

RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights



Human Rights Education

The Advocates' educational programming 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 Right to Health

"It is my aspiration that health will finally be seen not as a blessing to be wished for, but as a human right to be fought for."

Kofi Annan



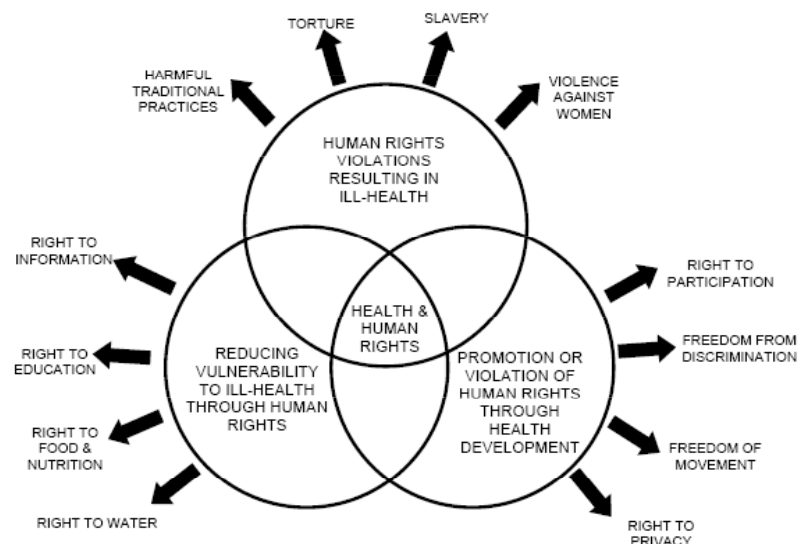
The Universal Declaration of Human Rights defines "a standard of living adequate for the health and well-being..." as a right for all. According to the World Health organization (WHO) "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

This means that the right to health is more than just health care – equally important are general living conditions on which a person's health depends.

These include access to clean water; adequate, safe, and nutritious food; shelter; and sanitation. In fact, those most vulnerable to existing and evolving health crises tend to be those who already face poor social and economic conditions (e.g., poverty, unsafe living and working conditions, racial and gender discrimination, etc.).¹ Indeed, inequality and poverty lie at the root of sickness and disease. According to a World Health Report, extreme poverty is the primary cause of death worldwide.² And while remarkable improvements have been made in health status worldwide over the last century, these improvements have not been shared equally. Millions continue to die each year from easily preventable diseases and basic health services and essential medicines still fail to reach the majority of the global population. For the underserved, this can be fatal: every day, 22,000 children under age 5 die in the developing world, and on average, 1 woman in 30 will die from pregnancy-related causes.³

The human right to health is vital to all aspects of a person's well-being and is crucial to the realization of many other fundamental rights and freedoms. This graph by the WHO shows examples of how violations of the right to health are linked to other human rights.

In honor of **World Health Day (April 7th)** and **National Public Health Week (April 2-8)**, this edition of *Rights Sites News* is packed full of lessons, ideas, and resources on teaching about health and human rights both globally and locally, and is dedicated to the promotion and advancement of the right to health for all, especially the world's most vulnerable people.



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- Erik Blas, Johannes Sommerfeld and Anand Sivasankara Kurup. *Social Determinants Approaches to Public Health: From Concept to Practice*. World Health Organization. 2011. http://whqlibdoc.who.int/publications/2011/9789241564137_eng.pdf
- World Health Organization. *Global Health Risks: Mortality and burden of disease attributable to selected major risks*. WHO 2009. http://www.who.int/healthinfo/global_burden_disease/GlobalHealthRisks_report_full.pdf
- Save the Children. *State of the world's mothers 2011: Champions for Children*. May 2011. http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/SOWM2011_FULL_REPORT.PDF

Lesson: Health and Global Inequalities

Goal: To introduce students to the topic of global health inequities throughout the world.

