges are not unique to the U.S. Based on growing international agreement, the United Nations adopted the World Program for Human Rights Education on December 10th, 2004, citing the following benefits of human rights education (HRE):

- HRE helps improve the effectiveness of the national education system as a whole, enabling the education system to fulfill its fundamental mission to secure quality education for all.

- HRE improves quality of learning achievements by promoting child-centered, participatory teaching, and learning practices and processes.

- HRE increases access to and participation in schooling by creating a rights-based learning environment that is inclusive and welcoming and fosters universal values, equal opportunities, diversity, and non-discrimination.

- HRE contributes to social cohesion and conflict prevention by supporting the social and emotional development of the child and by introducing democratic citizenship and values.

With these goals in mind, we have created this edition of Rights Sites News as a primer for all teachers interested in getting started as a human rights educator. To make it simple, we have broken down the process into five steps:

Step 1: WHAT Are Human Rights?
Step 2: WHY Adopt Human Rights Education?
Step 3: HOW Do I Teach Human Rights?
Step 4: WHO Should Be Involved?
Step 5: WHERE Can Human Rights Take My Classroom?

Each step answers a basic question and invites you to dig deeper with supplemental resources, tips, and tools. We hope this newsletter marks the beginning of a great adventure into the world of human rights for you and your students.

STEP 1 WHAT Are Human Rights?

Human rights are:

- the rights everyone has simply because they are a human being;
- a set of standards that protect the dignity and freedom of individuals;
- the foundation of equality, justice, and peace;
- essential to the full development of individuals and communities; and
- guaranteed to everyone without distinction as to race, color, gender, language, religion, political or other opinion, national or social origin, property, birth, or other status.

Many people view human rights as a set of moral principles that apply to everyone. The signers of the Declaration of Independence had this concept in mind when they wrote:

> *"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."*

Human rights are also part of international law, contained in treaties or declarations that spell out specific rights that countries are required to uphold.

Why Are Human Rights Important?

Every person benefits from human rights. Human rights give people the freedom to choose how they wish to live, how they wish to express themselves, and what kind of government they want to support, among many other things. Human rights also guarantee people the means necessary to satisfy their basic needs, such as food, housing, and education, so that they can take full advantage of all the opportunities available to them.

Finally, human rights protect people against abuse by those who have more power, guaranteeing their life, liberty, and safety. According to the United Nations, human rights:

> *"Ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent, and conscience and satisfy his or her spiritual and other needs."*

Who Is Responsible for Upholding Human Rights?

International human rights law describes the rights that people possess and also assigns responsibility for ensuring those rights. The primary entity responsible for protecting and promoting human rights is the government. International human rights treaties are binding on governments, which must then ensure that those human rights are protected in their country. However, governments are not the only ones responsible for ensuring human rights. The UDHR states:

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

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

HUMAN RIGHTS PRINCIPLES

UNIVERSAL
They belong to all people equally regardless of status. We are all born free and equal in dignity and rights.

INALIENABLE
They may not be taken away or transferred. People still have human rights even when their governments violate those rights.

INTERCONNECTED
The fulfillment or violation of one right affects the fulfillment of all other rights.

INDIVISIBLE
No right can be treated in isolation. No one right is more important than another.

NON-DISCRIMINATORY
They should be respected without distinction, exclusion, restriction, or preference based on race, color, age, national or ethnic origin, language, religion, sex, or any other status.

GOVERNMENT RESPONSIBILITY
They require governments to act in particular ways and prohibit them from engaging in specific activities.

Where Do Human Rights Come From?

The modern expression of human rights can be traced to struggles to end slavery, to guarantee the equal rights of women and minorities, and to protect people against oppression by their government. The atrocities of World War II catalyzed the world community to create the **Universal Declaration of Human Rights** (UDHR) so that governments could be held accountable regarding their treatment of people within their territories. The UDHR was the first international document that spelled out "the basic civil, political, economic, social and cultural rights that all human beings should enjoy." It was ratified by the General Assembly on December 10, 1948. 48 governments voted in favor of the UDHR, with no votes against and only 8 abstentions. This was considered a triumph as the vote unified diverse nations and conflicting political regimes.

The U.S. played a leading role in the creation of the UDHR as chair of the Human Rights Commission and one of the eight nations charged with drafting the document. The UN drafted two Covenants, the **International Covenant on Civil and Political Rights** (ICCPR) and the **International Covenant on Economic, Social, and Cultural Rights** (ICESCR). Together, the UDHR, ICCPR, and ICESCR are known as the **International Bill of Rights**. They contain a comprehensive list of human rights that governments must respect and promote.

INTERNATIONAL BILL OF HUMAN RIGHTS

Universal Declaration of Human Rights

International Covenant on Economic, Social and Cultural Rights

International Covenant on Civil and Political Rights

HUMAN RIGHTS OUTLINED IN THE UDHR

- The right to equality and freedom from discrimination
- The right to life, liberty, and personal security
- Freedom from torture and degrading treatment
- The right to equality before the law

- The right to a fair trial
- The right to privacy
- Freedom of opinion, belief and religion
- The right to participate in government
- The right to social security
- The right to work

- The right to an adequate standard of living
- The right to education
- The right to health
- The right to food and housing
- Freedom of peaceful assembly and association

FAQ: We learn about the Bill of Rights in school. Isn't that enough?

The rights contained in the U.S. Bill of Rights are mainly civil and political rights, such as the right to a fair trial, to assembly, to free speech, and to worship. Human rights, however, also include social, economic, and cultural rights that are not included in the U.S. Constitution or Bill of Rights, such as the rights to adequate housing, health care, and a living wage. Human rights also reflect a broader value system than the Bill of Rights and other sources of "legal rights" in the U.S. Human rights are not related to citizenship in a particular country. Human rights also include how individuals relate to each other, not just how people and governments relate.

Dig Deeper! Learn more about human rights issues and the human rights system with these great resources:

Amnesty International
http://www.amnesty.org/en/human-rights/
Learn about human rights by country or by topic with Amnesty International's comprehensive database.

Discover Human Rights Institute
http://www.discoverhumanrights.org/toolkit.html/
Download toolkits on human rights and browse through fact sheets on human rights issues in the U.S.

Every Human Has Rights Campaign Video
http://www.everyhumanhasrights.org/
Watch a short video to get a brief overview of human rights origins and the situation today.

International Service for Human Rights
http://www.ishr.ch/content/view/108/419/
Learn how the international treaty bodies work and what they do in the human rights field.

