



RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights

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Social Emotional Learning

"Empathy is not simply a matter of trying to imagine what others are going through, but having the will to muster enough courage to do something about it."

~ Cornel West



Photo: flickr user Chiara Musiu

Human rights education (HRE) is all learning that develops the knowledge, skills and values of human rights, with the goal of preparing children to become informed, responsible, and caring adults. As indicated in the World Programme for Human Rights Education, "HRE goes beyond cognitive learning and includes the social emotional development of all those involved in the learning and teaching process." Such development progresses through social emotional learning.

Social emotional learning (SEL) is the building of intrapersonal (self-awareness) and interpersonal (awareness of others) intelligences necessary for living an effective, engaged life.¹

SEL is a critical component of human rights education because it develops the very skills in individuals that cause them to recognize and care about another person's suffering, whether it is a student on the bus being bullied or someone being persecuted halfway around the world for their political opinion. Our social emotional intelligence helps us understand how our actions affect others and gives us the skills to rectify wrongs on an individual and community level. In effect, SEL helps to create a culture in which human rights are respected, practiced, and lived. SEL should thus be promoted at home, in school, and in youth programming.

SEL yields numerous benefits. Research has shown that people with social emotional competencies are most likely to succeed academically, have a sense of well-being in their personal lives, and act as contributors to their communities.² As a result, it is no surprise that studies also show that promoting SEL in children is one "missing piece" in efforts to reach the array of goals associated with improving schooling in the United States.³



Photo: flickr user The Facey Family

This edition of *Rights Sites News* is dedicated to exploring how teachers and parents can promote their children's social emotional development so they will grow up to promote and respect the human rights of themselves and others. ■

1. "Eight Ways to Promote Social and Emotional Learning in Your Adolescent." By Kimberly Hackett. Accessed December 2012. www.education.com/magazine/article/ways-promote-social-emotional-learning/
2. "What is Social Emotional Learning." Project EXSEL New York City. Accessed December 2012. pd.ilt.columbia.edu/projects/exsell/aboutsell/index.html
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4. Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

Lesson: All About Me

Source: Discover Human Rights Toolkit and Lesson Plan Series by The Advocates for Human Rights.

Grades: K-2

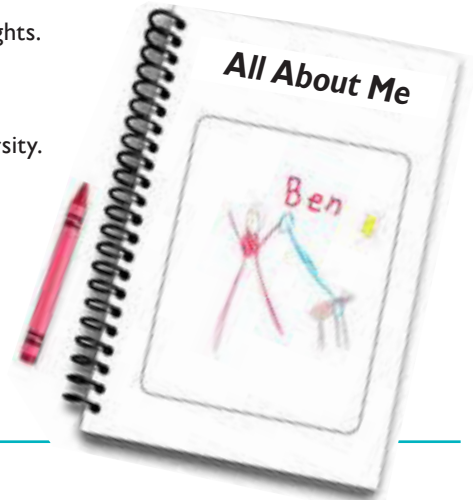
Time Frame: 4 class periods

Goal: To provide students with tools to foster relationships based on respect, equality, and diversity.

Objectives:

- Students will better understand who they are and what distinguishes them from others.
- Students will learn the value of respect for others.
- Students will learn how differences help create positive relationships with others.

Materials: Handout: Venn Diagram (download at: discoverhumanrights.org/uploads/human_rights_in_u_s_grades_k-2_2.pdf), colored paper, markers, crayons, or colored pencils, self-portrait photo of each student, three-hole punch and yarn or ribbon or stapler, magazines and/or newspapers for cutting out photos.



Procedure:

Prepare. Before beginning this project, create a folder for each student in which they will keep items for their books. Teachers will also need to collect magazines, newspapers, and other media for students to use to cut-out images and text for their book. Teachers should skim through the media to ensure it is age-appropriate before giving it the students.

All About Me! books should be an extended process for students to show who they are, where they come from, what makes them unique, and what traits they have which differ from others. Students should be expected to work on one or two pages per class period and the completed pages should either be kept in their folders or with the teacher upon completion to make sure they do not get misplaced or thrown away.