Objectives:

- Students will compare and contrast differences between health care in the U.S. and the developing world.
- Students will be able to identify social, scientific and policy barriers in preventing epidemics in third world//developing countries

Time Frame: 2-3 class periods

Grades: 8-12

Materials:

- PowerPoint on the Right to Health - http://www.discoverhumanrights.org/Right_to_Health.html
- Film: Malaria - Killer Number One - <http://www.cultureunplugged.com/play/1181/Malaria---Killer-Number-One>
- Handout: *Fulfilling the Right to Health* (see page 3)

Procedure:

1. **Pick a Fact.** Introduce to the issue of health and global inequality with facts such as the following from the World Health Organization. Give each student one fact to read out loud and ask them to comment on it. For more facts, see www.globalhealthfacts.org/.
 - One billion people lack access to health care systems.
 - Each year, over 8 million children under the age of 5 die from malnutrition and mostly preventable diseases.
 - In 2002, almost 11 million people died of infectious diseases alone, far more than the number killed in the natural or human-made catastrophes that make headlines.
 - There are 34 million people living with HIV worldwide, and 2 million die from AIDS each year.
 - There are 12 million people living with Tuberculosis. Each year, 1.3 million people die of TB, with 9.4 million new cases a year.
 - Every year, 1.6 million people still die from pneumococcal diseases (e.g. pneumonia, meningitis, middle ear and sinus infections, and a condition called bacteremia), making it the number one vaccine-preventable cause of death worldwide. More than half of the victims are children.
 - Malaria causes some 243 million acute illnesses and 863,000 deaths annually.
 - 164,000 people, mostly children under 5, died from measles in 2008, even though effective immunization costs less than \$1 US dollar and has been available for more than 40 years.
2. **Brainstorm.** Ask the students to brainstorm what some of the differences are between health care in developed countries and those that are less developed. Some of the responses may include: proper nutrition/malnutrition; access to medications, vaccines, and technologies; regular check-ups/preventative care/no access to health care services; health education/barriers to education; access to clean water/water scarcity; or sanitary living conditions/living conditions with no electricity, water, or disposal of sewage.
3. **Mind Map.** Read students the following quote from the World Health Organization, “*health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.*” Explain that individuals need more than just doctors and hospitals to be healthy. Write the word “health” on the board. In small groups, ask students to write down on post-its all the factors they believe are related to health. Ask them some guiding questions such as, “what conditions in one’s life can impact health?” and “how might your health be different if you were born somewhere else or under different circumstances?” Give each group 10 minutes to come up with some ideas. Once they are finished, have students post their ideas around the word “health” on the board. Explain how just like their ideas, the right to health also encompasses those factors that have an impact on health which includes such issues as income, jobs, education, housing, and racism. These are known as “social determinants of health.”
4. **Real World Connections.** Provide your students with a brief background on the right to health. Download the *Right to Health* PowerPoint here: http://www.discoverhumanrights.org/Right_to_Health.html and show the students the first 10 slides. Give each student the handout on page 3 and ask them to read it. Show your students the documentary “Malaria : Killer Number One” available for free here: <http://www.cultureunplugged.com/play/1181/Malaria---Killer-Number-One>. As they watch, ask students to write down the barriers in treating those with Malaria as presented in the film. Ask them to try to match those barriers with the criteria defined in the handout and write them down in the space provided in the boxes. Barriers could include limited access to clinics; poorly equipped and unsanitary hospitals; limited health care professionals, with no funding for supplies and medication; limited accessibility to remote villages; shortages of drugs; resistance to malarial drugs; lack of access to clean water; poverty; malnutrition; weakened immune systems; reinfection rates; and inaccessibility to preventive measures, such as bed nets.
5. **Action Project.** In groups, assign students a global health problem to research. Ask each group to create posters and/or public service announcements to present to the class and post around the school or community.



FULFILLING THE RIGHT TO HEALTH

DIRECTIONS: As you watch the film, write down the human rights violations regarding the right to health that you see and try to match the violation with one of the categories below.

The United Nations committee responsible for defining the Right to Health analyzed what it would mean for a government to uphold this right, and they came up with four categories. The committee states, the right to health encompasses “a wide range of socio-economic factors that promote conditions in which people can lead a healthy life, and extends to the underlying determinants of health, such as **food and nutrition, housing, access to safe and potable water and adequate sanitation, safe and healthy working conditions, and a healthy environment.**” UN Committee on Economic, Social and Cultural Rights

Available

Governments should set up necessary health facilities throughout their territory and provide water, electricity, trained personnel (receiving domestically competitive salaries), and essential drugs to serve the entire population.

Accessible

Health care must be accessible to everyone without discrimination, economically affordable, physically accessible, and understandable in the patient's own language.

