

First Steps: A Manual for Starting Human Rights Education

Peer Education Edition

First Steps was originally written as a manual for teachers and others who work with young people and who want to introduce human rights in their educational practices. This adapted version was developed using principles of peer education, to enable young people between the ages of 15 – 25 to teach other young people about human rights. It is designed to be a basic introduction, with age-specific activities for younger and older children. There is also advice on methodology, and help for those who want to go further into this subject. The approach stresses the practical rather than theoretical.

The manual was written in 1995 in response to a need expressed by Amnesty International members and other Human Rights Education activists in the region of Central and Eastern Europe. The adapted version was prepared by Eilish Dillon for use in Albania as part of a HRE project carried out by Amnesty International's Irish Section in cooperation with AI Albania in 1999 and 2000. An Albanian translation is available from the International Secretariat. The material has therefore been adapted or specially written for Eastern and Central Europe. Please bear this in mind if you use the activities in another region.

The original manual could not have been written and produced without the hard work of Nick Wilson and Branka Emeršić. Valuable comments were made by Felisa Tibbitts, Nancy Flowers, Hugh Starkey, Jana Kviečinská, Corina Leca and Jana Ondráčková. Kerry Howard, Ulrike Zimmermann and Anna Henry typed much of the text. Special thanks are due for some activities to the Citizenship Foundation, William Kriedler and Thomas Lickona.

You are encouraged to photocopy, translate and adapt this text for your own use. If you live in Europe, please check with the Amnesty International Europe Program Regional Development Team at the address below before translating passages which might already be available in your language, and send a copy of your completed translation/adaptation to the Team, who can also supply you with more copies in English.

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London, January 2001



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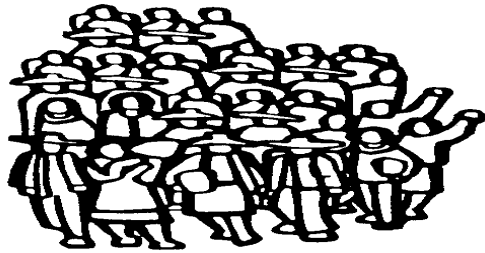
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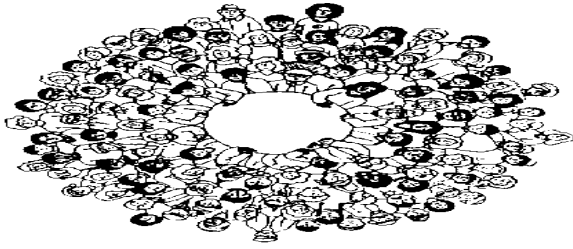
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Part One:

First Steps

This part contains:

What are human rights?

What is Human Rights Education?

Common questions about Human Rights Education

Maybe we're all born knowing we have rights - we just need to be reminded

Romanian HRE trainer

What are human rights?

Human rights are those basic standards without which people cannot live in dignity as human beings. Human rights are the foundation of freedom, justice and peace. Their respect allows the individual and the community to fully develop.

The development of human rights has its roots in the struggle for freedom and equality everywhere in the world. The basis of human rights - such as respect for human life and human dignity - can be found in most religions and philosophies.

These rights are proclaimed in the Universal Declaration of Human Rights. Documents such as the International Covenants on Human Rights set out what governments must do and also what they must not do to respect the rights of their citizens.

Characteristics of human rights

! Human rights do not have to be bought, earned or inherited, they belong to people simply because they are human – **human rights are ‘inherent’** to each individual.

! Human rights are the same for all human beings regardless of race, sex, religion, political or other opinion, national or social origin. We are all born free and equal in dignity and rights – **human rights are ‘universal.’**

! Human rights cannot be taken away – no one has the right to deprive another person of them for any reason. People still have human rights even when the laws of their countries do not recognise them, or when they violate them – for example, when slavery is practised, slaves still have rights even though these rights are being violated – **human rights are ‘inalienable.’**

! To live in dignity, all human beings are entitled to freedom, security and decent standards of living – **human rights are ‘indivisible’.**

Categories of Rights

There are many ways of thinking about rights. One common way is to use three categories:

1. **Civil and political rights.** These are ‘liberty-oriented’ and include the right to life, liberty and security of the individual; freedom from torture and slavery; political participation; freedom of opinion, expression, thought, conscience and religion; freedom of association and assembly.
2. **Economic and social rights.** These are ‘security-oriented’ rights, for example the right to work, education, a reasonable standard of living, food, shelter and health care.
3. **Environmental, cultural and developmental rights.** These include the right to live in an environment that is clean and protected from destruction, and rights to cultural, political and economic development.

When we say that each person has human rights, we are also saying that each person has a responsibility to respect the human rights of others.

Universal Declaration of Human Rights

The most widely accepted statement of human rights in the world is the Universal Declaration of Human Rights (UDHR). Its core message is the inherent value of every human being. The Declaration was unanimously adopted on the 10th December 1948 by the United Nations (although 8 nations did abstain). It sets out a list of basic rights for everyone in the world whatever their race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. It states that governments have promised to uphold certain rights, not only for their own citizens, but also for people in other countries. In other words, national borders are no barrier to helping others achieve their rights. Since 1948 the Universal Declaration has been the international standard for human rights. In 1993 a world conference of 171 states representing 99% of the world’s population reaffirmed its commitment to human rights.

Legal Status

Even though the UDHR is the inspiration for most international human rights law, it is not itself a legally binding document. However, as a general statement of principles, it does have power in the world of public opinion. Its principles have been translated into legal force in the form of The International Covenant on Civil and Political Rights (ICCPR) and The International Covenant on Economic, Social and Cultural Rights (ICESCR). Countries that have ratified these Covenants commit themselves to making laws in their country to protect these human rights. However, over half the countries of the world have not ratified the ICCPR or the ICESCR.

There are also Regional Human Rights Instruments inspired by the UDHR such as the African Charter on Human and People's Rights; the European Convention of Human Rights and the American Convention on Human Rights. Many national legal codes also guarantee human rights.

The Principles Game:

You might find it useful to do the following activities to help you to think about the importance of human rights.

Activity One: Stranded on an Island (optional)

Instructions:

1. Divide the team into smaller groups of 4 or 5.
2. Distribute the following case study and questions for consideration.
3. Once each group has completed the assigned questions, share your answers in a group discussion format. Consider principles of : responsibility, equality, security, justice, tolerance, identity, freedom, solidarity and peace.

You along with 33 other individuals are stranded in the middle of the South Pacific ocean on a raft after your ship capsized during a terrible monsoon. The ship officers were killed trying to get the ship to safety. On the raft there are 18 adults, 8 of whom are in poor health, 17 are children, 7 of whom are under the age of 10, and the remainder are between the ages of 11 and 18. Before the ship capsized you were able to rescue the following items:

- A map and compass
- Enough food for 24 days
- Enough vitamins for everyone for the duration of the 30 days (one per day)
- Enough fresh water for 24 days, if every person was consume a maximum of 1 liter per day

Unless you come up with a plan you are facing some difficult times. Here are some questions to consider:

- ❑ What are the 5 most important decisions you must make on day one of this incident? Place in order of importance.
- ❑ What decisions need to be made with regard to leadership? How will you go about deciding who is in charge? Why have you selected this specific system of representation?
- ❑ What decisions will you make concerning food, water, vitamins, passenger responsibility and safety, the map and compass and getting back home.
- ❑ How will you ensure that peace is maintained on board?
- ❑ Your population is comprised of people of varying ages, how will you ensure that everyone is being taken care of adequately?
- ❑ What other decisions will you need to make to ensure a safe journey back to your point of departure.
- ❑ What other concerns do you have? What potential problems do you foresee?

Activity 2: Universal Declaration of Human Rights

This activity works best in small groups. Each group should look at ten of the articles of the Universal Declaration of Human Rights (see page 157). For example, one group could study articles 1, 4, 7, 10, 13, 16, 19, 22, 25, 28. A second group could study articles 2, 5, 8, 11, 14, 17, 20, 23, 26, 29. A third group could study articles 3, 6, 9, 12, 15, 18, 21, 24, 27, 30. Try to identify the principles which underlie them. Share the results of each group. Discuss why these principles are important. In what practical ways would your country change if these principles were respected by everyone? For example, how would participation in local government change? Principles you might be able to identify include:

Responsibility	Justice	Freedom
Equality	Tolerance	Solidarity
Security	Identity	Peace

What is Human Rights Education?

Human Rights Education is education **about**, but also **for** human rights. Human right education, for example:

! Teaches people about the law or about human rights violations such as torture, this is teaching **about** human rights.

! Teaches people how to respect and protect rights. In this context you are teaching **for** human rights.

Human Rights Education is all about helping people to develop to the point where they **understand** human rights and where they **feel** that they are important and should be respected and defended.

This manual can help you to teach **about**, but also **for** human rights. The activities give young people the **SKILLS, KNOWLEDGE, and ATTITUDES** which they will need to work towards a world free of human right violations. You will find these aspects in each of the activities by a participative, interactive educational **METHODOLOGY**. Participative methodology has been found by human rights educators to be the most effective and most powerful way to develop skills and attitudes, as well as knowledge, in both children and adults.

SKILLS: Such as listening to others, making moral analysis, cooperating, communicating, problem solving, and questioning the status quo. These skills help children to:

- analyse the world around them
- understand that human rights are a way to improve their lives and the lives of others

Common Human Rights Education Issues

The following issues are often of concern to people who are planning human rights education activities. The answers given here are short, but may help with some of your worries.

Issue: "Young people need to be taught responsibility, not rights."

Answer: This manual places equal emphasis on rights and responsibilities. The activities are designed to show that one person's rights end where another person's rights begin, and that everyone has a responsibility to respect the rights of others.

Issue: "Won't human rights topics frighten some people?"

Answer: Human rights education is positive, not negative, because young people learn about their own inherent rights and about the importance of human dignity. Of course, giving people information about human rights violations alone is not enough, and can be distressing. However, human rights education is different because, although it is based on the knowledge that bad things happen, it also gives young people the skills and attitudes in which help them to act to make the situation better.

Issue: "What if a member of the group asks a question I can't answer?"

Answer: In human rights education, answers are rarely simple. Complex moral questions cannot be answered with yes or no. Raising the questions is more important than finding one 'correct' answer. By introducing these complex issues to others and allowing them to think about them, we can equip them to deal with them later on in life. Part Two of this manual explains useful methods which can help you to explore human rights issues with your group, without having to have the "correct" answer to every question.

Issue: "What is the purpose of using games?"

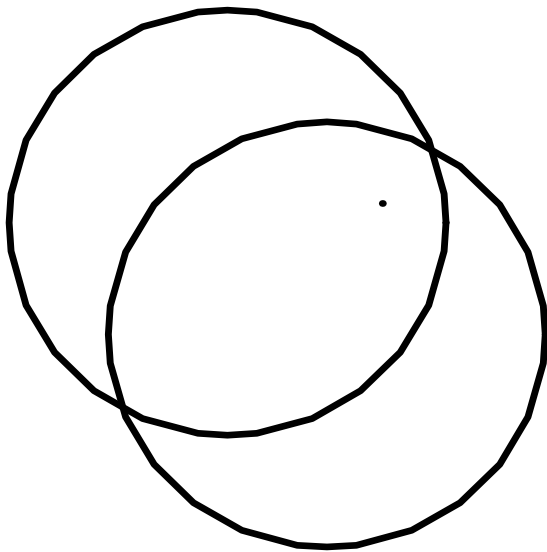
Answer: We learn and remember things better by doing them than just by hearing about them. Although the activities in this manual are fun, they have serious aims, usually the explanation of a human rights concept. These aims are explained at the start of each activity.

Issue: "We don't have a photocopier, or enough materials."

Answer: Most of the activities in this manual are designed so that they don't need expensive materials or a photocopier.

Issues: "Some people say teaching human rights is political indoctrinat

Answer: An understanding of human rights enables people to better participate in society and in the politics of their country. However, it is important to distinguish between these political skills and party politics. Peer group leaders have a great responsibility not to push others towards a specific political party or political ideology.



Part Two: Tools

This part contains:

Peer Group Education

Exploring the human rights environment in a peer group

Useful methods for human rights education

How to design your own human rights education activities

Evaluating your human rights education activities

"You can't teach human rights in a way that is against human rights."

Czech teacher.

Peer Group Education

What is Peer Group Education?

A peer group is any group in which the members share common characteristics. The term peer group is most commonly used to refer to age groups in general and more specifically groups of young people where members are closely bound together by youth culture.

In this adaptation of First Steps, the term peer group will be used to refer to young people between the ages of 15 and 25. At the same time, many of the activities listed can be used with any group of young people.

Peer Group Education is education undertaken **by** and **for** members of a peer group. Young people can create their own human rights education programmes. A young person can act as a 'peer leader' or 'peer group educator' in this process, by planning and undertaking human rights education activities with members of a peer group.

Why Peer Group Education?

Peer Group Education enables young people to deal with issues, which affect them in an open, social context. It allows young people to take power over their own learning experiences. In recent years, peer education has been widely applied to many issues including AIDS prevention, sexual education, development education and human rights education.

“Peer led approaches whether in formal settings or in very informal ways can – if planned and resourced – affect attitudes and behaviour positively to a great extent.” (Domino p10)

Some reasons for using Peer Group Education

- It works
- Communication
- It is not expensive
- Empowerment

It works

Young people are ready-made experts, they may have a perspective on the issues as they affect young people in similar situations, and can often 'make things happen' if encouraged and resourced.

Communication

Young people can be ready-made models. As members of their peer group they have the potential to determine effective styles and approaches. This may be through workshops and games, music and mass media, discussion and story-telling. Young people are often able to decide the best methods.

It is not expensive

Where resources are limited and large numbers have to be reached, peer group education can have a multiplier effect. Such programmes can also have informal knock-on or cascade effects, creating 'buzz' in the community.

Empowerment

If carefully planned, young people can control the process of education and information exchange. This will depend on the setting in which a programme is operating. Peer group education can help to foster youth participation in programmes of formal and informal education.

How to start a Peer Group Education Programme.

Approaches to Peer Group Education

There are many different approaches to **Peer Group Education**. It can take place in formal and non-formal education settings. Formal settings include schools, while non-formal settings include youth organisations, Community groups etc

.In some cases, adult leaders initiate the education programme while making sure to hand the responsibility of the programme over to the young people. They do this by changing their role throughout the process from initiator and teacher or youth leader to facilitator and consultant. Young people may wish to gain the support of other young people for an issue they care about through peer group education. They can do this without any adult influence or through the support of adult leaders whom they trust.

Planning peer group education:

Whatever approach to peer education you take, there are a number of important points and questions to consider which can guide your planning.

Preparation and design of the programme

- What do you hope to achieve in your programme?
- What issues do you want to tackle? Have you limited the area of issues to a realistic work-load?
- Where will the project take place? How will the peer group members get access to the venue?
- What activities and methods in First Steps are suitable for your programme?
- How much time will leaders and participants be expected to give to the programme? Is this commitment realistic?
- If you require financial resources, where will these come from?
- How will you promote your programme?

Recruitment

- Who will be the peer group leaders or educators?
- How will you go about recruiting such individuals?
- What special skills and understanding do they need to have to be peer educators?
- How will young people be motivated to get involved in the programme? What will young people including peer leaders get out of it?
- Would a contract with peer educators be a good idea so that they can commit a certain period of time to the programme?
- How will you make sure that young people's involvement does not cost them money

Adult Leaders

- If your project is initiated by an adult leader, what will their role be in recruitment of peer educators, training and support?
- What skills and personal qualities are needed to be an effective adult leader?
- How and when will the adult leader withdraw from his/her role to give the leadership entirely to the young people?

Support systems for peer group educators

- What overall support systems will be put in place for peer group educators, e.g. consultation meetings and regular discussion groups, less formal conversation after a difficult session or a support agreement?
- Who will take responsibility for making sure that this support is provided?

Review and Evaluation

- How will on-going review and evaluation be built into the peer education programme?
- How will the programme be documented?

Step by Step Checklist. Some things to think about:

Setting your aims and objectives: Who do you plan to work with and what do you plan to do?

Recruitment: How will you recruit people? What will young people get out of it?

Agreement: Will you need an agreement or contract?

Resources: What resources and methods will you use? Where will you get them?

Funding: Will you need funding? How will you raise funding?

Training: Training for the peer group educators. What is our objective? How will you achieve it?