ACTIVITY 1: WHO AM I? (APPROX. 1 CLASS PERIOD)

- 1. Brainstorm.** Tell the students that they will be creating a book about themselves to share with others. Write the word “self” on the board. Generate ideas about what the term means with the whole class. Explain to students that they will be exploring the ways each one of them is unique as they create “All About Me!” books. The books help affirm that our differences are welcome and help us learn from each other. Tell students this is their chance to share what makes him/her unique and special!
- 2. Create.** Tell the students they will be making their books front cover. Students will need to bring a photograph of him/herself. Provide each student with a folder or binder for their book. Ask that they include their name, the date, and their year in school.

The first page of the book is about their favorite things. It should include the student’s name and their favorite things such as: their favorite food, game, sport, television show, book, songs, and anything else they may like to include. Write the words “Favorite Things” on the board for them to copy as the title of the page. Let the students take time to think about this and to draw, write, or paste on photos from magazines.

Throughout their work time, remind your students each one of us is different. For example, the person sitting next to them may love soccer and pizza. They may not like either of those things but rather prefer biking and Chinese food. Tell them not to worry about what others are doing or writing and that the focus should be on themselves. You may play quiet music for a calming effect.

- 3. Closure.** As this activity comes to an end, collect the books and ask anyone to share what he or she liked about creating the page of favorites. Affirm each child’s contribution and point out the value of having unique individuals with differences in class together.

ACTIVITY 2: MY FAMILY, FRIENDS, AND PETS (1 CLASS PERIOD)

- 1. Explain.** As you begin the second activity of the “All About Me!” books, pass out the folders from Activity 1. Ask the class to revisit what they did. What did “self” and “uniqueness” mean to them? Explain that just as every individual is unique, the same goes for each family unit. This class period will focus on who makes up families and how each family is unique. There is no right or wrong answer when it comes to defining “family.” You can lead them by framing “family” broadly as the people with whom they live, which can include more than one household.

- 2. Draw.** The next pages of the “All About Me!” book will include details about students’ family and pets. First, ask students to draw a picture or diagram of their immediate family or the people with whom they live. Have them add their favorite



Photo: Maria Herder

activities or special things about the family, such as a tradition their family has. The students should include a drawing of their home on one page, with diagrams of the different rooms in the house or apartment. Students can also identify their favorite part of their home and explain why they chose that location. On the next page, have students draw a pet they may have at home, a classroom pet, or a drawing of the pet they would like to have in the future. Include the pet's name, type of pet, and what activities this pet enjoys.

- Journal.** Ask the students to write or draw what they liked about this activity. Remind them that each family is different, as is each individual!

ACTIVITY 3: MY COMMUNITY (1 CLASS PERIOD)

- Brainstorm.** The next pages should include drawings and names of students' friends, neighbors, or people who are in their community. Write the word "Community" on the board and generate ideas about what the term means. Examples may include neighbors, friends, people who work at your local store, and librarians.
- Mind Map.** Ask students to describe three people who are in their lives. Have each student create a separate mind map for each person. Draw a picture of the person in the center and, using lines from the center, write or draw three unique qualities that person has. Explain the word diversity and reinforce the idea that our unique qualities in life create diversity in our class, school, and the world beyond.
- Compare and Contrast.** Choose one person from the Mind Map activity. Have the students complete the Venn Diagram Handout about themselves and the person of their choice. The second person does not have to be a classmate. A student might write, "My friend Bobby is 6 like me and we both like to run and climb trees. He likes to eat Chinese food and I don't. I like to plant in the garden and he does not." Or, "My friend Sydney is a Grandmother and we read together and I help her with her dog. She and I are different because I am 6 and she is 76!" The student's unique qualities will go in the first circle, the unique qualities of the other person will go in the second circle, and the qualities in common will go in the center, where the circles overlap.

ACTIVITY 4: RESPECT AND RESPONSIBILITY IN MY WORLD (1 CLASS PERIOD)