Working with the UN Human Rights Program
http://www1.umn.edu/humanrts/edumat/
Check out the Human Rights Education Series for basic information on what human rights are and a list of human rights resources.

Human Rights Watch World Report
http://www.hrw.org/world-report-2009/
Read a report that summarizes human rights conditions in more than 90 countries worldwide.

The Advocates for Human Rights

STEP 2

WHY Adopt Human Rights Education (HRE)?

Why should we teach human rights in schools? The short answer is that human rights are part of a child's everyday life and schools have a responsibility to enable children to make sense of the world around them. Knowing about rights and responsibilities, understanding what they are, and learning how they have been struggled for and sustained are important elements in the preparation of all young people for a life in a democratic and pluralistic society. Children of all ages express concerns or outrage at events or situations which they see as unjust in their own lives and the wider world. Human rights education (HRE) can build on that understanding of injustice and sense of fair play and can explore why certain behavior is unfair. *(Our World, Our Rights* - Amnesty International)

WHAT IS HUMAN RIGHTS EDUCATION?

Human Rights Education is learning that develops the knowledge, skills, and values of human rights with the broad goal of building a universal human rights culture.

The concepts taught in HRE are universal. There are violations of human rights all around us. We see and/or experience societal problems such as homelessness, racial discrimination, and intolerance on a daily basis. Students enter the classroom with their own prejudices and biases which can prevent them from viewing a societal problem with an open mind. It is the job of a human rights educator to first assess their own prejudices and biases and then to assist students in the great task of opening their minds to new ways of seeing the complexity of the challenges faced in our communities and the world.

The general objectives of human rights education include:

- **NEEDS AND RIGHTS** - to strengthen respect for human rights and fundamental freedoms.

- **RESPECT AND DIGNITY** - to value human dignity; develop a sense of individual self-respect and show respect for others through attitudes and behaviors.

- **EQUALITY** - to ensure genuine gender equality and equal opportunities for women and men in all spheres.

- **DIVERSITY** - to promote respect, understanding, and appreciation of diversity; practice non-discrimination.

- **GLOBAL CITIZENSHIP** - to empower people towards more active citizenship.

- **SOCIAL JUSTICE** - to promote democracy, development, social justice, communal harmony, solidarity, and friendship among people and nations.

- **PEACE** - to further the creation of a culture of peace, based upon universal values of human rights, international understanding, tolerance, and non-violence.

(Adapted from the Plan of Action: World Program for Human Rights Education, First Phase, UN, Geneva, p. 12, 2006)

The HRE Framework

Many teachers often deal with aspects of human rights without giving it that name. HRE provides a common framework through which different subject matters may be taught in relation to one another. The topics of globalization, the environment, peace, citizenship, gender equality, democracy, poverty, and intercultural relations all address human rights issues and attempt to build a culture that respects human rights. Rather than teaching about these subject matters in isolation, using a HRE framework provides educators and students with a shared value system through which all subjects intersect. For example, peace education incorporates human dignity and the right to peace and security. Multicultural education reflects the human rights principles of non-discrimination and participation in one's own language, culture, and religion. Law-related education enables students to measure U.S. law against international human rights standards. Human rights are indivisible and interconnected. In other words, they cannot be treated in isolation because all are connected with one another in various ways. The diagram shown here is an illustration of this interdependence.
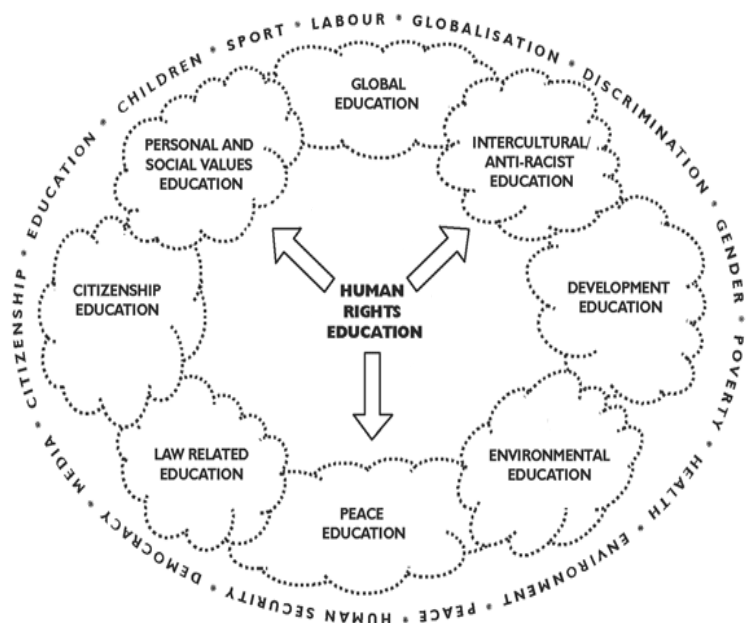

Image: *Compass: A Manual on Human Rights Education with Young People*, Council of Europe

Benefits of Human Rights Education

HRE also provides teachers with the opportunity to help students figure out how to act according to their newly discovered human rights understanding. Since the UDHR was introduced in 1948 after the horrors of the Holocaust, schools and society at large have recognized the need to end intolerance. Still, acts of intolerance and discrimination persist. Human rights education teaches students not only about their **rights** but also their **responsibilities**. We all have the responsibility to ensure that we do not infringe upon the rights of others. For example, the right to freedom of expression also carries with it the responsibilities not to hurt, insult, or incite others to prejudicial behavior. Through HRE, teachers can instill in students a sense of respect toward other human beings and inspire them to become, in their own right, educators and activists who will assist in the defense of human rights. Human rights education:

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

Case studies have shown that adopting a rights-based framework for your classroom can lead to improvements in self-esteem, socially responsible behavior, academic achievement, interpersonal relationships, school culture, and teacher satisfaction. It has also been shown to reduce absenteeism, bullying, and vandalism. As one teacher from a rights-based school stated:

> *"[HRE] has contributed to outstanding spiritual, moral, social, and cultural development for [students]. They say that 'they have learned to listen to others, be kind to each other, and take turns more readily.'"* - Review of Hampshire Rights Respecting School, May 2006.
> *(For more information see "Knights Enham Primary School" case study below)*

FAQ: I don't feel comfortable teaching human rights. Isn't it too controversial?

Teachers need to help children deal with controversy, find out more about an issue, and recognize and evaluate the validity of different views. Avoiding controversy omits a vital part of children's ability to practice and hone critical thinking skills and prevents dealing with real-life issues, including rights and rights abuses. Addressing such issues helps children develop the ability to question and make sense of what they see and hear.