Acceptable

Health services should be ethically and culturally appropriate, (i.e., respectful of minorities, women, the elderly, youth, etc.).

Adequate

All health facilities, goods, equipment, and services must be scientifically and medically appropriate and of good quality. Medical personnel should be adequately educated and skilled.

TEACH ABOUT THE RIGHT TO HEALTH IN THE U.S.

Although some of the best health care in the world is available in the United States, the country still has a long way to go in ensuring the right to health for all its citizens. Some Americans face much poorer prospects for good health and long life than others. The Advocates for Human Rights has created a toolkit on the Right to Health that examines health in the U.S. from a human rights perspective. The toolkit encourages students to:

- **Get Informed** by reading the Right to Health fact sheet which defines the extent to which the U.S. recognizes that right to health and defines the different elements of the state's obligations with respect to the right according to its related UN Treaty.
- **Get Involved** by using the action guide which includes ideas for how you can make positive social change on health rights whether you have ten minutes or a year.
- **Get Others Interested** by teaching about the right to health with our education resources, including a quiz, lesson plan, and PowerPoint.



The entire Right to Health toolkit is available to download for free at www.discoverhumanrights.org/Right_to_Health.html.

The following films are great resources for teaching about health issues in the United States.



Unnatural Causes. Is Inequality Making us Sick?

www.unnaturalcauses.org/

This acclaimed documentary series broadcast by PBS is now used by thousands of organizations around the country to tackle the root causes of our alarming socio-economic and racial inequities in health in the United States. The four-hour series crisscrosses the nation uncovering startling new findings that suggest there is much more to our health than bad habits, health care, or unlucky genes. The social circumstances in which we are born, live, and work can actually get under our skin and disrupt our physiology as much as germs and viruses. The website provides resources for educators including lesson plans, discussion guides, handouts, and an action toolkit. Grades 8-12. (Each episode is 29 min.)



One Bridge to the Next

www.becausefoundation.org/films/TheFilm.php?ID=3

Health care for the homeless is an urgent public health concern. The unsheltered have significantly higher rates of HIV/AIDS (up to 35%); Hepatitis B (up to 30%); Active Tuberculosis (up to 68%), Body Louse Infections (up to 56%). Inspired by the one million people who live on America's streets, many of whom have no source of health care, this film documents one doctor's efforts to make a difference and puts a spotlight on the emerging field of street medicine. As a result of the film, the BeCause Foundation helped establish the international Street Medicine Institute (www.streetmedicine.org/), which has created curriculum that is having an impact around the world. Grades 8-12. (31 min.)



Farm to School: Growing Our Future

www.extension.umn.edu/farm-to-school/documentary/

Farm to School partnerships have flourished across Minnesota as communities have risen to the challenge of addressing the health, education, and economic impacts of the childhood obesity epidemic. More schools are incorporating fresh, local food into their lunch menus as farmers work to meet this growing demand. This film explores the advantages and remaining challenges for businesses, farms, schools and communities as they work together to improve our children's health and education. The film aims to spark a dialogue among policy makers at the local, state, and national levels. It comes at an important time in U.S. history, as the nation faces the devastation of childhood obesity and rising health care costs. The website provides great resources for educators, including lesson plans. Grades 5-12. (27 min.)



Money Driven Medicine

<http://moneydrivenmedicine.org/>

The U.S. spends twice as much per person on health care as the average developed nation - 17.5% of our GDP - yet our outcomes, especially for chronic diseases, are often worse than our global counterparts. What makes us the exception? The U.S. is the only industrialized nation that has chosen to turn medicine into a largely unregulated, for-profit business. *Money-Driven Medicine* goes beyond health insurance reform as it lays out the looming policy challenges for the next decade if we are to provide all Americans effective, high quality, patient-centered care while containing costs and reducing wasteful, even risky procedures. Grades 8-12. (85 min.)

FEATURED CURRICULUM: AGAINST THE ODDS



Against the Odds: Making a Difference in Global Health

<http://apps.nlm.nih.gov/againsttheodds/index.cfm>

Explore the stories of communities that are taking up the challenge to prevent disease and improve quality of life around the world. Includes lesson plans on healthy lifestyle (grades 3-6), health and human rights (grades 7-10), and preventing the spread of disease (grades 6-12), as well as an educator's guide to hosting a global health conference. Also includes two interactive games: "the world of global health" and "who's who in global health."