- Discuss.** The last pages of the book will be dedicated to respect and responsibility. Ask the students to recall the first three activities. Briefly discuss the meanings of self, community, and diversity. Ask students, "How can we all show respect for those in our lives, specifically in this class, who are different from us?" For example, "I can show respect by listening to someone else's idea even though it's not the same as my own." Have the students form a circle and use a talking stick to share the ideas from each student. Write down their ideas on chart paper or on the board.
- Think.** After each student has shared (it's okay if some are the same), ask students what they think the word "responsibility" means. Spend a minute gathering a few ideas. Tell the students they will be creating a class pledge of respect and responsibility for the last part of their book. Remind them that they are responsible for their actions at school. How they act and treat others is a big part of that responsibility. Before the students leave the circle, select two or three ideas from their respect list from which they can choose to be responsible. For example, "We will respect each other's ideas by not interrupting," or "We will respect others by talking out our problems." Then ask them to return to their seats and by silent vote (with heads down or not), choose one thing they can all agree on for their classroom.
- Draw or Write.** Ask each student to complete the last page or two by writing the words "Respect and Responsibility" on the top of the page. Ask them to write the pledge and/or draw a picture of how they might enforce it. Separately, create a sign that states the class pledge and have all students sign it. Make sure it is simple and realistic for students to follow. Display this in the classroom as a reminder and for others to see!
- Complete the Book.** Once the entire book is finished, students may use a three-hole punch and yarn or ribbon to make a binding, or they may use a stapler to attach the pages.

ACTIVITY 5: "ALL ABOUT ME!" BY THE AUTHOR (1 CLASS PERIOD)

- Explain.** Set up a chair in a visible place, facing the classroom. Have students get their "All About Me!" books and sit quietly on the floor around the chair. Explain that they will each have a turn in the "Author's Chair," where they will have the opportunity to read (or explain for younger students) their books to the class. [An optional addition is to create a badge or banner with the word "Author," which students can wear when they are in the Author's chair.]
- Read.** Give each student time to read her/his book while sitting in the Author's Chair. Have students clap after each reading, and note one or two special features about each student's "All About Me!" book (or give students the chance to do this).
- Closure.** What do you do with these books afterward? Come up with a way to share the "All About Me!" books with others. For example, your class could hold visiting times for other classes to come in and pair up with your students or groups of students.



Photo: Maria Herder

Social Emotional Learning:

(Source: Adapted from "What Is SEL?" (CASEL) Collaborative for A

ACTIVITIES

- Create short- and long-term goals to complete together.
- If this, then that: Give children a scenario and ask them what might happen next. For example, "If you don't tie your shoelaces, then _____?"
- Show how a balloon deflates, have students practice/mimic by completely exhaling, and then remind them of the balloon when they are highly agitated, angry or stressed and see if they can deflate like the balloon

SELF-MANAGEMENT

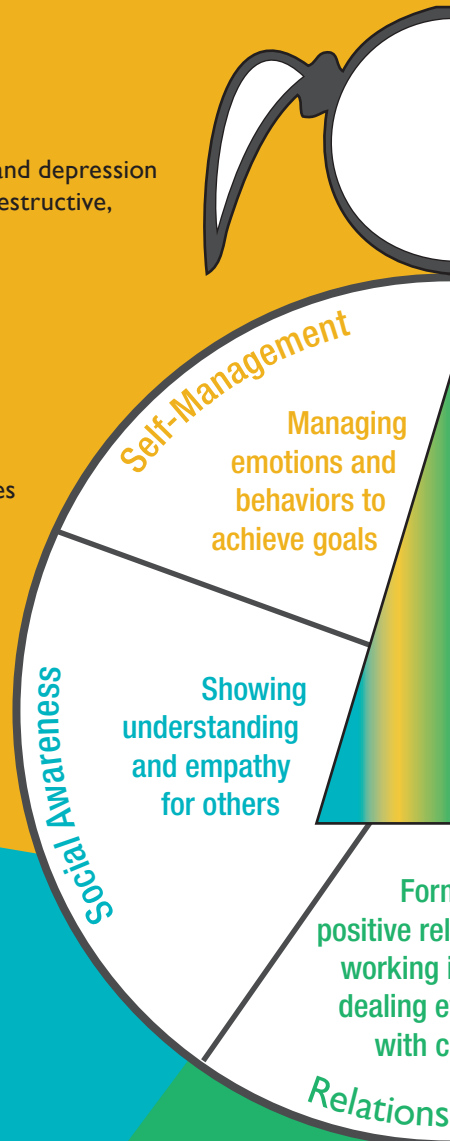
- Verbalizing and coping with anxiety, anger, and depression
- Controlling impulses, aggression, and self-destructive, antisocial behavior
- Managing personal and interpersonal stress
- Focusing on tasks at hand
- Setting short- and long-term goals
- Planning thoughtfully and thoroughly
- Modifying performance in light of feedback
- Mobilizing positive motivation
- Activating hope and optimism
- Working toward optimal performance states