Dig Deeper!

Learn more about why HRE is great for your classroom through these case studies:

Citizenship Foundation
http://www.citizenshipfoundation.org.uk/main/resource.php?s28
14 case studies that illustrate a variety of HRE methods being used in the classroom.

Knights Enham Primary School
http://www.rightsined.org.nz/index.php/hrie/what-were-about/human-rights-based-education/the-evidence-hampshire-case-study.html and http://www.equalityhumanrights.com/human-rights/human-rights-inquiry/case-studies/knights-enham-primary-school-hampshire/
Case study of a school in Hampshire, England that shows how students are benefiting by incorporating a human rights approach.

Hamburg High School
http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/newyorkteacher_12031.htm
Students at a New York high school analyze the U.S. response to the genocides of the past 100 years so they might be more active in preventing human rights abuses today.

Foster Elementary School
http://www.peacejam.org/clubs.aspx?clubID=1
http://peacejam.org/education.aspx?pageName=PeaceJam%20Juniors#content
How one school bridges human rights into different subject areas through implementing the PeaceJam Juniors curriculum.

10 REASONS TO ADOPT HRE

1. Promotes effective, participatory teaching and learning practices.

2. Helps address pressing issues faced by schools, including participation, attendance, classroom management, and academic achievement.

3. Creates an inclusive school culture that generates enthusiasm, engagement, and respect for self and others.

4. Improves student behavior and relationships; reduces bullying.

5. Contributes to the development of higher order thinking and literacy.

6. Provides a useful lens and "critical toolkit" to view core concepts and explore contentious issues.

7. Creates active citizenship, helping students build connections between their own home and the world.

8. Increases teacher satisfaction, improves morale, and reduces burnout.

9. Provides a value framework suitable for modern society that is multi-cultural, multi-faith, and part of an interdependent world.

10. Offers young people something positive to believe in and support.

STEP 3

HOW Do I Teach Human Rights?

Methodologies used to teach about human rights should include three elements: learning **about** human rights, learning **for** human rights, and learning **through** human rights. In other words, students should be aware of the issues, concerned by the issues, and capable of standing up for human rights. Human rights education will move students from understanding human rights concepts to examining their experiences from a human rights perspective and incorporating these concepts into their personal values and decision-making processes. To effectively educate using a human rights framework, educators should use age-appropriate teaching methods (for examples see pp. 8-9) that:

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

The following goals can be used to evaluate how well your students are incorporating these human rights concepts in their lives:

> *"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."*
> *Article 26, UDHR*

KNOWLEDGE
Learn about human rights

Promote awareness and understanding of human rights issues so that people recognize violations of human rights.

- Understand that every human is born with the inalienable human rights listed in the UDHR.

- Grasp key concepts such as: freedom, justice, equality, human dignity, non-discrimination, democracy, sustainability, poverty, universality, rights, responsibilities, interdependence, solidarity, peace, conflict resolution, and globalization.

- Understand that human rights provide a framework for negotiating and agreeing on standards of behavior in the family, school, community, and the world.

- Recognize the interdependence of civil/political rights and economic/social/cultural rights.

- Recognize the root causes of human rights issues/concerns.

- Understand human rights terms and concepts according to age/grade level.

SKILLS
Learn for human rights

Develop the skills and abilities necessary for the defense of human rights.

- Respect: Use language respectful of others regardless of race, gender, religion, sexual orientation, class, size, etc.

- Active Listening and Communication: Be able to listen to different points of view, recognize and accept diverse opinions, make a genuine effort to understand them, and advocate one's own rights and those of other people.

- Critical Thinking: Find relevant information, appraise evidence critically, be aware of preconceptions and biases, recognize forms of manipulation, and make decisions on the basis of reasoned judgment.

- Cooperation and Conflict Resolution: Work cooperatively and address conflict positively.

- Making Connections: Share information on human rights issues with other students, family, and the community.

- Taking and Sharing Responsibility: Identify human rights violations and attempt to respond to them both locally and globally.

- Problem Solving: Analyze a human rights problem, examine potential solutions, and take action in a way which upholds the human rights of all parties involved.

VALUES
Learn through human rights

Develop attitudes of respect for human rights, so that people do not violate the rights of others.

- A sense of responsibility for one's own actions, a commitment to personal development and social change.

- A commitment to learning.

- Willingness to engage in mediation and conflict resolution.

- A belief that people can make a difference.

- A commitment to democratic processes.

- Curiosity, an open mind, and an appreciation of diversity.

- Empathy and solidarity with others and a commitment to support those whose human rights are under threat.

- A sense of human dignity irrespective of social, cultural, linguistic, or religious differences.

- A sense of justice and the desire to work toward the ideals of freedom, equality, and respect for diversity.

Developmental Framework for Human Rights Education
www.discoverhumanrights.org/sites/7cc8fb84-899d-457d-a486-470ccb03fb16/uploads/Framework_for_HRE.pdf
A comprehensive framework for HRE providing goals, concepts, practices, and standards for different grade levels.

How you teach is what you teach...

Human rights education is more than just subject matter, it's a way of thinking about the world. It's about putting the underlying principles of human rights to work — fairness, respect for human dignity and difference, tolerance, and equality. For teachers, this means demonstrating a personal commitment to human rights values through their teaching methods, being able to present lessons that go beyond content, and helping students put their ideas into practice.

HRE MUST BE:

• **Learner-centered, participatory, and dialogical.**

• **Learner-designed by all participants and facilitators.**

• **Action-oriented, not just knowledge acquisition.**

• **Relevant and practical to the lives of the participants.**

• **Integrated holistically into all fields of study and action.**

• **Flexible, interactive, and tailored to the target audience.**

• **About learning life skills and preparing for active citizenship.**

• **Accessible to everyone.**

Students will pick up quickly on whether or not what you do matches what you are teaching. If you talk about participation and respect but do not allow anyone else to contribute, the message will not go very far.   Students are likely to learn more from what you *do* than from what you *say*. As one human rights educator explained:

"A culture of rights requires certain personal skills, attitudes, and knowledge that begin with oneself. These include openness, dialogue, self-criticism, listening, honesty with oneself, exuding attitudes that neither discriminate, undermine, nor dictate, and no pretense."

- Sarah Motha, Human Rights Educator, *Inspiring Practice*, Northern Ireland Human Rights Commission, Oct. 2008

Dig Deeper!

Learn more about how to integrate HRE in your classroom with these manuals:

ABC - Teaching Human Rights
http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx
A downloadable book with practical advice for educators who want to foster human rights awareness and action, among K-12 students. Includes 50 pages of lessons based on human rights themes.

