

FOURTH SERVICE-LEARNING

Lesson
Plans
and
Projects

HUMAN RIGHTS

Resources
for
Educators



ATE

HUMAN RIGHTS EDUCATION
as basic as READING, WRITING and ARITHMETIC

WELCOME



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

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

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

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WHY HUMAN RIGHTS & SERVICE-LEARNING?

QUESTION

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

ANSWER

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

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

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

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

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

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

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

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

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

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

INTRODUCTION

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

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

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

USING THIS MANUAL

OBJECTIVES

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

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

HUMAN RIGHTS

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

SERVICE-LEARNING

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

LESSON PLANS

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

PART 3.1 thru **PART 3.5**, are the *Human Rights Service-Learning Lesson Plans* – the heart of the manual and contains the lessons and service-learning projects. The lesson plans are divided into five human rights **TOPICS**: *Environment*, *Poverty*, *Discrimination*, *Children’s Rights to Education and Health*, and *Law and Justice*. Each topic area can serve as a stand alone educational unit that will take teachers from introductory human rights education lessons through the implementation of a service-learning project. Although each section can stand on its own, we encourage teachers to pull lesson plans and project ideas from other sections to create your own individualized human rights service-learning projects. At the end of this introduction there is a chart outlining all of the human rights lesson plans and service learning projects included in the manual, which can be used as a reference tool as you explore the lessons. More detail on how to use and decide among the lesson plans are included in **PART 3.0**, *Guide to the Lesson Plans*.

RESOURCES

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

INTRODUCTION

Outline of Lesson Plans and Service Projects

PART 1.0 INTRODUCTORY HUMAN RIGHTS LESSON PLANS

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

PART 3.1 ENVIRONMENT AND HUMAN RIGHTS

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

Planting for People

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

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

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

Eradicating Pollution

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

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

PART 3.2 POVERTY AND HUMAN RIGHTS

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

Right to Housing

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

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

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

Freedom of Speech and Assembly

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

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

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

MANUAL SECTION

INTRODUCTORY LESSON

PROJECT 1

PROJECT 2

PART 3.3 DISCRIMINATION AND HUMAN RIGHTS

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

Equal Rights for People with Disabilities

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

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

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

Refugees and Immigrant Communities

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

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

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

PART 3.4 CHILDREN'S RIGHTS TO EDUCATION AND HEALTH

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

Accessing Education

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

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

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

Reaching out for Health

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

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

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

PART 3.5 LAW & JUSTICE AND HUMAN RIGHTS

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

Youth Ruling for Justice

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

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

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

Voter Registration and Education

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

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

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

HUMAN RIGHTS

1.0

WHAT ARE HUMAN RIGHTS?

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

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

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

Human Rights: A Brief History

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

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

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

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

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

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

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

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

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

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

Why Human Rights Education?

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

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

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

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

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

HUMAN RIGHTS

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

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

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

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

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

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

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

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

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

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

A Human Rights Collage

1.1

OBJECTIVES

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

MATERIALS

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

TIME ALLOTMENT

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

PROCEDURES

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

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

1.2

Creating a Country

OBJECTIVES

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

MATERIALS

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

TIME ALLOTMENT

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

PROCEDURES

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

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

Creating a Country

1.2

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

1.3

Comparing the Bill of Rights with the UDHR⁶

OBJECTIVES

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

MATERIALS

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

TIME ALLOTMENT

2 class periods

NOTE

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

PROCEDURES

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

1. Post the following quote on the board:

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

Thomas Jefferson in a letter to James Madison, 1787

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

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

Comparing the Bill of Rights with the UDHR⁶

1.3

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

1.3

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

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

HOMEWORK

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

SERVICE- LEARNING

2.0

WHAT IS SERVICE-LEARNING?

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

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

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

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

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

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

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

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

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

SERVICE-LEARNING

A Brief History

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

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

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

Why Service-Learning?

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

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

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

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

PROJECT SET-UP

2.1

HOW TO SET-UP A SERVICE-LEARNING PROJECT

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

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

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

2.1

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

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

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

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

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

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

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

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

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

CHECK-
LIST

2.2

CREATING A PROJECT CHECKLIST

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

SERVICE-LEARNING

Project Checklist

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

REFLECTION ACTIVITIES

2.3

INTRODUCTION

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

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

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

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

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

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2.3

- What and/or how did you contribute?
 - How could others contribute?
 - How have your perceptions been altered?
 - What do we need to do to protect others from this issue, or further resolve this issue?
 - If I could change anything I would change...
 - If I ruled the world this issue would be different because...
 - In the future what am I going to do to help?
2. **Pictorial Journal** – Learners can take pictures throughout the service project and lesson plan and then hang them on a wall. They can also draw pictures that represent their experience and hang them. Materials needed: camera and film or disposable camera, or colored pencils and paper.
3. **Walking Reflection** – Hang a piece of flip chart paper in four different areas of the room. Each piece of paper should have a different time or element of the service project at the top. For example, if using this activity for the *Reading for Refugees* (lesson plan included in **PART 3.3, PROJECT 2, OPTION A**) one piece of flip chart paper might be labeled ‘Learning What a Refugee is’ and another piece might be labeled ‘Reading to Others’. Use the flipchart paper to represent four different times during the project. Learners will travel from each piece of paper in groups and take turns writing down a word or two that describes how they felt during this period of the project. They can also read what others were feeling during that same time period. Materials needed: flipchart paper, tape to hang the paper, and markers or pens.
4. **Whip** – A whip is done by going around the room very quickly and having the learners say one word. Whips can have a different goal each time. For example, one whip could be ‘one word that describes how you are feeling right now’, ‘one word that describes a feeling you had during this experience’, or ‘one word that describes something you learned during this activity’. Materials needed: none.
5. **Debate** – For this activity learners will have a debate with each other on the issue they have been studying. For example, learners can debate the pros and cons of freedom of speech, or they can debate the pros and cons of making Spanish a second official language of the United States. While much of the learning on the topic to be debated will have already been done, you may need to provide some additional research time for this activity. Materials needed: potentially none if you feel the learners have been given enough information through the service project and lessons, or they may need access to a library, the news, or the Internet.
6. **Interview** – Have learners interview someone about the issue they have studied. The interview subject can be a family member, a friend, or someone in the community. These interviews can use many different formats. One format is for learners to interview a family member with everyone using the same questions. During the interview they can share with the subject the information that they already know about this topic. For example:
Question for the interview subject: What is a refugee? If the subject answers correctly then they move on to the next question, if not the learner can inform them about what a refugee is since they will have just learned this.
Question for the interview subject: What are some circumstances that contribute to refugees moving? Again, if the subject does not know the learner can share what they have just learned.

SERVICE-LEARNING

2.3

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

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

LESSON
PLANS

3.0

GUIDE

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

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

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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

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

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

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

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

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

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

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

LESSON: Land and the Right to Food

PROJECT OPTION 1: *Growing a Garden*

Learners plant a garden and donate the food that is grown to a soup kitchen or shelter.

PROJECT OPTION 2: *Volunteering at a Farm or Nature Center*

Learners volunteer at a nearby farm or nature center and hold a food drive.

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

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

LESSON: How Does Pollution Affect People's Rights?

PROJECT: *A Human Rights Rating for your Local Waterway*

Learners test and observe the health of a local waterway and present information to government officials and businesses to advocate for clean waterways.

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

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

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

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

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

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

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

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

Again we want to take a moment to reiterate that you are only limited by your own creativity. If you see a way to enhance one of these lessons or include a learning that we did not, please do so. These lessons serve only as a guide and a starting point. Where they leave off we hope you will pick up in creating your own service-learning lessons which link human rights learning, service and the curriculum or classroom subject you teach.

LESSON PLANS

Project Ideas For Human Rights and Service-Learning

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

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

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

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

ENVIRONMENT & HUMAN RIGHTS

3.1

INTRODUCTION

The 1972 United Nations Conference on the Human Environment declared that “man’s environment, the natural and the man-made, are essential to his well-being and to the enjoyment of basic human rights – even the right to life itself.” Already at this time, individuals recognized the importance of a clean and healthy environment and its intricate links to human health, livelihood and well-being.

Often when we think of environmental issues we think of the importance of recycling, whether our physical environment is litter-free, and whether there are polluted rivers or areas that need to be cleaned. True, these are important environmental issues, but linking the environment and human rights goes much deeper.

Having a healthy and clean environment is necessary to fulfill people’s human rights to life, health, water, food, work, culture, development, information and participation. For example, when the environment is damaged by development projects that destroy land for farming and growing food, people go hungry or become ill and their human rights to food, health and an adequate standard of living are violated. When a government fails to involve local communities in a decision about building a dam, the communities’ rights to participation and information are being violated.

Human beings and the environment that surrounds them, including the land, waterways, air, plants and animals, are all fundamentally bound together on this planet. In order to truly promote human rights and the well-being of all individuals, it is necessary to include environmental issues under the human rights umbrella.

ENVIRONMENT

OVERVIEW

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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

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

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

**HUMAN RIGHTS SERVICE-LEARNING PROJECTS**

This section includes two human rights service-learning projects that you can choose from. Each one explores a different aspect of the relationship between human rights and the environment. Both use in-class HRE lessons, service activities, and reflection exercises:

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

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

LESSON: Land and the Right to Food

PROJECT OPTION 1: *Growing a Garden*

Learners plant a garden and donate the food that is grown to a soup kitchen or shelter.

PROJECT OPTION 2: *Volunteering at a Farm or Nature Center*

Learners volunteer at a nearby farm or nature center and hold a food drive.

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

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

LESSON: How Does Pollution Affect People's Rights?

PROJECT: *A Human Rights Rating for Local Waterways*

Learners test and observe the health of a local waterway and present information to government officials and businesses to advocate for clean waterways.

Human Rights Consequences of Oil Development

OBJECTIVES

- To introduce learners to the link between human rights and the environment; and
- For learners to begin thinking about service projects in their community.

MATERIALS

Copies of **Handout #1** and the **UDHR**, blackboard or flip chart and markers.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. At the beginning of class distribute an article or case study to your learners that addresses human rights and environmental issues and have them read it. The case study can be international or domestic. **Handout #1** provides one case study that you can use about violations of the rights of the Ogoni people in Nigeria associated with oil development.¹⁰
2. Ask learners about their reaction to the case study. Ask learners to list the different ways that the environment was threatened and the different ways that people's lives or well-being were threatened. Have two learners write the answers on the blackboard or flip chart.
3. Distribute copies of the **UDHR** to learners. Ask them to look at the lists on the blackboard or flip charts, and to identify which Articles in the UDHR have been violated.

Point out to learners that a healthy and clean environment is linked to many different human rights issues. Be sure to highlight the key human rights links.

Information for Teachers: Key Links between Human Rights and the Environment

A healthy environment is needed to guarantee peoples' human rights to health, food and an adequate standard of living. Human rights are violated when: water for drinking, bathing and cooking is polluted, contaminated or carries diseases; when a child or adult develops asthma from air pollution; when children go hungry because farm land can no longer be tilled because the land is too contaminated to plant in.

Irresponsible economic development by governments and corporations leads to environmental destruction and human rights violations: oil spills effect livestock, the soil, and surrounding waters; factories release pollutants into the air that contaminate rain waters and affect the climate; development projects wipe out forests, killing species of animals and undermining the livelihood of local communities.

In order to protect the environment and human rights, people's rights to access information and to participate in making decisions that affect the environment must be guaranteed. The rights to free speech and freedom of assembly must also be protected for environmental defenders so they can speak out without fear of persecution.

Source: The Human Right to a Safe and Healthy Environment. Description of Human Rights Issues. People's Movement for Human Rights Education. www.pdhre.org/rights/environment.html.

¹⁰ This handout contains a modified excerpt from a petition to the African Commission on Human and Peoples' Rights submitted by the Social and Economic Rights Action Center (SERAC), Nigeria and the Center for Economic and Social Rights, New York. March 1996.

ENVIRONMENT

LESSON

3.1

REFLECTION

4. In groups or as a whole class, identify the ways that the environment has or has not been protected in your own community, town, or state, and how it has affected people's human rights. Ask learners how the treatment of the environment in their community is similar to or different from what they read about in the case study.

1. What are some of the needs in your community concerning the environment and what could you do as a class to help address those needs through service-learning?

2. Recycling to preserve future resources for fuel and development is one example of how action can be taken to protect human rights and the environment (the teacher can substitute recycling with a different environmental issue). Write an essay in which you explore and examine the way that your community is or is not engaging in this practice, and what can be done to improve the practice.

Planting For People

OBJECTIVES

- To have learners make the link between access to land for farming and people's human right to access nutritional foods;
- To have learners learn more about their immediate physical environment and emphasize the necessity of healthy soil to grow food;
- To have learners learn about the hungry and about food insecurities in their community and to take action to help meet the community's needs; and
- To have learners apply research skills for gathering information, and organizational skills to plan and carry out a joint activity.

CURRICULUM LINK

This project can be taught in conjunction with a Science class or Social Studies class.

HR LESSON

Land and the Right to Food

TIME ALLOTMENT

45 minutes

PROCEDURES

Learners will look at the critical link for many people between the amount of food available for them to live off of and the land available to till.

1. Ask learners to brainstorm all of the different types of food that they eat. Have two people record answers on a blackboard or flip chart.
2. Ask the learners how they access the food they eat. Do they buy it? Grow it? Where does the money come from to buy the food? What if they didn't have a grocery store or convenience store within 60 miles? What if they didn't have access to a store at all, what would they do for food? There are people who don't have access to buy their food like many of us do, they in fact rely on the land around them to grow it.
3. Discuss with learners the human right to safe and nutritious food and the different ways that access to food can be guaranteed.

Information for Teachers: How do people access food?

There are different ways that people's access to the food they need to live can be guaranteed. One way is by ensuring that people have access to jobs and other resources, including government services, for money to buy food. This is how most people in the United States access food.

A second way is by ensuring that people have access to land to grow their own food. There has to be enough land to grow food for all the people who need it, there has to be safe water to irrigate the land, and the soil itself has to have enough nutrients and has to be protected from pollution and development.

What happens when people cannot access adequate food?

When people cannot access food, they can suffer from:

Hunger, which means that people are unable to consume enough food to meet their bodies' daily needs, leading over long periods of time to starvation;

Malnutrition, which means that people do not consume enough nutrients and they become vulnerable to sickness and disease; and

ENVIRONMENT

PROJECT 1

3.1

Food insecurity, which means that people do not have physical and economic access to adequate amounts of food at all times.

These are all violations of people's human right to food.

Source: Study Guide on Food and Water. Human Rights Education Associates (HREA), 2003. www.hrea.org/learn/guides/food.html.

4. Ask learners what it would be like if they had to rely on land to grow their food. What would it be like if something happened to that land and you could no longer access food? What prevents people in our community from accessing food? Why?
5. Have learners explore the degree to which the three effects listed above – *hunger*, *malnutrition*, and *food insecurity* – are evident in their community. They can do this by talking about their own experiences, interviewing others in the community, and by doing research via the internet, local newspapers, and local organizations. Discuss with learners how they can try to address problems of access to food in their community and whether there are ways that they can use land to do it.

PROJECT

Planting For People

OVERVIEW

There are two different ways this project can work out depending on access to land. If the participants have access to a plot of land they can use for planting, have them grow a garden over the course of the semester. If you do not have access to land for a garden, learners can volunteer at a nearby farm or nature center.

OPTION A

Growing a Garden

MATERIALS

Information on growing a garden, vegetable seeds, access to a plot of land to be gardened, gardening tools.

PROCEDURES

1. You should arrange for learners to meet with staff at an organization in the community that helps to address people's access to food, like a food pantry, community center, kitchen or shelter. Talk to them about the project to grow a garden and about how to donate the food. You should also talk to them about the root causes of why people don't have access to food and what can be done in the community to address the problem in the long-term.
2. Next, learners identify a space at the school or in the community to grow the garden. Learners research the necessary information to grow a successful garden, including the environmental conditions needed to grow different types of safe and nutritious foods (nutrients in the soil, water, climate, etc.). Based on their research, learners decide what food to grow and research the specific conditions they will need in their garden.
3. Learners decide who is responsible for each action necessary in growing a garden, including when and who will plant seeds, weed and water the garden, and harvest the food.
4. Once the food is harvested, if learners donate the food to a kitchen or shelter, it may be possible to arrange for the learners to assist in the preparation or serving of a meal made with their donation.

OPTION B

Volunteering at a Farm or Nature Center

(Optimal for a Science Class)

PROCEDURES

1. Locate a farm or nature center in your area that invites participants to assist in farming the land. Volunteering at the farm will most likely take place during one or more all day field trips. Often times nature centers or farms will invite people in to learn about resources and the soil for the first half of the day, and farm the land for the second part of the day. If you are linking this lesson to a science class, and think it is beneficial for participants to learn about the soil and elements, this is a good option.
2. Prior to volunteering, have learners develop a list of questions related to the environment and the right to food that they must find answers to throughout the day at the farm or nature center. Questions can include: What are the environmental conditions required to grow safe and nutritious food? What are the key minerals and elements needed in the soil? What types of food does this farm grow? How does the local environment affect this farm or nature center? Where does the food grown at this farm go?
3. After volunteering at the farm or nature center, have learners share their answers with one another. Discuss the impact of the environment and the availability of local land on the farm. Discuss how the farm contributes to people's access to food.
4. You can choose to connect this activity to a semester-long project related to a community need. Prior to going to a farm, learners may wish to get pledges for every hour they plan to work at the farm from family, local businesses or other members of the community to raise money. The money can be used to buy fresh produce from the farm to donate to a local shelter or soup kitchen that learners choose. If possible, you may wish to organize more than one trip to the farm. Alternatively, after going to a farm or nature center, learners could organize a food drive targeting specific types of nutritious food that they learned about and donate the food to a local shelter or kitchen.

ACTIVITY

At the end of either project option, ask learners to think about how they were able to help people in their community gain access to food or what they learned about access to food. What ideas do they have for improving people's access to food in the long-run? How are the barriers for people to access food in their community similar to or different from the barriers in communities that rely on land to grow their food? (You can refer back to the case study in the opening lesson.) If possible, have a guest speaker from the community agency that learners worked with come to class to talk about how learners could get involved in long-term solutions to improving access to food.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

ENVIRONMENT

PROJECT 2

3.1

Eradicating Pollution

OBJECTIVES

- To have learners look at the connection between polluted lakes, rivers, or streams in their community and the human rights to clean water and health;
- To have learners participate in public affairs;
- To have learners take action towards cleaning up polluted waterways in their area;
- To use scientific methods to test and analyze water and observe waterways; and
- To develop letter writing and advocacy skills.

CURRICULUM LINK

This project can be taught in a Science class, English class, Civics class or Social Studies class.

HR LESSON

How Does Pollution Effect People's Rights?

MATERIALS

Access to research information, i.e. computers with internet or a library

TIME ALLOTMENT

45 minutes

PROCEDURES

Learners will look at the implications of polluted waterways for local communities. This lesson requires that learners do some research prior to class.

1. Instruct learners to find an article or story on a polluted waterway and bring a copy of it to class or your scheduled meeting time. Encourage them to find an article that addresses some of the implications and effects of the pollution on the surrounding area. The story can be on any area of the world. Allow two to three days for participants to find their articles or stories.
2. As the facilitator you will need to find 1-2 similar global stories and 1-2 local stories (see **APPENDIX B** under *Find Out More About The Environment*). In the event that participants all find local stories you will use the information you find to introduce the link between the local and global areas.
3. Begin this lesson with a discussion about the articles participants have found. Ask learners to volunteer to present their individual articles. Discuss the implications of the pollution. Ask them to think about what the effects of the pollution are on the land and water, as well as for the people living in that area. Ask them how a story demonstrating negative effects in another part of the world may eventually affect them.
4. Discuss with learners the human right to clean water and ask them to identify how the right to water is protected or violated in the articles discussed. Ask learners to think back to the case study about the Ogoni people in Nigeria and to discuss similar ways that pollution affected people's lives and livelihoods. To facilitate this discussion, be sure to highlight with learners key aspects of the human right to water.

Information for Teachers: The Right to Water

The right to water is closely related to the rights to life, health, food, work and an adequate standard of living. People need access to clean and safe water to drink, to bathe and to cook their food. In many parts of the world, people need clean water for their farmland and livestock so that they can grow food and raise animals to live. Communities in rural areas and major cities all need water to maintain public sanitation systems.

When local waterways and sources of drinking water are polluted or contaminated with disease, people's rights to life, to health and their livelihoods are threatened. The pollution of lakes, rivers and waterways can affect entire ecosystems that harm the environment and human beings. For example, polluted rivers, lakes and oceans can affect species of fish that farming communities rely on for food and for making a living.

Source: Right to Water Fact Sheet #2: Why a Human Right? Center for Economic and Social Rights. <http://cesr.org/healthyenvironment>.

5. After you have finished discussing the articles and how they affect the right to water, ask learners to brainstorm a list of all the local waterways. Have someone make a list of the responses on a flipchart or blackboard. Ask learners to think about how it affects them if these waterways are polluted. Ask learners: Who is currently responsible for keeping these waterways clean. Who should be responsible? Is the government responsible? Local businesses? Community members?

PROJECT

A Human Rights Rating for Local Waterways

MATERIALS

Access to a waterway, a water pollution testing kit, contact information for local and state representatives, contact information for production companies alongside local waterways, paper and pens

PROCEDURES

Learners are going to select one of the local waterways to test for pollution.

1. Ask learners to create a checklist for what makes a human rights-friendly and environmentally safe waterway. The checklist can include criteria for clean water (including PH levels, etc.) for plant and animal life, for community access and use of the waterway, and whether the waterway has an effect on the health and/or livelihood of the surrounding community.
2. Instruct participants on how to use a water testing kit. Arrange to take them to the waterway to collect samples of the water to test. Depending on whether you are carrying out this project in a Science class, this part of the project can be adjusted to use a more or less rigorous experimental method. During the visit, you may also wish to have the learners observe the surroundings of the waterway. (Is there garbage or other debris along the banks of the waterway, are there businesses nearby that may be exposing the waterway to pollution?)
3. If you choose to, you can also have learners do additional research about the waterway. They can search for articles in local newspapers about the waterway, and interview family, friends and other community members about their connection to the waterway.
4. Analyze the results of the test and the learner's research and have them fill out their human rights checklists.
5. Have learners brainstorm which government representatives, local companies along the waterway (if applicable) and community leaders should receive letters about the learners' research on the waterways. Organize the letter writing among the class and have learners include their test results and the results of their human rights checklists in their letters. If the findings were positive, the letters should commend officials and community members for their work in keeping the waters clean. If the test results are not acceptable, the letters should ask them to do something specific to help clean up the waterway and decrease pollution.