SOCIAL AWARENESS

- Appreciating diversity
- Showing respect to others
- Listening carefully and accurately
- Increasing empathy and sensitivity to others' feelings
- Understanding others' perspectives, points of view, and feelings
- Demonstrating a desire to positively impact the community
- Promoting equality and social justice
- Being able to analyze social cues

ACTIVITIES

- Have children play emotion charades, in which children get to act and guess the feelings of the actor.
- Giving a name to a puppet (e.g., Ralph), ask students what they might say to Ralph to make him feel better if he was sad.
- Read fiction to, and with, children.
- Have students fill in a T-chart about respecting the ideas of others: one side describing appropriate responses, and the other reflecting hurtful responses.
- Have children match written emotions with pictures of faces and/or draw a face of someone experiencing an emotion.
- Ask questions like, "How do you think s/he feels?" or "How would you feel if this happened to you?" or "What do you think will happen next?" during storytime and while watching movies/television.



RELATIONS

- Managing emotions in relationships
- Harmonizing diverse feelings and viewpoints
 - Showing sensitivity to social cues
 - Expressing emotions effectively
 - Communicating clearly
- Engaging others in social situations

ACTI

- Assign jobs and discuss how they are beneficial to the whole group.
- Use puppets to play out conflict resolution situations.
- Use a talking stick for sharing time.
- Talk about individuals being different but coming together to form a group.



Five Key Competencies

Academic, Social, and Emotional Learning. <http://casel.org/>



SELF-AWARENESS

- Naming one's emotions
- Understanding the reasons and circumstances for one's feelings
- Recognizing and naming others' emotions
- Recognizing strengths in, and mobilizing positive feeling about, self, school, and family
- Knowing one's support networks
- Knowing one's needs and values
- Perceiving oneself accurately
- Believing in personal efficacy
- Having a sense of spirituality

ACTIVITIES

- Have children create a self-portrait with construction paper and other art supplies. If in a classroom, have them find similarities and differences with other students' portraits.
- Have children create "proud of me" posters, with a picture of them in the middle and things they are proud of about themselves. Teachers and parents should add to the poster and then hang them up.
- Ask children, "who helps keep you safe?" Have them make and decorate a badge for that person.
- Have children do a "show and tell" about a family tradition (or at home, draw a picture of the child's favorite family tradition).
- Ask children to name a good moment in their day every day.

RESPONSIBLE DECISION-MAKING

- Analyzing situations and identifying problems
- Exercising social decision-making and problem-solving skills
- Responding constructively and in a problem-solving manner to interpersonal obstacles
- Engaging in self-evaluation and reflection
- Conducting oneself with personal, moral, and ethical responsibility

ACTIVITIES

- Ask children to help develop classroom/home rules.
- Have children learn and practice a decision-making process.
- Let students influence the curriculum and provide ideas on what they want to learn.
- Talk to students and get their ideas of what they think good behaviors are.
- Create a democratic class environment. Hold class meetings to deal with problems when they come up or plan events. Pose the problem in the collective voice, "How can we, working together, solve this problem?"

RELATIONSHIP SKILLS

- Building relationships
- Working cooperatively
- Exercising assertiveness, leadership, and persuasion
- Managing conflict, negotiation, refusal
- Providing, seeking help

ACTIVITIES

- Put stickers on a posted map of the U.S./world where students' relatives or friends live.
- Make a paper quilt, with each person contributing a unique square that they design.

The Benefits of Social Emotional Learning in School

By Lara Westerhof



Photo: flickr user Wexner

Social emotional learning (SEL) is the process by which children acquire the necessary knowledge, attitudes, and skills for emotional competence, relationship management, conflict management, and responsible decision making. Social emotional development is important for children of all ages, improving students' social skills, academic achievement, and overall well-being. Social emotional learning has lasting effects on children's lives, creating well-rounded and capable children and adults.^(1,2,4)

SEL programs function on the assumption that a school's social environment is important for students' well-being and academic learning, and there is a substantial amount of research corroborating this platform. When children feel safe at, and connected to, school, they have higher graduation rates, better grades, and higher scores on

standardized tests. In contrast, a child who feels disconnected to his or her school in early childhood will progressively feel more disconnected throughout elementary school, middle school, and high school.^(1,3) While SEL is important for children of all ages, it is imperative to begin creating positive learning environments early on.