FEATURED WEBSITE: Rx FOR SURVIVAL



Rx for Survival - A Global Health Challenge

<http://www.pbs.org/wgbh/rxforsurvival/>

A groundbreaking project and PBS television series that examines what makes us sick, what keeps us healthy, and what it would take to improve health. The series covers the most critical and emerging threats to global public health, and the leaders who deal with them. A section for teachers includes lesson plans, games, debates, and experiments that explore the topics covered in *Rx for Survival*. Appropriate for Grades 7-12 social studies, science, and health classes, they include pre- and post-viewing questions, procedures, student sheets, discussion questions, assessments, and resources.

FEATURED EVENTS: WORLD HEALTH DAY & NATIONAL PUBLIC HEALTH WEEK

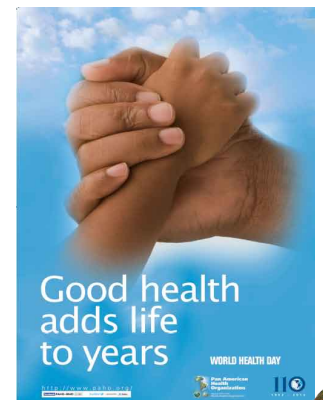


The theme for this year's **National Public Health Week, April 2-8**, is "A Healthier America Begins Today: Join the Movement!" which coincides with the recent release of the National Prevention Strategy. The aim is to address the issue of prevention and wellness to ensure that all is being done to improve our nation's health.

Every year, chronic diseases such as heart disease, cancer, and diabetes are responsible for millions of premature deaths. Americans miss 2.5 billion days of work because of these illnesses, and all of that lost productivity adds up to more than \$1 trillion. Injuries, unexpected accidents, and violence affect people daily in all aspects of life. Unintentional injuries, such as motor vehicle crashes, poisonings, and burns rank among the top 10 causes of death for people aged 44 and younger. Catching and preventing these illnesses and incidents before they develop is the key to improving our nation's health. There are so many small steps we can take to begin leading healthier lives; sometimes it just takes a little motivation. You can get your school or community involved by downloading the toolkit, which includes fact sheets, media outreach materials, suggested community events, legislative information, and resources to use throughout NPHW. For more information, please visit: www.nphw.org/.

World Health Day is celebrated each year on **April 7**, which marks the founding of the World Health Organization (WHO). It is an occasion to raise awareness of key global health issues. This year's topic is "Aging and Health," with the theme "Good health adds life to years." The focus is on how good health throughout life can help older men and women lead full and productive lives and be a resource for their families and communities.

Aging concerns each and every one of us – whether young or old, male or female, rich or poor – no matter where we live. Over the past century life expectancy has increased dramatically and the world will soon have more older people than children. Populations are aging everywhere, but less-developed countries are witnessing the fastest change. This social transformation represents both challenges and opportunities. In particular, countries may only have a single generation to prepare their health and social systems for an aging world. Use the World Health Day Toolkit to set up your own World Health Day 2012 campaign. For more information on how you can participate in world health day events, please visit <http://www.who.int/world-health-day/en/> and www.paho.org/whd2012/.





HIV/AIDS

National Geographic

www.nationalgeographic.com/xpeditions/lessons/01/g68/africaaids68.html

This lesson is designed to help students understand the impact of AIDS on the population of Africa. Students examine charts and graphs to find and compare data about AIDS in Africa, the United States, and the world. Grades 6-8.

Peace Corps WorldWide Schools

<http://www.peacecorps.gov/wvs/educators/lessonplans/lesson.cfm?lpid=3381>

Lesson on reversing the spread of HIV/AIDS. Grades 6-12.

UNICEF Voices of Youth Aids Web Project

<http://www.un.org/Pubs/CyberSchoolBus/aids2003/index.html>

A youth-friendly, interactive website that provides information on the epidemic in different regions and teacher resources.

As of 2009, more than 33 million people were living with HIV, including 2.3 million children.
Kaiser Family Foundation



HEALTH CARE

PBS NewsHour

<http://www.pbs.org/newshour/extra/teachers/lessonplans/us/html>

A variety of lessons and activities are provided to help students gain the knowledge and background necessary to engage in a meaningful debate about health care and the government's obligation to secure the right to health for all Americans. Grades 9-12.