REFLECTION

6. At the end of the project, have learners reflect on the process of gathering information about a human rights issue that affects their community and writing to their representatives about it. Ask learners if they felt they were able to gather enough information to back up the message they wanted to send to their representatives. Do they feel like their voices will be heard? If possible, you could show learners a video of a youth-organized environmental campaign or you can invite a youth organizer to talk about his or her experiences. Ask learners about their reactions to the video or speaker and if it affected their feelings about the project at the waterway. Finally, ask learners to think about how they can continue to protect the waterways in their community.

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

Find Out More

Amnesty International Just Earth Program:

www.aiusa.org

Earth Rights International:

www.earthrights.org

Global Witness:

www.globalwitness.org

Human Rights Education Associates: Guide on Food and Water:

www.hrea.org/learn/guides/

Sierra Club:

www.sierraclub.org

United Nations Environment Program (UNEP):

www.unep.org

United Nations Office of the High Commissioner on Human Rights: Environment:

www.ohchr.org/english/issues/environment

POVERTY & HUMAN RIGHTS

3.2

INTRODUCTION

Article 26 of the Universal Declaration of Human Rights guarantees that “everyone has the right to a standard of living adequate for the health and well-being of himself/herself and of his/her family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his/her control.” When people live in poverty and lack the money to buy food and clothing, live in safe and adequate housing, and access both preventive and emergency medical care, their human rights are being violated.

Living in poverty also affects many other human rights. Children in poverty are less likely to receive a quality education and poor communities are more likely to be affected by pollution and environmental destruction. People in poverty often face discrimination and lack the power and resources to participate in shaping decisions that affect their own lives. People must take action to address poverty in their community and to pressure their government to meet its responsibilities for guaranteeing each person’s basic human rights.

In 1999, the World Bank estimated that 2.8 billion people worldwide lived on less than \$2 a day, and that 1.2 billion people lived in extreme poverty on less than \$1 a day. While the vast majority of those people live in developing countries, poverty exists in the United States and other developed countries as well. Benchmarks for poverty are different in each country and are determined by the cost of living and resources in that society.

In the United States the Census Bureau defines a family of four with an income of \$18,660 as one that lives in poverty, although many would argue that this figure is too low and that families earning more than that still face conditions of poverty. In the United States, 17.6% of children under the age of 18 live in poverty and 45 million people lack health insurance. 3.8 million households experience hunger and 3.5 million people face homelessness at some point during the year.

STATISTICS

Sources:

World Development Report 2000/2001. World Bank; Poverty Thresholds 2003. U.S. Census Bureau; Income, Poverty, and Health Insurance Coverage in the United States: 2003. US Census Bureau. August 2004; How Many People Experience Homelessness? Fact Sheet #2. National Coalition for the Homeless. September 2002; and Food Security in the United States: Conditions and Trends. US Department of Agriculture. October 2003.

OVERVIEW

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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

**INTRODUCTORY LESSON POVERTY AND HUMAN RIGHTS**

This is an introductory lesson to familiarize learners with the link between poverty and human rights and the conditions of poverty faced by many people in the United States and other countries.

**HUMAN RIGHTS SERVICE-LEARNING PROJECTS**

This section includes two human rights service-learning projects that you can choose from. One focuses on the right to housing and one focuses on the right to freedom of expression. Both use in-class HRE lessons, service activities, and reflection exercises:

**PROJECT 1 RIGHT TO HOUSING**

This project explores the conditions that are needed to provide people with adequate housing.

LESSON: Right to Housing

PROJECT OPTION 1: *Helping the Homeless*

Learners volunteer with a homeless shelter and help meet a need among the homeless.

PROJECT OPTION 2: *Building Homes*
Learners help with the construction of affordable homes in their community.

**PROJECT 2 FREEDOM OF SPEECH AND ASSEMBLY**

This project explores how poverty impacts people's right to freedom of speech and assembly, while engaging learners in exercising those rights to fight poverty.

LESSON: Freedom of Speech and Assembly

PROJECT OPTION 1: *Speaking Out Against Poverty*

Learners speak out against poverty in their community.

PROJECT OPTION 2: *Exercising the Right to Assemble Through Service-Learning*
Learners implement a service-learning project of their choice.

Poverty in the U.S. and Bolivia

OBJECTIVES

- To introduce learners to the connection between poverty and violations of human rights, including economic and social as well as civil and political rights.

MATERIALS

Copies of the **UDHR, Handout #2**, flip charts and markers or blackboard and chalk.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask the class to brainstorm a list of the basic conditions that people need to live healthy lives. Then ask learners to identify which things on that list they have access to in their lives. Which things on that list do they not have access to? Which things require money or other resources to access? Next, ask learners to discuss what the word poverty means. What does it mean for someone to live in poverty? What conditions do people face in poverty? What contributes to poverty in our community?
2. Distribute **Handout #2** to learners describing conditions of poverty in the United States and in Bolivia. Ask learners to read the case studies and then distribute copies of the **UDHR**. Together as a class, ask learners to list on the blackboard or flip chart the human rights violations related to poverty in the United States. Then ask learners to list the human rights violations related to poverty in Bolivia.¹¹

Tips For Teachers – Be sure that learners are aware of violations of the rights to adequate housing, food, healthcare, education and other economic and social rights related to poverty, as well as discrimination and mistreatment that people in poverty might face, and barriers to free speech and participation in government.

3. Now ask learners to compare the two lists and the two case studies and to discuss ways that poverty in the United States and in the developing country is similar and ways that it is different. What role do the overall resources available in each country play? If it will cost money to work toward ending poverty, what can countries with varying levels of resources do?

Information for Teachers: Costs of Negative and Positive Human Rights

In human rights there are both negative and positive rights. Negative rights protect people from government actions that would violate their rights. For example, the right to free speech prohibits the government from interfering with people's right to express themselves.

Positive rights require governments to take action to enable people to fulfill their rights. For example, in order to guarantee people's right to health, governments must take action to ensure that there are health care professionals to meet the health needs of the population, even when people cannot pay for private care.

Positive rights, in particular, can cost money for governments to fulfill. Countries with varying levels of resources face different problems when they try to meet the needs of their population. The costs associated with fulfilling positive rights are often cited by governments as the reason why violations are occurring. But cost does not let governments off the hook. Resources available within society must be prioritized and the international community can often assist where resources are unavailable.

¹¹ The information for this handout was gathered from multiple sources (see citations included in the handout).

Countries that have more resources than others, like the United States, must also continue to do more and more to guarantee the rights of all the people within their borders. As countries accumulate more resources, they are held to a higher standard for progressively implementing human rights protections.

Source: Circle of Rights: Economic, Social and Cultural Rights Activism: A Training Manual, Asian Forum for International Human Rights and Development and Institute of International Education, 2000. Section IV (Defining Rights and Obligations).

4. Point out to learners that while poverty can take different forms and have different specific effects in different countries, poverty is always a human rights violation and governments always have the responsibility to meet people's human rights and to work to end poverty.

REFLECTION

1. In groups or as a whole class, ask learners to discuss problems of poverty that exist in their community. How can some of the needs in your community concerning poverty be addressed through service-learning?
2. People living in poverty often face discrimination and lack the power and resources to participate in shaping decisions that affect their own lives. Write an essay highlighting where this is evident in your community.

Right to Housing

OBJECTIVES

- To have learners gain knowledge about the human right to adequate (decent and affordable) housing;
- To have participants take action to meet the needs of the homeless and people who need adequate and affordable housing in their community;
- To improve learners' research and analytical skills, their ability to document information and draw conclusions, and their writing skills; and
- To have learners develop a greater understanding of homelessness.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies class.

HR LESSON

The Right to Housing

MATERIALS

Handouts #3 and #4.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask learners to think of words they associate with "home."¹² What makes a home? Write their responses on a blackboard or flipchart. Encourage learners to think of both the physical and emotional characteristics of a home. Good examples are: shelter, belonging, family, privacy, comfortable, safety, warmth, friendly.
2. Point out that a home is clearly more than just shelter, but a place of belonging, a place of comfort, and so forth. To be without a home would mean not only being vulnerable to bad weather, but not having a place where you can enjoy all the benefits of what makes a home. (Refer to the list developed at the outset of the lesson.) Ask learners to think of how a home affects people's health, their ability to have a job, and their ability to get an education. Has your home ever been exposed to pollution? Are there good jobs available near where you live? Is public transportation accessible? Do you have a place in your home where you can study and concentrate? Do you feel safe in your home?
3. Based on their discussion, ask learners to brainstorm a list of what they think the human rights standards should be for adequate housing. Present Article 25 of the UDHR that guarantees the right to housing. Ask learners to compare and discuss their list with Article 25.

Information for Teachers: The Right to Adequate (Decent and Affordable) Housing

Article 25 of the UDHR guarantees the right to adequate housing. Adequate housing must be safe and sanitary and have adequate space for the people living there. Housing must have access to safe drinking water, cooking facilities, and heat.

Housing must be accessible to everyone and it must be affordable, so that people will not have to give up other basic needs to pay for housing. Housing must be located where people can access jobs, healthcare, schools and other services. Finally, people must have some degree of protection from forced eviction and harassment.

Source: General Comment 4: The right to adequate housing. UN Committee on Economic, Social and Cultural Rights.: www1.umn.edu/humanrts/gencomm/epcomm4.htm

¹² Parts of this lesson were adapted from the lesson plan Exploring the Relationship Between Poverty and Human Rights, developed by Human Rights Education Associates (HREA), 2003.

POVERTY

PROJECT 1

3.2

4. Distribute copies of the case study included in **Handout #3**.¹³ Ask learners to identify in what ways the right to adequate housing has been violated in the case study. Then ask learners to discuss ways that the right to housing is violated in their community. Have you seen or experienced homelessness in your community? Is it difficult to afford rent payments? Is it hard to find affordable housing? What happens if you can't afford housing?

PROJECT

Right To Housing

OVERVIEW

There are two different options for this project. In the first option, learners volunteer at a homeless shelter and help meet the needs of the homeless in their community. In the second option, learners help build or renovate homes in their community to provide people with adequate housing.

OPTION A

Helping the Homeless

PROCEDURES

1. Identify a homeless shelter or advocacy center in your local community for individuals or families. Arrange for learners to have a meeting with an administrator from the shelter or advocacy center and with one or more people currently or formerly facing homelessness. Ask learners to develop a list of questions to ask about what conditions people face when homeless, about what challenges the shelter or center faces in serving the homeless population, and what can be done to reduce homelessness in your community. In preparation for the meeting, you should ask learners to consider the structural forces that lead to homelessness. Share with learners **Handout #4**.
2. During the meeting, learners should also identify potential projects they could do with the shelter or advocacy center to address homelessness in their community. For example, is there a local campaign that students can work on to advocate for more affordable housing or provide families with rent assistance to help combat homelessness? Does the local shelter need more volunteers on a regular basis, or help with clothing drives throughout the year? If prejudice is a major problem facing the homeless, learners could arrange an informational session at their school and invite learners, parents and others in the community to attend and learn more about homelessness.
3. Based on the meeting, learners should develop their project. If it involves working with an advocacy center or shelter, learners should participate in developing guidelines for the partnership. Learners will need to decide what kind of activities they would like to take part in, how to divide up tasks among the learners, and how much time they would like to spend at the shelter or advocacy center. Volunteer activities can take place one or more times after school, over the weekend or during the school day. It will be important to set up an orientation session with the community partner before the project begins.

¹³ This handout contains a modified excerpt from Housing Rights in Brazil: Gross Inequalities and Inconsistencies. Centre on Housing Rights and Evictions. 2003.

OPTION B

Building Homes

PROCEDURES

1. Identify the local chapter of Habitat for Humanity or a similar organization that helps to build or renovate homes or apartments to provide affordable and adequate housing. Arrange for learners to participate in one or more building projects. This type of volunteer work typically lasts for most or all of the day so you will likely have to arrange one or more trips for learners.
2. In addition to the volunteer activity, have learners conduct research to gather information about the need and availability for affordable and adequate housing in their community. Ask learners to answer the following questions. Why are organizations like Habitat for Humanity needed to help build homes for people? Who is responsible for ensuring that people have adequate housing? Learners should research information from the public housing authorities in their community, as well as resources from housing advocates about conditions in public housing.
3. Work with learners to develop a follow-up activity that they can do to help address the lack of adequate housing in their community. For example, learners can contact a local housing advocacy organization and help them recruit people to show up at a rally, write letters or sign a petition to support their campaign. Alternatively, learners can work to recruit other members of the school community or the broader community to organize volunteer days similar to their project to work with Habitat for Humanity or a similar organization.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

POVERTY

PROJECT 2

3.2

Freedom of Speech and Assembly

OBJECTIVES

- To familiarize learners with the rights to freedom of expression and freedom of assembly and how they are impacted by poverty;
- To engage learners in exercising their rights to freedom of expression and assembly while advocating against conditions of poverty;
- To strengthen learners' public speaking, writing and communication skills and to develop skills for working as a group; and
- To improve skills for researching, formulating and presenting an argument.

CURRICULUM LINK

This project can be taught in conjunction with Social Studies, English, Art or Drama classes.

HR LESSON

Freedom of Speech and Assembly

TIME ALLOTMENT

45 minutes

MATERIALS

Copies of the **UDHR**, the **US Bill of Rights**, blackboard and chalk or flipcharts and markers.

PROCEDURES

1. Ask learners the following questions to start a discussion:
 - a. What is freedom of speech?
 - b. What is freedom of assembly?
 - c. Identify examples of when you have practiced your rights to freedom of assembly or freedom of speech.
 - d. What role does artistic expression play in the freedom of speech and assembly?
2. Ask learners to turn to Articles 18, 19 & 20 of the **UDHR** and the First Amendment to the **Constitution**. Make sure that learners are aware of the key elements of the rights to freedom of expression.

Information for Teachers: The Right to Freedom of Expression

The right to freedom of expression includes freedom of speech, freedom of the press, and freedom of association, assembly, and petition. The Supreme Court has written that the freedom of expression is “the indispensable condition of nearly every other form of freedom”.

The Supreme Court has recognized a few exceptions to First Amendment protection:

- words that inflict injury or incite a breach of the peace are not protected;
- defamatory falsehoods about public officials are not protected; and
- legally “obscene” material is not protected.

Examples of violations of the right to freedom of expression:

After telling a rally of workers to realize they were “fit for something better than slavery and cannon fodder”, Labor leader Eugene V. Debs was sentenced to 10 years in prison under the Espionage Act.

After trying to read the text of the First Amendment at a union rally, author Upton Sinclair was arrested in 1923.

Source: ACLU Briefing Paper: Number 10: Freedom of Expression. American Civil Liberties Union

3. Continue the discussion with the following questions: Why is it important to have freedom of speech and assembly? What would happen if we did not have these rights?

4. Now ask learners: Are there groups of people in the United States who have barriers to exercising their rights to freedom of speech and assembly? Have you ever been denied your right to free speech?
5. Then ask learners to consider how living in poverty impacts your ability to speak out about the issues that affect your life and to influence the political process. For example, are people in poverty more vulnerable to being arrested or harassed if they exercise free speech? Without funding to help get your message across, will politicians pay attention? What other resources besides money do people have to get their message across?
6. Now ask learners to think of examples of how the right to freedom of speech and assembly can be used to combat conditions of poverty. Labor unions, for example, are a mechanism for freedom of association and assembly that have been used for decades to fight against low wages and work practices that contribute to poverty. The teacher may want to identify an article or story about how protests, labor organizing and other forms of free speech have been used historically or in the present to combat conditions associated with poverty.
7. If time allows, you can also ask learners whether they think there are ever any circumstances when the rights to freedom of expression and assembly should be curtailed. Should censorship ever apply to groups or individuals who are promoting negative thoughts about other groups?

PROJECT

Freedom of Speech and Assembly

OVERVIEW

There are two different options for this project. In the first option, learners will exercise their right to free speech to speak out against poverty using whatever means of speech they choose – speaking at a town hall meeting, writing Op-eds, etc. An art or drama class can emphasize the use of artistic forms of speech including painting, sculpture, public murals, plays, informational skits and song. In the second option learners can assemble in partnership with a community group to fight conditions of poverty, or choose any service-learning project described in this manual (or one that they create on their own) to exercise their right to assembly through a group service project.

OPTION A

Speaking Out Against Poverty

PROCEDURES

Learners will exercise their right to freedom of speech by speaking out on an important human rights issue related to poverty.

1. To begin this project you must decide which cause or issue you are going to speak out in support of. An issue described in this curriculum may be used or another issue that is related to poverty. Examples include: homelessness, healthcare, education, violence against women, etc. Learners should reach out to a community leader, advocate or organization that works around the issue they have chosen in order to learn more about what rights are at stake and to collaborate on their project.
2. Once the issue is selected the learners will need to select the audience that they want to hear their message. For example, you can ask learners, should we direct our message to the public because the community needs to know more about this issue, or are policy makers the best audience?
3. At this point the learners will need to decide what they want their audience to hear. They will need to do research on the issue/group they have decided to speak about and narrow down that information

POVERTY

PROJECT 2

3.2

to the critical information the audience needs to know. You may want to invite a representative of an organization that works on this issue to speak with learners and contribute to the processing of developing their message.

4. Next, you will need to decide how you are going to practice your freedom of speech. Ask learners what method of delivery they will use. Will they hold a debate, a town hall forum, deliver a stump speech in the community, write Op-eds to the paper, take out an advertisement in the school paper, organize informational tables at a community event, etc.? Learners can be creative and incorporate art or acting skits into their delivery.
5. Implement the project. After you have finished the project discuss with the learners what the outcomes were, who was affected, and how they felt when expressing their beliefs and opinions?

OPTION B

Exercising the Right to Assemble through Service-Learning

OVERVIEW

During all service projects while learners are working to guarantee the rights of people in their community they are practicing their right to assemble. For this project there are two options. Learners can decide to assemble around an issue related to poverty. Or they can take this opportunity to engage in any service project they really want to do. By taking action through service-learning, they will exercise their right to assemble.

PROCEDURES

1. The first choice, assembling around an issue related to poverty, will operate just like the project above on freedom of speech. First, learners should identify an organization in your community to work with around your issue. Important questions that need to be considered before this project is selected and implemented include: Why do you want to assemble around this issue? What do you hope to accomplish? If you select a group to assemble with or on behalf of, work with that group or a representative of the group to make sure their voice is heard and that you are addressing issues of importance to them.
2. Next, learners will need to answer a series of questions:
 - a. Why are you assembling – to raise awareness, get media attention, or make a statement?
 - b. Who will the audience be? Are you targeting the public or policy-makers?
 - c. How and where are you going to assemble? Will you hold a rally or demonstration in a public space? Will you call a meeting to speak to your target audience? What is the best time of day and location to reach the most people from your target audience?
3. Implement your project. After you have gathered together and held your assembly discuss with the learners what the outcomes were, who was affected, and why it was beneficial to work in groups?
4. The second choice for this project gives you the flexibility to carry out any service project in this manual or elsewhere that you didn't get to, but really feel passionate about doing. Perhaps there was one issue that was covered that struck a chord with every student and you would have liked more time to spend on it. Or perhaps there was an issue that is not covered in this manual that you would have liked to address. For this project you can engage in protecting any right you would like while at the same time practicing the right to assemble as a group. As you prepare for the project, and after you have implemented the project, discuss with the learners why it is important to practice the right to assemble in ways as simple as doing a project, and what would happen if that right was taken away.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

Find Out More

GENERAL

Center for Economic and Social Rights:

www.cesr.org

National Economic and Social Rights Initiative:

www.nesri.org

PovNet:

www.povnet.org

United Nations Office of the High Commissioner for Human Rights: Poverty:

www.ohchr.org/english/issues/poverty/index.htm

U.S. Network for Global Economic Justice:

www.50years.org

HR & HOUSING

Center for Economic Justice:

www.econjustice.net/

Habitat International Coalition:

www.hic-mena.org/home.htm

Human Rights Education Associates: Guide on Housing:

www.hrea.org/learn/guides/

Kensington Welfare Rights Union:

www.kwru.org/

National Law Center on Homelessness and Poverty:

www.nlchp.org

National Low Income Housing Coalition:

www.nlihc.org/advocates/housingasright.htm

United Nations Office of the High Commissioner for Human Rights: Housing:

www.ohchr.org/english/issues/housing/index.htm

FREEDOM OF SPEECH

American Civil Liberties Unions:

www.aclu.org/freespeech

Amnesty International:

www.amnestyusa.org/prisoners_of_conscience/index.html

Human Rights Education Associates: Guide on Freedom of Expression:

www.hrea.org/learn/guides/

United Nations Educational, Scientific and Cultural Organization (UNESCO) – Special Themes – Eradication of Poverty – Freedom of Expression and Participation:

www.unesco.org

DISCRIMINATION & HUMAN RIGHTS

3.3

INTRODUCTION

The Human Rights Committee of the United Nations defines discrimination in the following way: “The term ‘discrimination’ ...should be understood to imply any distinction, exclusion, restriction or preference which is based on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, and which has the purpose of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.”

Regrettably, discrimination is extremely common in the United States and around the world. Discrimination can inhibit the enjoyment of a wide range of human rights. For example, immigrants who do not speak the primary language in a community or who have different customs may face discrimination when they try to buy a home or rent an apartment, leading to a violation of their right to housing. Women, who have the same education and prior work experience as men in their field, may not receive promotions or pay raises at their job because of discrimination, leading to violations of their right to equal pay for equal work and their right to an adequate standard of living.

Even though the Universal Declaration of Human Rights recognizes the inherent dignity and the equal and inalienable rights of all members of the human family, and the U.S. Constitution’s Bill of Rights guarantees the right to equal treatment regardless of race, sex, religion or national origin, discrimination is still extremely common. People of color, women, gay men, lesbians, bisexuals and trans-gendered people, people with disabilities, immigrants and people living in poverty face both obvious and subtle kinds of discrimination in America today.