BEHAVIORAL BENEFITS

The behavioral benefits of SEL programs are well-documented. Compared to their peers, students who participated in SEL programs showed improved behavioral and emotional adjustment in their school environments. Students exhibited more pro-social behaviors, or voluntary acts for another's benefit, and fewer conduct problems and internalizing behaviors, such as violence, drug and alcohol use, and depression. Students also demonstrated better attitudes towards themselves, others, and school.^(1,2)

STUDENT ENGAGEMENT BENEFITS

SEL programs have also been shown to improve the quality of engagement in the classroom through the use of cooperative learning techniques. These techniques create a classroom structure that actively promotes student learning, motivation, involvement, and high performance. Those participating in an SEL program grasp a deeper understanding of subject matter and become more engaged in school and school work (particularly through interactive activities such as role playing and coaching).⁽¹⁾

ACADEMIC BENEFITS

Research has also revealed impressive academic benefits of SEL programs. Due to an increased motivation to learn, students see improvements in grades, grade-point-averages, and standardized test scores. SEL programs have been found to improve test scores by 11 to 14 percent. In addition, existing research suggests that children who feel connected to their schools and valued by their teachers and peers are more highly determined to learn and perform well in school.^(1,2)

These impressive outcomes can be seen in students of all ages and social statuses. Programs have been successfully implemented in urban, suburban, and rural communities with early childhood students through high school seniors. Research suggests that these outcomes are not fleeting, with studies finding significant effects for at least six months post-intervention.⁽²⁾

A recent analysis of over 200 school-based SEL programs found that they raised academic achievement by 11 percentage points, on average.⁽⁴⁾

THE HUMAN RIGHTS CONNECTION

SEL provides young people with the skills, intrinsic motivation, and inspiration needed to become powerful forces for change in their own households, in the lives of their peers, and in their communities. For example, when applied to the issue of human rights, SEL can enable students to:

- identify discrimination and inequality in school and in the community (e.g., critical thinking, problem solving, decision making)
- resist pressure from peers to participate in harmful, violent, or destructive behaviors (e.g., problem solving, decision making, critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills)
- speak out when they see injustice, such as students bullying a classmate (e.g., self awareness, problem solving, decision making, critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills)
- reduce prejudice and increase appreciation for diversity (e.g., critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills)
- help prevent and address human rights abuses in their community (e.g., problem solving, decision making, communication skills, coping with emotions)⁽⁵⁾



CLASSROOM IMPLEMENTATION

Over the past few decades, SEL standards have been adopted in certain states and SEL programs have found their way into numerous schools. While empirically-validated curricula exist, SEL programs can be effectively implemented in the classroom without an expert or specialist. A meta-analysis of 213 SEL programs implemented by teachers and other school staff found substantial benefits for students; the programs found to be most effective were “SAFE,” or Sequenced, Active, Focused, and Explicit. By following a general set of guidelines, teachers can create effective SEL programs for their students.⁽²⁾

The research behind SEL shows that education that helps young people develop critical thinking and problem solving skills, that builds their sense of personal worth and agency, and teaches them to interact with others constructively and effectively, has transformative potential. This transformation goes beyond improved academics and ultimately helps create a better world. Whether as individuals or nations, in both the developed and developing world, our success as human beings and as democratic societies depends on how well we are able to manage challenges and risks, maximize opportunities, and solve problems in cooperative, non-violent ways. By effectively implementing SEL programs into our schools, we are ensuring that children will not only get the most out of their education, but will be able to reach their fullest potential in their personal and professional lives and contribute to positive social change in the world. ■

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1. Collaborative for Academic, Social, and Emotional Learning. (2011). Retrieved from <http://casel.org>
2. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.
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4. Kress, J. S., & Elias, M. J. (2006). School-based social and emotional learning programs. *Handbook of Child Psychology* (Vol. 4). Hoboken, NJ: John Wiley & Sons, Inc.
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FEATURED RESOURCE: 2013 CASEL GUIDE