Speaking Globally

<http://blog.gale.com/speakingglobally/projects/comparing-regions-of-the-world-lesson-plans/>

Students compare health care systems in different countries, forming a position about which program is most efficient. Grades 8-12.

In the United States, the number of non-elderly uninsured reached 49.1 million in 2010.
Kaiser Family Foundation.
Globally, over one billion people lack access to health care systems.
World Health Organization.

jan-june08/miller_healthcare



DISEASES

Against the Odds - Making a Difference in Global Health

http://apps.nlm.nih.gov/againsttheodds/online_activities/lesson_plan_society.cfm

In this lesson, students examine real-life cases of infectious diseases and diverse approaches to solving health problems.

Globalization 101

<http://www.globalization101.org/health-3/>

This site provides resources and information on global diseases and a lesson on infectious diseases in Africa.

In 2006, there were 247 million cases of malaria and 881,000 deaths from the disease.
Global Health Facts



WATER

H2O for Life

<http://www.h2oforlifeschools.org/>

H2O for Life provides a transformational service-learning opportunity for students, youth groups, and others to partner with a school in a developing country that desperately needs water, sanitation, and hygiene education. Grades K-12.

Water for Schools Campaign

<http://www.charitywater.org/schools/index.php>

Get your school involved to help a school in need and raise awareness about the water crisis facing youth around the world.

1.1 billion people worldwide lack access to a clean water supply, and many more sometimes drink unsafe contaminated water.
Center for Disease Control



SUBSTANCE ABUSE & MENTAL HEALTH

American Council for Drug Prevention

<http://www.acde.org/educate/Lessons.htm>

K-12 lessons to help teachers educate their students about substance abuse and tips

Project Alert

<http://www.projectalert.com/>

These lessons address the drug abuse among teens and effectively increases their likelihood to remain drug-free. Each lesson includes implementation hints, reference materials, and handouts for students. Grades 7-8.

TIGED Mental Health Thematic Classroom: A Guide for Educators

teenmentalhealth.org/index.php/resources/entries/teachers-resource-guide-for-virtual-classroom/

TeenMentalHealth.org and TakingItGlobal partnered to develop a set of mental health resources available to teachers free of charge.

2.5 million people die each year due to alcohol use and 15.3 million people have a drug dependence.
World Health Organization

for talking about drugs in the classroom.





HUNGER & MALNUTRITION

National Geographic

www.nationalgeographic.com/xpeditions/lessons/18/g68/tghunger.html

This lesson introduces students to programs that exist to address the complex problem of world hunger. Grades 6-8.

New York Times

learning.blogs.nytimes.com/2011/10/14/world-food-day-addressing-hunger-around-the-globe/

In this lesson, developed for World Food Day, students consider the definition of hunger and where and how hunger most affects people, including children. Grades 8-12.

World Savvy

worldsavvy.org/resources/wac-2011-online-resources-hfs.php#lessons

A collection of lessons and resources put together by World Savvy to teach about hunger and food security.

More than 1/3 of all child deaths are a result of malnutrition. Especially when it affects children under the age of 2, malnutrition can lead to stunted growth and decreased brain capacity.
World Hunger



HEALTHY LIFESTYLE

Center For Ecoliteracy – Rethinking School Lunch Guide

www.ecoliteracy.org/programs/rsl-guide.html

Great site with extensive curricula resources, including tips for integrating food and gardening themes into the curriculum.

Jaime Oliver's Food Revolution

www.jamieoliver.com/us/foundation/jamies-food-revolution/___cms/uploads/1_JO_TeacherToolkit%20%282%29.pdf

A teacher's toolkit to help get the kids excited about food and cooking. The toolkit aims to empower kids to make the right decisions and build self-confidence and the awareness of good eating habits.

Let's Move

www.letsmove.gov/

A website dedicated to solving the problem of obesity within a generation. It provides a toolkit on teaching children about the importance of embracing a healthy, active lifestyle.

While many people in the world suffer from starvation by 2015, about 2.3 billion adults will be overweight and more than 700 million will be obese.
World Health Organization.



POVERTY AND INEQUALITY

Facing the Future

www.facingthefuture.org/Default.aspx

Provides lesson plans and resources on a variety of global health issues, including poverty.