DISCRIMINATION

OVERVIEW

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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



INTRODUCTORY LESSON

DISCRIMINATION AND HUMAN RIGHTS

This is an introductory lesson to familiarize learners with the human right to equal treatment and freedom from discrimination. Learners will identify forms of discrimination in the United States and around the world and explore the case of Apartheid in South Africa.



HUMAN RIGHTS SERVICE-LEARNING PROJECTS:

This section includes two human rights service-learning projects that you can choose from. One focuses on discrimination faced by people with disabilities, and the other focuses on discrimination faced by refugees and immigrants. Both use in-class HRE lessons, service activities, and reflection exercises:



PROJECT 1

EQUAL RIGHTS FOR PEOPLE WITH DISABILITIES

This project explores the forms of discrimination faced by people with disabilities.

LESSON: Equal Rights for People with Disabilities

PROJECT OPTION 1: *Access in Your Community*

Learners document access to public facilities for people with disabilities and report their findings.

PROJECT OPTION 2: *Building Relationships with People with Disabilities*

Learners work with people with disabilities in their community to support their human rights claims.



PROJECT 2

REFUGEES AND IMMIGRANT COMMUNITIES

This project explores the challenges faced by refugees and immigrant communities to claim their rights.

LESSON: Rights for Refugees and Immigrants

PROJECT OPTION 1: *Reading for Refugees*

Learners will raise money for refugees while reading with members of their community.

PROJECT OPTION 2: *Providing Service for Refugees/Immigrants*

Learners will provide services for refugees and immigrants and organize a cultural celebration.

DISCRIMINATION

LESSON

3.3

The Right to Freedom from Discrimination

OBJECTIVES

- To introduce learners to the human right to be free from discrimination; and
- To have learners discuss different types of discrimination that exist in the world and in their own community.

MATERIALS

Copies of the **UDHR** and **Handout #5**, flip charts and markers or blackboard and chalk.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask learners to share examples of when they have witnessed someone being discriminated against or felt that someone discriminated against them. Ask learners to write down individually what the word discrimination means, and then ask for volunteers to share with the class. Write these definitions on the board. Read aloud Article 2 of the **UDHR** and comment on differences between the definitions of discrimination:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

2. Divide learners into small groups. Ask learners to list groups in their communities and around the world that have suffered discrimination in the past or who suffer from discrimination now. Ask learners to share their answers. Be sure that a wide range of groups are mentioned, including women and girls, ethnic, racial and religious groups, immigrant communities, lesbian, gay, bisexual and transgendered people, etc.. Describe to learners some of the international human rights treaties that prohibit discrimination, and both the benefits and challenges of those treaties.

Information for Teachers: The Relative Role of Laws Prohibiting Discrimination

Point out to learners that every major human rights treaty prohibits discrimination in the protection of all human rights, and that several specific treaties have been created to protect the rights of particular groups in society who face discrimination. For example, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Elimination of All Forms of Racial Discrimination (CERD) prohibit discrimination against women and on the basis of race respectively. International and domestic laws have also been created to prevent discrimination in particular areas of life, such as labor laws in the United States that protect against discrimination in the work place.

While many human rights treaties prohibit discrimination, it is important to recognize that these treaties and their definition of discrimination were developed by a United Nations committee and then approved by government representatives who have political interests and biases of their own. While it is significant that international conventions are passed and national laws are changed, behavior does not change overnight. Laws have to be enforced and it sometimes takes time for societies to change.

Source: Office of the High Commissioner for Human Rights www.ohchr.org/english/law/index.htm

DISCRIMINATION

LESSON

3.3

3. Distribute copies of a case study to learners describing an example of discrimination in the United States or internationally. **Handout #5** contains a case study on Apartheid in South Africa that existed until the early 1990s.¹⁴
4. Distribute copies of the **UDHR** to each group and ask learners to identify what types of discrimination the Black and Coloured population in South Africa faced and which of their rights were violated. Ask each group to share their answers with the class. Ask learners the following questions: What structural factors in society enabled the system of apartheid to stay in place for so long? What role did laws play in perpetuating that system?

Tips For Teachers – Discrimination can take many forms. People can be discriminated against in the way they are treated based on prejudice and stereotypes, and in the barriers they face to access certain services (like healthcare) or opportunities (like employment). In society, structural discrimination can exist which creates the conditions so that some groups of people are excluded from access to services and opportunities. Under the human rights framework, rights must be guaranteed without discrimination of any kind. This includes not only purposeful discrimination, but also protection from policies and practices which may have a discriminatory effect whether or not the effect was intentional.

5. Point out to learners that the system of Apartheid in South Africa that legalized discrimination and the oppression of the Black and Coloured population, was similar to the segregation laws that existed in the United States until the 1960s and the historical and present treatment of many Native American communities. We encourage you to identify articles to share with learners and ask them to find similarities and differences between them. In the United States and South Africa, there were many human rights heroes like Martin Luther King and Nelson Mandela who fought against discrimination. Eventually, movements of people formed to fight segregation and apartheid, which led to changes in laws and social practices. In both cases, the movements were led by the people who were most affected by the discrimination. Ask students to brainstorm other movements throughout history and today that have formed to fight discrimination – for example the women’s suffrage movement, the immigrant rights movement, etc.

REFLECTION

1. In groups or as a whole class, ask learners to share discrimination they have experienced or witnessed in their community. How could some of the needs in your community concerning discrimination be addressed through service-learning?
2. The U.S. Constitution’s Bill of Rights guarantees the right of equal treatment regardless of race, sex, religion or national origin. Write an essay giving examples of ways in which rights are guaranteed, and not guaranteed, in today’s society.

¹⁴ Robinson, Alonford James. Apartheid. *Africana: The Encyclopedia of the African and African American Experience*. Eds. Appiah and Louis. Perseus: New York. 1999.

Equal Rights for People With Disabilities

3.3

OBJECTIVES

- To have learners gain knowledge about discrimination faced by people with disabilities and their role in claiming their own rights;
- To introduce learners to the international human rights and domestic legal standards for prohibiting discrimination against people with disabilities and guaranteeing them access and services;
- To have participants take action to improve equal access to rights and services for people with disabilities, and to meet a community need; and
- To improve learners' research and analytical skills to document information and draw conclusions, and to improve writing skills.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies, Literature or Art class.

HR LESSON

Equal Rights for People with Disabilities

MATERIALS

Copies of the **UDHR, Handout #6**, and access for learners to research articles or books about people with disabilities.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. A couple of days before you begin this lesson, distribute **Handout #6**¹⁵ and spend 5 to 10 minutes introducing learners to the history of the treatment of people with disabilities in the US and the development of the disability rights movement. Give learners the assignment to find and read an article or book that tells the story of a person that has a disability. The stories can describe both challenges and personal accomplishments the person has faced and/or a campaign the person has participated in to gain certain rights. You can encourage learners to find stories on people with different types of disabilities. For example, learners can research stories on the blind, deaf, people with physical disabilities (in wheelchairs or similar situations), and people with mental disabilities. Ask learners not to choose stories on Helen Keller because she was included in the handout.
2. At the start of the class for this lesson, ask for two or three students to share summaries of the stories they read. Then ask for volunteers to share how disability has impacted their own lives. Maybe some of the students have disabilities themselves, or have friends or family members with disabilities. What are some of the stereotypes that exist about people with disabilities?
3. Now ask learners to walk through "a day in the life" of a person with the kind of disability described in the story they read. Learners should begin by writing down a list of everything they did the day before from the time they woke up in the morning to the time they went to bed at night. Next, ask learners to imagine how each thing they did that day would be the same or different for a person with the disability they read about. Ask for volunteers to share with the class.
4. Divide learners into groups and give each group one copy of the **UDHR**. Ask learners in each group to choose three rights and discuss the discrimination that people with disabilities might face with regard to those rights. Ask for a volunteer from each group to share their answers.
5. Discuss with learners ways that discrimination against people with disabilities can be overcome. People with disabilities are the most powerful force in guaranteeing rights and services for themselves. Learners should think about the ways in which they can support those efforts, such as creating greater understanding among the public about people with disabilities in order to decrease preju-

¹⁵ Shreve, Maggie. The Movement for Independent Living: A Brief History. *National Council on Independent Living; and Royal National Institute for the Blind*. The life of Helen Keller. www.rnib.org.uk

DISCRIMINATION

PROJECT 1

3.3

dice, or supporting advocacy campaigns around their rights. Ask learners what can be done in their school or broader community to help guarantee the rights of and decrease discrimination against people with disabilities.

PROJECT

Equal Rights for People With Disabilities

OVERVIEW

There are two different options for this project. In the first option, learners will research whether people with disabilities are able to access key services in their community or school.

In the second option, learners work with an organization providing services or advocating for people with disabilities.

OPTION A

Access in Your Community

PROCEDURES

1. Working with learners, identify an organization in your community that provides services or advocates for the rights of people with disabilities. Working with that organization, identify a set of public or school-based services where greater access is needed for individuals with disabilities. Learners will run a documentation project to measure access in that setting. For example, you can choose to document access for people with disabilities in: public libraries and post offices; public transportation services; services at hospitals, unemployment offices or city council meetings. You can also choose to document access in your school, not only for students in your school, but family members as well that may have disabilities and need access to the building, meetings with teachers, or informational materials.
2. Learners will then have to generate a human rights checklist for what types of services should be available. To develop the checklist, learners can research federal, state and local guidelines as well as human rights standards, they can interview people with disabilities, and they can formulate their own opinions on what services should be available. Services on the checklist can range from observing availability of ramps or elevators for wheelchair access, to the availability of interpreters for the deaf at hospitals, schools or city council meetings.
3. Once learners have developed their human rights checklist, they should decide how they want to carry out their research. This can include visits to observe buildings and offices, research on the web about department policies, interviews with staff at offices, and interviews with people with disabilities. The class can then decide how to divide up responsibilities among the learners and begin their research.
4. After the research has been completed, learners will need to compile the information and develop conclusions about how accessible the services are for people with disabilities based on the human rights checklists. Ask learners to consider the cost implications of guaranteeing access for people with disabilities. How much would it cost to improve access and who should pay? How could improving access for people with disabilities save money in the long run and make services better for everyone?

5. Learners can then send their documentation to the partnering organization. Based on learners' research and the needs described by the organization, identify a specific area of access that learners can help address themselves. For example, if you researched libraries and the partner organization identifies that there are not enough books on tape or in Braille available for the blind, learners can raise money to purchase those items for the library. Learners can also send the results of their human rights checklists in the form of letters to the administrators in charge of the public facilities they researched, as well as relevant elected officials. If learners researched access in their school, they should arrange meetings with their principal and the broader school community to share their findings and raise awareness.

OPTION B

Building Relationships with People with Disabilities

PROCEDURES

1. In consultation with your learners, identify an organization in your community that works for the rights of people with disabilities, or a classroom in your school or a nearby school that teaches children with disabilities.
2. Working with the organization or classroom teacher, identify a specific need that learners can help to fill through a project. For example, learners can contribute to a campaign that an organization is working on by writing letters, doing research, collecting signatures for a petition, or designing posters. Learners can also help raise money or gather donations of art supplies for a classroom or community center or read with children who have disabilities. Some aspect of the project should include interacting with people that have disabilities.
3. It is important to emphasize to learners during the development and implementation of the project that their role as human rights promoters should be to support people with disabilities in claiming rights for themselves. Human rights work is not meant to be a charitable service, but rather a means to assist vulnerable communities in gaining greater self-determination and power to claim their own rights.
4. Throughout the project, ask learners to keep a journal recording their experiences. When writing in their journal, ask learners to think about what they have learned with regards to the challenges that people with disabilities face. Ask learners to think about misconceptions or assumptions they may have had about people with disabilities that have been challenged or changed through this project. Ask learners to think about things they have learned that they can share with others to help overcome prejudice or misperceptions that contribute to discrimination in their community.

ACTIVITY

At the end of either project option, ask each learner to choose one thing they learned about people with disabilities that they would like to share with others. You can have learners write a hypothetical letter to a friend, create a piece of artwork, or write a speech to the school community. Learners' letters, speeches or artwork can then be displayed in the school or presented to the broader community at a celebration.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

DISCRIMINATION

PROJECT 2

3.3

Refugees and Immigrant Communities

OBJECTIVES

- To have learners learn about and understand the rights of immigrants, asylum seekers and refugees, and to understand causes leading to someone becoming a refugee;
- To introduce learners to the challenges and discrimination facing immigrants, refugees, and asylum seekers;
- To have learners meet a community need through action that addresses a challenge facing immigrants, asylum seekers, or refugees; and
- To improve learners' analytical skills.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies, Literature, History, Religion, or Language class.

HR LESSON

Rights for Refugees and Immigrants

MATERIALS

Copies of the **UDHR**, **Handouts #7**, **#8** and **#9**.

TIME ALLOTMENT

2 class periods

PROCEDURES

Before engaging in the following discussion and exercise, be sure that you are familiar with the definitions and experiences of immigrants, refugees and asylum seekers. **Handout #7** provides some information. You can also visit the websites listed in **APPENDIX B**, *Find out More About Discrimination* section, which includes links to organizations that work with immigrant and refugee communities and links to government websites that describe U.S. laws pertaining to immigrants, refugees and asylum seekers.

1. Introduce learners to this topic by asking them the following questions: What is an immigrant? Did any of your families immigrate to the United States? What are some of the reasons why people immigrate? What are some of the hardships and challenges that immigrants might face when they come to the United States? What is a refugee? Did any of your families come to the U.S. as refugees? Why might someone become a refugee? What types of discrimination do these groups face?
2. Continue this discussion by utilizing **Handout #7**. Once learners have had the opportunity to become familiar with the information and definitions in **Handout #7**, distribute one of the case studies included in **Handout #9** for participants to read.¹⁶
3. After they read the case study, have a discussion on what they have read. Ask them how they would feel if they found themselves in a situation similar to that in the case study. What would they do that was similar to the actions taken in the case study? What would they do that was different? What human rights issues were at stake?

¹⁶ This handout includes case studies taken from the United Nations High Commissioner for Refugees (UNHCR). www.unhcr.ch/.

4. The learners will now engage in a simulation of an asylum hearing. The simulation is based in a courtroom setting. Explain to the learners that usually asylum cases are heard and decided by a single judge who hears testimony from the person seeking asylum and decides whether that person can remain in the country. But because we want all of the learners to play a role we are going to have a group of them decide the outcome as a jury. There are three cases each involving an asylum seeker, lawyer, judge, jury and an interpreter. You can switch the roles for each case or keep the same jury and judge for all cases.

Tips for Teachers – In one of the asylum cases assigned to learners in this simulation, a young woman is seeking asylum because the village that she comes from practices female genital cutting, a practice which she is opposed to. If learners are unfamiliar with this practice, you may wish to introduce it to learners during the class discussion prior to the simulation exercise. To learn more about the issue you can visit Amnesty International's website - *Female Genital Mutilation: A human rights information pack* at: www.amnesty.org/ailib/intcam/femgen/fgm1.htm

5. Once you have assigned the roles allow 10 minutes for each learner to become familiar with their role. The descriptions of the asylum seekers' life stories included in **Handout #8** are very brief. You can encourage the individuals who are playing the roles of asylum seekers to be creative and develop a more detailed account of why they are seeking asylum. Learners can refer to the case studies in **Handout #9** for ideas. Lawyers should work with their asylum seeker clients to anticipate questions that the judge might ask of them about why they are seeking asylum and what they plan to do if they are given entry into their new country. Judges should decide what questions they want to ask of asylum seekers and the jury should decide what criteria they want to use to decide if a person should be granted entry into the country. If you can, you may want to assign the roles prior to the lesson to allow for longer preparation time so that learners can research their roles. You can refer learners to the websites in the FIND OUT MORE section. Additional instructions for learners playing the roles of the judge, jury, lawyer, asylum seeker and interpreter are included in **Handout #8**.

Tips for Teachers – The role of the interpreter can be optional depending on your time. In many cases an asylum seeker to the United States does not speak English and must use an interpreter. If you choose to simulate that experience, asylum seekers will not be able to speak directly to their lawyer, the judge or the jury. The asylum seeker will have to whisper information to the interpreter who will repeat it to the lawyer or judge. The asylum seeker must trust the interpreter to properly repeat the information and cannot correct the interpreter because they do not understand the language.

6. Before beginning the simulation, you must also go over the rules of how the courtroom will be run. Feel free to be creative. You may want the lawyers to make opening statements, followed by questions from the judge to the lawyer and/or the asylum seeker. Be sure to go over the rules to avoid confusion. Allow 5-10 minutes for each case to go before the judge and an additional 5 minutes for the jury to decide whether or not asylum is granted in each case. After hearing each case the jury should briefly present their decision and reasoning (2 minutes).

7. When they have finished the simulation ask the learners to share what it was like to be in that role. If they found themselves in that situation, what would they want someone else to do on their behalf?

8. If time allows, ask learners to identify one right in the UDHR that refugees and/or asylum seekers are denied while they seek entry into a country or after they have arrived. Ask learners what they can do to protect the rights of refugees and asylum seekers.

DISCRIMINATION

PROJECT 2

3.3

PROJECT

Refugees and Immigrant Communities

OVERVIEW

There are two different options for this project, and there are variations you can choose within each option. In the first option learners have a read-a-thon to raise money for supplies for refugees and read with people in their community. In the second project learners will work at a local organization that serves refugees, asylum seekers and/or immigrants, or if such an organization is not readily available in your area, your project can raise awareness in your community.

OPTION A

Reading for Refugees

PROCEDURES

Learners will hold a reading marathon to collect pledges for every book they read in order to raise money or supplies to donate to an organization that serves refugees or immigrants. The money raised can be donated directly to the organization, or the project can be a two part series with the second part consisting of buying and delivering supplies and materials needed by the organization. For example, learners can create 'exit' backpacks filled with necessities for young children or adults entering the country as asylum seekers. Learners can also spend some of the time for the marathon reading books with a group of people in their community.

1. Identify with learners an organization that serves a refugee population internationally or in your local community to which learners can donate money or supplies. (See the list of possible organizations included under the FIND OUT MORE section.)
2. Together with your learners, develop a timeline and work plan for the project. Work with learners to decide how many books they want to read on their own as part of the marathon and to develop a list of books to read. You should include several books or articles in the list that tell the story of a refugee or refugee community. Learners will need to decide whether they want to ask people to pledge money or supplies to donate to an organization serving refugees, and how much they will ask for each book. Learners will need to think about who they want to approach for pledges (family, teachers, local businesses, etc.), how they plan to keep track of the books they read, and how they will collect the pledges.
3. To add an extra dimension to the project, you can also identify an organization that works with refugees or immigrants in your local neighborhood that learners would like to work with as part of the reading marathon. Learners may wish to work with ESL students at their school or with refugees or immigrants at an English language center. Together with the learners, you will need to work with the ESL teacher of the class or director of the community organization where learners plan to read to arrange for visits to the agency, to hold any training sessions that learners need, to decide how many books you want to read, and to choose audience-appropriate books.
4. Once the book lists are finalized and the visits are arranged for reading, learners should begin collecting their pledges and reading their books, keeping a log of the books they read. Learners should keep a journal with either daily entries about the books they are reading or one-to two-page summaries of each book after they complete them.

5. When the timeline for the reading marathon is completed, learners should submit their log and/or journal to the teacher, collect their pledges, and donate the funds or supplies raised to the organization that serves refugees.

OPTION B

Providing Services for Refugees and Immigrants

PROCEDURES

1. Identify with participants a local organization that serves refugees and/or immigrants.
2. Contact this organization and work with them to determine how participants can meet a need, and then develop a corresponding project. For example, participants can provide translation services, collect toiletry items or clothing, launch a campaign to educate the community on the needs of refugees and immigrants, or write letters to their congressmen and women encouraging them to speak out against the condition of detention for asylum seekers or discrimination against immigrants.
3. Prior to providing the service, if possible, you may want to have a refugee or asylee speak to the participants. They can explore cultural and sensitivity issues so they are prepared to provide the best possible service when the day of the project arrives.
4. If such an organization is not readily available in your community another option is to have learners interview family members or other students at their school who may have immigrated. Have the learners find out as much as they can about all of the different cultures present in the community through these interviews and then hold a celebration recognizing all of these cultures. You can also have learners research why there aren't organizations serving the immigrant and refugee population in their community, whether there is a need for such an organization, and what they would need to do to propose that such an organization be created in the community.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

DISCRIMINATION

PROJECT 2

3.3

Find Out More

GENERAL

American Civil Liberties Union:
www.aclu.org

Amnesty International:
www.aiusa.org/topics

Leadership Conference on Civil Rights:
www.civilrights.org

United Nations Development Fund for Women:
www.unifem.org

United Nations Office of the High Commissioner for Human Rights:
www.ohchr.org/english/issues

Disability Rights Advocates:
www.dralegal.org

Disability Rights Education and Defense Fund:
www.dredf.org

Human Rights Education Associates: Guide on Persons with Disabilities;
www.hrea.org/learn/guides/

Landmine Survivors International:
www.landminesurvivors.org

United Nations Office of the High Commissioner for Human Rights:
www.ohchr.org/english/issues/disability/index.htm

World Enable:
www.worldenable.net/

American Friends Service Committee:
www.afsc.org/

Human Rights Education Associates: Guide on Refugees:
www.hrea.org/learn/guides/

Human Rights First:
www.humanrightsfirst.org/

International Organization for Migration:
www.iom.int/

National Network for Immigrant and Refugee Rights:
www.nnirr.org/

Refugees International:
www.refugeesinternational.org/

United Nations High Commissioner for Refugees:
www.unhcr.ch

U.S. Committee for Refugees:
www.refugees.org/

U.S. Citizenship and Immigration Services:
<http://uscis.gov>

Information on Asylum Laws:
<http://uscis.gov/graphics/services/asylum/index.htm>

Information on Refugee Laws:
<http://uscis.gov/graphics/services/refugees/index.htm>

PERSONS WITH DISABILITIES

REFUGEES & IMMIGRANTS

ASYLUM SEEKERS

A CHILD'S RIGHT TO EDUCATION & HEALTH

3.4

INTRODUCTION

In 1989 the General Assembly of the United Nations ratified the Convention on the Rights of the Child, promising children around the world the right to life, liberty, education, and health care (a child is defined as any person under the age of 18). It also provided protection from discrimination, from torture, or from cruel, inhumane or degrading treatment or punishment, protection within the justice system, and protection from economic exploitation.