Compass - A Manual on HRE with Young People
http://eycb.coe.int/compass/en/contents.html
Provides over 50 activities as well as background information on the UDHR, HRE, and other international issues.

Compasito - A Manual on HRE for Children
http://www.eycb.coe.int/compasito/default.htm/
A starting point for educators who want to do HRE with children ages 7-13 years. 42 practical and fun activities help teachers engage and motivate children.

First Steps - A Manual for Starting HRE
http:/erc.hrea.org/Library/First_Steps/index.html/
A basic introduction for educators on how to incorporate human rights into their curriculum, with activities for K-12 youth, advice on methodology, and help for those who want to go further in the subject.

Human Rights Here and Now
http://www1.umn.edu/humanrts/edumat/
This Human Rights Education Series provides basic information on what human rights are, lesson plans, and a list of human rights resources.

HRiE School Resource Kit
http://www.rightsined.org.nz/index.php/resources/23-school-organisation/78-hrie-school-resource-kit.html/
A kit for school leaders containing downloadable documents covering the rationale, methods, and basic reference materials for human rights-based education in schools.

FAQ: How can I teach human rights when I've never studied it?

Few of us had any opportunity to study human rights during our formal schooling. This is part of the problem. The foundation of all learning is inspiring interest, curiosity, and personal connection to the subject matter. Research shows people of all ages remember and integrate best when they participate in their learning. You don't have to know all the answers to facilitate human rights education; you do have to know how to help people, including yourself, look for answers. "Experts" can evoke passivity, boredom, or a sense of incompetence, especially if they present human rights from a strictly legal perspective. You need not be an expert with a legal background. You do need to be willing to be part of the learning process. Therefore the most effective educational techniques in human rights education offer a high level of active participation such as role- plays, debates, discussion, drama, and small group work.

HRE METHODS

ARTISTIC AND CREATIVE EXPRESSION

The arts can help to make concepts more concrete, personalize abstractions, and affect attitudes by involving emotional as well as intellectual responses to human rights. Techniques may include stories, and poetry, graphic arts, sculpture, drama, song, and dance. Teachers do not need to be artists themselves to design engaging tasks and provide a way for students to share their creations.

SMALL GROUP WORK

Small group work is in contrast to whole group work. It encourages everyone to participate and helps develop cooperative teamwork. The size of a small group will depend on how many people there are altogether and how much space you have. A small group may be 2 or 3 people, but they work best with 6-8. Small group work can last for 15 minutes, an hour, or a day, depending on the task at hand. It is essential for small groups that the work is clearly defined and that people are focused on working towards a goal that requires them to report back to the whole group. For example, assign a task in the form of a question that needs to be answered or a problem that needs solving.

RESEARCH PROJECTS

Human rights topics provide many opportunities for independent investigation. This may be formal research using a library or internet facilities, or informational research drawing on interviews, opinion surveys, media observations, and other date gathering techniques. Whether individual or group projects, research develops skills for independent thinking and data analysis and deepens understanding of the complexity of human rights issues.

BUZZ GROUPS

This is a useful method if no ideas are forthcoming in a whole group discussion. Ask people to discuss the topic in pairs for one or two minutes and then share their ideas with the rest of the group. You will soon find the atmosphere "buzzing" with conversation and people "buzzing" with ideas.

COOPERATIVE LEARNING

Cooperation is working together to accomplish shared goals; cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Within cooperative learning groups, students are given two responsibilities: to learn the assigned material and to make sure that all other members of their group do likewise. Students discuss the material to be learned with each other, help and assist each other to understand it, and encourage each other to work hard. Learning situations are structured so that students cooperate with each other to learn the material. Role-playing, research, mock trials, and social action activities are very appropriate methods in which to use the cooperative learning model of classroom participation and learning.

SIMULATIONS

Simulations are extended role-plays that involve everybody. They enable people to experience challenging situations in a safe atmosphere. Simulations often demand a level of emotional involvement, which makes them very powerful tools. People learn not only with their heads and hands, but also with their hearts. Debriefing is especially important after a simulation. Players should discuss their feelings, why they chose to take the actions they did, any injustices they perceived, and how acceptable they found any resolution that was achieved. The simulations should help them draw parallels between what they experienced and actual situations in the world.

LECTURES

Long lectures are the least effective approach to helping students understand human rights. Short lectures may be useful to provide background or summarize a discussion. When considering lecturing, proceed carefully and combine it with more "hands-on" methods.

FILMS, VIDEOS, AND RADIO PLAYS

Films, videos, and radio plays are powerful tools for HRE and popular with young people. A discussion after watching a film is a good starting point for further work. Things to talk about are people's initial reaction to the film, how true to "real life" it was, whether the characters were portrayed realistically, and whether the film was trying to promote a political or moral point of view.

ROLE-PLAYING

A role-play is a short drama in which students assume the role of another person and act it out. They aim to bring to life circumstances or events which are unfamiliar. Role-plays can improve understanding of a situation and encourage empathy towards those who are involved in it. They can help students understand the issues and views of others and add a more realistic, experiential dimension to what they are learning. Unlike simulations, role-plays are not scripted out and involve a higher degree of improvisation. It is often useful and insightful for students to reverse roles. Role-plays require a high degree of sensitivity and respect for the feelings of individuals and the social structure of the group. It is especially important to be aware of stereotyping and be ready to address such issues by asking debriefing questions such as, *"Do you think that the people you played are really like that?"* and *"Where did you get the information on which you based the development of your character?"*

INTERVIEWS

Interviews provide direct learning and personalize issues and history. Those interviewed might be family or community members, activists, leaders, or eye-witnesses to human rights events. Such oral histories can contribute to documenting and understanding human rights issues in the community.

TAKING PICTURES AND MAKING FILM

The technology of camcorders and disposable cameras makes photography and filmmaking more accessible to everyone. Young people's pictures and films vividly show their points of view and attitudes and make excellent display material. Video letters are a proven way to break down barriers and prejudices. They enable people who would not otherwise meet face-to-face to "talk" and share insights into how they live and what is important to them.

SOCIAL ACTION

Social action and community service are very important components of human rights education. Incorporating human rights issues already present in the community, school, and lives of students empowers them to become informed citizens who act upon their understanding of human rights and the responsibilities that accompany them. It is important to encourage students to ask the questions: "*What can we do about this situation?*" and "*What will we do?*" Then assist students in organizing and carrying out their plan.