2013 CASEL Guide

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a not-for-profit organization that works to advance the science and evidence-based practice of social emotional learning. Their **2013 CASEL Guide** identifies well-designed, evidence-based social emotional learning programs with potential for broad dissemination to schools across the United States. Based on CASEL's work in research and practice spanning nearly two decades, the guide provides a systematic framework for evaluating the quality of classroom-based social emotional learning (SEL) programs. In addition, the guide shares best practices for district and school teams on how to select and implement social emotional learning programs. The *2013 CASEL Guide* is a valuable resource for educational leaders and teams aspiring to implement research-based approaches to promote students' social-emotional development and academic performance. It also

offers guidance to SEL program developers who seek to improve their programs, researchers who evaluate SEL programs, and policymakers who want to encourage the use of best educational practices. To learn more about CASEL and download their 2013 guide, please visit: <http://casel.org/guide/>.

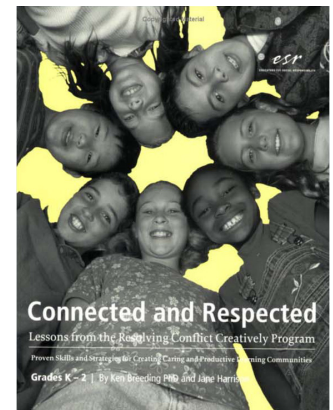
FEATURED SEL PROGRAMS

THE RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)

RCCP is a well-evaluated, K-8 program in character education and social emotional learning. It is the nation's largest and longest running school program, with a special focus on conflict resolution and intergroup relations.

First developed as an initiative of the New York City Public Schools, RCCP now serves over 400 schools among 16 urban, suburban, and rural districts across the country. RCCP is characterized by a comprehensive, multi-year strategy for preventing violence and creating caring and peaceable communities of learning that improve school success for all children. The 51-lesson program curriculum and accompanying activities are tailored to be developmentally appropriate for different age groups. Through promoting positive conflict resolution and understanding of different cultures, the program strives to create a more caring and peaceful school environment.

The Educators for Social Responsibility's website provides assistance with RCCP training and implementation online at <http://esrnational.org/professional-services/elementary-school/prevention/resolving-conflict-creatively-program-rccp/>.



MINDUP PROGRAM

The MindUP™ program, an educational initiative of the Hawn Foundation, is anchored in current research in cognitive neuroscience, evidence-based classroom pedagogy, best practices in mindful education, precepts of social emotional learning (SEL), and guiding principles of positive psychology. Developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), MindUP™ is a family of social, emotional, and attentional self-regulatory strategies and skills developed for cultivating well-being and emotional balance. Among the various MindUP™ skills taught to students, focused attention and nonreactive monitoring of experience from moment to moment display the potential to have a long-term impact on brain function and social emotional behavior. For more information about this program, visit: thehawnfoundation.org/mindup/.



SOCIAL EMOTIONAL LEARNING RESOURCES

Center for Character and Citizenship

www.characterandcitizenship.org/index.php/resources/educators

University-based center that disseminates information about the development of moral and civic character.

Center for Social & Character Development

www.rucharacter.org/LessonPlans

University-based center with a database of lessons and activities searchable by grade.

Center on the Social and Emotional Foundations for Early Learning

csefel.vanderbilt.edu/index.html

Focuses on promoting the social emotional development and school readiness of young children, birth to 5 years.

Character Education Partnership

www.character.org

Works to improve the moral, social, ethical, and emotional issues in schools.

Conflict Resolution Strategies

www.creducation.org/cre/teachers

A resource list for teachers compiled by Conflict Resolution Education.

Educators for Social Responsibility

www.esrnational.org

Works directly with educators to implement systemic practices that create safe, caring, and equitable schools.

Edutopia

www.edutopia.org/stw-louisville-sel-resources-downloads

A compilation of resources and lesson plans for teaching social emotional skills.

National School Climate Center

www.schoolclimate.org

Dedicated to improving the school environment.

Responsive Classroom

www.responsiveclassroom.org/resources-educators

Works to improve the environment and atmosphere of the classroom.

Search Institute

www.search-institute.org

Helps people understand what children need to succeed and to take action based on that knowledge.

Teaching Tolerance

www.tolerance.org

Provides support to educators who care about diversity, equal opportunity, and respect for differences.