While children are entitled to all the same rights as adults contained in the Universal Declaration of Human Rights and other international treaties, the Convention on the Rights of the Child recognizes the special protections and conditions that children must have in order to develop fully as human beings.

More nations have ratified the Convention on the Rights of the Child than any other treaty. The United States and Somalia remain the only two countries in the world that have not ratified the treaty. Despite the nearly universal recognition of the rights of the child, many children around the world and in the United States still suffer abuse and neglect and are deprived of their most basic human rights.

OVERVIEW

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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

**INTRODUCTORY LESSON****CHILDREN'S RIGHTS**

This is an introductory lesson to familiarize learners with the Convention on the Rights of the Child and includes a case study about the conditions of child labor.

**HUMAN RIGHTS SERVICE-LEARNING PROJECTS:**

This section includes two human rights service-learning projects that you can choose from. One focuses on children's right to education, and one focuses on children's right to healthcare. Both use in-class HRE lessons, service-learning activities, and reflection exercises:

**PROJECT 1****ACCESSING EDUCATION**

This project explores the right to education and engages learners to take action to meet the educational needs of children in their community.

LESSON: Right to Education

PROJECT OPTION 1: *Reading for the Right to Education*

Learners read with young people and raise money to support educational activities in their communities.

PROJECT OPTION 2: *Taking the Human Rights Temperature of Your School*

Learners rate their school on a human rights scale and develop an action plan for how to make their school more human rights-friendly.

**PROJECT 2****REACHING OUT FOR HEALTH**

This project explores children's right to health and barriers that children in poverty face in accessing healthcare.

LESSON: Right to Healthcare

PROJECT OPTION 1: *Awareness for Preventive Care*

Learners hold informational workshops or produce educational flyers for young people and their families on how to access important preventive healthcare services.

PROJECT OPTION 2: *Campaigning for Health*

Learners raise money or recruit volunteers to support local or international campaigns, such as a walk for cancer, or local blood drives.

Children's Rights and Child Labor

OBJECTIVES

- To introduce learners to the Convention on the Rights of the Child; and
- To introduce learners to the importance of recognizing children's human rights.

MATERIALS

Large sheets of paper, markers, copies of the **Convention on the Rights of the Child (CRC)** and **Handout #10**, flip charts and markers or a blackboard.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Divide learners into groups of three or four and distribute a large sheet of paper or poster board with markers to each group. Ask learners to write the word CHILD at the top of their sheet of paper. Below the word CHILD, ask learners to draw the outline of a child. Ask learners to brainstorm answers to the following questions and to write those answers as words or symbols inside the outline of the CHILD. What are the characteristics of children? For example: playful, imaginative. What do children need to grow and develop? For example: a family to care for them, education, health and nutrition. How should children be treated? What obligations should adults have toward children? What rights should children have in decisions affecting their own lives? Ask each group to present their poster to the class.¹⁷
2. Then introduce learners to the concept of children's rights. Human rights define a child as any person under the age of 18 years old. While children have all the rights contained in the UDHR, they also need rights that give them special protection and care. Distribute copies of the **Convention on the Rights of the Child**. Ask learners to read the Convention and identify which of the characteristics and obligations they included in their posters are included in the Convention. Ask learners to identify rights in the Convention that the class had not thought of or rights they believe children should have that are not in the Convention.

Information for Teachers: What Rights Do Children Have?

Children's rights can be broken down into four main categories:

Survival rights: the right to life and to have a child's most basic needs met e.g., adequate standard of living, shelter, nutrition, medical treatment.

Developmental rights: the rights enabling children and adolescents to reach their fullest potential e.g. education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion.

Participation rights: rights that allow children and adolescents to take an active role in their communities e.g., the freedom to express opinions; to have a say in matters affecting their own lives; to join associations.

Protection rights: rights that are essential for safeguarding children and adolescents from all forms of abuse, neglect and exploitation e.g., special care for refugee children; protection against involvement in armed conflict, child labor, sexual exploitation, torture and drug abuse.

Source: Study Guide on Children's Rights. Human Rights Education Associates (HREA), 2004. www.hrea.org/learn/guides/children.html.

¹⁷ This introductory exercise was developed from Nancy Flowers, Human Rights Educators' Network, Amnesty International USA.

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LESSON

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3. Distribute copies of the case study in **Handout #10** taken from the report *Togo: Borderline Slavery Child Trafficking in Togo* published by Human Rights Watch in 2003. Ask learners to identify what rights are violated in the case study. Some of the rights that were violated include the right to education, family, health, and freedom from forced labor. Then ask learners to think about what happens when the rights they identified are violated. What happens if young people are not able to go to school? What if no one is making sure that they get proper medical care? How does it affect their future? In the case study, Selom was forced to go to work in the fields all day. How did being forced to work affect or contribute to the other human rights violations he suffered?

REFLECTION

1. In groups or as a whole class, identify the rights, services, and conditions that learners have had in their lives, and those they have not. What are some of the needs in your community concerning children and young people and how can they be addressed through service-learning?
2. The Convention on the Rights of the Child has proclaimed that “the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love, and understanding.” Write an essay in which you comment on this proclamation.

Accessing Education

OBJECTIVES

- To introduce learners to the importance of human rights in regards to education and barriers to education that can exist;
- To help meet the educational needs of some young people in your community;
- To improve reading and comprehension skills and engage learners in working with other young people; and
- To improve research and analytical skills and introduce learners to various research methodologies.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies, Math or English class.

HR LESSON

Right to Education

MATERIALS

Copies of the **Convention on the Rights of the Child (CRC)**, flipcharts and markers or a blackboard.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask learners to brainstorm the reasons why they think it is important to get an education. List learners' answers on the blackboard.

Tips for Teachers – Encourage learners to consider both the practical reasons, such as getting a job, going to college, having the knowledge to become civic participants in society who can vote, etc., as well as the importance of personal fulfillment, being able to express oneself, develop your talents, etc.

2. Ask learners to brainstorm the things that young people need in order to receive a quality education. List learners' answers in a separate section on the blackboard.

Tips for Teachers – Encourage learners to include things that are needed in schools, such as teachers, school supplies, and a safe school environment, as well as special services for young people with particular needs who may speak different languages, have disabilities or health problems; also, conditions that young people need outside of school, such as a quiet place to study, help with their homework, food and good health so they can concentrate on learning.

3. Have learners read Articles 28 and 29 of the **Convention on the Rights of the Child** on the right to education. Compare the rights included in the CRC with the things that learners have on their lists. Ask learners in what ways the lists are the same or different.

Tips for Teachers – Be sure that learners are familiar with the key aspects of the human right to education.

Information for Teachers: Human Rights Standards for Education

Education should enable children to develop to their fullest potential, to participate in society, to obtain a job that provides a living wage, and to promote human rights, tolerance, non-violence and peace.

The right to education ensures that every child has access without discrimination to free education that is of good quality. Schools should be clean, safe and create a child-friendly environment, schools should have all necessary books, materials, and well-trained teachers, and curriculum should meet basic learning needs.

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PROJECT 1

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Education should be culturally appropriate to learners from different backgrounds, and should meet the needs of learners who speak different languages, who have disabilities or other special needs.

Source: General Comment 13: The Right to Education. UN Committee on Economic, Social and Cultural Rights.

4. Ask learners to go through their lists and the rights in the CRC to identify which of the things on the lists they have in their school, and which things they don't. Do students in their school or other schools face barriers to receiving a quality education? For example, are there enough textbooks, access to a library, or updated lab equipment? Do young people who are recent immigrants and who don't speak English as a first language face barriers in school? Ask students why they think some schools have more resources than others. What are the structural factors in society that lead to these disparities? (If you are doing this lesson with a math class, you may wish to include analysis of statistics). Discuss what learners can do as a class to improve conditions in their school or to meet the educational needs of young people whose rights are not guaranteed.

PROJECT

Accessing Education

OVERVIEW

There are two options for this project. In the first option, learners will read books with a group of young people in their community and may also choose to raise money or donations to support educational activities in their community. In the second option, learners will take the human rights temperature of their school, documenting and reporting conditions. The second option may be more effective if you are doing this project in a math class because learners can use math to analyze the results of their surveys.

OPTION A

Reading for the Right to Education

MATERIALS

List of accessible books appropriate for reading with other children.

PROCEDURES

1. Identify with learners an educational program in your school or community that is in need of support and resources to provide greater access to quality education for children. Programs may include educational programs at a local day care center, community center, hospital or homeless shelter for families. They can also include after-school programs, ESL classes or special education classes at your school or a nearby school. Learners will support this group of children by reading with or tutoring them, and may also choose to raise money or in-kind donations to meet a particular educational need.
2. Work with your learners, and the directors or teachers at the educational program you have chosen, to decide what kind of tutoring or reading sessions learners will have with the children in the program. Working with the partnering program, you will need to arrange for learners to have visits to read with the children, to hold any training sessions that learners need before working with the children, and to choose audience-appropriate books for the children. Learners can then begin their reading or tutoring activities.

3. In addition, learners may wish to raise money or in-kind donations to help support the work of the partnering program. To do this, learners should first consult with the program director or teacher of the program to assess their needs. Determine whether the program needs additional supplies in their classroom, funds to pay for transportation to the school or center, etc. Learners will then need to decide how they would like to go about raising funds and/or in-kind donations. One possibility is to have learners hold a reading marathon where they seek pledges from family, friends and others to give donations based on how many books learners are able to read. (See the *Refugee Rights* lesson in the *Discrimination* section - **PART 3.3, PROJECT 2** of the manual for details on organizing a read-a-thon.) Learners should then organize the fundraising activity and present the funds or in-kind donations they raised to the program.
4. This project also presents a wonderful opportunity for learners to hold a celebration with the learners that they tutored. Learners may want to create a gift for the children they worked with that incorporates photos and other memories from the project. This can also serve as part of the reflection activities for the project.

OPTION B

Take the Human Rights Temperature of Your School

MATERIALS

Access to photocopying for surveys, a large piece of cardboard and markers or paint, notebooks and pens, and small tape recorders for interviews (optional).

PROCEDURES

1. Identify what aspects of your school environment learners are interested in researching. The project can focus on anything from school facilities and resources, to safety or bullying in school, to issues of respect and tolerance among learners and teachers, to the effectiveness of the student government in representing the voices of students.
2. Develop a temperature scale and human rights criteria for how human rights-friendly your school environment is. For example, if you are focusing on respect and tolerance in your school you can develop ten criteria for a human rights-friendly school, including how often children call each other derogatory names, how comfortable students feel sharing information about their religious and ethnic background with other students, how comfortable children feel talking to teachers or other students about problems they are having, etc. The school can receive a temperature reading of up to ten degrees on each of the criteria for a possible maximum positive temperature of 100 degrees. Learners can reference human rights treaties and other documents as the basis for their criteria and can develop their own standards as well.
3. Then learners will need to decide how to conduct research to determine the temperature reading of their school in each of the criteria. Research can include surveys that you distribute to students and/or teachers, interviews with students and teachers, observational research of school facilities or student behavior, and other options.

Tips for Teachers: You may want to include a class session where you introduce learners to a range of very basic research methods they can choose from. Once learners decide how they want to conduct their research, you can hold a more focused session, for example, on 'How to Write a Good Survey.' This could be a good opportunity to bring in someone from a nearby university or education advocacy

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organization to talk about how to structure a survey or other research method. An example of a survey developed by the Human Rights Research Center for taking the human rights temperature of your school can be found in Appendix C.¹⁸ This will give you an idea for how to carry out this kind of project and serve as a basis for thinking creatively about your school.

4. Once the criteria and research methods are developed, learners should begin to research the human rights temperature of their school.

Tips for Teachers: Be sure that your learners have received any necessary permission from teachers, school administration and/or parents to conduct surveys or interviews.

5. Once the research is complete, learners can gather their findings and determine the human rights temperature of their school. (If you are doing this project with a math class, you can analyze the surveys to determine mean responses, percentages and probabilities. Depending on the age group, you may want to use statistical analysis software.) It is likely that your school will not receive a perfect rating of 100 degrees, so learners should develop recommendations for increasing the human rights temperature of your school and develop a plan of action for how some or all of their recommendations could be implemented. The recommendations and plan of action can also include strategies for strengthening or maintaining areas where the school is doing well.
6. The plan of action can include a presentation of their findings to the school administration, student body and/or parents, a series of meetings with relevant school staff to address issues of particular importance, and/or brainstorming sessions with other students and staff on developing creative ways to implement changes. In developing a presentation, learners can use graphs and other visual displays to present the results of their surveys or interviews. The human rights temperature of your school can be displayed by painting or drawing a giant thermometer on a large piece of cardboard. You can mark the thermometer with gradations for how many degrees the school received for each of the human rights criteria.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

¹⁸ *Human Rights Research Center, University of Minnesota, www.hrusa.org/hrmaterials/temperature/temperature.shtml*

Reaching Out for Health

OBJECTIVES

- To introduce learners to the importance of the right to health for children and adolescents and to the large numbers of young people that lack access to necessary health care;
- To promote awareness of important health issues for young people in your school or community;
- To promote skills for understanding and utilizing statistical information; and
- To improve learner's research, writing and presentation skills.

CURRICULUM LINK

This project can be taught in conjunction with a Health, Social Studies, or Math class.

HR LESSON

Right to Healthcare

MATERIALS

Copies of the **Convention on the Rights of the Child (CRC), Handout #11**.

TIME ALLOTMENT

45 minutes

PROCEDURES

1. Ask learners to brainstorm a list of what children need to be healthy. Write learners' answers on the board.

Tips for Teachers – Encourage learners to list things that children need for a healthy body, including nutritious food, exercise, check-ups with doctors, medicine if they are sick, etc., as well as things that are needed for a healthy mind, including a supportive family environment, education and stimulation, interaction with other children their age, time to play, protection from abuse, etc.

2. Ask learners to compare their list with the rights described in Article 24 of the **Convention on the Rights of the Child**. Ask learners how the lists are similar or different.

Tips for Teachers – Be sure that learners are familiar with the key aspects of the human right to health.

Information for Teachers: Children's Right to Health

Children must have access to medical facilities and treatment for illnesses and rehabilitation, as well as access to primary and preventive care. Mothers must also have access to appropriate pre-natal and post-natal health care.

Governments must take steps to diminish infant and child mortality, and to combat disease and malnutrition by providing primary health care, adequate nutrition, clean drinking water and taking into consideration the dangers and risks of environmental pollution.

Parents and children should have access to education and information about basic child health and nutrition, hygiene and environmental sanitation and the prevention of accidents. Guidance for parents and family planning education and services should also be available.

Source: Convention on the Rights of the Child, Article 24.

3. Now ask learners to brainstorm conditions that threaten children's health. How does the environment and economic well-being impact health?

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PROJECT 2

3.4

4. Distribute **Handout #11** to learners on children's health statistics.¹⁹ Lead learners in a brief discussion that draws on the following questions: Why do you think children in poverty suffer from more illnesses than children who live in families with more resources? What role might health insurance play in access to healthcare? What role do you think awareness and knowledge might play in access to healthcare? Ask students: Do you have access to healthcare any time you need it? Have you ever had to wait to see a doctor or not seen a doctor at all because it would cost too much money? What can be done to help meet the needs of children in our community that lack access to adequate healthcare?

PROJECT

Reaching Out for Health

OVERVIEW

There are two different options for this project. In the first option, learners work with children and their parents in your school or at a community agency to raise awareness of the need for vaccinations, hygiene and other forms of preventive care. In the second option, learners organize fellow young people and community members to participate in Walks or other events to promote awareness and research on diseases affecting children such as cancer or AIDS, or to participate in Blood Drives while raising awareness.

OPTION A

Awareness for Preventive Care

PROCEDURES

1. Learners will first need to research general healthcare access issues for children in their community. They should locate existing research studies that explain the importance of different preventive healthcare measures. Learners will need to research what services are available for people in their community, such as free vaccinations or free health clinics. In conjunction with this research, your class can elicit the help of the school nurse or a local community agency that provides health care services.

Tips for Teachers: If you are conducting this project as part of a math class, you may wish to include more statistically oriented research in this part of the project.

2. Working with staff at the agency or school, learners will then identify what specific health issue related to children they will help to raise awareness about and what audience they will target. Issues can include encouraging parents to get all needed vaccinations for infants, to seek preventive healthcare check-ups at local clinics for children of all ages, to promote hygiene and dental care for children, or encouraging adolescents to have regular doctor visits, to be comfortable seeking mental healthcare and to practice safe sex. Learners must then decide whether they will reach out to parents of small children in the community or at their school, or to fellow young people.
3. Work with learners to develop a plan for how outreach will be conducted to a target group of children, their parents or adolescents. Learners may wish to organize informational workshops where learners themselves will present information, as well as invited guest speakers. Workshops can be organized at the partnering agency, at the school, at a local day care center or community center where parents and young people can attend. Depending on the funds that are available, learners

¹⁹ The information for this handout was gathered from multiple sources. See citations included in the handout.

may wish to prepare flyers or informational brochures to distribute. Workshops and/or materials can include information about human rights standards for the right to health.

4. Once the plans have been finalized learners should carry out their outreach project.

OPTION B

Campaigning for Health

PROCEDURES

1. Work with learners to identify a health-related campaign locally or internationally impacting young people that they can help through raising money or recruiting volunteers. Possible campaigns can include walks or bike races for HIV/AIDS prevention or cancer research, blood drives for the local Red Cross, etc.
2. Learners should identify and discuss which aspects of the right to health these campaigns are helping to guarantee. For example, an AIDS walk may aim to promote awareness about AIDS in order to reduce discrimination against people that have the disease and to inform young people about preventing the disease. Blood drives help to ensure that there are adequate supplies of blood so that people can access needed medical care.
3. Work with learners to develop a plan to raise awareness about the campaign they have chosen and to raise funds or recruit volunteers for the campaign. Learners can organize informational workshops or tables at community festivals, during an assembly for school, or at other community events. At these workshops or information tables, learners can highlight the ways that young people's human rights are affected by these different diseases. This includes how children that are sick are affected, as well as how children are affected if their parents are sick. Learners can sign themselves up to participate in a Walk highlighting a disease and seek pledges from others, and/or they can recruit other learners and community members to join the selected Walk or to donate blood at a local blood drive.
4. You may also decide to combine this outreach work with volunteering at a local hospital or community center that treats patients who are affected by the disease, or to volunteer at a blood drive to hand out juice and cookies to people who have given blood.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.3** of this manual.

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PROJECT 2

3.4

Find Out More

GENERAL

Amnesty International:
www.amnestyusa.org/children/index.do

Child Rights Information Network:
www.crin.org

Human Rights Education Associates:
www.hrea.org

United Nations Development Fund for Women:
www.unifem.org

Human Rights Watch/Children's Rights:
www.hrw.org/children/

UNICEF:
www.unicef.org/

HR & EDUCATION

Center for Economic and Social Rights:
www.cesr.org/education/cesr

Global Campaign for Education:
www.campaignforeducation.org/

Human Rights Education Associates, Guide on Education:
www.hre.org/learn/guides

Right to Education:
www.right-to-education.org/

United Nations Educational, Scientific and Cultural Organization (UNESCO):
<http://portal.unesco.org/education/en/>

United Nations Special Rapporteur on the Right to Education:
www.unhchr.ch/html/menu2/7/b/medu.htm

HR & HEALTH

Amnesty International:
www.amnestyusa.org/hiv_aids/index.do

Center for Economic and Social Rights:
<http://cesr.org/health>

People's Movement for Human Rights Education:
www.pdhre.org/rights/

United Nations Special Rapporteur on the Right to Health:
www.ohchr.org/english/issues/health/right/

University of Minnesota Human Rights Center:
www1.umn.edu/humanrts/edumat/studyguides/righttohealth.html

World Health Organisation:
www.who.int/hhr/en/

LAW & JUSTICE & HUMAN RIGHTS

3.5

INTRODUCTION

The Universal Declaration of Human Rights guarantees that all people “are equal before the law and are entitled without any discrimination to equal protection of the law.” It guarantees all people the rights to freedom from arbitrary arrest and a fair trial, to freedom of thought and expression, and to participate in government. Unfortunately, people around the world continue to suffer from persecution before the law because of their beliefs, nationality, race or peaceful self-expression.

In the United States, although the rights to freedom of expression and equality before the law are guaranteed by our Constitution, in practice many people are denied those rights every day. People’s rights to equality before the law are violated when racial profiling occurs in cities across the country. Racial profiling occurs when police officers use race as the basis for stopping someone for criminal suspicion. Following the attacks of September 11, 2001 new legislation gave law enforcement agencies the authority to detain people for indefinite periods without charging them or giving them access to a trial, and to hold people without granting access to a lawyer. People’s rights to freedom of expression, association and assembly have all been threatened.

OVERVIEW

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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

**INTRODUCTORY LESSON****LAW AND JUSTICE AND HUMAN RIGHTS**

This is an introductory lesson to familiarize learners with the fundamental civil and political rights protected in the UDHR and violations of those rights, with a case study on prisoners of conscience.

**HUMAN RIGHTS SERVICE-LEARNING PROJECTS:**

This section includes two human rights service-learning projects that you can choose from. One focuses on people's rights within the justice system to equal treatment and to a fair and competent trial, and one focuses on the rights to vote and participate in government. Both use in-class HRE lessons, service activities, and reflection exercises.

**PROJECT 1****YOUTH RULING FOR JUSTICE**

This project explores how human rights are protected in the justice system, while engaging learners in a courtroom setting to help meet the needs of their fellow learners or community.

LESSON: Japanese-American Internment and 9/11

PROJECT OPTION 1: Youth Courts

Learners serve as judges, attorneys and jurors for their peers who face school disciplinary measures or minor criminal offenses.

PROJECT OPTION 2: Youth Grand Jury

Learners conduct a mock grand jury hearing to make a ruling on an issue of importance to their community.

**PROJECT 2****VOTER REGISTRATION AND EDUCATION**

This project explores the importance of the right to vote and participate in government and engages learners in registering others to vote.

LESSON: The Right to Participate in Government: Voter Registration

PROJECT OPTION 1: Registering Voters

Participants will help register voters in a disenfranchised community.