WALL WRITING

This is a form of brainstorming where each student writes his or her ideas on small pieces of paper (e.g. Post-its) and pastes them on the wall. The advantages of this method are that people can sit and think quietly for themselves before they are influenced by others' ideas, and the pieces of paper can be repositioned to aid clustering of ideas.

RANKING

This is a useful method to use when you want to provide specific information or to stimulate a focused discussion in small groups. You need to prepare one set of statement cards for each small group. Prepare short, simple statements related to the topic you want people to discuss and write one statement on each card. The groups have to discuss the statements and rank them in order of importance. They can be ranked in whatever way the group chooses. Discuss the results as a class.

FIELD TRIPS AND COMMUNITY VISITS

Students benefit from the extension of school into the community, learning from places where human rights issues develop (e.g. courts, prisons, international borders) or where people work to defend human rights or relieve victims (e.g. non-profit organizations, food or clothing banks, free clinics). The purpose of the visit should be explained in advance and students should be instructed to pay critical attention and to record their observations for a subsequent discussion or written reflection following the visit.

CASE STUDIES

Students work with real or fictional case studies that require them to apply human rights standards. Case studies should be based on credible and realistic scenarios that focus on two or three main issues. The scenario for a case study can be presented to students for consideration in its entirety or "fed" to them sequentially as a developing situation to which they must respond. This method encourages analysis, problem-solving and planning skills, as well as cooperation and team-building when done in small groups.

PICTURES

"A picture is worth a thousand words." Visual images (photographs, cartoons, drawings, and collages) are powerful tools both for providing information and for stimulating interest. Remember also that drawing is an important means of self-expression and communication, not only for those whose preferred thinking style is visual but also for those who are not strong in expressing themselves verbally. It is helpful for teachers to build up their own stock of images from sources such as newspapers, magazines, posters, travel brochures, postcards, and greeting cards. The images can be mounted on cards or covered with transparent, sticky-backed plastic to make them more durable. Look for diversity in your images in terms of gender, race, ability, age, nationality, culture, etc.

NEWSPAPERS, RADIO, TELEVISION, AND INTERNET

The media are an inexhaustible source of good discussion material. It is always interesting to discuss the content and the way it is presented, and to analyze bias and stereotypes.

BRAINSTORMING

Brainstorming is a quick way to introduce a new subject, encourage creativity, and to generate a lot of ideas quickly. It can be used for solving a specific problem or answering a question. To brainstorm, decide on the issue you want to address, formulate it into a question, and write the question where everyone can see it. Ask students to contribute their ideas in short phrases or words and write them down where everyone can see them, like on a flip chart or blackboard. Let everyone know there are no wrong answers and the most creative suggestions are often the most useful.

DISCUSSION

Discussions are a good way for the educator and the students to discover what their attitudes on issues are. This is very important in HRE because, as well as knowing the facts, students also need to explore and analyze issues for themselves. The news and case studies are useful tools for stimulating discussion. Start people off by asking, "*What do you think about....?*"

STEP 4

WHO Should Be Involved?

A rights-respecting school is based on the idea that every child has a right to an education that:

- *helps realize their human rights* (including rights to health, work, an adequate standard of living, and a sustainable environment);
- *respects their human rights* (including rights to dignity, safety, expression, participation, and justice); and
- *promotes the human rights of others.*

Implementing quality human rights education that achieves these goals is dependent upon the commitment, enthusiasm, and creativity of many people. The "human rights climate" within schools and classrooms should rest on reciprocal respect between all the actors involved. The way in which decision-making processes take place, methods for resolving conflicts and administering discipline, and the relationship among all actors constitute key contributing factors.

TEACHERS
One of the most important things a teacher can do when adopting HRE is to teach in such as way as to respect human rights in the classroom and the school environment itself. For learning to have practical benefit, students need to learn about human rights and learn in an environment that models them. One great way to model human rights is to negotiate a set of classroom rules and responsibilities with your students. Teachers are also in a unique position to be able to connect the classroom to the community by involving various community members in HRE such as students, education authorities, parents, business leaders, local advocates and more.

STUDENTS
Effective HRE ensures that students are given more responsibility and freedom to participate in matters affecting their own lives. Schools are the primary institutions in which children develop an understanding of what it takes to become an active and informed citizen who is aware of and exercises their fundamental human rights and responsibilities in everyday life. Such an understanding, however, cannot be cultivated without democratic structures and processes being actively modeled for students in schools. Student councils, for example, provide an effective forum for involvement. The council can be part of school decisions at every level — including curriculum and staff selection. Student participation on the school board is also an effective way for students to be involved in decision-making, provided the involvement goes beyond tokenism and gives the student proper training and support.

PRINCIPALS
Principals play a major role in leading the school in the development of human rights-based education. The purpose of adopting HRE is to improve the school's ability to meet the needs of the students and the aspirations of the community. Effective principals use their self-knowledge and sense of caring for the members of the school community to build an evolving consensus around the values that underpin their professional work. They recognize that the school's leadership is accountable for making a difference in the lives and learning of their students. They have a clear set of goals, and intentionally pursue them to ensure success for all. They focus on closing the gaps between the highest and lowest achieving students in order to raise learning standards and outcomes for all. They create schools that welcome and include all members of the community.

PARENTS/CAREGIVERS/GUARDIANS
For HRE to be effective, schools must take into account the rights and duties of parents, legal guardians, or other individuals legally responsible for their students and their right to choose the kind of education that is given to children. Schools must also provide appropriate direction and guidance to parents/guardians in the exercise by the child of their human rights. To encourage this, schools could lead workshops or involve parents/guardians in human rights teaching in the school.

SCHOOL BOARDS
In a rights-based approach to education, the school board's over-arching goal is to ensure the realization of the right to education for children in their schools. This means that the education their schools provide must be aimed at the development of the child's personality, talents, and mental and physical abilities to their fullest potential and preparation for responsible life in society. Schools boards can use this framework to develop curriculum based on human rights principles. A human rights framework can also be an indispensable part of a school board's toolkit for effective school governance.

COMMUNITY
Community involvement is at the heart of HRE. Whatever injustice and intolerance exists in the community will be present in its schools as well. Young people need to not only learn how to recognize human rights abuses but be able to do something about them as well. Developing collaborative work with appropriate partners (such as community organizations, NGOs, or representatives) to plan and implement social action activities, will bring to life the reality of human rights in a way no lesson can.