Adult Leaders: What is their role?

Support Systems: Will the young people be in control?

Review and Evaluation: How will you review, document and evaluate your programme?

This section on Peer Group Education is adapted from “Domino – A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance”. Youth Directorate, Council of Europe.

Exploring the human rights environment in a peer group

Understanding of human rights is best achieved by experiencing them in action. Everyday life can provide this experience, and can reinforce the formal study of abstract concepts such as freedom, tolerance, fairness and truth.

However, some environments discourage, rather than encourage human rights. Assumptions and prejudices often exist which deny the human rights of some people. For example, if people in a peer group call others from minority religious or ethnic groups offensive names, and no action is taken by the peer group leader, this sends a message to group members that intolerance is acceptable. It is important to change these types of messages if human rights education is to succeed.

What is the human rights environment in the peer group?

Please read the following questions and think about your peer group. The aim of these questions is not to attack the group members, but to make human rights education easier by creating a climate of respect for human rights throughout the group.

Relations between young people:

In your group sessions have there been cases of violence or belittlement for example, in the form of name-calling?

Have there been cases of prejudices against others including individuals of particular religious affiliation, gender or students from a particular ethnic minority or refugee families?

Does anything happen when someone complains about the violence or belittlement? Are the solutions effective?

Is there respect between peer group leaders and members of the peer group?

Relations between adults and young people:

Are young people expected to obey adult leaders without understanding the orders?

Are young people given a voice in making decisions in the group?

Are individuals belittled by others?

Group rules and procedures:

What are the rules by which the group operates?

What values are promoted in the rules of the group?

Are young people expected to blindly obey all rules for the sake of obedience or 'fitting in'?

Are people punished for certain behavior?

Are punishments irrelevant or unfair?

Do group rules apply to all members equally?

Can young people help to make the rules or are they imposed on them?

The physical environment:

Where does the group meet?

Does everyone feel comfortable there?

Are young people involved in making the place comfortable?

What can be done to improve the human rights environment in the group?

Many human rights issues that can be faced by a group. Below are some specific suggestions which may help improve the human rights environment, especially if you find yourself in a situation where some peoples' rights are not respected. This section is based on the idea that if young people are given the responsibility to be involved in making rules, and in deciding what to do when rules are broken, then they will be more likely to respect these rules.

Group Rules:

One of the initial tasks that should be undertaken by a new group is the creation of a **Human Rights Declaration**. All group members should be involved in the establishment of group expectations and the corresponding consequences for inappropriate behavior. This will ensure

that everyone's voice is heard and rights are respected. Once complete, place the list in a visible location to be consulted when needed.

If group members find some rules unnecessary, unfair or without reason why not allow them to suggest changes? Rules in a peer group are often necessary if we want to avoid confusion and chaos, but each rule can be examined to see if it is fair or still valid. Leaders should be prepared to compromise with the needs of others if a change to the rules is suggested which would contribute to the effective running of the education programme. Everyone should then feel a responsibility to respect the rules.

Violence, conflicts and prejudices among young people:

Adults and young people can work together to develop a specific policy to deal with these situations. For example, this is a suggested course of action for dealing with violent conflicts:

- Stop physical or verbal aggression.
- Find out the real problem by asking those who were involved and those who witnessed the event for brief statements.
- Allow everyone to speak quietly in turn and give physical reassurance to those who are upset.
- Ask young people and adults for suggestions for resolving the conflict.
- Discuss the alternatives on the basis of searching for a fair solution.
- Agree on a course of action and follow it. If it is not working after a trial period, consult the people involved and try another solution.
- Evaluate the effectiveness of your approach.
- Follow up the incident with a discussion, a story, role play or artwork. Ask Group members to compare it with similar incidents.

Group meetings:

(Adapted from Educating for Character by T. Lickona p.149-151).

Group meetings can be an important first step in altering the human rights environment in the group. The next three pages give a step-by-step guide in which to start.

The most important thing to remember when starting group meetings is that it will take practice before you and the group members gradually learn to enjoy and participate in the meetings. Do not be discouraged if your first attempt is not a great success!

Group meetings can be used to involve the group in planning what to study next, for solving general problems, or simply for being together as a group. An important effect of the meeting is that it helps everyone to participate, a vital skill for protecting and defending human rights. Below is a list of types of group meeting. The questions, which accompany each type can be asked by the peer leader to help encourage member participation. However, to be effective, meetings need to be held in a place where all members feel safe to share their feelings. To encourage them, it is a good idea not to *force* people to speak if they don't want to - respect their right to be silent when they want to be, then they will be more likely to speak up in a later meeting.

Adapt the ideas on the following pages to suit your group.

Types of Group Meeting

Circle: Go around the circle using one of the "sentence-starters" below. Everyone can choose to speak or not to speak. After everyone has had a turn, the peer leader can use individual contributions as a starting point for discussion. Some sample sentence-starters are:

- "Something I like about this group..."
- "Something I think would make our group better..."
- "A decision I think we should make..."
- "I am wondering why..."

- Compliment time: One or two members are chosen; taking one person at a time, the leader invites group members to say something they like or admire about that person.
- Goal-setting meeting: Discuss the goals for the morning, the day, the week, the year.
- Rule-setting meeting: Here, ask questions like "What rules do we need for our group?"
- Evaluation: Here, ask questions like "What was good about today?" "How can we make tomorrow a better day?" "How can we make that activity work better next time?"
- Member presentation: One or two members present a piece of their work, such as a project or story.
- Problem Resolution Meetings:
Individual problems: "Who's having a problem that we might be able to help solve?"
Group problems: "What's a group problem that we should talk about?"
Complaints and recommendations: You can make a constructive criticism about a problem, but try to offer a recommendation for correcting it.
Fairness meeting: "How can we solve this conflict in a way that is fair to everybody?"
- Education issues: Here, ask questions like "Why do you think we need to study this?" "What would help us all to do a better job?"
- Follow-up meeting: Here, ask questions like "How is the solution/change we agreed upon working? Can we make it work better?"
- Suggestion box/Group business box: Any appropriate item members have suggested for discussion.
- Meeting on meetings: Here, ask questions like "What have you liked about our group meetings? What haven't you liked? What have we accomplished? How can we improve our meetings?"

Good group meetings can be a powerful tool for making everyone feel comfortable as part of the group and for making sure that human rights are respected.

A clear structure for the meetings will help make them successful. Below is a suggested model, which you can adapt for your own situation.

Ideas for a model group meeting:

- ❑ Circle: Form a good circle and ask members for their attention.
- ❑ Set the agenda: State the purpose of the meeting and the different things to be discussed.
- ❑ Set the rules: Establish or review rules for "good talking and listening."
- ❑ *Form the group into pairs*
- ❑ Pose the problem or question: For example, "several people have said that there is a lot of name-calling. For example, 'Jew', 'Gypsy.' What can we do to solve this?"
- ❑ Partner talk: Have partners share thoughts with each other (3 to 5 minutes); encourage everyone to participate.
- ❑ Signal for quiet: Ask members to stop talking in pairs, ready to begin whole group discussion.
- ❑ Whole-group discussion: Invite several pairs to share their ideas with the group; invite reactions to these ideas; ask further questions; if appropriate, reach and record agreement on action. Plan what to do and set a time for a follow-up meeting.
- ❑ Close the meeting: Here you can go around the circle for final comments, summarize what happened, ask the group members to evaluate the effectiveness of the meeting.

When the group have become used to meeting, group members can take responsibility for the meetings. Various group members, for example, can take turns to lead meetings, summarize what has been said by others, or making notes of conclusions reached.

Another useful tip which increases participation in the meeting, is to ask a question and give time for individuals to note their own answer before asking them to share it with the group.

Things to think about:

Many peer leaders have found that monitoring, then changing their own behavior is an important step in creating a human rights environment in their group. To help you to do this, you can ask yourself the following questions, or discuss them with others. It might be useful to look at these questions for a few weeks, during which you monitor your own behavior in the group and think about ways in which it might be improved.

- ❑ Do you treat all members as equals?
- ❑ Do you apologize when you have made a mistake?
- ❑ Do you allow group members to make important decisions? For example about what to do next?
- ❑ Do you encourage good listening habits? For example, do you ask quietly for silence, or do you find yourself shouting?
- ❑ Do you smile?
- ❑ Do you praise cooperation, caring, and group cohesion, or just getting the work done?
- ❑ Do you label people in the group as bad or good?

Useful methods for human rights education

The activities in this manual are based on the methods explained here. They are simple, and practice will make them easier. If you are worried that you do not have much experience, start with a simple method. You may find that letting go of some of your power as "the leader" helps members to relax and improves their contributions. For each method there is a short answer to the question **What is it and why do it?**, then a step-by-step explanation of **How to do it**.

Role-play

What is it and why do it?

A role-play is a short drama played by the members of the group. It is mostly improvised. It aims to bring to life circumstances or events which are unfamiliar to participants. Role-plays can improve understanding of a situation and encourage empathy. In a robbery roleplay for example, members, by acting the part of the victim, can gain insight into what it is like to be the victim of crime.

How to do it:

- ❑ With the group members:
 - ❑ Identify the issue, which the role-play will illustrate. For example, the right to property (Article 17 of the UDHR, see page 159)
 - ❑ Decide on the situation, the problem, and who the characters are. For example, if the group is studying the right to property, they could think of a situation where someone might be deprived of their apartment, maybe because of their ethnic origin, or the lack of fair laws
 - ❑ With the group, decide how many people will do the role-play, how many will be observers, whether to do the role-play simultaneously in small groups, or all together as a whole group. Encourage all individuals to be involved, especially those who might be shy.
 - ❑ Also, decide how the role-play will work. For example, it could be:
 - told as a story, where a narrator sets the scene and other members tell the rest of the event from the point of view of "their" character.
 - a drama, where the characters interact, inventing dialogue on the spot.
 - a mock trial, where the participants pretend to be witnesses testifying in a court.

Now allow a couple of minutes for people to think about the situation and their roles. If the furniture needs to be re-arranged to make space, do it now.

- ❑ The role-play is performed.
- ❑ During the role-play, it might be useful to stop the action at a critical point to ask the participants and the observers about what is happening. For example, in a role-play about

- ❑ violence, ask the group members if they can think of a way that the situation could be resolved peacefully. Then ask the participants to play out those possible endings.
- ❑ After the role-play, it is important that participants think about what just took place, so that it is not just an activity, but is also a learning experience. When planning the role play, be sure to leave time at the end to reinforce the purpose and learning points of the activity. For example, if the role-play was a mock trial with witnesses, ask for the verdict, and then discuss how it was reached. End by summarizing the three main learning points.
- ❑ If the role-play was unsuccessful, ask the group members how it could have been improved. If it went well, maybe it could be performed for other members of the youth club or parents, with an explanation of the subject it illustrates.

Remember:

- ❑ Because role-plays imitate real life, they may raise questions to which there is no simple answer. For example, about the right or wrong behaviour of a character. Do not give the impression that there is one answer for every question if there isn't. It is very important that everyone accepts different points of view as a natural, normal situation. Peer group leaders should not impose their view on controversial matters or try to get consensus at any price. However, you can summarize the points where agreement seems to have been reached, and leave open other points which are debatable.
- ❑ Role-plays need to be used with sensitivity. The leader needs to respect the feelings of individuals. For example, a role-play about ethnic minorities needs careful handling if there are ethnic minorities in the group, so that people will not feel exposed or marginalised.

Pairs and small groups

What is it and why do it?

Dividing the group into pairs or smaller groups gives members more opportunities for participating and cooperating.

Pairs and small groups can be useful to generate a lot of ideas very quickly, or to help people think about an abstract concept in terms of their own experience. For example, if you were studying the right to life, you could give pairs or small groups five minutes to decide "Is it ever right to kill someone?", before returning to the whole-group for further discussion.

How to do it:

- ❑ When organizing the small groups, ask yourself how you would like to divide the large group, e.g. by age, sex, experience etc. Sometimes groups can be chosen at random. For example, by birth date, or by the first letter of their name, or other non-obvious criteria.
- ❑ If a group will be together for more than a few minutes, it might be necessary to have a chairperson and someone to write notes. The group would need to decide who will do these jobs.
- ❑ Organising the activity: Explain the task clearly. Make sure everyone can see each other. Tell the participants how long they have for the task.
- ❑ When the pairs or groups are working:
 - Stand back, but be available.
 - Do not interrupt, unless a group has misunderstood what it is supposed to be doing.
 - Spread your attention between groups.
 - Allow group and pair discussions to flow, only intervene if asked to by the group.
 - Groups often need encouragement to get them going.
 - A pair is more likely to stop work when you approach.

- ❑ Reporting back: It might be necessary for small groups to report their work to the whole group. This might involve reporting a decision, summarizing a discussion, or giving information about how the group functioned. This sort of debriefing can be very useful for both the peer group leader and the members for improving group-work technique. If the small groups will need to report back, they need to know this at the start so that they can select someone for this task.
- ❑ Evaluation: Ask participants whether the activity was useful, and what they learned. If there is a negative response, ask them how the activity could have been improved. Make note of their ideas for the future

Brainstorming

What is it and why do it?

- ❑ Brainstorming is a way to encourage creativity and to generate a lot of ideas very quickly. It can be used for solving a specific problem or answering a question. For example, the group could start a study of the right to citizenship by brainstorming answers to the question "what reasons do you think a government might use for taking away someone's citizenship?" Some ideas for when to use it might be:
 - ❑ To find a solution to a problem. For example, after an "incident" involving conflict between young people, ask the group to brainstorm all pertinent conflict resolution alternatives.
 - ❑ To introduce a new subject. Brainstorm everything that the members already know about the subject. This is a good way to arouse their interest and find out what they already know.
 - ❑ As a quick creative exercise. For example, brainstorm possible endings for an unfinished story.

How to do it:

- ❑ Decide on the issue you want to brainstorm. Formulate a question which will have a variety of possible answers. Write the question where everyone can see it. For example: "In what ways can we improve our group meeting place?"
- ❑ Ask members to contribute their ideas. Write the ideas where everyone can see them. These should be single words or short phrases.
- ❑ Tell the participants that in a brainstorm they can't comment on each other's ideas until the end, or repeat ideas which have already been said.
- ❑ Encourage everyone to contribute, but do **NOT** move around the group in a circle, or force people to think of an idea - this is likely to discourage creativity.
- ❑ Don't judge the ideas as you write them down. If possible, ask someone else to write them. Only give your own ideas if it is necessary to encourage others.
- ❑ If a suggestion is unclear, ask the person to clarify it, or suggest a clarification *and check that they agree with it*.
- ❑ Write down **EVERY** new suggestion. Often, the most creative or outrageous suggestions are the most useful and interesting!
- ❑ Stop the brainstorm when ideas have run out. **NOW**, you can go through the suggestions, asking for comments.
- ❑ Remind peers that constructive criticism is welcome so long as it is done with consideration of others feelings.

Whole Group Discussion

(Based on the essay Establishing Rules for Discussion by Felisa Tibbitts)

What is it and why do it?

Discussions are a good way for the peer leader and the group members to discover what their attitudes are about human rights issues. This is very important for human rights education, because as well as knowing the facts, young people also need to explore and analyze issues for themselves. Discussions are also an opportunity to practice listening, speaking in turn and other group skills which are important for respecting other people's rights.

In order to have an open discussion, it is important to have an atmosphere of trust and mutual respect and understanding. One way to help create a 'safe' environment is to develop 'Rules for Discussion'. This is best done at the beginning of the education programme, when standards of behavior are normally being established, but these rules can be created at any time.

How to do it:

- ❑ Ask the group members if they want to feel free to express themselves and to learn through discussion with each other. (This subject might come up naturally following a difficult discussion.)
- ❑ Suggest that it might be possible for the group to reach a common understanding of the best ways for listening and speaking.
- ❑ Ask for some principles for discussion which they think everyone should follow. Write all of these suggestions where everyone can see them.
- ❑ After the members have brainstormed for a while, look and see if there are any suggestions which could be combined, and invite discussion or comment. If they have not been suggested by the group, you might want to suggest some of the following principles:
 - listen to the person who is speaking
 - only one person speaks at a time
 - raise your hand to be recognized if you want to say something
 - don't interrupt when someone is speaking
 - when you disagree with someone, make sure that you differentiate between criticizing someone's idea and the person themselves
 - do not laugh when someone is speaking (unless they make a joke!)
 - encourage everyone to participate
- ❑ Brainstorm possible consequences associated with rule breaking. Write these consequences down.
- ❑ Suggest that the group agree by consensus to follow the rules that they have listed. They are then responsible for applying the rules to themselves and to other members of the group. If serious violations of the rules occur, the identified consequences will follow.
- ❑ Write the list up neatly on a large piece of paper and keep it for the rest of the human rights education programme, to be referred to, added to or altered as necessary.