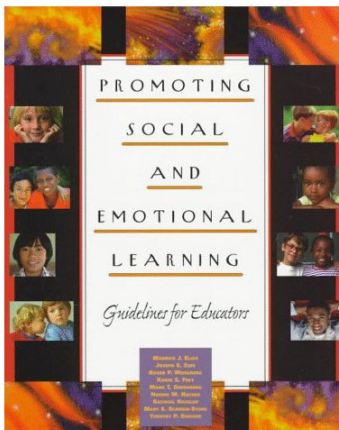
WINGS

www.wingsforkids.org

An educational program that develops social emotional skills through fresh and fun after-school programs.

FEATURED BOOK

Promoting Social and Emotional Learning: Guidelines for Educators



Elias, M., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., et al. 1997, Association for Supervision and Curriculum Development

Educators today have a renewed perspective: when schools attend systematically to students' social emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of the relationships surrounding each child improves. The challenge of raising knowledgeable, responsible, and caring children can be enhanced by thoughtful, sustained, and systematic attention to children's social emotional learning.

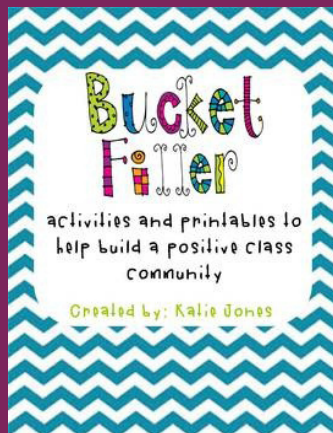
The book addresses the crucial need among educators for a practical guide to creating, implementing, and evaluating comprehensive, coordinated programming to enhance the social emotional development of children from preschool through high school. Included are 39 concise guidelines and field-inspired examples for classrooms, schools, and districts. Available at www.amazon.com.

BUCKET FILLER STARTER KIT

One effective way to form a positive community in your classroom is through a method called “bucket filling.” Children are able to easily make a connection with the “bucket filling” analogy, and it is often used in conjunction with SEL curricula.

The “bucket filling” approach is based on the ideas that each of us carries an invisible bucket. It gets filled up when someone says or does something nice for us, or when we say or do something nice in return. Some examples include being helpful, respectful, caring, responsible, cooperative, truthful, understanding, etc. The opposite of a Bucket Filler is a Bucket Dipper. A Bucket Dipper is someone who tries to fill their own bucket by “dipping” from others’ buckets. They do this by being unkind. However, we know we can never fill our buckets by dipping from someone else’s. As a class, we should strive to be a community of Bucket Fillers.

To get started on using this teaching method, check out the **Bucket Filler Starter Kit**. It includes numerous activities, worksheets, and posters, as well as two books: *Have You Filled a Bucket Today?* by Carol McCloud and *How Full is Your Bucket?* by Tom Rath. For more information, visit www.teacherspayteachers.com/Product/Bucket-Filler-Starter-Kit.



SEL-RELATED BOOK LISTS

“5 Best Books that Promote Empathy”

www.kidzworld.co.za/parentingarticles/5-best-books-that-promote-parenting-with-empathy.html

Books for Children about Differences

www.4children.org/topics/books_for_children/

Books to Promote Social Justice

www.amazon.com/Father-Social-Justice-Picture-Children/lm/R2EUV92R49CSXU

Books that Promote Emotional Intelligence

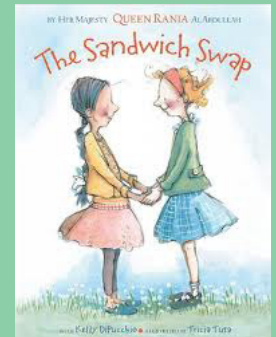
booksthathealkids.blogspot.com/

Children’s Fiction to Promote Empathy

www.common sense media.org/book-lists/books-teach-empathy

Children’s SEL-related Fiction

csefel.vanderbilt.edu/documents/booklist.pdf



Kimochis

toys with feelings inside

Kimochi means “feelings” in Japanese. And that is what this company is about. As their website states, “Feelings can be messy and Kimochis can help!” The goal of Kimochis and their educational programs is to provide helpful information and communication tools to parents, teachers, and children to enable them to learn how to be better communicators, and to express their feelings.