PROJECT OPTION 2: Running an Educational Campaign

Participants will help voters understand the issues and be prepared to cast their vote.

What are Civil and Political Rights?

OBJECTIVES

- To introduce learners to the civil rights protected in the UDHR and to violations of those rights that occur internationally and in their local communities.

MATERIALS

Copies of the **UDHR**, the **US Bill of Rights**, **Handout #12**, blackboard and chalk or flipcharts.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask learners to develop a concept web describing what comes to mind when they hear the words *civil rights*. What rights are civil rights? Write the answers on the blackboard.
2. Distribute **Handout #12 Fessahaye Yohannes, Prisoner of Conscience**²⁰ to learners. Ask learners to identify what civil rights ideas from the concept web are dealt with in this case study. Then ask learners to answer the following questions: How does it affect the rest of us when a journalist like Fessahaye has his right to free speech violated? What is it like to be afraid to say or write what you believe because you might get arrested? If you were arrested like Fessahaye, what would it be like if you couldn't see an attorney, contact your family, or have a chance to defend yourself at a trial? Have you experienced violations of your civil and political rights? What happened? How did you feel? Why is it important to protect these rights for everyone?
3. Distribute copies of the **UDHR** to learners. Ask learners to identify the civil rights in the UDHR at issue in the case study. What other civil rights are included in the UDHR? Be sure to highlight for learners several key civil and political rights contained in the UDHR.

Information for Teachers: Civil and Political Rights in the UDHR

Civil and political rights protect people's dignity, life choices and self-expression from interference by the government. These include the rights to life, liberty and personal security, freedom from slavery, torture and degrading treatment, as well as people's rights to freedom of belief and religion, freedom of opinion and, information and to peaceful assembly and association.

Civil and political rights also protect people's rights in relation to justice and criminal procedures, including the rights to recognition and equality before the law, freedom from arbitrary arrest, to a fair trial, and to be innocent until proven guilty.

Finally, civil and political rights guarantee people's rights to participate in government and to vote in free elections.

Source: Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.

REFLECTION

1. In groups or as a whole class, ask learners to discuss how civil rights are protected in their community, and then discuss examples of violations of civil rights. Have learners experienced, witnessed or learned about people who have been deprived of their right to freedom of expression or to their rights before the law? How can some of the needs in the community regarding these rights be addressed through service-learning?
2. Justice can be described as a concept involving the fair treatment of all persons and the obligation of our legal system to protect the rights of all people in our society. Write an essay describing what the word 'justice' means to you.

²⁰ This excerpt is taken from Amnesty International USA's Special Focus Cases on Prisoners of Conscience found on their website at www.amnestyusa.org/action/special/fyohannes.html.

LAW & JUSTICE

PROJECT 1

3.5

Youth Ruling for Justice

OBJECTIVES

- To have learners gain knowledge about human rights standards that protect people's civil rights in the justice system and to learn about how a courtroom works;
- To engage youth in peer mediation and to take an active role in addressing the criminal and/or behavioral issues facing young people in your school or community;
- To improve learners' research and analytical skills to document and analyze information and draw conclusions from that information; and
- To improve learner's skills in formulating and presenting an argument.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies or History class.

HR LESSON

Japanese-American Internment and 9/11

MATERIALS

Copies of **Handout #13**, copies of the **UDHR**, access to internet or library for research, blackboard and chalk.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask learners to privately write answers to the following questions. Have you or someone you know ever been accused of something that you (or they) didn't do? How did that make you feel? Have you or someone you know ever been suspected of doing something because of the people you hang out with? The way you dress or look? Your racial, religious or ethnic background? How did that make you feel? Ask for volunteers to share their answers with the class.

2. Distribute copies of **Handout #13** "Internment of Japanese Americans"²¹ to learners. Have learners read the case study.

Tips for Teachers – Using a history book or other resource, you may wish to provide learners with additional background on World War II and Japanese-American internment. Also be sure that learners are familiar with the meaning of the word internment and other key phrases.

4. Ask for a volunteer or pick a learner to summarize the case study and ask other learners in the class to highlight the main points. Then lead a discussion with learners addressing some or all of the following questions: What civil rights were taken away from Japanese Americans? Do you think that the U.S. government was justified in holding Japanese Americans in internment camps without charges or suspicion of crimes? Is it wrong to suspend the rights of one group of people based on their racial, ethnic or other characteristics?

5. Ask learners to compare what they read about Japanese-American internment to government measures taken since September 11, 2001 related to investigating and preventing terrorist attacks.

Note for Teachers – See the FIND OUT MORE section for several resources you can use regarding post-9/11 U.S. policies. Many U.S. citizens and foreign nationals have been targeted for questioning and interrogation because they are Muslim or of Arab ethnicity, though they are not suspected of any crime. Some have been held as prisoners in U.S. detention centers without being charged or tried,

²¹ Source: this handout includes excerpts in modified form from the lesson plan "Legacies of September 11th: Protecting Democracy in a Time of Crisis." By Adam Strom. *Facing History and Ourselves*. www.facinghistory.org

some without access to a lawyer. You wish to share with learners recent news articles or court judgements which address detainees' rights to access a lawyer, to be tried by a jury and to receive a speedy trial.

6. Ask learners the following questions: How are the two situations of Japanese-American internment and post-9/11 actions similar or different? What are the rights at stake in both cases? Are the actions taken by our government today justified?
7. Finally, ask learners to reflect on the importance of guaranteeing people's civil rights with relation to law enforcement and criminal procedures. Ask learners the following questions: Based on what we've discussed, why is it important to protect people's rights against arbitrary arrest, to be innocent until proven guilty and to receive a fair trial? If young people in our community are accused of a crime or of bad behavior, what conditions would make for a fair trial? What can we do to guarantee that the rights of young people are protected?

PROJECT

Youth Ruling for Justice

OVERVIEW

There are two different options for this project. In the first option, learners can volunteer with an existing youth court program in your city or state, or form their own youth court program in your school or community. In the second option, learners work with a local legal advocacy organization to research a community need, and hold a mock youth grand jury to write a report on the issue.

Information for Teachers: What Are Youth Courts?

Youth courts or peer juries are programs designed to engage young people in determining rehabilitative sentences for peers who have committed minor offenses or have disciplinary problems. Youth courts often take the form of a hearing or trial where youth volunteers play the role of some or all of the jury members, judges, lawyers and other court personnel. Youth courts have become an increasingly popular diversion program for first-time youth offenders. In 2003, there were 900 youth courts in 46 states.

Youth courts can operate in many different settings. In some cases they operate in cooperation with the court system. Police officers or judges have a relationship with youth court programs run by non-profit organizations or the court system itself where young offenders are referred for sentencing. Offenders that are sent to youth courts from the justice system have typically committed non-violent misdemeanors and violations, such as shoplifting, possession of marijuana or alcohol, vandalism, and traffic violations.

Youth courts can also be operated and administered by the schools to address school-based disciplinary issues. School-based youth courts can serve as an alternative for students who commit minor infractions as well as those who could otherwise face suspension or criminal proceedings.

In most cases, youth who are referred to youth court have already admitted guilt for their offense. Youth judges or jury members will hear testimony regarding the offenses committed and will determine sentences, which can include community service hours, educational classes, mediation, restitution, apology, essays, counseling, curfew, drug testing, school attendance and peer discussion groups.

Source: Youth Courts: Young People Delivering Justice by Margaret Fisher (Chicago, IL: American Bar Association, 2002).

OPTION A

PROCEDURES

Youth Courts

1. Identify what type of youth court project your class will engage in. You may want to research whether there are any existing youth court programs in your town or in a nearby community that learners in your class can volunteer with (see FIND OUT MORE). Most youth courts have mechanisms for training youth jurors, judges and other courtroom participants through which professional lawyers or law students work as volunteers to prepare and support their participation. Alternatively, you could take on the project of establishing your own youth court in your community or in your school. If you are interested in starting a youth court that is connected to the juvenile justice system in your community, you will need to work with local lawyers, judges and law enforcement agencies to put together a proposal. Such a proposal will likely need to be approved by a local legislative or executive body. We recommend that you contact the directors of existing youth court programs to learn more about this process. If you are interested in starting a youth court in your school, we will describe some of the necessary steps in the following paragraphs and provide additional resources about youth courts for you to utilize under FIND OUT MORE at the end of this section.
2. Begin by discussing with your learners, principal and other teachers at your school a proposal to establish a youth court. Such a proposal may require approval from school district officials as well. Working with learners and administrators, you will need to decide on several key characteristics of your youth court in order to develop your proposal:
 - a. Develop goals for your youth court program. What do the learner volunteers hope to get out of the experience? What do the youth who appear before the court get out of this experience that is different from the more typical disciplinary process? What impact do you want the youth court to have on the school community and environment as a whole?
 - b. Decide on the structure for the youth court. There are four models for youth courts: the youth judge model (where youth staff all court positions), adult judge model (where an adult presides over the hearings in which youth act as lawyers and jurors), youth tribunal (with decisions made by youth judges with no jury) and a peer jury model (with decisions made by peer jurors and with no youth attorneys). You will need to decide what role teachers or administrative staff should play in the proceedings.
 - c. Decide which offenses or disciplinary matters should be dealt with by the youth court and how learners within the school will be referred to the youth court. Will teachers and/or the principal decide which learners will be referred to the youth court? Can learners facing disciplinary measures from the administration request to be referred to the youth court? What age range of learners within the school can be referred to the youth court?
 - d. Determine the range of acceptable sentences. Based on the experiences your learners have had with human rights education, you may wish to have learners volunteer with legal advocacy organizations fighting for civil rights. Additionally, if learners are given anything from essay writing assignments to mediation activities as a sentence, you should explore ways to include human rights education. The sentencing aspect of the project really gives youth volunteers the opportunity to be creative and imaginative and to put into action the human rights education they have engaged in.
 - e. Determine what type of review process will be in place to monitor whether sentences were adequately carried out and whether the goals of the youth court program are being met.

- f. Determine what roles learners in your class will play in the youth court. Will they alone staff the youth court or will you recruit learners from the broader school population to volunteer for the youth court? What selection and training criteria will you have for learners to serve on the court? You may wish to contact lawyers, mediators, social workers or other counselors that work within the juvenile justice system to provide assistance.
3. During the process of determining the many parameters of the youth court for your proposal, learners in your class should become familiar with how a courtroom works, the different people that are present, the basic proceedings of a court system and the human rights protections that should be guaranteed. Learners can conduct independent research, you can assign readings and hold class discussions, and you can bring in lawyers or other guest speakers.
4. Learners will need to decide which roles they would like to play and divide responsibilities among themselves. Depending on which model you choose, learners may need to fill the roles of judge, prosecutor, defense attorney, community advocate, defense advocate, juror, bailiff, clerk, court reporter, and others. Some learners will have to take on behind the scenes administrative roles, recruiting volunteers and addressing other administrative concerns. At this point, it will be especially important to bring in outside “experts” that can work with and support learners acting in different capacities, especially learners taking on the role of judge or lawyer.
5. Once your proposal has been approved and learners are trained and prepared to serve as youth court volunteers, the court can begin to hear cases. As the program progresses, be sure to implement the review processes you have developed to ensure that goals are being met and that learners are able to reflect on their experience.

OPTION B

Youth Grand Jury

PROCEDURES

1. Learners will conduct a mock grand jury hearing, gathering research and seeking a ruling on an important community issue. You may decide to work with a local advocacy organization to choose an issue and then assign research to learners that will be used both for the grand jury and to contribute to a local campaign at the same time. The grand jury’s ruling or report can also be sent to relevant community members or local officials.

Information for Teachers: What Does a Grand Jury Do?

Grand juries exist to give members of a community input into the justice system. Grand juries have two major functions: they can bring charges against people accused of committing a crime and they can investigate criminal and other activities in their community. When a grand jury brings criminal charges, a prosecutor brings an indictment against an alleged criminal and provides evidence to the grand jury, which often includes testimony from witnesses, documents, video or tape recordings, and the results of DNA and other tests. Prosecutors and jurors can question the witnesses. Defendants do not usually testify before the grand jury and defense attorneys are not present and do not cross-examine the prosecutor’s witnesses. A judge is not present during the testimony, but will often serve as an advisor for jurors. After hearing the evidence, the grand jury must determine whether they believe there is probable cause

that the accused person committed the crime. If so, the grand jury returns the indictment (or charges the person with those crimes) and the prosecutor can begin a criminal case.

Grand juries can also investigate criminal activities or other conditions in their community. Often grand juries are used to investigate organized crime in the community or corruption of government officials. Federal grand juries are restricted to investigating criminal activities, but State grand juries can investigate any non-criminal activity. The role of grand juries vary from state to state, but investigations can include inspecting conditions of local prisons, reviewing services provided by school districts or local government departments, or investigating other matters of public health, safety and welfare. To conduct their investigations juries can research existing studies and data, visit facilities, meet with officials, investigate records and documents, and subpoena witnesses to give testimony or produce documents and other evidence. As a result of their investigations, grand juries can bring criminal charges, make recommendations to change laws or create new laws, or issue public reports describing the problem in their community.

Source: What does a grand jury do? FAQ's about Grand Juries. University of Dayton School of Law. www.udayton.edu/~grandjur/faq/faq3.htm; Jury Information. County of Madera, Superior Court of California. <http://madera.courts.ca.gov/MaderaJuryGrandJury.htm>; Sacramento County Grand Jury: Final Report 2000-2001. www.sacgrandjury.org/reports/00-01/History.asp

2. Begin to prepare learners for the mock grand jury by introducing them to what a grand jury is and what its role is in the judicial system. You may wish to invite a lawyer or other guest involved with the justice system to speak to learners about the process of a grand jury hearing. Once learners are familiar with the concept of a grand jury, you will determine what type of grand jury hearing you would like to simulate, what the specific subject of the hearing will be and what government or other entity will be the target of the investigation.

Tips for Teachers - There are many different functions and procedures of grand juries. You should not feel like you need to strictly adhere to any one set of procedures. You can mix and match different aspects of the grand jury process that will be most interesting and worthwhile for your class.

3. Learners should then divide the different roles involved in a grand jury hearing among the class. There will need to be prosecuting attorneys, witnesses to testify for the prosecution, jurors, defendants and possibly a judge. Learners can work independently or as part of team. The role that each learner is assigned will determine what type of research he or she will conduct both in preparation for the grand jury hearing and for the advocacy organization you are working with. For example, prosecutors can gather research and formulate arguments about the issue, witnesses can be assigned areas of expertise or personal experiences that they will research, defendants can research the opposing viewpoint, advisory judges can research existing cases in the news that have been heard regarding similar issues, and jurors can assist with research where needed.

4. Included in the research and courtroom arguments, there should be reference to relevant national and local laws and regulations, as well as human rights standards regarding the rights that are at stake. Learners can reference relevant human rights treaties and declarations (see Appendix on Resources) and research work being done on similar issues by human rights organizations like Amnesty International.

5. After the research is completed, the grand jury hearing will take place. After the simulation is complete, the jurors will issue a ruling and the whole class can then work together to produce a report describing the information presented at the hearing and the ruling that was made, including the international human rights standards that were cited. This report can be sent to a partner organization, relevant local officials and/or shared with the school and broader community.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.3** of this manual.

LAW & JUSTICE

PROJECT 2

3.5

Voter Registration and Education

OBJECTIVES

- To have learners learn about the human right to vote and participate in government;
- To engage learners in the process of gathering and interpreting information through interviews and other forms of research; and
- To have learners take action to help others participate in government and to prepare themselves to participate in the political and electoral process.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies or Political Science Class.

HR LESSON

The Right to Participate in Government: Voter Registration

MATERIALS

Copies of the **UDHR**.

TIME ALLOTMENT

30-45 minutes

PROCEDURES

1. Have a group discussion about voting. Ask the learners the following questions:
 - a. What does it mean to have the right to vote?
 - b. What can voting accomplish?
 - c. Why is it important to vote?
2. Direct students to Article 21 of the **UDHR** on the Right to Participate in Government and in Free Elections. Explore with students why the right to vote is important for holding governments accountable for guaranteeing all the different human rights that we have.
3. Then ask students which communities in the U.S. are not allowed to vote. (Possible answers include: children, people who are incarcerated, immigrants that do not have citizenship, etc.). Ask students if they think any of those groups should have the right to vote.
4. Even among people who have the right to vote, many people do not exercise that right. What prevents those people from voting? (Possible answers include: attitudes, language barriers, transportation barriers, lack of information, etc.) Discuss with learners what other rights are affected when people don't have the right to vote, choose not to vote, or are unable to vote.
5. Continue the discussion by asking students the following questions:
 - a. What can you do to encourage people in the community to vote?
 - b. What can you do to ensure everyone who wants to vote can do so?
 - c. What do people need to know in order to make informed decisions when voting?
 - d. To what extent does the right to vote imply a responsibility to make an informed decision?
6. Explore with learners how the voting process works.
7. If you are able, invite a local congressman or congresswoman to speak to the class.

PROJECT

Voter Registration and Education

OVERVIEW

There are two different options for this project. The first is to register voters and the second is to run an educational campaign around the importance of voting and the issues affecting your community. Due to the nature of the second option it must coincide with an election.

OPTION A

Registering Voters

PROCEDURES

1. The first step in designing a project to register voters, is to find out who isn't currently voting in your community, why they don't vote, and what would encourage them to vote. Learners can begin the proj-

ect by doing research into who votes in your community. Learners can start by asking their parents, siblings or friends who are eligible whether they vote and why they do or do not vote. Learners can also do research using statistics from the census and other sources about who in your community is currently not voting and why.

2. Learners should then decide what group of people they want to target for registration. Studies have shown that young voters are among those least likely to vote. So, learners may want to target high school seniors who are turning 18 and can register, or college students at a local campus. Learners may also choose to work with an organization in your community that tries to register disenfranchised groups. One example of a disenfranchised community could be people who do not speak English as their first language and may be disenfranchised because information about voting is unavailable in their language or the ballots themselves are not available in their language (even though in many cases the law requires translation).
3. Together with learners develop a timeline and work plan for this project. Things to consider include: how many people you want to register, whether you need to work in more than one community to meet that goal, what you will do to inform the community so they feel compelled to register to vote, etc.
4. Learners should include their knowledge of human rights in their campaign messages to get people registered. By exercising their right to vote, people can hold governments accountable for all the rights that are important to them.

Running an Educational Campaign

Learners will help voters understand the issues and be prepared to cast their vote.

1. Identify with the learners which election they want to be engaged in. A local election might be most effective. They also need to decide if they are going to run an awareness campaign based on all of the issues or some of the issues being raised in this election. It is a good idea to partner with a local organization that is doing work around the election in order to support an existing advocacy campaign. This may give the project the most impact.
2. Research each candidate and their stance on the issues.
3. Work with the partner organization and decide how the educational campaign is going to be run. For example they can set up informational tables around town, distribute flyers and pamphlets, do door-to-door campaigns, write Op-Eds to the local newspapers, or try to get air time on a local radio station.
4. Together with participants develop a work plan and timeline for this project. Things to consider: who they want to reach, what message they want to get out, what they want the end result to be, how will they be able to measure those results. The project checklist will help in planning and distributing responsibilities for this project.
5. Learners should incorporate human rights issues into their campaigns. They can do this by identifying what human rights issues are at stake and/or describing how proposals from different candidates protect or fail to protect human rights.

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

OPTION B PROCEDURES

REFLECTION

LAW & JUSTICE

PROJECT 2

3.5

Find Out More

GENERAL

American Civil Liberties Union:
www.aclu.org/

Amnesty International:
www.amnesty.org

Human Rights Education Associates:
www.hrea.org/learn/guides

Human Rights Watch:
www.hrw.org

International Center for Transitional Justice:
www.ictj.org/

United Nations Human Rights Committee:
www.ohchr.org/english/bodies/hrc/

YOUTH COURTS

Constitutional Rights Foundation/Youth Courts:
www.crf-usa.org/network/net9_3.htm

National Youth Court Center (includes national listing of youth courts):
www.youthcourt.net/

POST 9/11

Amnesty International:
www.amnestyusa.org/waronterror/index.do

September 11 Crisis Response Guide, Amnesty International USA:
www.amnestyusa.org/education/teaching_guides/

Educational Resources, Beyond September 11, Human Rights Resource Center:
www.hrusa.org/september/edresources.htm

VOTING RIGHTS

ACLU Voting Rights:
www.votingrights.org/

Human Rights Education Associates, Guide on Right to Vote:
www.hre.org/learn/guides/

National Voting Rights Institute:
www.nvri.org/

NAACP Legal Defense and Education Fund:
www.naacpldf.org/landing.aspx?sub=32

University of Minnesota Human Rights Center:
www1.umn.edu/humanrts/edumat/studyguides/votingrights.html

HUMAN RIGHTS DOCUMENTS

A

UNIVERSAL DECLARATION OF HUMAN RIGHTS – SUMMARY	A-1
Full Text of the UDHR	A-2
CONVENTION ON THE RIGHTS OF THE CHILD – SUMMARY	A-3
U.S. BILL of RIGHTS	A-4

SUMMARY

UNIVERSAL DECLARATION OF HUMAN RIGHTS

The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, 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, both among the peoples of Member States themselves and among peoples of territories under their jurisdiction.

- Article 1** — Right to Equality
- Article 2** — Freedom from Discrimination
- Article 3** — Right to Life, Liberty, Personal Security
- Article 4** — Freedom from Slavery
- Article 5** — Freedom from Torture and Degrading Treatment
- Article 6** — Right to Recognition as a Person before the Law
- Article 7** — Right to Equality before the Law
- Article 8** — Right to Remedy by Competent Tribunal
- Article 9** — Freedom from Arbitrary Arrest and Exile
- Article 10** — Right to Fair Public Hearing
- Article 11** — Right to be Considered Innocent until Proven Guilty
- Article 12** — Freedom from Interference with Privacy, Family, Home and Correspondence
- Article 13** — Right to Free Movement In and Out of the Country
- Article 14** — Right to Asylum in Other Countries from Persecution
- Article 15** — Right to a Nationality and the Freedom to Change It
- Article 16** — Right to Marriage and Family
- Article 17** — Right to Own Property
- Article 18** — Freedom of Belief and Religion
- Article 19** — Freedom of Opinion and Information
- Article 20** — Right of Peaceful Assembly and Association
- Article 21** — Right to Participate in Government and in Free Elections
- Article 22** — Right to Social Security
- Article 23** — Right to Desirable Work and to Join Trade Unions
- Article 24** — Right to Rest and Leisure
- Article 25** — Right to Adequate Living Standard
- Article 26** — Right to Education
- Article 27** — Right to Participate in the Cultural Life of the Community
- Article 28** — Right to Social Order that Articulates this Document
- Article 29** — Community Duties Essential to Free and Full Development
- Article 30** — Freedom from State or Personal Interference in the above Rights

Full Text of the UDHR

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, 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, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

ARTICLE 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 3

Everyone has the right to life, liberty and security of person.