Questioning

What is it and why do it?:

- ❑ Of course, questions are used all the time in education activities, but what sort of questions? Often, they are questions such as "what did I just say?", which are used to by some teachers to control a class or to ensure student attentiveness. Other questions which are used a lot are so-called "closed" questions. They have only one correct answer and are used to test knowledge. Many of the activities in this manual use discussions to explore human rights issues. In these discussions, the questions you ask are very important for encouraging participation and analysis and higher level thinking.
- ❑ Here are some examples of "open" questions which you could use. If you practice using them, they will become easier. The key point to remember is: "What do I want from this discussion? Yes and no answers, or an open, interesting debate?"
- ❑ Hypothetical questions: "What would you do/think if...?" These help people to imagine situations and stimulate thought.
- ❑ Speculating: 'How might we help to solve this problem?'
- ❑ Encouraging/supporting: "That's interesting, what happened next?" These draw out individuals' own experience and views.
- ❑ Opinion seeking: "What do you think or feel about...?" This tells others that their opinion is important and interesting to you.
- ❑ Probing: "Why do you think that?" If asked in a non-aggressive way, this can help participants to think deeply and justify/analyse their opinions.
- ❑ Clarifying/summarising: "Am I right to say that you think...?" Summarising what a person said and checking if you understand it will help others to think whether they agree with what is being said.
- ❑ Identifying agreement: "Do most of us agree that...?" This can provoke discussion or can come at the end, where, by using a question like "Have we finished that part...?", you can agree to move on to the next topic.

Finally, try to remember to avoid leading or trick questions such as "X is correct, isn't it?". These discourage participation. Asking too many questions at once or asking questions that are unclear should also be avoided. Always give participants sufficient time to formulate an opinion or thought before asking for a response.

And remember, an occasional nod, a smile or even just sitting on the same level as the participants, will improve the responses you get!

Projects

(Based on advice from Hugh Starkey)

What is it and why do it?

- ❑ Projects are the independent investigation of topics by participants over an extended period, ending in a final product. Projects are useful for human rights education because they:
- ❑ Help people to see links between separate subjects and between their school studies and the outside world.
- ❑ Give young people practice at organizing themselves for action, planning their own time and following a schedule.

- ❑ Allow participants to take control of their own learning, with the guidance of the peer leader.
- ❑ Create opportunities for young people to interact with each other and with diverse people in the community outside the peer group.
- ❑ Give group members practice at presenting and defending their own findings and opinions in public - an important skill for promoting human rights.

How to do it:

Projects have distinct stages. Throughout, the emphasis is on allowing young people to take responsibility for their own study.

- ❑ **The topic or problem.** These can be identified by the peer group leader, and presented to the group as choices, or chosen directly by the members of the group. You may want to begin with a brainstorming session. It is good to have a direct question on an issue of interest to young people. For example, 'Are foreign refugees in our town treated well?' or 'What do local parents fear most about young people and drugs?' The question needs to be specific to avoid group members getting 'lost' in the subject.
- ❑ Alternatively, your starting point might be a particular sort of activity or equipment which you want group members to use during their project. For example, an audio tape machine.
- ❑ **Panning.** Peer leaders and members need to decide when the project will begin, how long it will take, what resources will be used, where these can be found, whether members will work alone or in groups, on the same or different topics, and so on. People who are not used to doing research might find it easier to work in groups. It is very important to discuss at this stage how the project will be carried out(see below for more ideas about this).
- ❑ **Research / action.** Project work builds a lot of skills very quickly. For example, an investigative project about local health care might involve visits, interviews, reading, taking photographs, collecting statistics, and analysing data. A creative project might involve technical knowledge, such as how to work a video camera, and artistic skill, such as banner-making. The best projects combine academic, social and creative skills to involve all the participants' abilities. The peer leader can help during this stage by answering questions or offering advice, but the young adults are responsible for doing the work.
- ❑ **The product.** This might be a report, a film, an exhibition, an audio tape, a lecture, a painting, a poem.....It is a good idea if the product records not only the participants' findings but also the different stages of the project and the participants' own feelings about the topic being studied. For example, students making a poster campaign about alcohol abuse in their town could take photographs of themselves at work and write about how they chose and created their designs.
- ❑ The product can be presented to the group, or to a wider audience. For example, a project about poverty in your area might interest the local newspaper or the municipal authorities might want to know the results of a project about environmental damage.
- ❑ **!Evaluation.** The group should review the projects undertaken, e.g. what did members learn from them?

'Buzz session'

What is it and why do it?

- ❑ A "buzz session" can be used to change the pace of a human rights education activity. For example, after a long presentation by the peer leader. It is an opportunity to talk in pairs or threes.

How to do it:

- Tell group members that for five minutes they can react to what has just been said or shown. They can say how they feel, what they think or ask each other questions about things they didn't understand. After the buzz session groups or pairs may be invited to share ideas or questions with the group

Pictures and Photographs

What is it and why do it?

- Although the message behind a pictures or photograph may seem obvious, it can be open to interpretation. Photographs can be an extremely effective tool for learning. Seeing the physical realities of human right abuses may prompt a more pro-active attempt by group members to end such atrocities.

How to do it:

- Give participants in pairs a picture to look at. Give the pairs five minutes to write down all the questions they have about it. Ask them to choose the four most important questions. The picture could be related to a topic which you are focusing on at the time.
- Now ask each pair to show their picture and their four most important questions to the pair beside them. Give them ten minutes to work together to find answers to all of their questions. Ask them to make two lists:
 1. questions they can't find an answer to.
 2. questions with a possible answer.
- For the questions with a possible answer it is important that they write down **WHY** they chose this answer. For example, if they think that a child in a picture is from a cold country, what clues were there in the picture which helped them to decide this?
- Make a display of all the pictures, questions and answers. Ask the group members to look at everyone else's picture, questions and answers, and make further comments where necessary. Leave a space where other people can also comment and contribute their own ideas about the pictures.

Cartoons and comics

What is it and why do it?

- Cartoons and comics can have a powerful influences on young people. They can entertain and inform or encourage prejudices and stereotypes. They can be used in human rights education in many different ways. In preparation, for example, for a discussion about violence in the media ask group members to count how many episodes of violence occur in cartoons and comics in a single week. Cartoons drawn by the young people themselves can also be used as a way to communicate human rights issues to the rest of the community.

How to do it:

Take cartoons/strips from newspapers, magazines, comics and adverts which relate to the subject being studied. For example, violence, intolerance, or racism. Ask participants to discuss them in groups. Then ask:

- What is your first emotional response?
- What is the message of the cartoon or comic story?
- Are the images effective in telling the story, expressing the point of view, or making people think about the issues?
- Does it criticize an idea, or a group of people?
- Does it include stereotypes or prejudices towards a particular group of people, such as women, ethnic groups, refugees, people with disabilities?
- Is it serious, humorous or ironic? How does this contribute to the message?

or:

- Ask participants to choose a human rights issue and draw a cartoon or comic strip about it. Ask them to try to present this topic in the most powerful way, so that the pictures will make people think about the issues.
- Display the results.

Video

Organizations like the Council of Europe and Amnesty International have produced video cassettes for use in human rights education. Parts of the TV programmes, News or a documentary can also be useful. Here are some suggestions to remember when using videos:

- Begin by previewing the video
- Create a series of questions based on the video which will help focus your discussion
- Share the questions with the group prior to watching the video

Discuss upon completion

If people process the information received from videos, they are more likely to remember it. For example, they could use their imagination to write a diary from the point of view of a character seen in the video. See the other methods in this part of the manual for ideas.

Newspapers

What is it and why do it?

The media is an essential tool which enables the circulation of information in a democratic society. However sometimes we find reporting which is biased or one-sided and which uses stereotypes and prejudices. Identifying and analysing prejudice in newspapers prepares young people to become much more media literate in a media driven world. This sort of activity also improves members' communication skills.

How to do it:

Choose a current rights issue which receives a lot of media coverage in your country, for example, the treatment of minorities. Alternatively, choose a trend which lies behind several different stories, such as intolerance.

- ❑ Divide the whole group into smaller groups of four or five.
- ❑ Give each small group at least one story from local or national newspapers about the chosen topic. If necessary, the same report can be used by all the groups. Reports from different newspapers about the same event are good for comparison.
- ❑ Each group should read the article and identify the main arguments, opinions, facts. The following questions can be considered:
 - What was the article's main argument?
 - Were there enough facts given to support arguments raised? What were they?
 - What sources were cited? Were the sources credible ones?
 - Were both sides of the issue adequately addressed?
 - Was the article mainly opinion based? Is this a problem? Why or why not?
 - Is the article biased? Explain.
- ❑ Ask each group to also discuss some questions from the following list. Select questions appropriate to the reports being used, or invent others:
 - Does the title of the report suggest its view on the issue?
 - What is your first impression of the situation described? Does anyone seem to be at fault? If so, who?
 - Is someone being accused of having done something wrong?
 - How much of the report criticizes someone?
 - How much supports or defends them?
 - Are there any direct quotes from the people who are being criticized?
 - Which words do you think are the most important in creating your impression of the report?
 - What impressions, if any, are given of ordinary people's views on the issue?
 - What is the attitude of people in authority? For example, social workers, police, officials and so on.
- ❑ This sort of analysis can be followed up in many ways. For example, through a wider discussion, or participants writing their own newspaper-style reports or comparing newspaper coverage of an issue with that on TV/radio.
- ❑ You could also ask members to bring in interesting articles or stories they have found in newspapers. In this way, a collection can be formed, which can be used as a basis for group discussions.

How to design your own human rights education activities

❑ Each activity in this manual has suggestions which will help you to adapt pre-existing activities for your own needs. You might also want to design your own completely new activities, based on human rights issues in your own country. Here is a simple model which will help you to do this.

❑ Before you read this, look back at "What is Human Rights Education".

(The advice on this page is based on discussions with the Citizenship Foundation and on the essay Developing a Lesson by Felisa Tibbitts.)

- ❑ Select a general topic or theme. The topic could be from a current event (such as a local election), a theme that is of interest to you (tolerance) or an issue which the group has raised.
- ❑ Decide which **SKILLS, KNOWLEDGE** and **ATTITUDES** you want to develop around this topic. Write these down.
- ❑ Choose your **METHOD** and the materials you will need to use. It might help to focus on a core activity, around which the general issue is explored. This activity might involve conventional activities such as discussion, or less conventional activities such as a research project, the use of newspapers, the organization of a debate, or the writing of a poem.
- ❑ Write an outline of the different stages which you would like to have in the session. Most activities in this manual have the following structure:
 - warm-up, motivation exercise (such as open-ended questions, a video clip, a cartoon or a thought provoking photograph)
 - concrete task (done individually or in small groups)
 - whole group discussion (following presentation of small group work, if appropriate)
 - ending and follow-up assignments
- ❑ Now think what previous knowledge the participants will need. Also, think how you will evaluate the activity. Remember to estimate the time for each part of the activity.
- ❑ Now return to your original list of goals. Have you covered them all in your preparation? Think about having an overall balance between discussion, thought and action in the each human rights education session.

Sample lesson on stereotyping

Aims/ Learning Points:

(Note: you can think about these in terms of skills, knowledge and attitudes if you like.)

Knowledge: Participants will distinguish between generalizations and stereotypes

Skill: They will identify examples of stereotypes in their local media

Understanding: They will develop sensitivities for those groups that are negatively stereotyped

Knowledge the participants should already have:

- Some general understanding of culture, generalizations and stereotypes

What you will need:

- Blackboard or large sheets of paper
- Newspapers and magazines

Time: 45 minutes

How to do it:

- Introduction (10 minutes)
- The peer leader writes down certain categories of people (old person, girl, boy, handicapped person) and asks group members to suggest descriptive words which define these groups. These are written so that everyone can see them.
- The leader summarizes these views, looking for links within categories, and decides with the members if the attributes mentioned are positive, negative or neutral.
- He or she explains the difference between a generalization and a stereotype.
- The leader asks the members: 'Where do you think you got these views?' 'From your own experience, or from mass media, or from family and friends?'

Group work (10 minutes)

- Participants break into groups of five or six. Each group can be given a newspaper and magazine, or groups can consider different mass media, including popular television programmes or books. Participants go through the materials, looking for representations of certain groups - both in the text and in the pictures. The groups could be the ones used at the start of the introduction, but also other groups known to be discriminated against in your society.
- Stereotypes could be positive, negative or neutral in nature.
- Groups make their presentations to the larger group (10 minutes)

Discussion (10 minutes)

- Ask the group as a whole to answer the following questions:
- 'What similarities did you find between the groups that were positively stereotyped?' 'What about those that were negatively stereotyped?'
- The leader might take the opportunity to point out that:
- generalizations about certain groups are negative, and these can be called prejudices
- negative generalizations about whole groups of people are often not based on actual, personal contact with the group

Conclusion (5 minutes)

- 'What are the sources of these stereotypes?'
- 'What conclusions can be drawn about generalizations and stereotypes, based on this activity?' (For example, that generalizations and stereotypes are found in many parts of the culture, in mass media, in the opinions of friends and family. That negative stereotypes are based on fear, and positive ones on envy.)

Follow-up

- Participants might write something short about an occasion when they felt that they were stereotyped in either a positive or negative way. How did this make them feel?

Evaluation).

- Your evaluation criteria for this activity could be:
 - how did individuals contribute to group discussion
 - how did individual members participate / cooperate in group work
 - result of group work (group mark)
 - written follow-up

Adapting your session:

- Be somewhat flexible in how you do your activities. Some parts of a session will excite group members more than others and you might be surprised to discover certain discussions or stages of the activity are particularly useful to young people and therefore take longer. An activity should

be designed as an “accordion” , with individual parts able to be expanded or contracted depending upon the response of the participants. After trying the activity, make notes for yourself so that you can adjust it next time.

Evaluating your human rights education activities

- ❑ Depending on how you introduce human rights education to your peer group, evaluation may be something which you have to do or which you want to do. Whatever your motive, there are many good reasons to do it:
- ❑ It is a chance to prove to yourself that your efforts are working and are worthwhile (or to see why they are not working and how to change them).
- ❑ It gives your efforts credibility.
- ❑ It gives the group members the opportunity to monitor their own progress.
- ❑ It can be part of the process of improving members' personal responsibility for their learning.
- ❑ Below are some ideas about evaluating human rights education.
(This advice is based on the essay Lesson Evaluation in the Human Rights Classroom by Felisa Tibbitts)

- ❑ Academic evaluation methods (such as marking essays on factual accuracy), are more suited to formal education settings. Although useful for evaluating the **KNOWLEDGE** part of human rights education, such methods are not so useful for evaluating **SKILLS** and **ATTITUDES**.
- ❑ It is quite difficult to monitor the development of skills and attitudes among peer group participants, particularly if they are working in small groups. Some peer group leaders may feel nervous about the challenge. Human rights educators, and especially peer group leaders, tend to use new evaluation techniques which can be used in consultation with the peer group members. Such methods are designed to assess the effectiveness of the skills and attitudes aspects of the human rights education programme and to involve peer group members in the evaluation

Evaluating Human Rights Education Activities

The evaluation of any activities can be done:

- Formally through the distribution of a questionnaire, or the creation of a suggestion box
- Informally through discussions when an activity is finished.
- Personally through individual self evaluation of your lesson plans.

Formal and Informal Evaluation Questions

You may want to include some of the following questions in either your formal questionnaire or informal discussion with group members:

- ❑ The type of sessions I like best are Discuss.
- ❑ The type of activities I like best are Discuss.
- ❑ The type of sessions I like least are.... Discuss.

- The type of activities I like least are Discuss
- The two things that should stay the same are.... Discuss.
- What I like most about the way our group works.... Discuss.
- What I like least about the way our group works.... Discuss.

In formal questionnaires participants should not be made to identify who they are, unless they want to.