The Millennium Campaign

www.endpoverty2015.org/end-hunger/resource/us-high-school-mdg-curriculum

A curriculum on teaching about the millennium development goals (MGDs) aimed at ending poverty in the world. Also see **Connect to Learn** MGD curriculum, www.connecttolearn.org/Teacher_Resources/Resource_Library/MDG_Curriculum.

Oxfam Education

www.oxfam.org.uk/education/resources/category_topic.htm

Features teaching materials on a wide range of topics related to global health, including human rights, and poverty.

Extreme poverty is the primary cause of death worldwide.
World Health Organization.



CONFLICT & NATURAL DISASTER

PBS - Tracking the Health Effects of Natural Disasters

www.pbs.org/newshour/extrat/teachers/lessonplans/health/jan-june11/floods_06-15.html

In this lesson, students examine the impact of natural disasters on public health. Grades 7-12.

Red Cross - Masters of Disaster

www.redcross.org/disaster/masters/

Lesson plans to educate youth about important disaster safety and preparedness information.

The Road to Peace: A Teaching Guide on Local and Global Transitional Justice

discoverhumanrights.org/Road_to_Peace_Intro.html

Lesson plans on conflict resolution and restoration of justice in the aftermath of war. Grades 9-12.

TeachUNICEF - Armed Conflict

teachunicef.org/explore/topic/armed-conflict

This collection of teacher resources addresses armed conflict and the ways in which children are affected by armed conflict.

Almost two billion people were affected by natural disasters in the last decade of the 20th century 86% of them by floods and droughts.
World Health Organization.



HUMAN RIGHTS CALENDAR

APRIL

- 2 International Children's Book Day - www.ibby.org/index.php?id=269
- 2-8 National Public Health Week - www.nphw.org/
- 4 International Day for Mine Awareness and Action - www.un.org/en/events/mineawarenessday/index.shtml
- 7 World Health Day - www.who.int/world-health-day/en/
- 22 Earth Day - www.earthday.org/2012
- 23 World Book and Copyright Day - www.unesco.org/culture/bookday/

MAY

- 1 International Workers Day (May Day) - en.wikipedia.org/wiki/International_Workers%27_Day
- 3 World Press Freedom Day - www.un.org/en/events/pressfreedomday/
- 4 National Teacher Day - www.nea.org/grants/1359.htm
- 9 World Fair Trade Day - www.fairtraderesource.org/wftd/
- 15 International Day of Families - social.un.org/index/Family/InternationalObservances/InternationalDayofFamilies/2012.aspx
- 17 World Information Society Day - www.itu.int/wtisd/
- 21 World Day for Cultural Diversity, Dialogue, and Development - www.un.org/Depts/dhl/cultural_diversity/index.html
- 31 World No-Tobacco Day - www.who.int/tobacco/wntd/2012/announcement/en/index.html

JUNE

- 4 International Day of Innocent Children Victims of Aggression - www.un.org/en/events/childvictimday
- 5 World Environment Day - www.unep.org/wed/index.asp
- 20 World Refugee Day - www.unhcr.org/dolthing/index.php
- 23 United Nations Public Service Day - www.un.org/en/events/publicserviceday
- 26 International Day Against Drug Abuse and Illicit Trafficking - www.un.org/depts/dhl/drug/index.html
- 26 International Day in Support of Victims of Torture - www.un.org/en/events/torturevictimsday/

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Volume 8 Issue 1 Spring 2012

Rights Sites News is published quarterly by the The Advocates for Human Rights to promote human rights education in the classroom and support teachers. We welcome suggestions and comments.

Rights Sites News Editor: Emily Farrell

To sign up to receive this free quarterly newsletter and periodic e-mail updates about opportunities related to human rights education, please send your name and your e-mail address to: efarell@advrights.org.

For free human rights educational materials and past editions of *Rights Sites News*, please visit the "For Educators" section of our website:

www.DiscoverHumanRights.org



YES! National Student Writing Competition. Give your students the opportunity to voice their opinions and show off their exemplary writing by reading and responding to the YES! article, "You Are Who You Eat With." According to author Katherine Gustafson, we need to return to the family meal. Your students will have plenty to write about as they reflect on who they eat with and how important this is in their lives. The deadline for registration is **April 13**. Essays must be submitted no later than **May 18**.

For more information, visit: www.yesmagazine.org/for-teachers/essay-bank/yes-national-student-writing-competition.



330 Second Avenue South, Suite 800
Minneapolis, MN 55401