ARTICLE 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6

Everyone has the right to recognition everywhere as a person before the law.

ARTICLE 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

HUMAN RIGHTS

DOCUMENT

A-2

ARTICLE 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

ARTICLE 9

No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

ARTICLE 11

I) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
II) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

ARTICLE 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 13

I) Everyone has the right to freedom of movement and residence within the borders of each state.
II) Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 14

I) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
II) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE 15

I) Everyone has the right to a nationality.
II) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 16

I) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
II) Marriage shall be entered into only with the free and full consent of the intending spouses.
III) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 17

I) Everyone has the right to own property alone as well as in association with others.
II) No one shall be arbitrarily deprived of his property.

ARTICLE 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

ARTICLE 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE 20

I) Everyone has the right to freedom of peaceful assembly and association.
II) No one may be compelled to belong to an association.

ARTICLE 21

I) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
II) Everyone has the right of equal access to public service in his country.
III) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

ARTICLE 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

ARTICLE 23

I) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
II) Everyone, without any discrimination, has the right to equal pay for equal work.
III) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
IV) Everyone has the right to form and to join trade unions for the protection of his interests.

ARTICLE 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE 25

I) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
II) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

ARTICLE 26

I) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
II) 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.
III) Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27

I) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
II) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE 29

I) Everyone has duties to the community in which alone the free and full development of his personality is possible.
II) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
III) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

ARTICLE 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

CONVENTION ON THE RIGHTS OF THE CHILD

SUMMARY

Preamble - The preamble recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations. It reaffirms the fact that children, because of their vulnerability, need special care and protection, and it places special emphasis on the primary caring and protective responsibility of the family. It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international cooperation in securing children's rights.

ARTICLE 1

Definition of a Child - A child is anyone under the age of 18, unless a country's law sets a younger age limit.

ARTICLE 2

Non-Discrimination - The Convention applies to all children, no matter what their cultural, religious, or ethnic background. The Government is responsible for protecting children from any discrimination.

ARTICLE 3

Best Interests of the Child - Anyone taking care of a child should have his or her best interests in mind. If parents or other guardians cannot care for a child, the government should provide care for him or her.

ARTICLE 4

Implementing these Rights - It is the responsibility of the Government to make sure that all children have all of the rights in this Convention.

ARTICLE 5

Parents and Children - The government should respect the rights of families to raise their children as they grow up.

ARTICLE 6

Survival and Development - Every child has the right to live. Governments should make sure that children survive and grow up healthily.

ARTICLE 7

Name and Nationality - All children have the right to have a name when they are born. They also have the right to a nationality. When possible, children have the right to know and be raised by their parents.

ARTICLE 8

Identity - The Government should respect a child's rights to a name, nationality, and family.

ARTICLE 9

Separation from Parents - Children have a right to live with their parents, unless it is not safe for them. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

ARTICLE 10

Family Contact - If families live in different countries, they should be allowed to move between these countries so that parents and children can stay in contact or reunite as a family.

ARTICLE 11

Illegal Transfer - The government should prevent children being illegally taken from their own country. When they are, the government should do whatever it can to bring them back home.

ARTICLE 12

A Child's Opinion - Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

ARTICLE 13

Freedom to Express - Children have the right to get and to share information, as long as the information is not damaging to them or to others.

ARTICLE 14

Freedom to Think and Believe - Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

ARTICLE 15

Freedom to Join and Assemble - Children have the right to meet together and to join groups and organizations, as long as this does not stop other people from enjoying their rights.

- ARTICLE 16** **Privacy** - Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.
- ARTICLE 17** **Access to Information** - Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.
- ARTICLE 18** **Parents' Responsibility** - Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- ARTICLE 19** **Protection from Abuse, Neglect and Violence** - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- ARTICLE 20** **Protection for Children without Families** - Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.
- ARTICLE 21** **Adoption** - When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.
- ARTICLE 22** **Refugee Children** - Children who come into a country as refugees should have the same rights as children born in that country.
- ARTICLE 23** **Disabled Children** - Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.
- ARTICLE 24** **Health and Health Services** - Children have the right to good quality health care and to clean water, nutritious food and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.
- ARTICLE 25** **Regular Evaluation and Placement** - Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.
- ARTICLE 26** **Social Security and Assistance** - The Government should provide extra money for the children of families in need.
- ARTICLE 27** **Standard of Living** - Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.
- ARTICLE 28** **Education** - Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.
- ARTICLE 29** **Goals of Education** - Education should develop each child's personality and talents to the fullest. It should encourage children to respect their parents, and their own and other cultures.
- ARTICLE 30** **Children of Minorities of Indigenous People** - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.
- ARTICLE 31** **Leisure, Recreation and Cultural Activities** - All children have a right to relax and play, and to join in a wide range of activities.

ARTICLE 32

Child Labor - The Government should protect children from work that is dangerous, or might harm their health or their education.

ARTICLE 33

Drug Abuse - The Government should provide ways of protecting children from dangerous drugs.

ARTICLE 34

Sexual Exploitation - The Government should protect children from sexual abuse.

ARTICLE 35

Sale, Trafficking and Abduction - The Government should make sure that children are not abducted or sold.

ARTICLE 36

Other Forms of Exploitation - Children should be protected from any activities that could harm their development.

ARTICLE 37

Torture and Deprivation of Liberty - Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

ARTICLE 38

Armed Conflicts - Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

ARTICLE 39

Rehabilitative Care - Children who have been neglected or abused should receive special help to restore their self-respect.

ARTICLE 40

Administration of Juvenile Justice - Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

ARTICLE 41

Respect for the Highest Standards - If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

ARTICLE 42 - 54

Publicizing and Implementing the CRC - The government should make the Convention known to all parents and children. Governments must elect a Committee on the Rights of the Child composed of 10 experts, which considers reports submitted by parties to the Convention two years after ratification and every five years thereafter. These reports are to be made available to the general public. The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and makes its evaluations known to the government concerned as well as to the United Nations General Assembly. To foster implementation of the Convention and encourage international cooperation, bodies such as the International Labour Organization (ILO), the World Health Organization (WHO), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF) are encouraged to advise the Committee and permitted to attend its meetings. They can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention, together with other bodies recognized as competent – including other United Nations bodies and NGOs which have consultative status with the United Nations.

U.S. BILL of RIGHTS

Articles in Addition to, and Amendment of, the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the Several States pursuant to the Fifth Article of the Original Constitution:

ARTICLE 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government.

ARTICLE 2

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

ARTICLE 3

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

ARTICLE 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

ARTICLE 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

ARTICLE 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

ARTICLE 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or the people.

HANDOUTS
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BACKGROUND

Rights of the Ogoni People of Nigeria

This case is compiled from excerpts of a legal petition submitted to the African Commission on Human and People's Rights in 1996 against the government of Nigeria for violations of the Ogoni peoples' rights associated with the oil industry. The petition was written and filed by the Social and Economic Rights Action Center (SERAC), based in Nigeria, and the Center for Economic and Social Rights (CESR), based in New York City.

READING

Nigeria has an estimated population of 88.5 million, comprising several hundred ethnic groups. One such group, the Ogoni, numbering approximately 500,000, is situated in the Niger Delta, in the Southeastern part of the country. Predominantly farmers and fisher folk, their livelihood and welfare is intricately bound to the health of surrounding rivers, streams and soil. Over the past two decades, the environment and welfare of Ogoni communities have been seriously damaged by irresponsible oil development.

The soil and waterways in Ogoniland have been widely polluted by chronic oil spills and unlined toxic waste pits. From 1976 to 1991, 2,976 oil spills were reported in the Niger Delta, almost an average of four per week. Pipelines have been laid with no regard for local communities, passing above ground through villages and crisscrossing lands once used for growing food. Toxic wastes created by oil production have simply been dumped into unlined pits from which they regularly seep into nearby land and streams. Oil companies have also contaminated the air near communities through excessive gas-flaring. This flaring has destroyed wildlife and plant life in the surrounding areas and the resulting acidic rain has further contaminated waterways and soil. Some of these flares are placed as close as a hundred meters from Ogoni homes.

The water, soil and air contamination caused by oil production has endangered the life of plants, fish, crops and the local population. Communities report a range of illnesses associated with the pollution, including gastrointestinal problems, skin diseases, cancers and respiratory ailments. Contamination has also caused the death of most aquatic organisms and rendered much of the agricultural land infertile. Accordingly, communities that have long relied on fishing and farming have been deprived of their principal food sources.

The Nigerian government has contributed to these problems by failing to monitor or regulate oil companies. The government has neither required the oil companies nor its own agencies to produce basic health and environmental impact studies regarding hazardous operations and materials relating to oil production.

The government has also kept the Ogoni communities uninformed about the dangers created by oil activities and uninvolved in the decisions regarding the development of Ogoniland. The Nigerian government makes no requirement of the oil companies to dialogue with communities before beginning operations, even if the operations pose direct threats to community or individual lands. The government has ignored the concerns of Ogoni communities regarding oil development, and has responded to protests with massive violence and executions of Ogoni leaders.



Human Rights Education Associates



Source: Petition to the African Commission on Human and Peoples' Rights. Submitted by the Social and Economic Rights Action Center (SERAC), Nigeria and the Center for Economic and Social Rights, New York. March 1996. <http://cesr.org/taxonomy/term/84>

Put Yourself in Pine Ridge or La Paz

READING

Poverty afflicts billions of people spread throughout every country in the world including the richest country in the western hemisphere, the United States, and one of the poorest, Bolivia. Though benchmarks defining poverty vary in each country as a result of different costs of living, the effects of poverty are the same regardless of geographical boundaries. Without proper access to food, clothing, social services, decent education, and the resources to shape decisions impacting their lives, people living in poverty do not enjoy the full realization of their human rights. The following paragraphs provide a statistical glimpse into life in Bolivia's largest city, La Paz, and on the Pine Ridge Reservation in South Dakota.

The average child born in La Paz faces a constant struggle for subsistence. More than six out of every ten children in Bolivia is born into poverty and nearly four out of every ten is born into extreme poverty (UNDP). This condition inhibits the realization of a host of other human rights, especially health and education. Roughly fifteen percent of the male population over fifteen years of age is illiterate. Twenty percent of females in the same age group are illiterate. People in many sections of La Paz, especially the surrounding slum of El Alto, lack clean water and must boil all their drinking water. Many more simply do not have running water. With unsanitary living conditions and limited or no access to health care, today the average Bolivian can expect to live sixty-four years, a full eleven years less than the average resident of the United States (World Bank).

Life is similarly difficult for millions of U.S. residents, especially those born on the Pine Ridge Reservation in rural South Dakota. In 2002 the U.S. Census Bureau reported that 35.8 million Americans, 12.5 percent of the population, fell below the official poverty threshold (NY Times). That percentage is significantly higher for people of color. Nearly a quarter of all African Americans and twenty-two percent of Hispanics live in poverty (Census). In the United States, there are more than 45 million people without health insurance and 20% of the population is functionally illiterate. Among the Sioux Indians of the Pine Ridge Reservation where sixty-nine percent of the population lives below the poverty line, less than three out of every ten people have a job, and the median per capita yearly income was \$2600-roughly five times below the national average. Only twenty-three percent of children on the Pine Ridge Reservation will ever graduate from high school. One percent will go on to graduate from college. A child born today on the Pine Ridge reservation can expect to live forty-eight years, twenty-seven years less than the average American and sixteen years less than the average Bolivian (PBS).

No matter where one lives, one need not look far to witness the grinding affects of poverty. Wherever people suffer through a standard of living inadequate to guarantee their health and well being, the promise of universal human rights goes unfulfilled. Have you faced conditions of poverty in your own life? Have you been unable to go see a doctor or buy medicine because you couldn't afford it? Has your family struggled to pay the rent? What are the conditions of poverty in your community? What can you do to help fight poverty in your community and around the world?



Sources:

Knowlton, Brian. More Americans are Living in Poverty, Census Bureau Says. *New York Times*. 2004.

Rogerson, Hank and Jilann Spitzmiller. *Homeland*. PBS. www.itvs.org/homeland

U.S. Census Bureau. *Poverty: 2002 Highlights*. U.S. Census Bureau. 2003.

United Nations Development Program. *Country Profile: Bolivia*. UNDP. 2004.

The World Bank Group. *Bolivia Data Profile*. WB. 2004.

BACKGROUND

READING

Housing Violations in Rio de Janeiro

This case study is an excerpt from the report “Housing Rights in Brazil: Gross Inequalities and Inconsistencies” published by the Centre on Housing Rights (COHRE) and Evictions in 2003.

Rio de Janeiro is located in the southeast region of Brazil and had a population of 14,367,083 in 2000. The racial demographics of Rio de Janeiro indicate a population of 54.5 percent White, 45.1 percent Afro-Brazilian and 0.2 percent indigenous. Some 1.5 million of Rio’s 5.5 million people live in slums, in sub-standard tenement buildings or extensions to existing buildings without infrastructure such as water, sewage removal and electricity. Ten thousand families live in high-risk conditions.

Approximately one third of the residents of the City of Rio de Janeiro live in favelas, many of which line the hills around the city center. [Favelas are shanty towns or slums made up mostly of resident-constructed homes.] Many of the favelas are in precipitous locations prone to natural disasters such as landslides. In the past, several neighborhoods have been destroyed by such natural disasters. While the Government of Brazil has taken some steps towards the prevention of such events, much more needs to be done in order to fully ensure the safety and habitability of the favelas surrounding Rio de Janeiro.

Case Study No. 4: Morar Feliz Housing Project (developed by the Government of Rio de Janeiro)

The Morar Feliz (“Feel Happy”) Housing Project was initiated in 1999. It is managed by the State Housing Company (CEHAB) and involves the construction of four thousand housing units, funded in part with federal resources from the program “Habitar Brazil.” The land where the project is being undertaken is owned by the State of Rio de Janeiro. The houses are located over 6 km from the nearest regional centre and 60 km from downtown Rio de Janeiro. Access to public transportation, educational and health services, as well as leisure and recreational activities, is severely limited.

According to the terms of the project, the houses are to be used to shelter those currently living in at-risk areas. As mentioned above, however, the site of the development is far too distant from the city centre, employment opportunities and urban services. The Project is being developed in two phases. The first phase, Sepetiba I, consists of 2,000 housing units already constructed and occupied. The residents of these houses have not been granted adequate security of tenure, as they are simply recognised as “occupants.” [The right to security of tenure means that all people in any living arrangement have the right to a degree of security against forced eviction, harassment, or other threats.] The second phase, known as Sepetiba II, currently consists of 700 unfinished housing units. The land on which Sepetiba II is being constructed remains unregularised. Presently, the State budget has insufficient funds for completion of the project.

The Project is being undertaken with similar methods to those used during the 1960s and 1970s. Then, large agglomerations of low-quality housing were constructed along the peripheries of cities, thereby segregating the residents and excluding them from the social services enjoyed by the rest of urban society.

The housing units have been allotted partly on the basis of personal or political favouritism by a previous Government of Rio de Janeiro. In early 2002, many of the persons so favoured occupied the unfinished housing, fearing that a subsequent State Government would reassign the housing.

In July 2002, these residents agreed to temporarily vacate the housing so as to allow the construction to be completed. Approximately 300 of these residents are now homeless – living under plastic sheeting in an area near Sepetiba II.

COHRE visited the Project on 5 July 2002 and found the former residents living in terrible conditions. Ms. Noemia Ferreira da Silva, a 65-year-old former resident of Sepetiba II, is currently homeless while awaiting the completion of the Project. She is caring for a mentally disabled daughter while she waits. She is presently living under plastic sheeting with no water or sewage removal. The lack of accessible transportation has complicated her situation.

Source: Housing Rights in Brazil: Gross Inequalities & Inconsistencies. Centre on Housing Rights & Evictions. 2003.
www.cohre.org/download/brazilreport.pdf



Homelessness In America

READING

In a given year, over 3 million men, women and children in the United States are homeless and even more are at risk of becoming homeless. In January 2001, a report by the Department of Housing and Urban Development (HUD) found that 4.9 million low-income American households had worst case housing needs, paying more than 50% of their income on rent, while HUD estimates that families should pay no more than 30%.

Structural factors exist in society that push people into poverty and homelessness. They include a lack of affordable housing, a lack of employment opportunities, low wages, and cuts in public services and income assistance. Given these conditions, a missed paycheck, a health crisis, or an unpaid bill pushes families in poverty over the edge into homelessness.

Lack of Affordable Housing: Today, fewer than 30% of those eligible for low-income housing receive it. According to HUD's January 2001 report, the number of units affordable to low-income households dropped by 1.14 million between 1997 and 1999.

Lagging Incomes: Incomes for the poorest Americans have not kept pace with rising housing costs. Millions of workers are shut out of the private housing market. The report by the U.S. Conference of Mayors found that in every state in the US, the minimum wage was not enough for families to afford a one- or two-bedroom apartment using 30% of their income, which is the federal definition of affordable housing.

Slashed Services and Government Assistance: At the same time earned income for the poor was decreasing, assistance programs were severely cut.

- Over 40% of homeless persons are eligible for disability benefits, but only 11% actually receive them.
- Most are eligible for food stamps, but only 37% receive them.
- Most families are eligible for welfare benefits, but only 52% receive them.
- Some 12% of children are denied access to school, despite federal law.

Lack of affordable healthcare, domestic violence, mental illness and addiction disorders also contribute to homelessness.

According to the 27 cities surveyed by the U.S. Conference of Mayors, the homeless population can be classified by the following demographic information:

- 41% are single men.
- 14% are single women.
- 5% are unaccompanied children.
- 40% are families with children.
- 67% are single parent families.
- 23% are mentally disabled.
- 10% are veterans.
- 30% are drug or alcohol dependent.
- 50% are African-American
- 35% are White
- 12% are Hispanic
- 2% are Native American
- 1% are Asian

Opinion polls show that the majority of Americans support solutions to end homelessness. To achieve this goal, we must work together to advocate for changes in policies to increase the availability of affordable housing and end poverty.

Sources:

Overview: Homelessness and Poverty in America, *National Law Center on Homelessness & Poverty*. www.nlchp.org/fa%hapia/

Fact Sheet: Why are People Homeless?, *National Coalition for the Homeless*, September 2005, www.nationalhomeless.org/publications/facts/Why.pdf



READING

Apartheid in South Africa

Apartheid was a system of racial segregation that existed in South Africa from the early 1900s to the early 1990s. The system of Apartheid prevented non-white people in South Africa from voting, restricted them from their homelands forcing them to live on poor-quality land, and segregated them into substandard systems of education, medical care and other public services.

The term apartheid (from the Afrikaans word for "apartness") was coined in the 1930s and used as a political slogan of the National Party in South Africa in the early 1940s. But the policies of segregation and discrimination extend back to the beginning of White settlement in South Africa in 1652. After the primarily Afrikaner Nationalists came to power in 1948, the social custom of apartheid was systematized under law.

The implementation of the policy, later referred to as "separate development" was made possible by the Population Registration Act of 1950, which put all South Africans into three racial categories: Bantu (Black African), White, or Coloured (of mixed race). A fourth category, Asian (Indians and Pakistanis), was added later. The system of apartheid was enforced by a series of laws passed in the 1950s: the Group Areas Act of 1950 assigned races to different residential and business sections in urban areas, and the Land Acts of 1954 and 1955 restricted non-White residence to specific areas. These laws further restricted the already limited right of Black Africans to own land, entrenching the White minority's control of over 80 percent of South African land. In addition, other laws prohibited most social contacts between the races; enforced the segregation of public facilities and the separation of educational standards; created race-specific job categories; restricted the powers of nonwhite unions; and curbed nonwhite participation in government.

The Bantu Authorities Act of 1951 and the Promotion of Bantu Self-Government Act of 1959 furthered these divisions between the races by creating ten African "homelands" administered by what were supposed to be reestablished "tribal" organizations. The Bantu Homelands Citizenship Act of 1970 made every Black South African a citizen of one of the homelands, effectively excluding Blacks from South African politics. Most of the homelands, lacking natural resources, were not economically viable and, being both small and fragmented, lacked the autonomy of independent states.

Though the implementation and enforcement of apartheid was accompanied by tremendous suppression of opposition, continual resistance to apartheid existed within South Africa. A number of Black political groups, often supported by sympathetic Whites, opposed apartheid using a variety of tactics, including strikes, demonstrations, and sabotage - strategies that often met with severe reprisals by the government. Apartheid was also denounced by the international community: in 1961 South Africa was forced to withdraw from the British Commonwealth by member states who were critical of the apartheid system, and in 1985 the governments of the United States and Great Britain imposed selective economic sanctions on South Africa in protest of its racial policy.

As anti-apartheid pressure mounted inside and outside South Africa, the South African government, led by President F. W. de Klerk, began to dismantle the apartheid system in the early 1990s. The year 1990 brought a National Party government dedicated to reform and also saw the legalization of formerly banned Black congresses and the release of imprisoned Black leaders. In 1994 the country's constitution was rewritten and free general elections were held for the first time in its history, and with Nelson Mandela's election as South Africa's first Black president, the last vestiges of the apartheid system were finally outlawed.

Source: Robinson, Alonford James. "Apartheid." Africana: The Encyclopedia of the African and African American Experience. Eds. Appiah and Louis. Perseus: New York. 1999.



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EDUCATE

The Rights of People with Disabilities in the US

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READING

Historically in the United States, people with disabilities faced discrimination, mistreatment and a lack of understanding from the broader population. In the late 1800s, large institutions were created for people who were blind, deaf, and had mental or physical disabilities where they were sent for treatment, education and sometimes to live their whole lives. Much of society believed that disabilities were something to be ashamed of and that people with disabilities were incapable of learning and taking care of themselves. In general, people with disabilities were segregated from most of society, denied opportunities to work, to receive an education, and to live where they wanted. This treatment towards people with disabilities continued for many decades.