Self Evaluation

You may want to get into the habit of evaluating the success of your lessons upon completion. Making note of any kind of changes you want to make will ensure that your lessons are fine tuned for future use. Questions you may want to consider:

- Did the participants seem eager to participate?
- Were there certain aspects of the session that seemed more engaging?
- Would a break have been useful to help maintain group attention and interest?
- Did I use a variety of techniques to ensure group interest?
- Which ones were better received?
- How could this lesson have been improved

Part Three: Activities for Young People

This part contains:

- Starting up – introductory activities
- Living together – activities about respect
- Who, me? - activities about responsibility
- Rights for Life – activities about universality of rights
- What's fair? - activities about justice
- My rights / Your rights - activities about situations where rights conflict
- Action! – taking human rights beyond the peer group

All I need is an idea....

Ukrainian student teacher.

Guide to the activities:

To make them easier to use, the activities in this part of the manual have the same format.

Title

Aim: This, and the brief introduction to each group of activities, tells you why they are useful.

Learning points: These are the key concepts contained in the activity. Keep them in mind as you do it.

What you need: This tells you what equipment you will need and what to prepare before the session.

Time: The times shown are for estimates of how long it will take to do the activity and any discussion component.

How to do it: This part explains the activity step-by-step. Where specific methods are used, these are explained in Part Two of this manual.

Questions: Most of the activities use open questions and discussion to help participants to think about the issues raised by the activity. Advice on using open questions and discussion is available in Part Two of this manual.

Choices: These are suggestions for further work on an issue, or ideas for adapting activities for another age group.

Information / Examples / Gamecards:

Some activities have additional parts. To avoid missing anything, read the whole activity through before attempting it, and check that you have found all the items listed under "What you need". Remember!

Choose the activities which are best suited to your group (You may wish to consult with others about this from time to time). Each activity will identify the age group it is most appropriate for. This is designed to help you select activities best suited to your target group. Remember, you don't need to cover all the activities.

Don't be afraid to change parts of the activities.

Consult with the members of your peer group as you go along. They will tell you what types of activities they find most helpful.

Good human rights education should be fun!

Starting up - introductory activities

Because several of the activities in this part of the manual refer to the Universal Declaration of Human Rights, here are two activities to help familiarize the group with it.

Activities should be chosen or adapted to suit the needs of your group.

The Imaginary Country

*(This activity is based on ideas from Ed OBrien and Nancy Flowers)
This activity is appropriate for ages 14-18 and 18 plus*

Aim: This activity introduces participants to the idea of rights based on needs, and familiarizes them with the Universal Declaration of Human Rights. It raises ideas of how we value rights, and that the 'Choices' we make give options for establishing more permanent 'group rights'.

Learning points:

- Human Rights documents are based on our own inherent needs.
- We value some rights more highly depending on our own situation, but every right is important to someone.

What you need:

- Simplified Version of the Universal Declaration of Human Rights from part 4.

Time: About an hour and a quarter for the basic activity.

How to do it:

- Form into small groups of five or six.
- Read out the following scenario:
 - "Imagine that you have discovered a new country, where no one has lived before, and where there are no laws and no rules. You and the other members of your group will be the settlers in this new land. You do not know what social position you will have in the new country."
- Each participant should individually list three rights which they think should be guaranteed for everyone in this new country.
- Now ask the participants to share and discuss their lists within the group, and select a list of 10 rights which their whole group thinks are important.
- Now ask each group to give their country a name and to write their 10 chosen rights on a large piece of paper or on a blackboard where everyone can see them.

- ❑ Each group presents their list to the whole group. As they do this, make a “master list” which should include all of the different rights from the group lists. Some rights will be mentioned several times. Write them on the master list once, and tick them each time they are repeated.
- ❑ When all the groups have presented their lists, identify rights on the master list which overlap or contradict one another. Can the list be rationalized? Can some similar rights be grouped together?
- ❑ When the master list is completed, compare the Simplified Version of the Universal Declaration of Human Rights from part 4. What are the differences/similarities between your list and the UDHR?
- ❑ Use the following questions to draw out the learning points. The choices below give options for extending the activity.

Questions:

- ❑ Did your ideas about which rights were most important change during this activity?
- ❑ How would life be if we excluded some of these rights?
- ❑ Are there any rights which you now want to add to the final list?
- ❑ Did anyone list a right themselves which was not included in any of the lists?
- ❑ Why is it useful for us to make such a list?

Choices:

- ❑ If you have time, ask participants to put a mark next to the three rights on the master list which they personally think are most important, or which they think we could not live without. (This could be done during a group break.)
- ❑ This activity has been used in many different countries. In countries where war is a problem, students value the right to life most highly, while in those with economic problems the right to work comes first. You can explore this issue with the participants by asking questions such as: Do you think the situation in our country has affected your choices of rights? Why? Why not?
- ❑ This activity can be adapted into a project format. Participants make a list of ‘group rights’ which they think would improve their school environment. For example, the right to work in peace, the right to have your point of view respected, the right to privacy for your personal property.... Be open to their suggestions, but emphasize that all rights have corresponding responsibilities. This living document could be displayed and updated as necessary. Ask the group, what do you think should happen if someone violates these rights?

Rights in the News

*(Based on a demonstration by Nancy Flowers)
This activity is appropriate for ages 14-18 and 18 plus.*

Aim: This activity is a good introduction for people who might already have some understanding of what human rights are. It helps them to recognize rights and to place everyday situations in a human rights framework

Learning point:

- ❑ Rights on paper relate to everyday situations.

What you need:

- ❑ Old newspapers and magazines of all kinds, enough for small groups to have at least one each.
- ❑ Blackboard or large piece of paper and pens.
- ❑ Universal Declaration of Human Rights and the Simplified Version of the Universal Declaration of Human Rights from Part Four of this manual.

Time: One hour.

How to do it:

- ❑ Read the following text to the group:

In our modern world we all have access to more information than ever before. For most of us, this information comes through the media, and especially via the news. Everyday, TV screens and newspapers are filled with situations and stories which are hopeful, tragic, happy, sad, simple or complex. Usually, we look at the terrible news stories and feel powerless. However, by looking again, using the ideas of human rights, we can see patterns of success, where rights are protected and acted upon, and patterns of problems, where rights are denied.

- ❑ Form small groups of four.
- ❑ Distribute the newspapers and magazines randomly.
- ❑ Using the whole of the blackboard/large paper draw a large circle. On the circumference of the circle write the following three phrases in such a way that they are as far away from each other as possible. (This allows lots of room for newspaper cuttings to be stuck up later).
- ❑ Three phrases:
 - Rights denied
 - Rights protected
 - Rights in action
- ❑ Ask the groups to look through their newspapers and magazines to find things which illustrate each of the three phrases. Encourage the participants to use all parts of the magazines and newspapers, including advertisements, classified adverts and other items.
- ❑ Offer the participants the following examples:

Rights denied:

- ❑ This could be an article complaining that a municipal health clinic has been closed without consulting the local community. This would illustrate the denial of the right to health or even life.

Rights protected:

- ❑ This could be a story about children who have been rescued from people who were mistreating them.

Rights in action:

- ❑ This could be a picture of a footballer scoring a goal, illustrating the rights to leisure, health, freedom of association, or even travel (if it is an international match.)
- ❑ When the task has been completed (usually after about 10 minutes) ask the participants to look at the Universal Declaration of Human Rights or its Simplified Version to find the article or articles which relate to the stories or pictures which they have found in the newspapers. Allow another 10 minutes for this part of the activity.
- ❑ Now ask each group in turn to stick up the findings on the blackboard/large paper. As they do this, they should explain why they chose that example and which specific UDHR articles it relates to.
- ❑ Some of the selected examples will involve situations where the same right or rights are denied, protected, and in action all at the same time! Use the questions below to help the group to analyze these situations.

Questions:

- ❑ Was it easy to find examples to illustrate rights denied, rights protected and rights in action?
- ❑ Was one phrase more difficult to illustrate? Why?
- ❑ Were there any newspaper articles or other examples where all three phrases could be said to be relevant? Which? Why?

- ❑ Were there any examples where one person or a group had their rights protected and this resulted in someone else's rights being denied? Could the concept that my rights end where yours begin and vice versa be useful in such a situation? Would using this concept give a better result for all concerned? Why? Why not?

Choices:

- ❑ As a project peer group members could examine international efforts to protect the rights of civilians in conflict situations, or the defence of the rights of a vulnerable group in your local area. (Note: Although young people need to know that rights are often denied, it is important for them to develop a knowledge of how they are protected if they are to feel that the defence of human rights is possible.)

Living together - activities about respect

- ❑ These activities emphasize that the way we choose to interact with others on an every day basis has a direct effect on respect for human rights. A game with rules raises questions about how laws are made, and an activity about listening focuses on the right to an opinion and the responsibility to respect the opinions of others.
- ❑ Activities should be chosen or adapted to suit the needs of your group.

Camping Out

*(Adapted from an idea in Understand the Law 1994, The Citizenship Foundation)
This activity is appropriate for 14-18 year olds.*

Aim: This game helps young people understand how communities develop rules and laws to protect people's rights.

Learning points:

- ❑ Rules of conduct prevent conflict and protect rights.
- ❑ Such rules are best made democratically.

What you need:

- ❑ A copy of the "situations" from the next few pages for each group.

Time: About one and a half hours

How to do it:

- ❑ Form into small groups of five or six.
- ❑ Tell the group:

"Imagine that you are going on a camping trip with a group of friends. Someone has told you about a wonderful location for a camp, a clearing in the woods near a lake, far from civilization. You have

been planning together for several weeks, and finally the weekend arrives. After a long journey, you arrive at the clearing. You have brought everything you need for your holiday, including one large tent for all of you to sleep in. There is a well nearby with good water, and you have permission to cut wood and make fires. There are no other facilities, no rules, and no adults or camp administrator. You set up camp, swim, and prepare for a week of fun!

However, by the end of the first day at the campsite, there have already been some disagreements about how the camp should be run. You all realize that it would be better if you could agree on ways to make your holiday easier. You hold a meeting."

- ❑ Ask the participants in their groups to see if they can think of four or five problems that their group might face. Ask them to decide how each problem could be solved.
- ❑ Ask the participants to consider the following questions:

- How did they make their decisions?
- Did anyone disagree?
- Did everyone have an equal say? Why or why not?
- What was the most difficult decision made? Why?

- ❑ Now read the following text to the participants:

"After the meeting, all goes well and things are much better. However, after a couple of days, more problems arise, which together you have to sort out to prevent them from happening again."

- ❑ If you are able to copy the "situations", distribute a set of them to each group. In their groups the participants should place all the "situations" face down on the table and take them up one at a time. They should try to reach a decision about what to do in each "situation." If possible they should try to agree. (If you were unable to hand-copy or photocopy the "situations", read them out one by one, and try to reach a decision as a group, although this will be more difficult).
- ❑ If some groups finish the game more quickly than others, ask them to think about the discussion questions below.
- ❑ When all the groups have finished playing the game, go through the "situations" asking the whole group what decisions they made. Don't ask every group to comment on every "situation" - that would take too long.
- ❑ Follow the activity with a discussion using the questions below.

Questions:

- ❑ In this activity you used rules to protect the rights of everyone in the camp. What would have happened if you were unable to agree on rules or if everyone ignored the rules?
- ❑ What makes a rule appropriate or not?
- ❑ What about laws? Should you always obey laws, even if they are unfair or bad?
- ❑ Some rules and laws are unwritten. For example, "moral" or religious laws. Why do groups of people obey these rules/laws, even though they don't have to?
- ❑ Rules and laws are usually enforced by a punishment or sanction. You probably decided to use sanctions against people who broke the rules in the camp. What is the aim of sanctions? What sort of sanctions are most effective? Can sanctions be counter-productive?

Choices:

- ❑ This activity could be the starting-point for making a set of group rules, which are agreed by the peer group members and the peer leader in a participatory way.
- ❑ In many countries, execution is the punishment for all sorts of "crimes", from murder to offences such as trading on the black market. This activity can be a starting-point for a discussion about whether or not execution is a real deterrent for crime.

Situation Cards for “Camping Out” Activity :

Situation One

- ❑ Someone has to sleep near the door of the tent, which doesn't close properly. By the morning, this person's belongings have usually spilled out of the opening onto the wet grass. He or she complains that their belongings will be damaged. What do you do?

Situation Two

- ❑ You all agreed at the meeting how the camp should be run. Now, one of you takes no notice of what was decided. How can you enforce the rules?

Situation Three

- ❑ Someone left the kettle boiling on the fire and went away to swim. The kettle fell into the fire and sparks set fire to a corner of your tent. You all realise that you have a safety problem. There may be others. What do you do?

Situation Four

- ❑ Getting water from the well is a very boring job. Everyone would prefer to go swimming than fetch water. However, one of you strains your arm while swimming and can't carry water anymore. This means that the rest of you will each have to spend more time carrying water. What do you do?

Situation Five

- ❑ Two of you are smokers, the others are not. The non-smokers strongly object to the smell of smoke in the tent but the smokers feel they should be able to smoke while they are relaxing. What do you do?

Situation Six

- ❑ One of you has brought a radio and plays loud music early in the morning. This makes everyone angry. What do you do?

Situation Seven

- ❑ You all share one tent, but cannot agree about keeping it tidy. Some like the tent to be neat all the time, the others don't. The arguments are affecting the atmosphere in the camp. What do you do?

Situation Eight

- ❑ Someone damages an expensive guitar belonging to someone else. She or he refuses to pay for the repairs. What do you do?

Situation Nine

- ❑ A friend of yours joins you for a couple of days. She or he has brought their own tent, but ignores the rules which everyone else has agreed upon. What do you do?

Situation Ten

- ❑ Two of you feel that the camp should have a rule about alcohol and drinking. You ask for a meeting to discuss the matter. Most of you are against a complete ban. What do you do?

Active listening

This activity is appropriate for 14-18 year olds.

Aim: This listening activity helps young people to improve their listening and to think about what results in effective and ineffective listening skills.

Learning points:

- Listening is an important skill for respecting each others right to an opinion. (See Article 12 of the Convention on the Rights of the Child, and Article 19 of the Universal Declaration of Human Rights, in Part Five of this manual).
- We can improve our listening skills by practice.

What you need: The boxes what helps us to listen? and What prevents us from listening?

Time: About 30 minutes

How to do it:

- A group member is asked to volunteer to lead the exercise.
- This individual is given a sheet of paper with rectangles drawn in different directions on the sheet. All of the rectangles are attached in one way or another. There are no independent or free standing rectangles. The rectangles can be horizontal, diagonal, or vertical.
- The task of this individual is to describe the image only using words, and without using hand gestures.
- The Group members are asked to draw the image, but are **not** allowed to ask questions.
- The volunteer describes the image a second time and the group members draw the image again. This time group members are encouraged to ask one question at a time.
- This activity should give way to the importance of clear, concise, communication, and the obstacles that prevent the transmission of an effective message.

Questions:

- What difficulties did you experience the first time in drawing the image?
- What would have improved your ability to draw the image effectively?
- What has this taught you about communication?
- When and where could this be useful to you?
- Listening is an important skill for respecting and protecting human rights. It is especially important for Article 12 of the Convention on the Rights of the Child, and Article 19 of the Universal Declaration of Human Rights, but also for all of the other Articles. Why is this so? What do we gain from listening to each other? Have you ever been in a situation where no-one would listen to you? How do we feel when our opinion is ignored? Do you agree with the idea that we can improve our listening skills by practice?

Choices:

- It can be fun to repeat the game, making it harder every time, over several days or weeks, so that group members can see their listening improve.

What prevents us from listening?**On-off Listening**

- People think faster than they talk. This means that when you listen to someone, you have a lot of spare time for thinking. Often, we use this time to think about lunch, or what we did last night, instead of thinking about what the other person is saying!

Prejudice Listening

- In every part of the world, there are words or phrases which cause people to stop listening. Words like "capitalist", "communist", "fundamentalist." When people hear these words, they stop listening and start to plan their defence, or a counter-attack.

Closed Mind Listening

- Sometimes, we decide quickly that the person (or the subject) is boring, wrong, or not relevant, or that we know what they are going to say. Then we stop listening.

Distracted Listening

- Noise, lights, temperature, other things in the room, or what you ate for breakfast can all prevent us from listening to what people are saying. However, with practice, we can still listen well under these circumstances.

What helps us to listen?

- We listen with our bodies as well as with our minds...
- face the speaker
- have good eye contact
- have an open posture (don't fold your arms, turn your back.....)
- lean towards the speaker
- relax

Listen to **what** is being said...