Evaluating Human Rights Education

Evaluating the use of human rights education is effective for many reasons including: 1) Monitoring the program's impact on students; 2) Providing information on problems or needs early to prevent more serious problems later; 3) Revealing which activities to continue and which ones to end; 4) Ensuring quality education; 5) Recommending improvements for the future; and 6) Giving your program credibility with educational authorities.

Taking the Human Rights Temperature of Your School

This is a sample of one effective HRE evaluation tool. In this activity, participants evaluate their school's human rights climate using criteria derived from the UDHR. As part of the evaluation, participants identify areas of particular concern and develop an action plan to begin addressing them. Download the complete version of **Taking the Human Rights Temperature of Your School** at: *www.hrusa.org/hrmaterials/temperature/default.shtm*

Directions: Read each statement and assess how accurately it describes your school community in the blank next to it. (Keep in mind all members of your school: students, teachers, administrators, staff.) At the end, total up your score to determine your overall assessment score for your school. The questions are adapted from the UDHR. The relevant UDHR articles are noted behind each statement.

RATING SCALE: 1 - no/never   2 - rarely   3 - often   4 - yes/always

_____ 1. My school is a place where students are safe and secure. *(Art. 3 & 5)*

_____ 2. All students receive equal information and encouragement about academic and career opportunities. *(Art. 2)*

_____ 3. Members of the school community are not discriminated against because of their lifestyle choices, such as manner of dress, associating with certain people, and non-school activities. *(Art. 2 & 16)*

_____ 4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals. *(Art. 2 & 7)*

_____ 5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. *(Art. 2, 3, 7, 28, & 29)*

_____ 6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. *(Art. 26)*

_____ 7. Members of my school community care about my full human as well as academic development and try to help me when I am in need. *(Art. 3, 22, 26 & 29)*

There are a total of 25 questions

TEMPERATURE POSSIBLE = 100 HUMAN RIGHTS DEGREES

YOUR SCHOOL'S TEMPERATURE _____

Source: D. Shiman & K. Rudelius-Palmer, Economic and Social Justice: A Human Rights Perspective (Minneapolis: Human Rights Resource Center, University of MN, 1999).

Dig Deeper!

Learn more about evaluating HRE with these resources:

Benchmarks for Rights-Respecting Schools
www.rightsined.org.nz/index.php/resources/school-organisation/23-school-organisation/50-benchmarks-for-rights-respecting-schools.html

This resource analyzes the whole school environment and outlines key benchmarks for creating a rights-respecting school. (Part of the Human Rights in Education School Resource Kit).

Evaluation: A Beginner's Guide
www.amnesty.org/en/library/info/POL32/003/1999/en
A user-friendly approach to the process of evaluation for those involved in programs introducing human rights concepts in educational teaching practices.

HRE for Social Change: Evaluation Approaches and Methodologies
www.equitas.org/english/ed-manuals/pdf/Equitas_Generic_TOT_2007.pdf

Report on a symposium for HRE practitioners that includes new ideas, knowledge, skills, and other practices to effectively evaluate HRE, particularly over the longer term.

Evaluation in the HRE Field: Getting Started
www.hrea.org/pubs/EvaluationGuide/index.htm
A primer designed for first-time readers and planners in the HRE field. Provides different methods for HRE program evaluation, classroom-based assessments, teacher trainings, and more. Includes a bibliography of resources.

FAQ: Won't parents, school leaders, and others oppose HRE for being too political for schools?

HRE develops citizens who are able to participate in society and in the development of their country. It is important to distinguish between the development of participation skills and party politics. Through discussion and active involvement, HRE encourages young people to develop critical, enquiring minds and to behave rationally. It allows young people to make the connections between human rights, social issues, education, and policies. In this respect, HRE is also related to civic and political education. It may happen that young people do engage in local and national politics as a result of their newfound appreciation for their right to political participation and freedom of thought, association, and expression. But this should be their own decision.

STEP 5

WHERE Can Human Rights Take My Classroom?

Taking Action Inside and Outside the Classroom

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

- Teaches about human rights while working to protect them.
- Engages learners in their community.
- Turns theory into action.
- Takes human rights out of the classroom and into the real world.
- Encourages learners to form their own opinions and beliefs and then act on those beliefs.

- Teaches critical thinking and problem solving.
- Allows learners to cultivate a sense of shared responsibility.
- Provides a service that is needed in the community.
- Empowers students to realize that what they do can truly make a difference.

Examples of Human Rights Service-Learning Projects

Human Rights Badges: A number of Scout troops and Campfire Girls in the Northeast have created human rights badges for which youngsters write letters, create posters, watch and discuss human rights videos, and study human rights problems.

A Human Rights Quilt: Pillsbury Elementary students in Minneapolis created a quilt containing symbolic representations of the articles of the Convention on the Rights of the Child and a catalogue to explain each article. The finished quilt went on tour to public buildings and other schools.

The Big Letter: Some elementary and middle schools wrote the BIG LETTER. Students make a splash on campus by co-writing a letter about a human rights issue or victim on 3' x 4' butcher paper, collecting many signatures, and mailing it to a public official in a very large envelope.

A "Lock-in": Students at a high school in the Midwest arrange a weekend "lock-in" one Saturday night each year with plenty of pizza, pop, and letter writing. Hundreds of students attended, generating several thousand letters on behalf of prisoners of conscience.

Democracy Wall: A few years after the Tiananmen Square massacre in Beijing, students in a Boston school put together a huge Democracy Wall in the cafeteria. Fellow students were invited to attach poems, essays, drawings, and collages celebrating what democracy means to them.

Petitions against Pollution: A group called Kids Against Pollution (KAP) in Closer, NJ, is circulating a national petition advocating the adoption of state and national constitutional amendments to guarantee citizens the right to clean air, water, and land.

Day Against Hunger: Students at a middle school in Minnesota partnered with Kids Against Hunger (*www.feedingchildren.org*) to help package food for hungry families around the world.

Celebrating Diversity: Hmong students in a class at Powderhorn Community School in Minneapolis taught other students how to make Hmong embroidery, called Pa'ndau or "flower cloths." The completed Pa'ndau were sold at a local crafts fair and the proceeds donated to a Hmong refugee organization.

Youth Speakers Bureau: High school student members of Amnesty International on the San Francisco peninsula formed their own speakers bureau to make presentations to classes and assemblies at high schools and elementary schools in the area. They were especially busy on Human Rights Day, International Children's Day, and International Women's Day.

Day of the Dead Memorials: A group of students at a high school in California, constructed traditional Day of the Dead memorials honoring friends, family, and personal heroes who have advocated for social justice. The memorials are displayed in the school from the Day of the Dead, November 1, until Human Rights Day, December 10.