In the mid-1900s, it was people with disabilities themselves who began to demand equal access and fair treatment. By the 1960s, a movement had formed lead by people with disabilities that was similar to the civil rights and women's rights movements of that period. People with disabilities protested their exclusion from society and demanded more appropriate services from the government to help promote their independence. They fought for equal access to basic services and opportunities in employment, transportation, housing and education.

Helen Keller was an important figure within these movements. Born in 1880 in Northwest Alabama, Helen became ill with an unknown fever when she was nineteen months old and was left permanently blind and deaf. At the age of six, Helen's parents hired Anne Sullivan to be Helen's teacher. Over the years, Anne was able to teach Helen to speak through signing, to read with raised letters and Braille, and to write with ordinary and Braille typewriters. In 1900, Helen entered Radcliffe College and became the first deaf-blind person to enroll at a university. While at Radcliffe, Helen wrote and published her first book, "The Story of My Life." In 1904 Helen graduated and became the first deaf-blind person to earn a Bachelor of Arts degree. In the coming years, Helen continued to publish essays and books and toured in the U.S. and internationally speaking about her experiences and her political beliefs. The American Foundation for the Blind, founded by Helen Keller and Anne Sullivan, raised money and campaigned against the poor living and working conditions of blind people, who were typically not educated and lived in asylums.

Thanks to the efforts of these and other individuals and organizations led by people with disabilities, the Individuals with Disabilities Education Act was passed in 1975 requiring that children with disabilities have access to free and appropriate education wherever possible in regular classrooms. Under this law, learners are entitled to support services and devices (such as assistive listening systems, Braille textbooks, talking computers and speech synthesizers) as needed to facilitate their learning in classrooms alongside non-disabled learners. In 1988, the Fair Housing Act Amendment was passed prohibiting discrimination against people with disabilities in housing. In 1990, the Americans with Disabilities Act was passed, prohibiting discrimination against people with disabilities in employment, public accommodation and transportation. Increasingly, people with disabilities are able to live on their own and control the services that affect their lives. But discrimination still exists in our society and we must all work to end it.

Sources:

Royal National Institute for the Blind. The life of Helen Keller.

www.rnib.org.uk/xpedio/groups/public/documents/publicwebsite/public_keller.hcsp

Shreve, Maggie. The Movement for Independent Living: A Brief History: A Brief History. *National Council on Independent Living.*



Information on Refugees and Immigrants

READING

The reasons why people leave their home to come to a new country are often complicated and shaped by many different factors, including:

- To flee violence, war, or political persecution;
- To seek economic security or survival; and
- To join with family members.

Refugees are often displaced from their homes due to war, ethnic conflict, the ruling government, because of their political or religious beliefs, or because of their race. Over 19 million refugees exist in the world today. Every year, men, women and children come to America seeking asylum or refugee status from political and social persecution. The United States has the responsibility under international law to 1) allow asylum seekers access to a fair determination system (an application process, hearing or trial), and 2) not return people to a country where they have a well-founded fear of persecution based on their race, religion, political opinion, membership in a social group, or nationality.

In reality, however, many refugees are not granted asylum, even when there is strong evidence of former or possible persecution against themselves, their families or members of similar groups. 99.5 percent of refugees are not resettled. They wait in their host countries to find a new home. While asylum seekers await trial, they are held in detention centers and when the detention centers are full they are housed in prisons. They often face language and cultural barriers. If they are granted asylum they face cultural and economic barriers in their new country because they often start with nothing.

Immigrants often come to settle in new countries because of economics. Many immigrants are forced to flee their home countries because of economic crises associated with poverty, a lack of job opportunities, and a loss of government services and infrastructure. For example, as a result of globalization, many small farmers in developing countries cannot compete with multinational agribusiness companies and can no longer survive on their land and therefore immigrate to find new ways to survive. Many immigrants are also forced to flee because of the economic consequences associated with war, conflict and natural disaster. Others leave their homes to look for better opportunities in new countries.

DEFINITIONS

Economic migrant: Someone who has left her or his home to look for better work and a higher standard of living in another place.

Immigrant: Someone who has entered a new country to settle.

Asylum seeker: Someone who has fled from her or his country and is seeking refugee status in another country.

Refugee: Someone who has left her or his country or is unable to return to her or his country because of a well founded fear of persecution for reasons of race, religion, nationality, membership of particular social group or political opinion.

Asylee: A person who has been granted political asylum.

Expedited Removal: In the United States, the Immigration Act in 1996 created this process by which asylum seekers defend themselves from being returned to their countries.

Political asylum: Legal status given to a refugee or asylee as determined by a judge.

Sources:

2004 Global Refugee Trends, *UN High Commissioner for Refugees, 2005*, www.unhcr.org/cgi-bin/texis/vtx/statistics

Study Guide: Refugees, *Human Rights Education Associates*, www.hrea.org/learn/guides/refugees.html

Learn About Immigrants Rights, *American Friends Service Committee*,

www.afsc.org/immigrants-rights/learn/roots.htm



Human Rights Education Associates



Asylum Seekers Simulation

DIRECTIONS

Outlined below are the roles and scenarios that can be used in a simulation of a refugee seeking asylum. The refugees can speak with the interpreters in an area where the others cannot overhear, since they will need to speak in English to each other. During the actual simulation if the refugee has found the interpreter has misspoken they will not be allowed to interrupt or correct them since they are speaking in English, a language the refugee is not able to understand.

JUDGE

Task: To hear the case presented by the refugee and their lawyer. You can ask questions of clarification if there is anything you don't understand, and you can ask questions that may provide information that will help the jury decide the case. Keep in mind that the jury is not allowed to ask questions.

Sample questions:

- Why are you seeking resettlement in this country?
- Why did you leave your country?
- Do you have proof of your story?
- Do you have relatives here?
- Do you have relatives elsewhere?

LAWYER

Task: To present information on behalf of your client who is seeking refugee status in this country. Your goal is to get the jury to accept your client as a permanent asylee.

REFUGEE #1

Story: You have left your country because numerous death threats have been made against you. Your car was set on fire and your house was broken into five times. You were kidnapped, but released after 10 hours. You believe you are being persecuted because you speak out on behalf of the rights of women in your country. Your mission in life is to improve the lives of women who are not allowed to get an education, work, or be seen outside the house without a male escort.

REFUGEE #2

Story: You have left your country because a rebel group has been practicing ethnic cleansing. The two villages nearest you have been wiped out; hundreds of people were raped, murdered, and captured. When you received word of this you fled with your wife and two children. You have no family anywhere but in your homeland. You do not speak the language of the country you are in. You do have an interpreter and they will translate for you. (You can talk to the interpreter in English quietly so no one else can hear, requiring the interpreter to speak on your behalf.)

REFUGEE #3

Story: You have left your country because you are a 12 year-old female whose village practices female genital cutting. You are adamantly opposed to the practice, although it is a part of your culture. Your mother and an uncle have helped you escape from your village. From there a network of individuals has helped you get here today. You have family living in this country. You do not speak the language of the country you are in. You do have an interpreter and they will translate for you. (You can talk to the interpreter in English quietly so no one else can hear, requiring the interpreter to speak on your behalf.)

JURY

Task: Your job is to decide who is granted asylum and who must return to their native country.

INTERPRETER

Task: Your job is to interpret on behalf of the refugee. You can speak to the refugee in English in a low volume so that others can't overhear, requiring you to represent their story.

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Refugee Case Study #1

TITLE

My Life Journey as a Refugee

BACKGROUND

As a Somali refugee, Abdul Sheikh is able to reflect on a childhood full of tragedy and life-threatening experiences. Having found asylum within the United States, Abdul feels it is important to share his life experiences with others:

THE STORY

I was born in 1984 in Somalia, a land of great beauty and promise that attracted tourists from around the world, who came to enjoy the friendly people and peaceful country. Now, however, Somalia is overwhelmed by famine, war, and violence, leaving no person unaffected.

When I was seven years old, my father and mother divorced. As a result, my three siblings and I lived with my father, while two of my other siblings lived with my mother. I have not seen them in over 10 years, and have no knowledge as to their whereabouts or if they are still alive. My father, a religious leader in Mogadishu, the capital, was shot and killed during the civil war (1992), due to his association with a specific tribe. My father was a great man who loved his children - I miss him dearly.

After his death, I lived with my father's immediate family for a few years, and then moved with some of my friends to Ague, a small rural town outside Mogadishu. Here, my friends and I lived a "dark life," a term in Somalia usually associated with a life of a nomad. Due to the tribal warfare that had overtaken the country at the time, I was afraid that a rival tribe would try to kill me, like my father. Therefore, it was essential that I keep on the move, constantly running away from people who I thought would do me harm. Everyday I prayed that my life would change for the better, and one day soon it did. My friends and I fled across the Somalia/Kenya border into the town of Mandera, Kenya. Thanks to the generosity of the United Nations High Commissioner for Refugees, we were provided with food and assistance in Mandera for two and a half years. Several months later, we moved to the Eastleigh section of the Kenyan capital of Nairobi. Shortly after our arrival in Nairobi, the friends that I was traveling with were subsequently reunited with their family in the United States, while I on the other hand, had become desperate and homeless, scavenging for food to survive.

Fortunately, while I was in Mandera, I was befriended by a gentle old man from Kenya who helped me significantly. People called him "Mzee," and though I do not know his formal name I will always remember his generosity. He provided me with food, shelter, clothing, and hope. He enrolled me in a school that was operated by a Canadian and American church, and always encouraged me to study hard. He pushed me to get an education and not to waste time doing things that would distract me from my studies. I studied English at the school until November of 2000. Shortly thereafter, the refugee coordinator at the U.S. Embassy in Kenya, along with two other U.S. citizens helped me move to the United States in December of 2000. Because I was an unaccompanied minor and had no immediate family members, I was granted asylum by the United States Government. I will never forget their compassion and help. Living in the United States is very different than Somalia. I currently live in Virginia, and enjoy the everyday freedom, free public education, abundance of food, religious toleration, and security that the United States provides.

I recently graduated from high school and have begun to pursue a degree in international studies and political science. With my education, I intend to make a difference in the lives of those less fortunate than me. Although I will never forget the hardships I once faced as a refugee, I also feel that it is essential that I return to Somalia, my homeland. Ultimately, I believe that it is important to reach out and provide support to others who have had similar life experiences and to share my story so that Americans will become aware of the persecution and injustices that I and other refugees have experienced.

Source: *United Nations High Commissioner for Refugees (UNHCR) www.unhcr.ch*



Refugee Case Study #2

TITLE

Michael's Story

BACKGROUND

Each year the United Nations High Commission for Refugees (UNHCR) helps resettle thousands of refugees to the United States, where they are able to start a new life. Refugees who reach the United States via UNHCR's worldwide efforts have shown a well-founded fear of persecution in their homelands. Each refugee's story is unique. Michael, a young refugee from Sudan, recently arrived in New Hampshire. This is his story.

THE STORY

Date: April 14, 2003 - It is quiet in the small, sparsely furnished walk-up apartment off Main Street in Manchester, NH. Michael sits on a low stool, leaning forward slightly, his hands clasped tightly together. Asked to describe his long journey to the United States, he speaks quietly, almost in a whisper at times, and with great care.

Michael was born in 1978, in a small village in the far south of Sudan. He was born in a period of relative peace in Sudan, which has been ravaged by civil war for much of the past 75 years. The war pitted the Arab/Muslim majority in Khartoum against the non-Muslim African rebels in the south.

Murder and Mayhem in a Small Village - The oldest son of a vendor in the village's open air market, Michael and his family enjoyed a quiet life until civil war broke out anew in 1983. In 1989, roaming pro-Government Islamic militias called Marahallin raided Michael's town in search of rebels and rebel sympathizers. In a series of home raids, militias killed an uncle and two of Michael's aunts. Later, they returned and murdered his father in the town's market. Michael, his mother and young brother were suddenly without any means of support or protection.

Then the Marahallin came for Michael and the rest of his family. Arriving at his house late at night, the militias took Michael, his mother, and brother away at gunpoint. They were beaten and crammed into buses which drove them to the north. Days later, the militia men forced them from the buses at a roadside where a group of local men waited. It was a slave market and Michael and his mother and brother were separated and sold as slaves to the highest bidder.

Slavery and Freedom - An Arab Muslim from the north 'bought' Michael and he was taken to the man's home in another northern town. He tended goats, cleaned the man's house, watched his children, and was regularly beaten. The man threatened him daily and assured him he was a slave and could kill him at any time, "as he liked." Michael slept outside in the stalls with the animals, and wondered where his mother and brother might be. For food, the man gave him rancid, rotting food, which made him sick for months at a time.

He dreamed of escape, but knew that if he were to try to leave on his own, the man would almost certainly track him down and kill him on the road.

Three years passed. Three years marked by beatings, hunger, illness and infestation. One spring day, Michael's 'master' left the property for three days to visit a neighboring village to buy more livestock, leaving Michael to tend the animals. Michael waited until nightfall of the second night and made his escape under cover of darkness. Staying out of sight of the roads, Michael walked for four days and nights.

With help from some southern men he encountered at a railroad station, Michael made it by train to the capital city of Khartoum where he hoped that he could not be found by the man who enslaved him.



HUMAN RIGHTS

HANDOUT

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A Catholic Church there protected Michael and took him in for three months. He later recognized a distant relative of his mother's walking outside the church, and ran to greet him. The relative, a second cousin, agreed to take Michael in and protect him. Michael eventually found a part-time job cleaning at Khartoum's Pepsi bottling plant, and was able to live in a house with a group of university students near his age who were also from the south of Sudan.

Michael's life began to regain some degree of normalcy, and he was able to resume his basic education. Then, everything changed for bad.

Arbitrary Arrest and Torture in Khartoum - At 1:00 am one morning, the Sudanese government's notorious Security Forces smashed in the door of Michael's home and arrested everyone they could find in the house. The security forces accused Michael and the two university students in the house of being rebel sympathizers. They accused them of organizing secret meetings, and recruiting young men for the rebel forces in the south.

Michael and his housemates were dragged to a prison in central Khartoum and beaten and tortured for days. None of the group admitted to any contact with or knowledge of the rebels they were accused of supporting. They were strapped down and shocked with bare electric wires. They were tied to iron bars suspended from the ceiling and spun by an electric motor until they lost consciousness.

After three days of this torture, one of the student prisoners died. The policemen halted the 'interrogation' and had Michael and the remaining two students taken to the security forces medical clinic. The police doctor told the officers that the prisoners were too injured to immediately resume the interrogations, and suggested that they should let them recover at the clinic for a week or so before resuming their 'questioning.' The officers agreed, and left one officer behind to guard the prisoners in the clinic.

Sandstorm - It was at this moment that Michael decided that he must escape, or die in the process. To Michael, it was only a question of days or hours before he would die from the police's various forms of physical torture. With his father, uncle and aunts dead, and his mother and young brother enslaved and possibly already dead somewhere in the vastness of Sudan, Michael concluded he "had nothing to lose."

In his second day in the clinic, a security officer escorted Michael to the bathroom, stationing himself just outside the door. At that moment Michael closed the door, a fast-moving sandstorm enshrouded Khartoum, darkening the city with an impenetrable black cloud of swirling sand and dust. The guard outside the bathroom door began to panic and demanded Michael come out. The small ventilation window above Michael was broken out, and he "knew instantly that this was the moment, I felt it." At 21 years of age, tall and alarmingly thin, Michael was able to squeeze through an opening far too small for most men. He did not know how far above the ground the window was and he did not care. It was his last and only chance; he "expected to die, one way or the other."

He fell just ten feet to the ground. Blinded and disoriented in the deafening storm, he ran into the blackness, toward nothing. If he was pursued in the midst of the storm, they were never able to see him. After three hours of running and walking, the storm subsided. Michael found himself in a section of the city he recognized from his time as a student and part-time office cleaner at the PepsiCo bottling plant in the city. He went to the home of the man he worked for, who took him into his family's home immediately.



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Michael was not safe in the city. The security forces would be looking for him and it was likely they would look for him at the bottling plant and at the home of his former boss. Michael's former boss told him he must flee Khartoum, and Sudan, immediately or he would most certainly be captured and summarily killed.

Sanctuary - Thanks to the help and selfless bravery of Michael's boss and his associates, Michael reached a port city in eastern Sudan and boarded a ship bound north for ports in Egypt. After some days, the documents and money Michael was given helped him reach Cairo where he found the Egyptian office of the United Nations High Commissioner for Refugees (UNHCR).

Michael told his story of slaughter, slavery, torture and flight to the UN officials who interviewed him. The United Nations granted Michael refugee protection in Cairo. It helped him begin the exhaustive process of finding a country where he could resettle without fear of arrest or attack.

Like many non-Muslim Sudanese men and boys orphaned by marauding pro-government militias, Michael was put forward for resettlement in the United States. UNHCR staffers introduced Michael to American immigration officials at the United States embassy in Cairo, who interviewed him at length. Michael recalls these interviews with a small smile, as he describes a sympathetic INS agent named Robert who interviewed him and managed his application for refugee status. After his paperwork was complete and fully reviewed, Michael was approved for resettlement to the United States.

America - On November 13, 2002, UNHCR helped Michael board a commercial flight at Cairo's international airport bound for Frankfurt, and then Chicago and, finally, Manchester, NH.

Michael was met upon landing at Manchester's tiny airport by staff members from Lutheran Refugee Services, the local social services agency which works with the U.S. State Department in helping resettle refugees in New Hampshire. Michael was welcomed and brought to his new apartment, which he would share with another recently arrived young refugee, also from Sudan.

At this writing in April 2003, Michael has started his first job at a local New Hampshire packaging plant. A local volunteer donated a used PC for Michael and his roommate, and they are learning to navigate the Internet to reach out online to others from their country, and their southern province.

Michael's greatest wish, he says, is to become strong enough in his English language skills so that he can educate others about his country and the untold tragedy that is playing out there every hour of every day. By the end of the year, he hopes he will be able to make presentations at schools and before local civic groups. "People are sold as goods in my country," he says, staring at the bare wooden floor of his new apartment. "Children are dying, they are being killed. They have no chance. Americans must know this, what is happening there."

Most of all, Michael seeks news and information from his country. He has not seen or heard of his mother or younger brother since they were sold as slaves at the roadside in 1987.

He says they are always in the 'front' of his thoughts. His greatest hope is to find them.



Child Labor

TITLE

SÉLOM S., AGE THIRTEEN

BACKGROUND

Hundreds of children are trafficked annually in Togo, either sent from, received in, or transited through the country. They are recruited on false promises of education, professional training and paid employment; transported within and across national borders under sometimes life-threatening conditions; ordered into hazardous, exploitative labor; subjected to physical and mental abuse by their employers; and, if they escape or are released, denied the protections necessary to reintegrate them into society.

THE STORY

Séлом S.'s mother died in 1988, and his father died in 1994. Three years before his father died, Séлом stopped going to school. He continued living with his two younger brothers and his older brother, a mechanic. One day, an older man asked Séлом if he wanted to go to Nigeria. The man said if he went with him, he would teach him a trade and give him a bicycle, a radio and batteries. He said that if Séлом wanted, he could sell the bicycle and radio and pay for school. Séлом decided to go, but he didn't say anything to his older brother. He knew that if he had asked for permission, his brother would have refused.

The man told Séлом to meet him at Balanka, a village near the Benin border, at night. When he got there, Séлом saw that there were many other boys there as well. The man told all the boys to get into a truck, and they drove to the border of Togo and Benin. At the border, the man ordered the boys to get out of the truck and pass through the bushes, one by one, on foot. Once across the border, the boys got back into the truck and drove for three days. The truck was packed full, and there was not enough food to go around.

When he arrived in Nigeria, Séлом was driven to the village of Awo, near the city of Ibadan. Two hours later, he was brought to a farm and told to go work in the fields. The man who brought him said that if he didn't work hard, he would not be able to eat. He added that he would find Séлом work on many different farms, and that any wages would pay for Séлом's trip to Nigeria.

Séлом worked in Nigeria for eleven months, clearing fields and planting yam shoots into small hillocks. He worked from 5:00 a.m.-6:00 p.m. every day, and slept outside in makeshift huts. Sometimes he was forced to use machetes to cut tree branches. Once he nearly cut his finger off, and his hand was completely swollen after 2 days. When he showed his boss the injury, his boss said, "That's nothing-you are too lazy to work."

After eleven months, Séлом's boss gave him a bicycle and told him to ride it home to Togo. The boss gave him three bowls of gari and 6,000 CFA (USD \$9) and told him to share it with five other boys. On the route from Nigeria to Benin, Séлом and the other boys had to bribe soldiers with 100-200 CFA (USD 0.15¢-0.30¢) to let them pass. Sometimes they were stopped by bandits, who demanded 500 CFA (USD 0.75¢) or forced them to sell their radios for a low price. They slept in fields or bushes, and when they got hungry they uprooted raw cassava from the fields.

After four days, Séлом made it back to Togo. Now his brother is looking after him, and sometimes he helps his brother fix cars. He can't afford to go to school. If he finds work in a field somewhere, he takes it.



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Health Statistics

HEALTH STATUS

- In 2002, 56% of children in the United States were considered to be in excellent health. But only 40% of children in poor families were in excellent health, compared with 60% of children in families that were not poor.
- In 2000, 15% of children were overweight, compared to only 6% in 1980.
- In 2002, 9 million children were diagnosed with asthma. 16% of children in poor families had asthma compared with 11% of children that were not poor.
- In 2003, 79.4% of children ages 19 to 35 months received the recommended series of immunizations, which includes vaccines for diphtheria, tetanus, measles and hepatitis B. In 2003, as in previous years, urban and other areas with large concentrations of families with low-income levels had significantly lower immunization rates, such as 69.2% in Houston, Texas.
- 14 million American children (30%) are hungry or at risk of hunger. Hunger and a lack of adequate nutrition can lead to health and developmental problems.
- In 2002, almost 5 million children between 3 and 17 years of age (8%) had a learning disability. Children who had fair or poor health status were five times more likely to have a learning disability than learners in excellent health (34% compared to 6%).
- 7.1 million children (10%) had no health insurance coverage. 14% of children in families with an income less than \$20,000 had no health insurance compared with 3% of children in families with an income of \$75,000 or more.