- listen for the central theme, not just the "facts"
- keep an open mind
- think ahead
- analyze and evaluate
- don't interrupt

Listen to **how** it is being said...

- non-verbal signs (for example face expressions, body posture)
- tone of voice

Listening is important because...

- It shows people that you value their experiences and what they are say
- It encourages people to talk honestly and freely
- It can help you to identify areas where people agree or disagree, and helps you to think of solutions to these disagreements

Who, me? - activities about responsibility

- ❑ These activities emphasize personal responsibility. A real-life moral dilemma is used to raise questions about honesty and everyday responsibility. Another activity about censorship looks at the responsible use of power. The overall aim of these activities is to show that rights have corresponding responsibilities.
- ❑ Activities should be chosen or adapted to suit the needs of your group.

Rights and Responsibilities

This activity is appropriate for ages 14-18 and 18 plus.

Aim: This short listing and discussion activity helps young people to understand the connection between rights and responsibilities

Learning point:

- ❑ Every right has a corresponding responsibility.

What you need:

- ❑ Simplified Version of the Universal Declaration of Human Rights.
- ❑ Information about Rights and Responsibilities (see next page).

Time: Forty-five minutes

How to do it:

- ❑ Ask the group to form into pairs. Each person should write down five important rights which they think they should have in the group and five important rights which they think they should have at home. For example, the right to their own space. (This could be done as a reflection exercise which recalls previous work on human rights.)
- ❑ Ask each person to swap their list with their partner. Each participant should think of the responsibilities which correspond with each right that their partner listed. For example, the responsibility to respect the space of the people they live with.
- ❑ Every pair reports to the rest of the group two rights and their corresponding responsibilities from their lists. The peer leader should write the rights and responsibilities on the wall.
- ❑ Ask the participants to read the Information about Rights and Responsibilities. Start a discussion using the following questions:

Questions:

- ❑ Was it easy or hard to think of each right's corresponding responsibility?
- ❑ In the example about seatbelts (see Information about Rights and Responsibilities), who do you think is right, the government or the people who refuse to wear seatbelts?
- ❑ What if someone you knew was injured because a driver refused to wear a seatbelt? How might this happen? How would you feel?
- ❑ What if a sick child died because the doctor was too busy helping a driver who had refused to wear a seatbelt and was injured? Look at the Simplified Version of the Universal Declaration of Human Rights. Which rights are involved in this example?
- ❑ Can you think of similar examples where other rights and responsibilities conflict?

Choices:

- ❑ Because issues of rights and responsibilities affect everyone (for example the right to give your views and the responsibility to respect the views of others) this activity can be the basis for using the language of rights and responsibility in everyday situations.
- ❑ As an action, the group can keep the list of rights and equivalent responsibilities on the wall. When conflicts occur, or when other rights issues come up, anyone is free to add to the list. For example, if some group members have been borrowing other people's possessions without permission, one person might decide to add to the list: I have the right to privacy and security for my belongings / And I also have the responsibility to respect the privacy and security of my group members. It might be useful to write at the top of the list: We all have the right to add to this list / And we have the responsibility not to write things which violate the rights of others.
- ❑ To help clarify rights and responsibilities, group members could read the following information on "Negative" and "Positive" rights, then go through the Universal Declaration of Human Rights identifying "Negative" and "Positive" rights (they will find that many rights consist equally of "negative" (responsibility) and "positive" (right) elements.

Information about Rights and Responsibilities

- ❑ Every right has a corresponding responsibility. For example, your right to freedom of speech is limited by your responsibility not to say untrue things which will degrade another person and abuse their right to dignity and good reputation.
- ❑ The balance of our rights and our responsibilities to respect the rights of other people means that we usually have to exercise our rights within certain restraints.
- ❑ There are many situations where rights and responsibilities of different people conflict. For example, some countries have laws making the wearing of seatbelts compulsory in cars. Many people oppose these laws, arguing that it is a restriction of their right to act freely.
- ❑ The governments of these countries argue that people in cars have a responsibility to the hospitals, doctors, and the rest of society to do everything possible to avoid getting injured while they are driving. It is argued that if people do not wear seatbelts and are injured, they take time, money and hospital space away from people with illnesses, and therefore restrict the right of sick people to proper health care.

Information on "Negative" and "Positive" Rights:

- ❑ The term "negative right" is used to describe a right which stops something harmful or unpleasant being done to us. Examples of negative rights are the right not to be killed or badly treated or to have your possessions stolen. These are negative rights because they say NO to someone who might want to hurt you.
- ❑ The term "positive right" is used to describe a right which declares our freedom to do something. For example, the right to be paid for your work is a positive right. These are positive rights because they tell you that YES you have this right, and they tell other people that YES they must support your right. For example, your employer has a responsibility to pay you.

Thief?

(Adapted from p.82 of *Understand the Law* 1993, The Citizenship Foundation)
This activity is appropriate for ages 14-18 and 18 plus

Aim: This case study uses a moral dilemma to introduce young people to ideas of responsibility in society. Although the person in the case study is accidentally overpaid a large amount, many young people will have been given the wrong change in a shop and had to make a similar choice.

Learning point:

- Every right has a corresponding responsibility. For example, the right to be judged equally by the law has the corresponding responsibility to respect the law.

What you need: The Simplified Version of the Universal Declaration of Human Rights.

Time: At least one hour

How to do it:

- Form into small groups of five or six.
- Read the following text to the group:

"Every month Alexander puts a small part of his wages into his account at the local bank. It's not a lot, but it is the only way he can save enough for a holiday with his children. Each month the bank sends Alexander a statement telling him how much he has in his account. This month Alexander sees that he has much more money than he thought. There must be a mistake. He writes to the bank to say it has given him \$2,000 more than it should have.

'No,' says the bank, 'there has been no mistake. The money is yours.'

Alexander writes again. 'we have double checked,' says the bank, 'we have not made a mistake.'

Alexander still isn't happy. He writes for a third time, and the bank tells him again that the money is his.

After this, Alexander doesn't think he has anything to lose. He starts to spend the money on things he and his family need. He buys some new furniture, redecorates his flat and goes away on a week's holiday with his family.

A little later, the people at the bank realize that they have made a mistake. The \$2,000 that Alexander has been given belongs to another customer who has the same name. The bank asks Alexander for the money back. He gives them what he has left, but he has spent more than \$1,000. Alexander is charged with theft.

If Alexander is to be found legally guilty of theft, it must be proved in court that he:

- behaved dishonestly
- took or kept something belonging to someone else
- intended to keep it permanently.

- Ask the participants to decide in groups whether Alexander should be found guilty of theft. To answer this, they need to ask three questions:
 - Did Alexander behave dishonestly?
 - Did Alexander take something from someone else?
 - Did Alexander intend to keep it?
- If the answer to all three questions is **yes**, then Alexander is guilty in law.
- If the participants answered **no** to one or more questions then he is not guilty.
- If the participants decide that Alexander is guilty under the law of theft, what punishment do they think he should be given?

For example, in England, for a crime of this kind a judge can send a person to prison for up to 10 years or make them pay a fine of up to , 2,000 (about \$3000).(You can find out what the punishment would be in your country and tell the group what this is.)

If the participants decide that Alexander is not guilty, would they make him pay back the money that he spent on his family and his home?

- Now explain to the group what actually happened to Alexander:

"After a three day trial, the jury found Alexander not guilty of theft. Juries don't have to give reasons for their verdict, but we can presume that Alexander's attempts to draw the error to the attention of the bank convinced the jury that he had not behaved with dishonest intent.

Although Alexander was found not guilty of theft, there still remained the question of whether he should return the money that he had already spent. It was not within the power of the court to deal with this and the bank needed to bring a new case through a different court to reclaim the money."

Questions:

- What would you have done if you were Alexander? Why?
- Who was responsible for correcting the bank's mistake - Alexander or the bank? Why?
- Would it make a difference to your answer if the amount of money was smaller/larger?
- What about other cases? For example, is it the responsibility of a car owner to lock her or his car or the responsibility of everyone else not to steal it if it is unlocked?
- Imagine you were a friend of Alexander's. Would you report him to the police?
- Who is responsible for enforcing the law?
- Look at the Simplified Version of the Universal Declaration of Human Rights (in Part Four). Which rights are involved in this case?

Choices:

- As a project, the group could find out about the legal system in your country. Many courtrooms accept visitors. The project could result in a mock trial of a case involving rights and responsibilities.

Let Me Speak!

This activity is appropriate for ages 14-18 and 18 plus.

Aim: This letter-writing activity examines the rights and responsibilities of the individual and the state regarding freedom of expression. Because it depends a lot on trust between the peer group members and the peer leader, it is better to use it only when the group has already had experience of other activities in human rights education. Make sure that group members are aware that some might feel uncomfortable doing this exercise and that they do not have to participate if they do not want to.

Learning points:

- Every right has a corresponding responsibility.
- For example, the right to freedom of expression has the corresponding responsibility to respect the opinion of others.

Time: An hour and a half

What you need: The Simplified Version of the Universal Declaration of Human Rights. The Information on Censorship from the next page.

How to do it:

- Ask the group members to imagine that they are each writing to the local newspaper. (If your area does not have a local newspaper, you can invent one with the group, including the title, the frequency it is printed, etc). Ask them to write a short letter about something which they do not like at all in their local area. Explain that these letters will not be seen by anyone outside the group. **Make sure that they are not.**
- After the participants have written their letters, form the group into pairs. Ask each pair to exchange their letters. Now ask them to imagine that they are all editors of the local newspaper.

They have received this letter which they are worried will upset the local authorities and the Mayor. Ask them to cross out (censor) the parts of the letter which they think are dangerous. They are allowed to change the letter in any way they like.

- ❑ Return all the letters to those who wrote them. Either as a whole group, or in smaller groups, discuss the questions below.
- ❑ After the discussion, go through the Information on Censorship and ask the group to think of a scenario to illustrate each of the points. For example, under "WHAT is being censored" the information lists "artists". Ask the participants why they think someone would want to censor an artist. If your country has censorship now or in the past, refer to that, giving specific examples.

Questions:

- ❑ Did you use some self-censorship before you wrote your letter? Why/Why not?
- ❑ Did you use polite or offensive language?
- ❑ If you wrote a polite letter, was it because you felt responsible toward the feelings of others or was it because you were afraid of possible punishment?
- ❑ Were you thinking more about how to improve the situation or did you just want to show your anger?
- ❑ How did you feel when your letter was censored?
- ❑ How did your letter look after censorship?
- ❑ How did you choose what to cross out on your friend's letter?
- ❑ How do you think you would react if you were a local official who received a letter of complaint? What if the letter attacked your personality or used offensive language?
- ❑ Do you think a government has a responsibility to listen to all complaints, even if they are "dangerous"? Why/ Why not?
- ❑ Was your letter "dangerous"?
- ❑ Why do you think we did this activity?

Choices:

- ❑ As a project ask the group to monitor newspapers over a period of time. They could choose one news item and compare how different newspapers write about the same issue according to their bias.
- ❑ If members feel strongly about an issue which they see in the newspapers, they could write a polite letter to the media as a group to express their point of view.

Information about Censorship

- ❑ Freedom of expression is a human right set out in the Universal Declaration of Human Rights. Many people believe that it is the heart of a democratic society. Others say that too much freedom of expression can be dangerous. In many countries, free speech is controlled when it causes violence by inciting riots, calling on people to revolt, or when it is racist or bigoted. In some countries, criticism of the government is also censored.
- ❑ WHO is doing the censoring:

- official censors	- the government	- the law	- the media
- civil servants	- employers	- unions	-pressure groups
- ❑ WHAT is being censored:

- information	- access to information	- expression
- collective action	- attacks upon accepted values	- artists.
- writers	- political opposition	- critics of society
- ❑ WHY censorship is carried out:

- to cover up incompetence and/or information	- to defend status quo
- to protect government policy	- to protect privilege
- to defend the vulnerable, for example, juveniles	- to preserve power
- ❑ HOW censorship is carried out:
 - by stopping something from being carried out (preemptive censorship)

- by punishment after the event (punitive censorship)

- ❑ WHEN censorship is carried out:
 - Before an election
 - At a time of rapid social change
 - During a period of national/international crisis
 - When a government is weak and under threat

What would you do?

This activity is appropriate for ages 14-18 and 18 plus.

Aim: This case study about a political killing encourages participants to discuss the responsibilities of the state and of the individual.

Learning point:

- ❑ Every right has a corresponding responsibility. For example, the right to personal security has a corresponding responsibility to defend this right for other people.

What you need:

- ❑ Case Study: Luis Diaz
- ❑ Information about political killings
- ❑ Text: What happened

Time: About one hour

How to do it:

- ❑ Read, or ask the group members to read the Case of Luis Diaz.
- ❑ Tell them that deaths like Luis's are called extrajudicial executions or political killings. Read, or ask each person to read, the Information about Political Killings from next page.
- ❑ Luis's family want to bring the people responsible for his death to justice. The army doesn't want this to happen. Ask participants to discuss in groups of four or five why the family and the army have these points of view. Here are some questions to help start the discussion:
- ❑ Who do you think is responsible for Luis' death: the army, the government, Luis, the soldier who shot him?
- ❑ How would it affect other members of the security forces if the guilty soldiers were punished?
- ❑ If the guilty soldiers are punished, would the power of the government, security forces and army increase or decrease? What about their image?
- ❑ What if they are not punished? Will the army lose the trust of the people?
- ❑ Does it matter if the army loses the trust of the people?
- ❑ Do you think it is all right to say that soldiers cannot be prosecuted for killing anyone, even under these circumstances?
- ❑ If the soldiers are not punished, what effect will this have on the public's perception of the legal system (courts, judges, etc.)?
- ❑ Ask the participants to imagine that they were hiding nearby when Luis was killed. They saw the face of the soldier who shot him, but were not seen themselves.
- ❑ What would you do in this situation? Would you:
 - go home and forget all about it ? Would this be possible?
 - go to a police station and report it?
 - tell Luis' family or someone else what you saw?
 - do something else? What? Why?
- ❑ At the end of this activity, you can read the text *What happened?* (on the next page).

Choices:

- ❑ Ask the group to imagine that they are friends, family, or colleagues of someone who has been extrajudicially executed. Ask them to write a poem or a story or paint a picture to show how these people might feel.
- ❑ As a project ask the participants in groups to pretend that one of them is a journalist who has come to ask Luis Diaz's family about his death. Each group should prepare a small drama about the meeting with the journalist. Some questions to think about are:
 - ❑ Do they want to talk to the journalist? Is it dangerous? Can they trust him/her?
 - ❑ What does the journalist want? What is his/her point of view about the killing?
 - ❑ Can the journalist help to publicize the killing? Do the relatives/friends/colleagues of Luis want this?
- ❑ Each group can present their drama for the others.

The Case of Luis Diaz

On 17 September 1992 Luis Enrique Landa Díaz, a 21 year old medical student at Carabobo State University in Aragua, Venezuela, was celebrating the medical school's 17th anniversary with fellow students and staff. According to witnesses, there was a verbal disagreement- at a distance - between some of the students and the National Guards who were patrolling the area. Twenty members of the National Guard began firing teargas at the students.

At 2.30pm the guards started to shoot live ammunition in the direction of the students. The whole incident was recorded on video. Luis Landa was killed by a bullet a few minutes later.

An official investigation was opened into the killing and a member of the National Guard was identified as a suspect. Proceedings were opened by the military and civilian courts.

However, in March 1993 the military courts requested exclusive jurisdiction (power) over the case. In the past, the military courts have repeatedly exonerated members of the security forces accused of human rights violations. (They were not convicted of any crime)

Luis Landa's family, who sought publicity for his killing, were the target of systematic harassment. They received threatening phone calls and shots were fired at their house. In December 1992 Luis Landa's father was shot in the knee by a group of armed men in a car.

Information about Political Killings

The term "extrajudicial execution" describes an unlawful deliberate killing carried out on the orders of a government or with its knowledge. If the authorities refuse to investigate an unjustifiable killing by the security forces or bring those who have committed the crime to justice, then it is an extrajudicial execution for which the government is responsible. The term "political killing" can also be used as it is more easily understood and includes deliberate killings by armed political groups.

Political killings are different from killings which occur within a legally justifiable context. If someone is killed as the result of soldiers acting in self-defence, or by police during a riot, then the killing may be legally justifiable. Also, when someone is executed after being found guilty in a fair trial, the state responsible will argue that the killing is legally justifiable. Also, if a soldier kills for personal reasons and is punished like any other murderer, the killing he committed is not an extrajudicial execution. Also, killing enemy soldiers during fighting is legal.