Donation Stations: A young member of a California synagogue created a human rights activity for Passover, which included five stations that members of the congregation visited, each dealing with a basic human right: canned food donations to address the right to life, donations of books for flood victims, clothing donations, letter writing, and petition signing on behalf of prisoners of conscience.

Dramatic Presentations: A middle school class in the Midwest wrote a human rights play based on an Amnesty International Urgent Action appeal and performed it for the whole school.

Source: Adapted from *Human Rights Here and Now* "Part 4: Taking Action for Human Rights." (University of Minnesota Human Rights Resource Center, 1998) *www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-4/4_project-examples.htm*

Plan a Successful Service-Learning Project

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

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

2. **Partnerships** – From the start, build partnerships with community organizations to make the relationship more successful. Community organizations can also be helpful in assessing the need for different projects that you may be considering. This is important because the service provided should address a genuine need in the community.

3. **Integration** – Integrate the project with learning objectives. Prior to the project, you will need to determine what the students are going to learn about by engaging in the project. Objectives that are tied to a curriculum or learning standards will help measure learning.

4. **Preparation** – Students will need to be prepared for the following:
   - what their role and responsibilities will be
   - rules and regulations to follow on-site
   - how their service relates to human rights
   - any special skills they may need for the project
   - information about the organization they are working for
   - what to do in case of an emergency on-site.
   The agency may also need training on your objectives.

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

6. **Reflection** – Much of the learning in service-learning occurs through reflection during and after the project. Reflection can take many shapes at many different times. However, after the project is finished, it is especially important to engage in a reflection activity because during the project a lot is going on, often too much to assess all of the learning that is taking place.

7. **Evaluation** – Together, with your partner organization, evaluate the project. Were expectations from all partners met? If not, what can be done next time to meet those expectations? How well were learning and service objectives met? What impact or results did your activities have on the community? Everything will not always go as planned so expect some lessons learned. These lessons should make the next time around that much better.

8. **Celebration** – Don't forget to celebrate what you've accomplished. Thank your partner organizations for opening their arms and working with you. Celebrate with your students so they know that all of their contributions are truly appreciated. Also, celebrate yourself for being an engaging, influential educator!

Sources: "Taking Action." *Compass: A Manual on Human Rights Education with Young People*, Council of Europe. 2007. *Service Learning : Lesson Plans and Projects*, Amnesty International, HREA. 2007.

Dig Deeper!

Learn more about service-learning and where it can take your classroom with these resources:
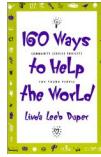
160 Ways To Help The World
www.servicelearning.org/library/lib_cat/index.php?library_id=5686
Explains why service is important, offers advice on how to plan a project, and provides helpful hints about obtaining support from businesses, handling money, and generating publicity. Grades K-12.
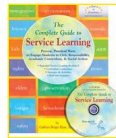
The Complete Guide to Service Learning
www.freespirit.com/catalog/item_detail.cfm?ITEM_ID=124
A treasury of activities, ideas, and resources. Provides an overview of the essential elements of service-learning and step-by-step instructions. Grades K-12.

Human Rights and Service-Learning
www.hrea.org/pubs/AIUSA-HREA-ServiceLearning.pdf
Lesson plans and service-learning projects divided into five human rights topic areas: environment, poverty, discrimination, children's rights to education and health, and law and justice. Grades 8-12.

Human Rights Extra Curricular Activities
www.unac.org/en/link_learn/hr_toolkit/extra.asp
A list of human rights projects that you can do in your school as a whole or in the classroom. Grades 8-12.

Ideas for Taking Action
http://physiciansforhumanrights.org/students/toolbox/ideas-for-action.html
A list of different ways to advance an issue or cause in your local community. Each suggestion includes a brief description and advice on how to execute the activity. Grades 8-12.

The Kids Guide to Social Action
www.freespirit.com/catalog/item_detail.cfm?ITEM_ID=230
Provides step-by-step directions for letter-writing, interviewing, fundraising, speechmaking, media coverage, and more. Includes handouts. Grades 3-12.
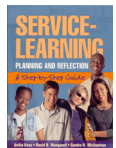
Service-Learning, Planning and Reflection
www.nprinc.com/service/slpr.htm
A step-by-step guide for youth in identifying community needs, planning, and implementing a successful service-learning project. Grades 4-12.

Take Action! A Guide to Active Citizenship
http://shop.freethechildren.com/ProductDetails.asp?ProductCode=book-takeaction
A step-by-step guide to active citizenship that equips young people with the tools they need to make a difference. Grades 3-5.

HRE RESOURCES AND CURRICULA

Amnesty International
This poster series and accompanying curriculum focus on 12 different articles found in the UDHR and applies this to a broad range of coursework.

All Different, All Equal Education Pack
www.hrea.org/erc/Library/secondary/different-equal-en.pdf
A pack of activities to help teachers address issues of prejudice and racism with role plays, simulation exercises, case studies, and cooperative group work.

Exploring Children's Rights
http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_aliasid=2194
This manual has been designed for teachers who are looking for tools to teach children about their rights, how to appreciate them, and how to use them.

Ideas for Human Rights Education
www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/Human_rights_final.pdf
This booklet documents good practices in HRE across schools in Australia and offers innovative ideas from which schools and teachers can draw, according to their local needs and issues.

Inspiring Practice: Resources, Tools, and Activities for Human Rights Education
www.dpiap.org/resources/pdf/Inspiring_Practice_Resources_Tools_Activities_09_05_14.pdf
This manual will help educators and facilitators introduce ideas about human rights, stimulate discussion, and further learning.
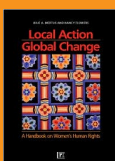
Local Action, Global Change: Handbook on women's human rights
www.paradigmpublishers.com/books/BookDetail.aspx?productID=180388
An integrated set of 14 teaching and learning units. Together, they are designed to identify key issues in women's human rights, define concepts, outline different methodologies for achieving women's human rights, and offer a wide range of activities to facilitate teaching, learning, and discussion of women's human rights challenges.

Our World, Our Rights
www.amnestyusa.org/educate/teaching-guides/page.do?id=1102179
Designed to introduce elementary school children to the UDHR. Includes classroom activities, stories, case studies, action opportunities and a list of additional resources.

Play it Fair
www.equitas.org/toolkit/
More than 60 games to promote human rights values such as cooperation, respect for diversity, fairness, inclusion, respect, responsibility, and acceptance with children aged 6-12 years.