HEALTHCARE IN 2002

- 3.9 million children (5%) in the United States did not have a regular place that they went for health care. Children with no health insurance were 13 times more likely to have no regular place they went for healthcare than children with health insurance.
- 15% of children without health insurance had no contact with a doctor or other health professional in more than 2 years, compared with 3% of children with health insurance.
- Almost 2 million children (2%) did not get medical care that they needed because their families could not afford it. Medical care for 3 million children (4%) was delayed because their families were worried about the cost.
- More than 4 million children aged 2 –17 years (6%) had unmet dental needs because their families could not afford dental care. 16% of uninsured children had unmet dental needs compared with 4% of children with private health insurance.



Sources:

Summary Health Statistics for U.S. Children: National Health Interview Survey, 2002, *Vital and Health Statistics, Series 10, Number 221, March 2004, U.S. Department of Health and Human Services, Center for Disease Control and Prevention, National Center for Health Statistics, www.cdc.gov/nchs/data/series/sr_10/sr10_221.pdf*

America's Children 2004, *Forum on Child and Family Statistics, www.childstats.gov/americaschildren/pdf/ac2004/health.pdf*

Childhood Immunization Rates at Record High Levels, *News Release, July 29, 2004, Center for Disease Control and Protection, US Department of Health and Human Services, www.hhs.gov/news/press/2004pres/20040729.html*

Child Poverty in the US, *Free the Children, www.freethechildren.org/getinvolved/geteducated/childpoverty.htm*

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THE STORY

Fessahaye Yohannes, Prisoner of Conscience

Fessahaye Yohannes believes in freedom of expression. In the East African nation of Eritrea, his newspaper and other independent press outlets championed the right to freedom of thought and opinion and provided a forum for critics of the country's increasingly repressive government. The government responded by detaining Fessahaye Yohannes and other leading independent journalists and banning all non-state print media outlets.

Fessahaye Yohannes (pronounced "fess-uh-HIGH yo-HAN-ness"), also known as Joshua, was editor and co-founder of the weekly newspaper Setit, which had at one time the largest circulation of any newspaper in Eritrea. Through its exploration of social issues confronting the country - such as poverty, land and housing concerns, the lack of democracy and justice, and the plight of handicapped war veterans - Setit probed the boundaries of the government's tolerance for alternative viewpoints.

On September 18, 2001, with the world's attention focused on the violent attacks one week earlier in New York and Washington, Eritrean authorities moved swiftly to silence their critics. Police arrested a group of senior officials of the ruling party, whose calls for peaceful political reform had been widely covered by the independent newspapers. The government then shut down all of Eritrea's independent and privately owned newspapers for allegedly "jeopardizing national unity." In the days following, police detained many of the leaders of the independent media.

None of those detained have been taken before a judge, provided legal counsel, or officially charged with an offense. The detained journalists, held now for more than two years, staged a hunger strike in March 2002 to protest their detention. In response, officials transferred the detainees to secret locations. None have been heard from since.

Civil society is severely constrained in Eritrea. The formation of independent non-governmental organizations (NGOs) is generally not permitted. While the Eritrean Constitution allows for multiple political parties, the democratization process ceased with the onset of Eritrea's 1998-2000 war with Ethiopia. The only political party currently permitted is the ruling People's Front for Democracy and Justice, and no date has been set for the formation of other parties. Even before banning the independent print media in 2001, the government had refused to allow any independent control of radio or television broadcast media.



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Internment of Japanese Americans

BACKGROUND

Within weeks of the bombing of Pearl Harbor, Hawaii on December 7, 1941, the United States government rounded up thousands of Americans of Japanese descent who lived on the West Coast and herded them into internment camps even though none of them were charged with a crime. A number of Japanese Americans challenged the government's treatment of them. They asked the nation's courts to decide whether a government in time of war can suspend rights guaranteed by the United States Constitution. As you read about the way the justices on the United States Supreme Court ruled in three of these cases, decide what is at issue in the case. Think, too, about how the reality of war itself shaped the way the justices responded to each case.

CASE #1

Hirabayashi v. United States

The first step in the government's plans for the evacuation of Japanese Americans was a curfew that affected only people of Japanese ancestry. They were required to remain in their homes between 8 p.m. and 6 a.m. Gordon Hirabayashi, a United States citizen, challenged the government's right to issue such an order by violating the curfew. He argued in court that a military commander did not have the right to target one group of citizens. He must impose a curfew on everyone or on no one. Hirabayashi refused to obey the internment order for similar reasons. After the lower courts found him guilty, he took his case to the Supreme Court. On June 21, 1943, the Supreme Court was unanimous in upholding the right of the government to set a curfew for some citizens and not for others in time of war. The justices chose not to rule on whether the government has a right to evacuate citizens and send them to "internment camps" without formal charges or a trial. Here is one justice's written explanation of his decision:

Chief Justice Harlan Fiske Stone: Distinctions between citizens solely because of their ancestry are by their very nature odious to a free people whose institutions are founded upon the doctrine of equality. For that reason, legislative classification or discrimination based on race alone has often been held to be a denial of equal protection . . . We may assume that these considerations would be controlling here were it not for the fact that the danger of espionage and sabotage in time of war and of threatened invasion, calls upon the military authorities to scrutinize every relevant fact bearing on the loyalty of the population in the danger areas. . .

CASE #2

Mitsuye Endo

In 1942, Mitsuye Endo, an American citizen, was among the thousands of Japanese Americans evacuated from Sacramento, California. She was sent first to the Tule Lake Center and later to Topaz. In July, she filed a petition called a writ of habeas corpus asking the courts to rule on whether she could be held indefinitely as a prisoner without being accused, tried, or convicted of a crime. [A writ of habeas corpus requires the government to formally charge an individual held in custody with a crime so that he or she can stand trial. Any individual who cannot be charged must be released.] On December 18, 1944, the justices of the Supreme Court ruled that Mitsuye Endo could not be confined indefinitely against her will. Their decision led to the closing of the "internment camps," even though the justices chose not to address the question of whether the government had the right to establish such camps in the first place.



HUMAN RIGHTS

Justice William O. Douglas: ...It is conceded by the Department of Justice and by the War Relocation Authority that the appellant is a loyal and law-abiding citizen. They make no claim that she is detained on any charge or that she is even suspected of disloyalty. Moreover, they do not contend that she may be held any longer in the Relocation Center. They concede that it is beyond the power of the War Relocation Authority to detain citizens against whom no charges of disloyalty or subversiveness have been made for a period longer than necessary to separate the loyal from the disloyal and to provide the necessary guidance for relocation. . . . A citizen who is concededly loyal presents no problem of espionage or sabotage. Loyalty is a matter of the heart and mind, not of race, creed, or color. He who is loyal is by definition not a spy or a saboteur. When the power to detain is derived from the power to protect the war effort against espionage and sabotage, detention which has no relationship to the objective is unauthorized.

Nor may the power to detain an admittedly loyal citizen or to grant him a conditional release be implied as a useful or convenient step in the evacuation program, whatever authority might be implied in case of those whose loyalty was not conceded or established. If we assume (as we do) that the original evacuation was justified, its lawful character was an espionage and sabotage measure, not that there was community hostility to this group of American citizens. The evacuation program rested explicitly on the former ground not on the latter as the underlying legislation shows.

Justice Frank Murphy: I am of the view that detention in Relocation Centers of persons of Japanese ancestry regardless of loyalty is not only unauthorized by Congress or the Executive but is another example of the unconstitutional resort to racism inherent in the entire evacuation program. . . . Racial discrimination of this nature bears no reasonable relation to military necessity and is utterly foreign to the ideals and traditions of the American people.



HUMAN RIGHTS RESOURCES

C

QUESTIONNAIRE:
TAKING THE HUMAN RIGHTS
TEMPERATURE OF YOUR SCHOOL

C-1

ORGANIZATIONS AND WEBSITE LINKS

C-2

GLOSSARY OF TERMS

C-3

C-1

Taking the Human Rights Temperature of Your School

THE STORY

Take the human rights temperature of your school. Read each statement and assess how accurately it describes your school community in the blank line next to it. Keep in mind all members of your school: learners, teachers, administrators, and staff. At the end, total up your score to determine your overall assessment of your school.

RATING SCALE

1 - no/never **2** - rarely **3** - often **4** - yes/always

QUESTIONNAIRE

- ___ My school is a place where learners are safe and secure. (Art. 3 & 5, UDHR)
- ___ All learners receive equal information and encouragement about academic and career opportunities. (Art. 2)
- ___ Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16)
- ___ My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2 & 7)
- ___ Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29)
- ___ When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. (Art. 26)
- ___ 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)
- ___ When conflicts arise, we try to resolve them through non-violent and collaborative ways. (Art. 3, 28)
- ___ Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7)
- ___ In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9 & 10)
- ___ No one in our school is subjected to degrading treatment or punishment. (Art. 5)
- ___ Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11)
- ___ My personal space and possessions are respected. (Art. 12 & 17)
- ___ My school community welcomes learners, teachers, administrators, and staff from diverse back-grounds and cultures, including people not born in the USA. (Art. 2, 6, 13, 14 & 15)
- ___ I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination. (Art. 19)

RESOURCES

QUESTIONNAIRE

C-1

- ___ Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)
- ___ Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27)
- ___ I have the opportunity to express my culture through music, art, and literary form. (Art. 19, 27 & 28)
- ___ Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, & 23)
- ___ Members of my school have the right to form associations within the school to advocate for their rights or the rights of others. (Art. 19, 20, & 23)
- ___ Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 26 & 29)
- ___ Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 20 & 29)
- ___ Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions. (Art. 23 & 24)
- ___ Employees in my school are paid enough to have a standard of living adequate for the health and well-being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families. (Art. 22 & 25)
- ___ I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school community. (Art. 1 & 29)

TEMPERATURE POSSIBLE = 100 HUMAN RIGHTS DEGREES

___ **TOTAL** - YOUR SCHOOL'S TEMPERATURE

ORGANIZATIONS & WEB SITE LINKS

GENERAL

Amnesty International:
www.amnestyusa.org

Human Rights Education Associates (HREA):
www.hrea.org

Human Rights Watch:
www.hrw.org

National Economic and Social Rights Initiative (NESRI):
www.nesri.org

International Helsinki Federation for Human Rights (IHF):
www.ihf-hr.org

The People's Movement for Human Rights Education:
www.pdhre.org

United Nations:
www.un.org

United Nations Educational, Cultural and Scientific Organisation (UNESCO):
www.unesco.org

United Nations Office of the High Commissioner for Human Rights (OHCHR):
www.unhchr.ch

University of Minnesota Human Rights Library:
www.umn.edu/humanrts

ENVIRONMENT

Amnesty International Just Earth Program:
www.amnestyusa.org/justearth/index.do

Earth Rights International:
www.earthrights.org

Global Witness:
www.globalwitness.org

Sierra Club:
www.sierraclub.org

United Nations Environment Program (UNEP):
www.unep.org

United Nations Office of the High Commission for Human Rights: Environment:
www.ohchr.org/english/issues/environment

HOUSING

Center for Economic and Social Rights:
<http://cesr.org/housing>

Habitat International Coalition:
www.hic-mena.org/home.htm

Human Rights Education Associates: Guide on Housing:
www.hrea.org/learn/guides/

Kensington Welfare Rights Union:
www.kwru.org/

National Law Center on Homelessness and Poverty:
www.nlchp.org

National Low Income Housing Coalition:
www.nlihc.org/advocates/housingasaright.htm

United Nations Office of the High Commissioner for Human Rights: Housing:
www.ohchr.org/english/issues/housing/index.htm

RESOURCES

LINKS

C-2

DISABILITIES

Disability Rights Advocates:
www.dralegal.org

Disability Rights Education and Defense Fund:
www.dredf.org

Human Rights Education Associates: Guide on Persons with Disabilities:
www.hrea.org/learn/guides

Landmine Survivors International:
www.landminesurvivors.org

United Nations Office of the High Commission for Human Rights: Disability:
www.ohchr.org/english/issues/disability/index.htm

World Enable:
www.worldenable.net

IMMIGRATION

American Friends Service Committee:
www.afsc.org/immigrants-rights/default.htm

Amnesty International:
web.amnesty.org/pages/refugees-index-eng

Human Rights Education Associates: Guide on Refugees:
www.hrea.org/learn/guides

Human Rights First:
www.humanrightsfirst.org/asylum/asylum.htm

International Organization for Migration:
www.iom.int

Refugees International:
www.refugeesinternational.org

United National High Commissioner for Refugees:
www.unhcr.ch

U.S. Committee for Refugees:
www.refugees.org

EDUCATION

Center for Economic and Social Rights:
www.cesr.org/education/cesr

Global Campaign for Education:
www.campaignforeducation.org

Right to Education:
www.right-to-education.org/

United Nations Special Rapporteur on the Right to Education:
www.unhchr.ch/html/menu2/7/b/medu.htm

UNESCO:
<http://portal.unesco.org/education/en/>

RESOURCES

LINKS

C-2

HEALTH

Amnesty International:
www.amnestyusa.org/hiv_aids/index.do

Center for Economic and Social Rights:
<http://cesr.org/health>

People's Movement for Human Rights Education:
www.pdhre.org/rights/health.html

United Nations Special Rapporteur on the Right to Health:
www.ohchr.org/english/issues/health/right

World Health Organisation:
www.who.int/hhr/en

CIVIL RIGHTS/JUSTICE

American Civil Liberties Union:
www.aclu.org

Amnesty International:
www.amnesty.org

Constitutional Rights Foundation/Youth Courts:
www.crf-usa.org/network/net9_3.htm

Human Rights Education Associates:
www.hrea.org/learn/guides

Human Rights Watch:
www.hrw.org

National Youth Court Center:
www.youthcourt.net/

International Center for Transitional Justice:
www.ictj.org

United Nations Educational, Scientific and Cultural Organization (UNESCO)
– Special Themes – Eradication of Poverty – Freedom of Expression and Participation:
www.unesco.org

United Nations Human Rights Committee:
www.ohchr.org/english/bodies/hrc

VOTING RIGHTS

ACLU Voting Rights:
www.votingrights.org

National Voting Rights Institute:
www.nvri.org

NAACP Legal Defense and Education Fund:
www.naacpldf.org/landing.aspx?sub=32

Affirmative Action: Action taken by a government or private institution to make up for past discrimination in education, work, or promotion on the basis of gender, race, ethnic origin, religion, or disability.

Civil and Political Rights: The rights of citizens to liberty and equality; sometimes referred to as first generation rights. Civil rights include freedom to worship, to think and express oneself, to vote, to take part in political life, and to have access to information.

Codification, Codify: The process of bringing customary international law to written form.

Collective Rights: The rights of groups to protect their interests and identities.

Commission on Human Rights: Body formed by the *Economic and Social Council (ECOSOC)* of the UN to deal with human rights; one of the first and most important international human rights bodies.

Convention: Binding agreement between states; used synonymously with *Treaty* and *Covenant*. Conventions are stronger than *Declarations* because they are legally binding for governments that have signed them. When the UN General Assembly adopts a convention, it creates international norms and standards. Once a convention is adopted by the *UN General Assembly*, *Member States* can then *Ratify* the convention, promising to uphold it. Governments that violate the standards set forth in a convention can then be censured by the UN.

Convention on the Elimination of all Forms of Discrimination Against Women (Women's Convention) (adopted 1979; entered into force 1981): The first legally binding international document prohibiting discrimination against women and obligating governments to take affirmative steps to advance the equality of women.

Convention on the Rights of the Child (Children's Convention) (adopted 1989; entered into force 1990): Convention setting forth a full spectrum of civil, cultural, economic, social, and political rights for children.

Covenant: Binding agreement between states; used synonymously with *Convention* and *Treaty*. The major international human rights covenants, both passed in 1966, are the *International Covenant on Civil and Political Rights (ICCPR)* and the *International Covenant on Economic, Social and Cultural Rights (ICESCR)*.

Customary International Law: Law that becomes binding on states although it is not written, but rather adhered to out of custom; when enough states have begun to behave as though something is law, it becomes law "by use"; this is one of the main sources of international law.

Declaration: Document stating agreed upon standards but which is not legally binding. UN conferences, like the 1993 UN Conference on Human Rights in Vienna and the 1995 World Conference for Women in Beijing, usually produce two sets of declarations: one written by government representatives and one by *Nongovernmental Organizations (NGOs)*. The *UN General Assembly* often issues influential but legally *Nonbinding* declarations.

Economic and Social Council (ECOSOC): A UN council of 54 members primarily concerned with population, economic development, human rights, and criminal justice. This high-ranking body receives and issues human rights reports in a variety of circumstances.

Economic, Social, and Cultural Rights: Rights that concern the production, development, and management of material for the necessities of life. The right to preserve and develop one's cultural identity. Rights that give people social and economic security, sometimes referred to as security-oriented or second-generation rights. Examples are the right to food, shelter, and health care.

Environmental, Cultural, and Developmental Rights: Sometimes referred to as third generation rights, these rights recognize that people have the right to live in a safe and healthy environment and that groups of people have the right to cultural, political, and economic development.

Genocide: The systematic killing of people because of their race or ethnicity.

Human Rights: The rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, gender, sexuality, or abilities; human rights become enforceable when they are *Codified* as *Conventions*, *Covenants*, or *Treaties*, or as they become recognized as *Customary International Law*.

Human Rights Community: A community based on human rights, where respect for the fundamental dignity of each individual is recognized as essential to the functioning and advancement of society. A community that works to uphold each article of the UDHR.

Inalienable: Refers to rights that belong to every person and cannot be taken from a person under any circumstances.

Indigenous Peoples: People who are original or natural inhabitants of a country. Native Americans, for example, are the indigenous peoples of the United States.

Indivisible: Refers to the equal importance of each human rights law. A person cannot be denied a right because someone decides it is "less important" or "nonessential."

Interdependent: Refers to the complementary framework of human rights law. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.

Intergovernmental Organizations (IGOs): Organizations sponsored by several governments that seek to coordinate their efforts; some are regional (e.g., the Council of Europe, the Organization of African Unity), some are alliances (e.g., the North Atlantic Treaty Organization, NATO); and some are dedicated to a specific purpose (e.g., the UN Centre for Human Rights, and The United Nations Education, Scientific and Cultural Organization, UNESCO).

International Bill of Human Rights: The combination of the *Universal Declaration of Human Rights (UDHR)*, the *International Covenant on Civil and Political Rights (ICCPR)* and its optional Protocol, and the *International Covenant on Economic, Social, and Cultural Rights (ICESCR)*.

International Covenant on Civil and Political Rights (ICCPR): Adopted in 1966, and entered into force in 1976. The ICCPR declares that all people have a broad range of civil and political rights. One of the components of the International Bill of Human Rights.

International Covenant on Economic, Social, and Cultural Rights (ICESCR): Adopted in 1966, and entered into force on 1976. The ICESCR declares that all people have a broad range of economic, social, and cultural rights. One of the components of the *International Bill of Human Rights*.

International Labor Organization (ILO): Established in 1919 as part of the Versailles Peace Treaty to improve working conditions and promote social justice; the ILO became a Specialized Agency of the UN in 1946.

Legal Rights: Rights that are laid down in law and can be defended and brought before courts of law.

Member States: Countries that are members of the United Nations.

Moral Rights: Rights that are based on general principles of fairness and justice; they are often but not always based on religious beliefs. People sometimes feel they have a moral right even when they do not have a legal right. For example, during the civil rights movement in the USA, protesters demonstrated against laws forbidding Blacks and Whites to attend the same schools on grounds that these laws violated their moral rights.

Natural Rights: Rights that belong to people simply because they are human beings.

Nonbinding: A document, like a *Declaration*, that carries no formal legal obligations. It may, however, carry moral obligations or attain the force of law as *Customary International Law*.

Nongovernmental Organizations (NGOs): Organizations formed by people outside of government. NGOs monitor the proceedings of human rights bodies such as the *Commission on Human Rights* and are the "watchdogs" of the human rights that fall within their mandate. Some are large and international (e.g., the Red Cross, Amnesty International, the Girl Scouts); others may be small and local (e.g., an organization to advocate for people with disabilities in a particular city; a coalition to promote women's rights in one refugee camp). NGOs play a major role in influencing UN policy, and many of them have official consultative status at the UN.

Political Rights: The right of people to participate in the political life of their communities and society. For example, the right to vote for their government or run for office. See *Civil and Political Rights*.

Protocol: A treaty which modifies another treaty (e.g., adds additional procedures or substantive provisions).

Ratification, Ratify: Process by which the legislative body of a state confirms a government's action in signing a treaty; formal procedure by which a state becomes bound to a treaty after acceptance.

Reservation: The exceptions that *States Parties* make to a treaty (e.g., provisions that they do not agree to follow). Reservations, however, may not undermine the fundamental meaning of the treaty.

Self-Determination: Determination by the people of a territorial unit of their own political future without coercion from powers outside that region.

Signing, Sign: In human rights the first step in ratification of a treaty; to sign a *Declaration*, *Convention*, or one of the *Covenants* constitutes a promise to adhere to the principles in the document & to honor its spirit.

State: Often synonymous with "country"; a group of people permanently occupying a fixed territory having common laws and government and capable of conducting international affairs.

States Party(ies): Those countries that have *Ratified* a *Covenant* or a *Convention* and are thereby bound to conform to its provisions.

Treaty: Formal agreement between states that defines and modifies their mutual duties and obligations; used synonymously with *Convention* and *Covenant*. When conventions are adopted by the *UN General Assembly*, they create legally binding international obligations for the *Member States* who have signed the treaty. When a national government *Ratifies* a treaty, the articles of that treaty become part of its domestic legal obligations.

United Nations Charter: Initial document of the UN setting forth its goals, functions, and responsibilities; adopted in San Francisco in 1945.

United Nations General Assembly: One of the principal organs of the UN, consisting of representatives of all member states. The *General Assembly* issues *Declarations* and adopts Conventions on human rights issues, debates relevant issues, and censures states that violate human rights. The actions of the General Assembly are governed by the *United Nations Charter*.

Universal Declaration of Human Rights (UDHR): Adopted by the general assembly on December 10, 1948. Primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be *Nonbinding*, through time its various provisions have become so respected by *States* that it can now be said to be *Customary International Law*.

Source: Adapted from Julie Mertus et al., Local Action/Global Change, Ed O'Brien et al, Human Rights for All, Frank Newman and David Weissbrodt, International Human Rights: Law, Policy, and Process