Many governments who use political killings are bound by treaties pledging them to respect human rights. Some governments do not try to justify their actions. Some use methods of murder which conceal the crime. Killings are carried out at night, when the victims are alone. Bodies are mutilated and hidden to avoid recognition. But most governments lie or play down the facts.

In June 1989, tanks of the Chinese army massacred pro-democracy protesters in Tiananmen Square, Beijing. Television cameras recorded it and it was headline news around the world. Thousands of people witnessed it. Hundreds of bodies were traced in morgues and hospitals.

Nevertheless, the government initially said no one had been killed. This version was later changed: the government said 200 civilians had been killed in Beijing in clashes between soldiers and demonstrators, a gross underestimate of the reality.

Some governments make the excuse that violence is everywhere in their societies, or results from ethnic tensions. Violence will be in any society where human rights are violated. Intercommunal violence is therefore, not the inevitable product of ethnic or religious tensions. It often starts or is made worse because of official policies.

What happened

Luis' case was taken up by the human rights organization Amnesty International. As part of the Amnesty International campaign on the case, ordinary people from all over the world wrote letters to the government of Venezuela asking for action on Luis' death and for an end to the harassment of his family.

In July 1995, the National Guardsman who shot Luis was sentenced by a civilian court to eighteen years imprisonment, pending appeal.

Luis' father said that this was: ...thanks to international pressure... I had already lost hope....The threats and attacks had nearly finished me off. That all changed with your campaign.

Rights for Life - activities about the universality of rights

- These activities help young people to understand that all human beings have the same rights. Our rights can be violated, but they cannot be taken away from us. We are born with them and die with them.
- Activities should be chosen or adapted to suit the needs of your group.

Wheel rights

Adapted from Human Rights Education Workshop on Women's Human Rights and Gender Equality, presented by the Croatian NGO B.a.B.e, Sljeme, Croatia, March 1996)

This activity is appropriate for ages 14-18 and 18 plus.

Aim: This activity uses life experience as a basis for thinking about how we defend our own rights and the rights of others.

Learning point:

- Throughout our lives we have all in one way or another defended our rights and the rights of others, even if we did not use the language of rights.
- The recognition of the need to uphold these rights is the main objective.

What you need: Blackboard or large piece of paper and pens.

Time: About one hour

How to do it:

- ❑ This is an activity for groups of about six people. With a large group, do the activity first with a small group (maybe before the large group meets). These group members can then act as the facilitators of small groups.
- ❑ Divide into groups of about six people, with a facilitator for each group.
- ❑ The facilitator asks each person in the group to remember a time when they stood up for their rights or the rights of other people. (For example, members might remember a time when they were unfairly accused of something as a child). If they wish, the members of the group can describe their memory to a neighbour. At the end of five minutes, every person in the group should have the following information ready:
 - A time when I stood up for rights
 - What happened
 - Where it happened
 - The motive. Why I stood up
 - Who or what were my sources of support
- ❑ While they are thinking, the facilitator draws a large wheel with spokes.
- ❑ The facilitator of each group now asks each member of the group to tell their story, keeping closely to the five points listed above.
- ❑ As each group member tells their story, the facilitator writes **where** each incident **happened** at the **end** of one of the spokes, and writes the **motive** and the sources of **support** along the **spoke**. (To make writing easier, the facilitator can summarize what is said, if the group member agrees.)
- ❑ When everyone has told their story, the facilitator can use the questions below to draw out the learning points.

Questions:

- ❑ Were your experiences similar/different? For example, did they happen in public/private, at home/work?
- ❑ Were certain places or persons both positive and negative?
- ❑ Did anyone mention the law or authorities as a source of support? Why? Why not?
- ❑ How did you feel when you remembered standing up for your rights or the rights of others?
- ❑ Were these positive experiences? Why? Why not?
- ❑ Did many of us experience support or solidarity from our friends/ colleagues/ family? Why do you think this sort of support is useful when we stand up for human rights?

Choices:

- ❑ This activity is very flexible. It can be used for analyzing any sort of past experience with any age group. It is particularly useful for showing that we share many experiences.
- ❑ Participants can look at the human rights documents in Part Four of this manual to see which rights might have been relevant in their stories.
- ❑ As a project, ask each person to monitor the media and their own experiences over a weekend. How many examples can they find of people standing up for their rights?

"Mignonette"

*(Adapted from p.11 of Understand the Law 1994, The Citizenship Foundation)
This activity is appropriate for ages 14-18 and 18 plus.*

Aim: This morally complex story about the right to life will help young people to think about how rights work in practice. It also links well with activities about conflict.

Learning points:

- ❑ Everyone has the right to life.
- ❑ There is a concept of natural rights.

Time: About one hour

What you need: The Simplified Version of the Universal Declaration of Human Rights.

How to do it:

- ❑ Show the group article three of the Universal Declaration of Human Rights which sets out the right to life:
- ❑ "Article 3. Everyone has the right to life, liberty and security of person."
- ❑ Form into small groups of five or six.
- ❑ Read the following story:

"On 19 May 1884, four men set sail for Australia from England in a yacht called the *Mignonette*. They were Captain Thomas Dudley, First-mate Edwin Stephens, Seamen Ned Brooks and Richard Parker, the 17-year-old cabin boy. On 5 July a huge wave smashed into the side of the yacht. It started to sink. The men had time only to grab two tins of food and to get into an open boat before the *Mignonette* sank. The four unlucky sailors found themselves in the middle of the Atlantic Ocean, 1,600 miles from land, with only a few tinned vegetables to keep them alive. After three days, the hungry men managed to catch a turtle. This provided them with food and drink, but nine days later that was all gone. Still 1,000 miles from land, with no food and only the occasional drop of rainwater to drink, the sailors became desperate. The Captain wrote in a letter to his wife that, if no ship should come, 'we must soon die... I am sorry I ever started such a trip...' There was, however, one chance of survival, at least for three of the crew, for a few more days. Someone would have to become food for the others. The Captain suggested that they draw lots to decide which of them should be killed, but Stephens and Brooks objected. 'if we are to die,' they said, 'we should all die together'. Young Richard Parker, lying hardly conscious in the bottom of the boat, said nothing.

After two more days without food and water, the Captain convinced Stephens that one of them ought to be sacrificed to save the others, and that the obvious candidate was Richard Parker. He was an orphan, had no wife or family, and was already on the brink of death. He woke from his coma only occasionally to drink sea-water which was making him even more ill. They knew their little boat was drifting towards the shipping lanes. They might sight a ship any day - or they might not. They agreed that if no help came to them by the next day, then they would kill the boy. None came. Seamen Brooks wanted no part in the killing. While he covered himself with a jacket at the end of the boat, Dudley and Stephens knelt over the unconscious Parker.

'Richard, my boy,' whispered the Captain, 'your time has come. Stephens stood ready to hold the boy's feet but there was no need. He was too ill to struggle as the Captain took out a pocket-knife and plunged it into the boy's neck, killing him instantly. All three men drank the blood and ate Richard's heart and liver for the next three days. On the fourth day, they were sighted by a German ship, the *Montezuma*. The three men were very weak. The First-mate and Captain needed to be hauled on board by rope.

The men landed in England on 7 September. Dudley, Stephens and Brooks went straight to the authorities and explained the reasons for the death of the boy."

- ❑ Ask the participants in their groups to answer the following questions:
 - Do you think the three men did anything wrong?
 - Should they have been charged with a crime?
 - Should they all be charged with the same crime?
- ❑ Now read the next part of the story to the group:

"Incidents like this had happened before, and so Dudley, Stephens and Brooks were very surprised when they were immediately charged with murder - although the charge against Seaman Brooks was later dropped. There was a lot of public interest in the story as it was reported in detail by the

newspapers. Money was collected to pay for lawyers to defend the men in court. At the trial, everyone agreed about the facts of the case, but the jury were faced with a difficult task. They sympathised with the three men, and would have liked to agree that it was not wrong for someone to kill another to save his or her own life. But they did recognize that to kill someone intentionally who was not threatening your own life must be murder. The judge offered the jury a way out of this problem by allowing them to take the unusual step of a 'special verdict'. In this, the jury stated the facts of the case, but left a panel of five judges to decide whether Dudley and Stephens were guilty of murder."

- Ask the participants in their groups to answer the following questions:
- If you were one of the five judges, would you find Dudley and Stephens guilty or not guilty of murder?
 - Why?
 - If they are guilty, how should they be punished?
- Now explain what happened:

"The court passed a verdict of murder on Dudley and Stephens. The sentence for murder was death, but in this case it was changed to six months imprisonment. By the standards of the time, and compared with the treatment given to other sailors in a similar position, this was still thought by many to be severe."

Questions:

- Richard Parker's right to life was violated. What about the right to life of the other men in the boat?
- What would you have done? Would you die rather than kill someone else?
- This story happened 64 years before the Universal Declaration of Human Rights was made. Does this make any difference to Richard Parker's right to life?
- Some people argue that there are "natural" laws and rights which have always existed, and which are common-sense and fair. For example, the right to be free would be a "natural" right. Do you agree that with this idea?
- What other things, apart from life itself, do you think we might have a "natural" right to? Make a list and compare it with the rights in the Universal Declaration of Human Rights.

Choices:

- What if the men had not told the authorities that they killed the boy? Ask participants to make a play, stories, poems, or imaginary letters in which they imagine that they are the three men ten years after the story. How would they feel about what they did? Would they feel guilty? Why/Why not?
- How would you react if you were a friend of Richard Parker?
- As a project, group members to survey their friends and family, asking: What do you think are your natural rights? The resulting data could be collated and used for discussion.

What's fair? - activities about justice

- ❑ These activities about justice use the discrimination faced by women and minorities as a way to examine everyday injustice.
- ❑ The aim is to show that large numbers of people are unfairly denied their human rights in everyday situations, and that this should be opposed and overcome.
- ❑ Activities should be chosen or adapted to suit the needs of your group.

Vesna's Story

*(Adapted from p.16 of Understand the Law 1995, The Citizenship Foundation)
This activity is appropriate for ages 14-18 and 18 plus.*

Aim: This case study about racial discrimination aims to explore issues of justice and human rights.

Learning point:

- ❑ Discrimination, including racial discrimination, is a violation of human rights.

Time: About an hour and a half

What you need: A copy of the Simplified Version of the Universal Declaration of Human Rights for each group.

How to do it:

- ❑ Form into small groups of five or six.
- ❑ Explain that many countries have laws against unfair discrimination on the grounds of race or sex. Also the Universal Declaration of Human Rights contains articles against discrimination.
- ❑ Ask the participants in their groups to identify which articles in the Universal Declaration of Human Rights are relevant to discrimination. (They may wish to consult the simplified version of the Universal Declaration of Human Rights. Note: Almost every article is relevant in some way.)
- ❑ Ask them to justify their choice to the whole group by giving a practical example of how that article counters discrimination.
- ❑ Read out Vesna's Story:

Vesna is a Roma woman. This is her story.

"I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 18 and 23. I'm 19, so I went in and asked about the job but was told by the manageress to come back in two days because not enough people had applied.

I returned twice, and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manageress was too busy to see me, but I was told that the vacancy had been filled.

After I left the shop, I was so upset that I asked a non-Roma friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."

- Now read out the manageress's response:

"I felt that Vesna would find it difficult to work here, because of the distance that she would have to travel in to work each day. It would be an eight-mile journey on two buses. It makes it very difficult to run the shop if staff are always late. I'd much prefer to appoint someone from this area. The person to whom I offered the job seemed just right."

- Ask participants in their groups to decide:

- Do you think Vesna was discriminated against? Why?
- If so, what do you think the shop should have to do?
- What could Vesna do about this situation? Do you think her non-Roma friends should help her to get justice? How?

- Now explain what happened:

Vesna took her case to a special European court which enforces the law about discrimination. The court agreed that she had been discriminated against. Several other people who lived far away from the shop had been interviewed. The girl who got the job was only 16, white, and lived the same distance from the shop as Vesna. The shop had to give Vesna some money for the injury to her feelings."

Questions:

- Vesna was unfairly discriminated against because of her ethnicity. The manageress didn't really know anything about her. Which groups of people are discriminated against in your country? Why? Do you agree with this discrimination?
- Do you know anything about these groups? Do you think this knowledge is accurate?
- "Ignorance encourages prejudice and makes discrimination possible". Do you agree with this statement?

Choices:

- As an action, ask the group to write stories, poems, a play or make cartoons/pictures about a time when they felt unfairly discriminated against. For example, because of their sex or age. What would it be like to be discriminated against all the time? If everyone agrees, display these.
- As a project the group could find out about a group in your country which is discriminated against, focusing on the question, Is this discrimination justified? What could be done to change the circumstance. Present your information to the group and work on a plan towards rectifying the problem.

She doesn't work

This activity is appropriate for ages 14-18 and 18 plus

Aim: This project activity aims to draw attention to discrimination against women and to encourage them to challenge it.

Learning point:

- ❑ Discrimination against women is a violation of human rights.

What you need:

- ❑ Simplified Version of the Universal Declaration of Human Rights from page 163.
- ❑ Text "She doesn't work".
- ❑ Blackboard or large piece of paper

Time: Two sessions

How to do it:

- ❑ Read, or ask a group member to read the text "She doesn't work".
- ❑ With the whole group, make a quick list of all the jobs which a wife does.
- ❑ Now brainstorm reasons why the husband doesn't think his wife "works". Encourage participants to think of as many reasons as possible why the husband might think like this. For example, it might be because she is unpaid, or because he thinks his work is harder. See Part Two for advice about brainstorming. Spend about five minutes on this part.
- ❑ Now, brainstorm reasons why the wife's responsibilities are work. For example, her longer working day. Spend about five minutes on this part.
- ❑ Explain that Articles 1 and 2 of the Universal Declaration of Human Rights, or it's summary, specifically mention sexual equality. Read these articles - either the full or simplified versions. (See Part Four of this manual).
- ❑ Ask the group to form pairs. Each pair should make a list of all the work which has to be done in and around **their** home.
- ❑ After five minutes, go around the pairs, asking for one item from each pair's list until there are no more suggestions. Write all the suggestions up on the wall.
- ❑ Form groups of four or five. Ask each group to write their own questionnaire about household work. The aim of the questionnaires is to find out about housework in their own area. They will need to phrase the questions in such a way as to find out as much as possible about the subject from the people they interview. They could include questions such as:
 - Who makes the meals in your house?
 - Do men and children help around your house?
 - How long does housework take?
 - Do the women have other jobs to do in addition?
- ❑ Each questionnaire will probably be different. Alternatively, the group could work together to make one questionnaire.
- ❑ Allow a week for participants to make a survey about housework in the community, using their questionnaires. Remind them to question both men and women!
- ❑ After the survey has been done, have a report-back session, where each group member is allowed to contribute one thing that they discovered through the survey.

- During or after the report-back, use the following questions to help participants to analyze their results.

Questions:

- Did you discover anything surprising?
- How did you feel about what you found?
- Did your discoveries change the way you think about the work women do? Why/ Why not?
- Did you discover any tasks which could only be done by men?
- Did you discover any tasks which could only be done by women?
- Would the young men like to do all the work that women do? Why/ Why not?
- Is it right for women to have to do all this work?
- What can we do in our schools, the workplace, in our homes, and in society at large, to treat each other more equally? Which tasks could be done by men or women? Which tasks could be done together?
- Has the role of men and women in your county changed in recent years? Discuss.
- What can we attribute this change to?
- What kind of changes need to be made in the future? How can these changes be brought about?
- What role can you play in bringing about such change?

Choices:

- As a project, ask the group to write an article for the local newspaper which outlines the findings of their research. Some members of the group could take responsibility for meeting with the editor and discussing any changes which might have to be made so that the article can be published.

She doesn't work

"Have you many children?" the Doctor asked.

"Sixteen born, but only nine live," he answered.

"Does your wife work?"

"No, she stays at home."

"I see. How does she spend her day?"

"Well, she gets up at four in the morning, fetches water and wood, makes the fire and cooks breakfast. Then she goes to the river and washes clothes. After that she goes to town to get corn ground and buy what we need in the market. Then she cooks the midday meal."

"You come home at midday?"

"No, no. She brings the meal to me in the fields, about three kilometres from home."