UN Cyberschoolbus
http://cyberschoolbus.un.org/
The United Nations Cyberschoolbus is a website about global issues and the UN for students ages 5-18 and their teachers. Provides curriculum on various human rights themes.

SIX C'S OF HRE

Creativity:
A teacher who wants to teach HRE will likely need to weave it into existing curricula. For example, a Language Arts teacher can use a persuasive essay to address human rights related issues affecting those in the school's community. A science teacher can talk about the right to an adequate standard of living in conjunction with a unit on the environment. Tie in everything to the UDHR and the language will become routine.

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

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

Consent:
An administrator must be on board with the teaching of human rights in the classroom. Invite him/her to coffee and offer ideas about how human rights will benefit your students and thus enhance the community.

Conversation:
Allow the students in your classroom to participate in open dialogue with one another. Follow the Native American circle models. Bring the conversation out of the classroom and into the community at large!

Connection:
In order for teachers to be a part of the larger HRE movement they must connect with other teachers. Build a network of local HRE advocates to support teachers and to provide a venue for teachers to share ideas and learn from one another.

FEATURED WEBSITE

WWW.DISCOVERHUMANRIGHTS.ORG

Features great resources to help you bring human rights into your classroom!

Rights Sites Newsletter
Download past editions of this quarterly newsletter designed to encourage and support human rights educators. Each highlights a different human rights issue with lesson plans, resources, and more!

Discover Human Rights Toolkits
A series of free toolkits that help educators teach about important human rights issues within the U.S., including the rights of migrants, the right to health, the right to education, the rights of women, the right to housing, and the right to food. Each toolkit includes fact sheets, quizzes, lesson plans, and more.

Energy of a Nation
Free interactive online curriculum and workshops dedicated to providing accurate information about immigration through a human rights lens.

Human Rights Presentations and CEUs
Human rights workshops, innovative lectures, artistic presentations, and CEU's tailored to your needs. Subjects include general human rights, immigration, women's rights, transitional justice, human trafficking, child labor, human rights monitoring and more!

Road to Peace: A teacher's guide on local and global transitional justice
Lesson plans on conflict resolution and restoration of justice in the aftermath of war, emphasizing the processes countries take to seek resolution, address past abuses, reform their societies, and heal from violence.

Human Rights Education Training
In-depth training for educators with tools and techniques on how to integrate human rights into the classroom. Presenters demonstrate lessons, discuss best practices, and provide resources to enable educators to bring to life human rights concepts, issues, and principles for their students.

BUILDING A NETWORK

Global Human Rights Education Network
www.hrea.org/index.php?doc_id=472
An information and advocacy network that promotes learning and training in the field of human rights. Membership is open to all organizations that support the UDHR and are involved in education and training activities promoting the human rights framework.

Human Rights Education Network – Amnesty International
www.amnestyusa.org/educate/about/page.do?id=1102103
Established in order to facilitate the teaching of human rights. Designed to support teachers of kindergarten through college as well as educators working in non-formal settings.

U.S. Human Rights Network
www.ushrnetwork.org/
The goals of the U.S. Human Rights Network are four-fold: To increase the visibility for the U.S. human rights movement; to build the capacity of U.S. human rights groups to carry out their work; to strengthen links between U.S. human rights activists and movements across issues and sectors of work; and to link U.S. human rights activists with the global human rights movement.

FEATURED ORGANIZATION

Dignity in Schools
www.dignityinschools.org/index.php

The Dignity in Schools Campaign (DSC) unites advocates, parent and student organizers, educators, and lawyers across the country to reframe the debate around school discipline from one that favors the punishment and exclusion of children who have been failed by unsafe and underperforming schools to one based on human rights, respecting every child's right to an education and advocating for child-centered, dignified reform in schools to keep children in school.

FEATURED RESOURCE

Human Rights Toolkit
www.discoverhumanrights.org

Human Rights Toolkit

This toolkit is a primer for anyone interested in learning about human rights. It includes a summary of the basic principles that define human rights, an overview of the human rights system, an explanation of the history of human rights in the U.S., a brief look at the current U.S. human rights record, and examines the role each of us plays in building a world where human rights are respected, protected, and fulfilled for all. The toolkit also includes a quiz, resources, and take action ideas for those who would like to go further.

The Advocates for Human Rights

15

HUMAN RIGHTS CALENDAR
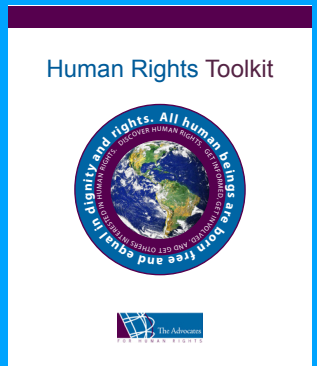
OCTOBER

1 International Day for Older Persons
www.un.org/Depts/dhl/olderpersons/

1 International Music Day
www.imc-cim.org/index.php?option=com_content&task=view&id=191&Itemid=207

5 World Habitat Day
www.unhabitat.org/categories.asp?catid=588

5 World Teacher's Day
www.ei-ie.org/worldteachersday2009/

10 World Mental Health Day
www.wfmh.org/00WorldMentalHealthDay.htm

16 World Food Day
www.worldfooddayusa.org

19 International Day for the Eradication of Poverty
www.un.org/esa/socdev/social/intldays/IntlDay/2009intlday.html

24 United Nations Day
www.un.org

24 Make a Difference Day
www.makeadifferenceday.com

24-30 Disarmament Week
www.un.org/depts/dhl/disarmament/index.html

NOVEMBER

10 Mix It Up Day
www.tolerance.org/teens/lunch.jsp

15-20 Bullying Awareness Week
www.bullyingawarenessweek.org/

15-21 Geography Awareness Week
www.mywonderfulworld.org/gaw.html

16 International Day of Tolerance
www.un.org/depts/dhl/tolerance/index.html

20 Universal Children's Day
www.un.org/depts/dhl/children_day/index.html

25 International Day for the Prevention of Violence Against Women
www.un.org/Depts/dhl/violence/

DECEMBER

1 World AIDS Day
www.hhs.gov/aidsawarenessdays/days/world/

2 International Day for the Abolition of Slavery
www.un.org/depts/dhl/slavery/

3 International Day for Disabled Persons
www.un.org/disabilities/default.asp?id=1484

10 Human Rights Day
www.onedayforhumanrights.com

18 International Migrants Day
www.un.org/depts/dhl/events/migrants/

The Advocates
FOR HUMAN RIGHTS

650 3rd Avenue South, Suite 1240
Minneapolis, MN 55402