Using the characters and feelings, children can get in touch with their emotions in a fun and comfortable way. When children can communicate their feelings, they cultivate confidence and character.

To learn more about Kimochis® products for developing emotional intelligence, visit www.kimochis.com/main.html.



Follow **MAURICE ELIAS**, Director of the Rutgers Social-Emotional Learning Lab and principal investigator for its Developing Safe and Civil Schools initiative. Maurice is also a founding member of the Leadership Team for the Collaborative for Academic, Social, and Emotional Learning (CASEL).

BLOG



SOCIAL AND EMOTIONAL LEARNING

Free audio iTunes podcast on Social Emotional Learning by Edutopia.
<https://itunes.apple.com/itunes-u/social-emotional-learning/id395540649>

CASE STUDY: THE ADVOCACY LAB OUTER JUSTICE, INNER PEACE: ACTIVATING EMPATHY THROUGH HRE



The Advocacy Lab is a non-profit organization located in New York, NY that works to promote empathy among youth by teaching them about human rights and guiding them in taking action to protect those rights.

AdLab believes that **empathy** is necessary in order for the next generation to stand up for human rights for all and work towards a peaceful and secure world. Young people need to be taught how to participate in creating change and advocate for human rights. Young people need human rights education to learn how people around the world live and to receive advocacy skills training and opportunities to advocate on issues. It is essential for the next generation to become empathetic, real-world problem solvers.

The Advocacy Lab (AdLab) empowers youth to take action for human rights. Partnering with New York City middle and high school teachers throughout the school year, AdLab brings weekly human rights education and advocacy skills training programs into classrooms.

Guided by facilitators, students learn about local and global human rights issues in the first semester. In the second semester, students carry out an advocacy campaign on an issue of their choice, gaining the knowledge, tools, and confidence to create positive social change. When the students start to take action to change something they care about, apathy turns to empathy. They feel they can make a difference, and are compelled to do so.

For example, students in Crown Heights, Brooklyn reported being subjected to many incidences of racial profiling. The Advocacy Lab supported them as they created an awareness-raising and advocacy campaign on the issue. As students gained the knowledge, skills, and confidence to confront injustice, they also educated their peers, building their presentation and leadership skills and reinforcing their learning. They practiced stating their rights in a dignified and respectful manner when engaging with police officers through a Know Your Rights presentation by the New York Civil Liberties Union, and taught their peers to do the same. In fact, two AdLab students used the knowledge they learned when confronted by police officers on the street within a week of that Know Your Rights presentation. They excitedly and proudly shared their positive experience with their peers and teachers.

The Advocacy Lab directly affects young people's lives. The students are personally transformed by working on local, often personal issues, such as domestic violence and racism, and global issues such as sex trafficking and child soldiers. Throughout the program, they gain confidence and become empathetic leaders of change, educating and mobilizing their peers and community members. AdLab students improve their communities, impact the world, and gain skills they can use for the rest of their lives. They have educated over 1000 students directly. Thousands more students, teachers, and community members have learned about human rights from participating in the students' advocacy campaigns. The schools they work in begin to develop a culture of peace and tolerance, as year after year, students are exposed to human rights ideas and issues and participate in advocacy campaigns. AdLab is a good example of how the transformative power of social emotional learning in human rights education. To learn more about this organization, please visit: advocacylab.org.



HUMAN RIGHTS CALENDAR

APRIL

- 2 World Autism Awareness Day
- 4 International Day for Mine Awareness and Assistance in Mine Action
- 7 Day of Remembrance of the Victims of the Rwanda Genocide
- 7 World Health Day
- 22 International Mother Earth Day
- 23 World Book and Copyright Day
- 25 World Malaria Day
- 28 World Day for Safety and Health at Work
- 29 Day of Remembrance for all Victims of Chemical Warfare
- 30 International Jazz Day

MAY

- 1 International Workers Day
- 3 World Press Freedom Day
- 8 World Red Cross and Red Crescent Day
- 15 International Day of Families
- 17 International Day against Homophobia
- 17 World Telecommunication Day
- 21 World Day for Cultural Diversity for Dialogue and Development
- 31 World No-Tobacco Day (WHO)

RIGHTS SITES NEWS

Volume 9 Issue 1 Spring 2013

Rights Sites News is published 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 Farell

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

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.



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