"And after that?"

"Well she takes care of hens and pigs. And of course she looks after the children all day. Then she prepares supper so that it is ready when I come home."

"Does she go to bed after supper?"

"No, I do. She has things to do around the house until nine o'clock."

"But you say your wife doesn't work?"

"No. I told you. She stays at home."

Advantages and disadvantages

(Adapted from Amnesty International USA HRE Resource Notebook: Women's rights)

This activity is appropriate for ages 14-18 and 18 plus

Aim: This activity helps young people to examine their own attitudes and perceptions about the differences between the way men and women are treated in society.

Learning point:

- Discrimination against women is a violation of human rights.

What you need: The Simplified Version of the Universal Declaration of Human Rights. Pens and paper

Time: One hour

How to do it:

- ❑ Form small groups of males and females. Ideally, there will be an equal number of male and female groups. Explain that each group will be asked to make a list and that this will be used for a discussion.
- ❑ Ask each group of **males** to make a list of the advantages and disadvantages of being **female**. Females do the same for males. Allow ten minutes for this.
- ❑ The lists should have an equal number of advantages and disadvantages.
- ❑ Now pair each group of males with a group of females. Each female group reports its list to a male group and responds to the male group's reactions.
- ❑ Now each male group reports its list to a female group and responds to the female group's reactions.
- ❑ Discuss how this exercise and your findings relates to the simplified version of the United Declaration of Human Rights.
- ❑ If necessary, use the following questions to start a discussion.

Questions:

- ❑ Was it easy to think of the advantages and disadvantages of being a male or female? Why? Why not?
- ❑ Did you find yourselves listing things which could be called sexist?
- ❑ Do you think those sorts of generalizations about people are realistic? Do they apply to the people you know?
- ❑ Was it a useful activity? Why? Did you learn anything that you didn't know before?
- ❑ What have you learned about gender stereotyping and the value of all work?

Choices:

- ❑ This activity can also be used to examine other differences apart from gender, such as class or religion.

My rights / Your rights - A situation where rights conflict

- ❑ These activities use imaginary situations to help young people to understand that where one persons' rights end and the rights of the next person begin, conflicts can occur. In the game 'What now', participants must cooperate to find solutions to these situations where rights conflict.
- ❑ Activities should be chosen or adapted to suit the needs of your group.

Refugee role-plays

Aim: This activity uses a role-play where refugees and border officials express different points of view on the rights of refugees. This role-play is designed to increase young peoples' knowledge about refugee rights.

Learning point:

- ❑ Refugees are a specially vulnerable group who have specific rights.

What you need:

- ❑ Immigration officers arguments and options.
- ❑ Refugees arguments and options.
- ❑ Information about refugees.

Time: One hour

How to do it:

- ❑ Start by brainstorming to find out what group members think about refugees. Write the word "refugee" on the wall, and ask the participants to say the first things which the word makes them think of.
- ❑ Read the Information about refugees to the group to introduce the subject.
- ❑ Consulting the advice on using role-play in Part Two, help the class to play the following role-play.
- ❑ Read out the following scenario (if you wish, you can invent imaginary names for countries X and Y):
- ❑ "It is a dark, cold and wet night on the border between X and Y. A column of refugees has arrived, fleeing from the war in X. They want to cross into Y. They are hungry, tired and cold. They have no money, and no documents except their passports. The immigration officials from country Y have different points of view - some want to allow the refugees to cross, but others don't. The refugees are desperate, and use several arguments to try to persuade the immigration officials.
- ❑ Ask one third of the participants to imagine that they are the immigration officers from country Y. Give this group the Immigrations officers' arguments and options.
- ❑ Ask another third to imagine that they are refugees. Give this group the Refugees arguments and options.
- ❑ Tell the players that they can use the arguments on their cards and any other relevant arguments they can think of. If it helps, draw a line along the floor to symbolise the border. Tell them that when the role-play begins, they have ten minutes to reach some sort of conclusion, which may be one of the options listed, or another solution.
- ❑ It is up to you and the participants to decide whether the refugees and the immigration officers will put their arguments as a group, or whether they will individually take responsibility for raising individual arguments.
- ❑ Ask the remaining third of the people to act as observers. (Half can monitor the "immigration officers", and half can monitor the "refugees".)
- ❑ Give the refugees and the immigration officers a few minutes before the roleplay to read through their arguments and options and to decide on tactics.
- ❑ Start the role-play. Use your own judgement about when to stop.
- ❑ After the role-play, discuss what occurred, using the following questions. This is important to draw out the points which have been learned.

Questions:

- ❑ How did the situation work out? What happened?
- ❑ How did it feel to be a refugee?
- ❑ How did it feel to be an immigration officer?
- ❑ Refugees have a right to protection under the 1951 Convention Relating to the Status of Refugees. Were these refugees given their right to protection? Why/why not?
- ❑ Do you think that a country should have the right to turn away refugees?
- ❑ Would you do this yourself? What if you knew they faced death in their own country?

Choices:

- If there is time, play the role-play again, but the participants who were immigration officers must now be refugees.
- The Office of the United Nations High Commissioner for Refugees (UNHCR) is responsible for protecting the rights of refugees. Ask the participants in groups to pretend that they are an official team sent by UNHCR to help the refugees from country X. Ask them to write an official report including the following issues:
 - What arguments could you use to persuade the immigration officers to let the refugees in?
 - Are the immigration officers doing anything wrong?
 - Are any of the articles of the Human Rights Documents in Part Four of this manual relevant?
 - What could be done with this report to make country Y protect the rights of the refugees?
 - As a project, refugees in your country could be useful resources for your group to find out more about the problems of securing rights as a refugee.
 - Check the newspapers for local refugee case studies and discuss with the group.
 - As an action, students could gather essential items and deliver them to refugees who are sheltering in your country.

Immigration officers' arguments and options:

You can use these arguments and any others you can think of:

- They are desperate, we can't send them back.
- If we will send them back we will be responsible if they are arrested, tortured or killed.
- We have legal obligations to accept refugees.
- They have no money, and will need state support. Our country cannot afford that.
- Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?
- Our country is a military and business partner of country X. We can't be seen to be protecting them.
- Maybe they have skills which we need?
- There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.
- If we let them in, others will also demand entry.
- They don't speak our language, they have a different religion and they eat different food. They won't integrate.
- They will bring political trouble.

Before the role-play, think about the following options:

- What is your responsibility as an immigration official?
- Will you let all of the refugees across the border?
- What will you base your decision upon? Will these decisions be based on fixed principles or international legislation, or will there be some degree of subjectivity?
- Will you let some across the border?
- Will you split them up by age, profession, wealth?
- Will you do something else instead?

Refugees' arguments and options:

You can use these arguments and any others you can think of:

- It is our right to receive asylum.
- Our children are hungry, you have a moral responsibility to help us.
- We will be killed if we go back.
- We have no money.
- We can't go anywhere else.
- I was a doctor in my home town.
- We only want shelter until it is safe to return.
- Other refugees have been allowed into your country.

Before the role-play, think about the following options:

- Will you split up if the immigration officers ask you to?
- Will you go home if they try to send you back?
- Are there international laws which protect you as a refugee and guarantee you a safe haven?

Information about refugees

Every year tens of thousands of people leave their homes and often their countries because of persecution or war. These people become refugees. They nearly always have to move suddenly, leaving their possessions behind, tearing families apart. Many are never able to return to their homes. In 1992 there were almost 19 million refugees in the world. The numbers grow every year. Most refugees seek safety in a neighbouring country. Others have to travel great distances to find safety. Refugees often arrive at airports and sea ports far from their native land, asking for entry.

In 1951, the United Nations adopted the **Convention Relating to the Status of Refugees**. More than half of the countries in the world have agreed with the Convention. They give protection to refugees and agree not to force them to return to their country to risk persecution or death. Article 33 of the Convention says: "No Contracting State shall expel or return a refugee in any manner whatsoever to the frontiers of territories where his/her life or freedom would be threatened on account of his race, religion, nationality, membership in a particular social group or political opinion."

This also applies if a government wants to send a refugee to another country from which the refugee might be sent home. Governments must hear the claim of a refugee who wants to find safety (seek asylum) in their country. This principle applies to all states, whether or not they are party to the 1951 Convention.

According to the Convention, a refugee is someone who has left their country and is unable to return because of a real fear of being persecuted because of their race, religion, nationality, membership of a particular social group, or political opinion.

The 1951 Convention also says that refugees should be free from discrimination and should receive their full rights in the country where they are seeking asylum or safety. There are many articles of the Universal Declaration of Human Rights protect refugees. Often however, countries disagree about who is a "genuine" refugee. The media and politicians often demand limits on the number of refugees, saying that they cause racial tension, and shortages of housing and jobs.

In recent years the governments of many of the world's richest countries have reduced the number of refugees they allow in, for two reasons. First, air travel has become cheaper, meaning that more refugees from developing countries want to enter developed countries. Second, the world economic downturn has reduced the need for large workforces. This means that refugees who used to come as migrant workers now have to apply for refugee status.

To justify restrictions on refugees, rich countries often say that refugees are not victims of

oppression, but just want a better standard of living. They call them "economic migrants". To protect the rights of refugees the **Office of the United Nations High Commissioner for Refugees (UNHCR)** based in Geneva, was established by the UN General Assembly on 14 December 1950.

Governments often argue that refugee's fears are exaggerated or untrue. Refugees are protected from this argument by organisations who use evidence of human rights violations in the refugee's country to persuade the government to let them apply for asylum.

Action! - A Practical Guide to Human Rights Activism

- ❑ These activities help young people to think of human rights as something which they are able to defend and fight for, wherever they live. There are also suggestions for action in the Choices parts of many of the activities in the preceding pages.
- ❑ This section offers practical hands on advice on how to organize for action by establishing campaigns, which relate to your education work. Different campaign techniques are described such as letter writing, petitions and lobbying.

The Power of Action

This activity is appropriate for ages 14-18 and 18 plus.

Aim: This case study about a famous human rights campaigner aims to show the power of action by giving an example of someone who acted successfully to obtain their rights.

Learning point:

- ❑ Individuals, and especially groups, can act to successfully oppose human rights violations.

What you need: Mahatma Gandhi's Story from the next page.

Time: About half an hour

How to do it:

- ❑ Read, or ask the group members to read, Gandhi's story.
- ❑ Use the questions below to start a discussion. (The advice on discussion from Part Two may be helpful here).

Questions:

- ❑ What do you think prompted Gandhi to take action?
- ❑ The Indian people protested without violence. Why do you think this was?

- ❑ If they had protested violently, for example, by killing British soldiers, what do you think the British would have done? Do you think many Indian people would have died too?
- ❑ Gandhi asked for "world sympathy in this battle of Right against Might." Do you think that the other people of the world would have been so sympathetic if the Indians had attacked the British? Why?
- ❑ Do you think that peaceful protest was the right choice in this case? What about other cases? For example, in your own country?
- ❑ What are some examples of peaceful protest that have occurred in your community or around the world? Have these types of protest been successful? Why or why not?
- ❑ What are the advantages associated with peaceful social protest?

Choices:

- ❑ Give the group an example of a person or a group from your own country who acted to obtain their rights. As a project the group could research this person or group and make a poster picture, story or play to show what they found out.
- ❑ As a group, brainstorm how you would set up an organisation to deal with a pressing local issue. Consider putting into action.

Mahatma Gandhi's Story

The Mahatma (Great Soul) gave a new meaning to non-violence. He said that anything gained through violence was not worth having.

Born Mohandas Karamchand Gandhi in Gujarat, India in 1869, he qualified as a lawyer in England before practising in South Africa. There he experienced racial discrimination for the first time. There were laws to stop people without white skin from doing many things, such as becoming a lawyer or travelling in the first class compartments of trains. Gandhi saw that many black people in South Africa were poor and they were treated badly by the whites. He organized protests and went to prison fighting against injustice.

From the beginning of his life as a protester Gandhi was directed by his deep religious convictions. He believed that violence was always wrong.

Gandhi returned to India in 1915. There was a great poverty among the Indian people too. The British were ruling India harshly, taking taxes that the people could not afford, preventing Indian people from ruling their own country, discouraging their industry and using force to control the people.

In 1930 Gandhi began to protest the salt tax, which initially was seen as of little concern to the British. During this time salt was collected from the oceans, processed, and sold by British government who made money from it. Gandhi said that the salt belonged to India and that he would break this law.

First, he asked to discuss the issue with the head of the British government in India the Viceroy. The Viceroy refused, thinking it was unimportant. Then, on 12 March 1930, when he was sixty years old, Gandhi set out with his followers to march 322 kilometres from his home to the sea to make salt. For twenty-four days the people of India and the rest of the world followed his progress. The anticipation was intense. On 6 April, with thousands of onlookers Gandhi walked into the sea and picked up a handful of salt. This act of defiance was a signal to the nation. All along the coast of India people made salt illegally. He wrote, "I want world sympathy in this battle of Right against Might." A month later Gandhi was arrested and tens of thousands had been put in prison.

Gandhi and the people of India spent many years protesting before the British finally left. They continued to march, to refuse to cooperate, and to stretch British resources by allowing themselves to be imprisoned. Finally India achieved success in 1947 when the British gave up their rule and India became independent.

Action Role-plays

This activity is appropriate for ages 14-18.

Aim: This roleplay activity aims to encourage young people to apply their rights in real situations.

Learning point:

- ❑ Human rights violations occur in everyday situations and can be opposed by everyday people.

What you need:

- ❑ Simplified version of the Universal Declaration of Human Rights, (enough for one copy per four or five students - these can be hand-copied).
- ❑ Advice on using roleplay from Part Two.
- ❑ Roleplay situations from the next page.

Time: One and a half hours

How to do it:

- ❑ Divide into small groups of three or four. Read out roleplay One and ask the group to identify the articles of the Universal Declaration of Human Rights which are relevant to it. Below are some likely answers, but this list is not exhaustive. Allow five to ten minutes for this.
- ❑ Repeat for roleplays Two and Three.
- ❑ In roleplay One, the most relevant articles are:
 - Article two, articles six and seven, and article thirteen.
- ❑ In roleplay Two, the most relevant articles are:
 - Article twenty and article twenty-three.
- ❑ In roleplay Three, the most relevant articles are:
 - Articles nineteen and twenty, and article twenty-four.
- ❑ Now re-arrange into three groups, and give each group one of the roleplay situations. Ask each group to roleplay their situation, with their own ending. They will need to decide who will play each role, and how to play the end of the situation.
- ❑ Ask each small group in turn to play their roleplay for the whole group. After each roleplay performance, ask the players how it felt, then ask the participants to think of other possible endings. Encourage them to think about ways in which the people in the situations could prevent their rights being violated.

Choice:

- ❑ If the group is small, or there is a lack of time, a few members could perform one roleplay for the whole group.

Role-plays:

One: Ida wants to cross the border into the neighbouring country to visit her daughter, who has married someone from that country. The border officials refuse to let her in. They say that she is too poor to pay for a hotel in their country.

Two: Ivan is a cleaner in car wash company. In the winter his hands are hurt by pieces of ice. His boss said he will not buy gloves for Ivan because they are very expensive. Ivan can't afford to buy them for himself. He asks his Union to help. When his boss finds out, Ivan loses his job.

Three: The last park in town is going to be made into a car park. Ten people from the neighbourhood demonstrate peacefully in the park, saying they need a place to relax and for their

children to play in. The Police come and say that they are not allowed to demonstrate and that they should go home. The demonstrators sit down on the ground and refuse to move. The police move them by force, hurting some of them.

Campaigning and Education

What is it, and why do it?

- ❑ Campaigning focuses on selecting a specific course of action in order to achieve identified objectives. Approaches to strategic campaigning may include, letter writing, lobbying, demonstrations, and generating public awareness. The action component of human rights education is very important. Campaigning allows group members to become active for human rights.

How to do it:

- ❑ Begin by deciding what strengths, weaknesses, and what external factors could inhibit or enhance the quality of your work. You may want to harness the support of the media, or a special interest group. Decide how you will deal with such forces, if at all.
- ❑ Deciding what problem or issue you would like to address. Consider the following questions:
 - What is the human rights situation in the target country? Are torture and ill-treatment of prisoners or disappearances widespread?
 - What is your specific objective? What do you want to achieve?
 - Who specifically is responsible for the human right situation you are concerned about?
 - Who indirectly can be held responsible for the situation in question? Are they politicians, police or prison officials?
 - Who can influence those responsible? Doctors, politicians, religious organizations, journalists, etc. What other information do you need to encourage support of your campaign? How can you develop awareness of this and related human rights issues to compliment your action?
- ❑ Chose a specific campaign approach, lobbying, petitions, educational campaign, etc.
- ❑ Create an action plan! Decide what you need to do, who will do it, when, and how much it will cost.
- ❑ Put your plan into action! Remember to periodically evaluate your progress and modify your plans in order to ensure success.

Remember!

Always give people information about the human rights situation they are campaigning on.

Letter-Writing

What is it, and why do it?

- ❑ Letter writing is the writing and sending of numerous letters to influential individuals in order to end human right abuses and violations. The advantages of letter writing campaigns include:
 - They are easy to organize
 - They are a low cost means by which to influence governments
 - They take advantage of the way bureaucratic systems work

How to do it:

- ❑ Decide who your target group will be, for example, government officials, military commanders, editors of newspapers, embassies, human rights and non-governmental organizations or even the family of the prisoners in questions.

- ❑ Decide as a group the objective of the campaign and the type of information that will appear in your letters. What information will you need to give people that they understand the issue? How will you present this?
- ❑ You may chose to write individual personal letters or generate several standard letters in which the text may be slightly modified. The disadvantage with the standard letter is that although the initial letter may have a substantial impact, a higher volume of letters needs to be produced in order to have the same response as a smaller volume of personalized letters.
- ❑ You may want to set up a stand in a high traffic area, with letters, and stamped envelopes or postcards to encourage people outside of your group to support your cause. Remember to ask such individuals to include their personal return address. Asking for donations to help cover the cost of postage would also be appropriate during this time.

Petitions

What is it, and why do it?

- ❑ A petition is a short and simple statement which is made by a group. Members of the pubic are encourage to sign the petition which in turn will be delivered to a particular government official or minister. Generating a petition is a simple, fast and easy way for the general public to show their support for a specific issue. The more names you collect the more impact your petition is likely to have.

How to do it:

- ❑ Decide what your objective will be, and to whom it will be sent.
- ❑ Create a SHORT and SIMPLE statement outlining your objective. The longer the statement the less likely a passerby will be to stop to read and sign your petition. Each page of your petition should include:
 - the contact information for your particular organization
 - the statement
 - space for names, addresses and signatures
 - and a column for additional comments
- ❑ Consider where you will set up your stand in order to get the maximum number of individuals to sign your petition.
- ❑ Decide how you will deliver the petition, for example, by way of a personal meeting with a government official or via the mail.
- ❑ Consider calling the media to be present during your signing campaign and when you deliver your petition, this will ensure maximum impact. It is also an opportunity for public raising awareness of human rights in general.
- ❑ Your petition can take on numerous forms, for example, a large scroll, or even a banner. Be creative!

Choices

- ❑ Why not use your petition to lobby a government minister about the issue.
- ❑ You could hold a public meeting and invite a speaker who knows about the issue to speak. This will develop public awareness and generate support for your campaigning.

Lobbying

How to do it?

- ❑ You could hold a peaceful public protest outside of your government's legislature.
- ❑ Successful lobbying is the product of a clear focus, well defined objectives, the credibility of the group or organization, the use of reliable information, access to target groups, professionalism, and above all timing. Successful lobbying takes time, so don't be disappointed if your initial efforts are not met with much success- be patient and persistent and success is sure to follow

Part Four: Human Rights Documents

This part contains:

- Universal Declaration of Human Rights
- Simplified Version of the Universal Declaration of Human Rights
- Simplified Version of the Convention on the Rights of the Child
- Summary of Rights from the Convention on the Rights of the Child

We wrote the summarised documents on papers on the walls of the classroom - they were, literally, the background to every activity!

Croatian school visitor

Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly Resolution 217 A (III) of 10 December 1948

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, the full text of which appears below. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

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 all 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 people 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 cooperation 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, now, 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.

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.

(1) 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.

(2) 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.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) 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.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) 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.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) 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 whether alone or in community with others and in public or private, to manifest his religion of 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.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) Everyone has the rights of equal access to public service in his country.

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) 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 cooperation 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.

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) 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, of necessary, by other means of social protection.
- (4) 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.

- (1) 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.
- (2) 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.

- (1) 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.
- (2) 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.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

- (1) 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.

(2) 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.

(1) Everyone has duties to the community which alone the free and full development of his personality is possible.

(2) 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.

(3) 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.

Simplified Version of the Universal Declaration of Human Rights

Summary of Preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

A summary of the Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Every one has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.

- 14.** Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
- 15.** Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
- 16.** Everyone has the right to marry and have a family.
- 17.** Everyone has the right to own property and possessions.
- 18.** Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
- 19.** Everyone has the right to say what they think and to give and receive information.
- 20.** Everyone has the right to take part in meetings and to join associations in a peaceful way.
- 21.** Everyone has the right to help choose and take part in the government of their country.
- 22.** Everyone has the right to social security and to opportunities to develop their skills.
- 23.** Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
- 24.** Everyone has the right to rest and leisure.
- 25.** Everyone has the right to an adequate standard of living and medical help if they are ill.
- 26.** Everyone has the right to go to school.
- 27.** Everyone has the right to share in their community's cultural life.
- 28.** Everyone must respect the 'social order' that is necessary for all these rights to be available.
- 29.** Everyone must respect the rights of others, the community and public property.
- 30.** No one has the right to take away any of the rights in this declaration.

Simplified Version of the Convention on the Rights of the Child

The aim of the Convention is to set standards for the defence of children against the neglect and abuse they face to varying degrees in all countries every day. It is careful to allow for the different cultural, political and material realities among states. The most important consideration is the best interest of the child. The rights set out in the Convention can be broadly grouped in three sections:

Provision: the right to possess, receive or have access to certain things or services (e.g. a name and a nationality, health care, education, rest and play and care for disabled and orphans).

Protection: the right to be shielded from harmful acts and practices (e.g. separation from parents, engagement in warfare, commercial or sexual exploitation and physical and mental abuse).

Participation: The child's right to be heard on decisions affecting his or her life. As abilities progress, the child should have increasing opportunities to take part in the activities of society, as a preparation for adult life (e.g. freedom of speech and opinion, culture, religion and language).

Preamble

The Preamble sets the tone in which the 54 articles of the Convention will be interpreted. The major UN texts which precede it and which have a direct bearing on children are mentioned, as is the importance of the family for the harmonious development of the child, the importance of special safeguards and care, including appropriate legal protection, before as well as after birth, and the importance of the traditions and cultural values of each people for the child's development.

Article 1: Definition of the child

Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.

Article 2: Non discrimination

All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discriminations.

Article 3: Best interests of the child

In all actions concerning children, the best interest of the child shall be the major consideration.

Article 4: Implementation of rights

The obligation on the State to ensure that the rights in the Convention are implemented.

Article 5: Parents, family, community rights and responsibilities

States are to respect the parents and family in their child rearing function.

Article 6: Life, survival and development

The right of the child to life and the state's obligation to ensure the child's survival and development.

Article 7: Name and nationality

The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents.

Article 8: Preservation of identity

The obligation of the State to assist the child in reestablishing identity if this has been illegally withdrawn.

Article 9: Non-separation from parents

The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.

Article 10: Family reunification

requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.

Article 11: Illicit transfer and non-return of children

The State shall combat child kidnapping by a partner or third party.

Article 12: Expression of opinion

The right of the child to express his or her opinion and to have this taken into consideration.

Article 13: Freedom of expression and information

The right to seek, receive and impart information in various forms, including art, print, writing.

Article 14: Freedom of thought, conscience and religion

States are to respect the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child's evolving capacities.

Article 15: Freedom of association

The child's right to freedom of association and peaceful assembly.

Article 16: Privacy, honour, reputation

No child shall be subjected to interference with privacy, family, home or correspondence.

Article 17: Access to information and media

The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

Article 18: Parental responsibility

Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

Article 19: Abuse and neglect (while in family or care)

States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.

Article 20: Alternative care for children in the absence of parents

The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child's religious, cultural, linguistic or ethnic background in the provision of alternative care.

Article 21: Adoption

States are to ensure that only authorised bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

Article 22: Refugee children

Special protection is to be given to refugee children.

States shall cooperate with international agencies to this end and also to reunite children separated from the families.

Article 23: Disabled children

The right to benefit from special care and education for a fuller life in society.

Article 24: Health care

Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

Article 25: Periodic review

The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

Article 27: Social security

The child's right to social security

Article 27: Standard of living

Parental responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.

Article 28: Education

The right to free primary education, the availability of vocational educating, and the need for measures to reduce the drop-out rates.

Article 29: Aims of education

Education should foster the development of the child's personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child's country and that of others.

Article 30: Children of minorities and indigenous children

The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practise his or her own language.

Article 31: Play and recreation

The right of the child to play, recreational activities and to participate in cultural and artistic life.

Article 32: Economic exploitation

The right of the child to protection against harmful forms of work and against exploitation.

Article 33: Narcotic and psychotic substances

Protection of the child from their illicit use and the utilisation of the child in their production and distribution.

Article 34: Sexual exploitation

Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

Article 35: Abduction, sale and traffic

State obligation to prevent the abduction, sale of or traffic in children.

Article 36: Other forms of exploitation

Article 37: Torture, capital punishment, deprivation of liberty

Obligation of the State vis-a-vis children in detention.

Article 38: Armed conflicts

Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

Article 39: Recovery and reintegration

State obligations for the reeducation and social reintegration of child victims of exploitation, torture or armed conflicts.

Article 40: Juvenile justice

Treatment of child accused of infringing the penal law shall promote the child's sense of dignity.

Article 41: Rights of the child in other instruments

Article 42: Dissemination of the Convention

The state's duty to make the convention known to adults and children.

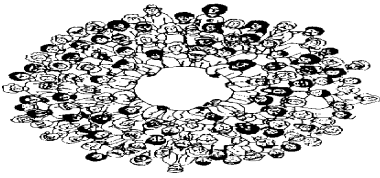
Article 43-54: Implementation

These paragraphs provide for a Committee on the Rights of the Child to oversee implementation of the Convention.

The titles of articles are for ease of reference only. They do not form part of the adopted text. (UNICEF - UK)

Summary of Rights from the Convention on the Rights of the Child

- ❑ Children have the right to be with their family or with those who will care for them best.
- ❑ Children have the right to enough food and clean water.
- ❑ Children have the right to an adequate standard of living.
- ❑ Children have the right to health care.
- ❑ Disabled children have the right to special care and training.
- ❑ Children have the right to play.
- ❑ Children have the right to free education.
- ❑ Children have the right to be kept safe and not hurt or neglected.
- ❑ Children must not be used as cheap workers or as soldiers.
- ❑ Children must be allowed to speak their own language and practise their own religion and culture.
- ❑ Children have the right to express their own opinions and to meet together to express their views.

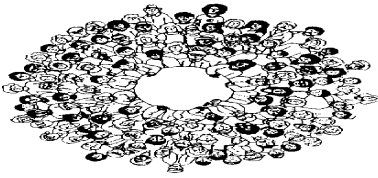


Part Five: Next Steps

This part contains:

- Building a Human Rights Education Network
- Organizing a Human Rights Education Workshop
- Example of a Human Rights Education Workshop
- Evaluating your Human Rights Education Workshop
- Useful Organizations
- Possible Funders
- Useful Books

We didn't think so many people would be so interested.



Hungarian Workshop Organizer

Building a Human Rights Education Network

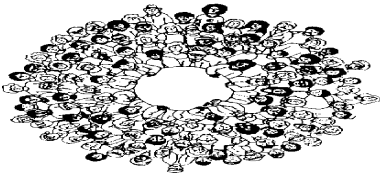
Why build a network?

Efficiency: In your country, there will be people who are already interested in introducing human rights in their teaching, youth or community work, or who have an official responsibility for this. If you can share information, plan together, and act together, it saves a lot of time and energy. Amnesty International will help you to find others who share your interest.

Pressure: If your country has recognized international documents such as the Universal Declaration of Human Rights, officials are obliged to act to further human rights. Acting as a network can make it easier to persuade officials to support your Human Rights Education work. For example, by giving teachers paid leave to attend training. In some countries, officials have also provided money and space for workshops.

Materials: In some countries, such as Romania and Albania, networks have created Human Rights Education materials of their own, as well as translating and adapting foreign materials. These networks have also organized the testing of materials in the classroom, and their distribution to teachers.

Advice from other networks: Organizations in your country which campaign for the rights of women, minorities, children, disabled people and other groups, can give new networks advice based on their experience.



Foreign contacts: Teachers, students, university staff and people in other countries will probably be more interested in contact with a network than with individuals or single schools, universities or youth groups. This is because contact through a network is more efficient in terms of time, money and energy.

Access to funds: For the same reason, a network is more likely to be able to access funds. Grant-making bodies prefer to give money to a group of individuals who will have the energy to complete a project, than to an individual. If the network includes groups of people who are working on different aspects of the same thing, then a joint project and a joint application for funds will be possible. For example, a group of people in one town might be able to do the organisation for a training by trainers from another town. Both groups would benefit from this co-operation.

The following questions may help you to start a network:

If a network does not already exist in your area, you could start by asking yourself these questions. Are there people with experience or interest in Human Rights Education in your country? Who do you know or already have contact with? Where? Here are some ideas of people you might want to contact:

Do you have contacts in schools?

Pre-school, primary, secondary teachers
Students, parents
Head teachers
Psychologists, social workers, pedagogues, other staff

Do you have contacts in Educational Institutions?

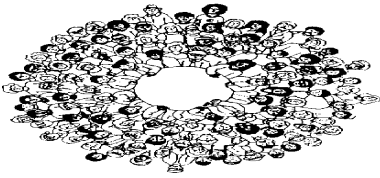
Adult educators, researchers in education, librarians
University staff, teacher trainers

Do you have contacts in Educational Authorities?

Policy makers, evaluators

Do you have contacts in Non-Governmental Organizations (NGOs)?

In your country? In the region? Abroad?
(Non-Governmental Organizations are groups of people, often volunteers, who are working to change something in their society by peaceful means)



Do you have contacts in the local community, the media?

In radio/ TV/ newspapers

Youth Clubs, Religious organizations

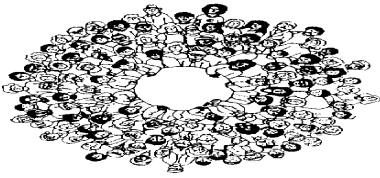
Local Authorities, Trade Unions, Professional Organizations

How can you best use these contacts? What are your priorities? For example:

- Which people are most useful to have contacts with?
- How many people do you have the time, energy and resources to contact?
- Is it best to concentrate on making existing contacts stronger?
- Is it necessary to concentrate on people whose support you need but don't yet have, such as education authorities?

Is it possible or necessary to try to stimulate institutions where you do not know anybody interested in Human Rights Education? For example, in a school where you don't know anyone?

Is it possible or necessary for someone to collect information about Human Rights Education initiatives in a central place? Who? How? For example, someone could keep materials in a special room at a school where they will be available to everyone in the network.



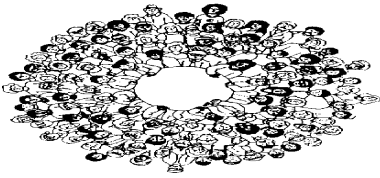
Organizing a Human Rights Education Workshop

By "workshop", we mean a practical training session where trainers and participants work together using participative learning methods like those in this manual to improve their skills, knowledge, and attitudes about human rights and how to introduce them into the school.

Organizing a workshop on Human Rights Education may seem to be a difficult job. However, good planning before the workshop can avoid problems. Even so, no workshop is perfect, and problems will occur, but these should be considered as practical lessons which will help you to do better next time!

How long will it take? Before you do anything, make sure to have enough time, especially if this is your first workshop. If you want to organize a short workshop (one or two days) with one or two trainers you will need at least six or eight weeks to organize it. The more trainers and the longer the workshop, the more time you need. It is always better to have time left over than not enough!

What do I want the workshop to achieve? Think hard about this question. It will save a lot of time and energy if your aims are clear and understood by the training team, the organizers, and the participants. Sending out a questionnaire prior to the workshop, inquiring as to the type of issues the participants would like to explore will be beneficial to both the organizers and workshop trainers. Such an approach will enable you to deliver a well tailored workshop that meets the specific needs of your participants.



Who will participate? For example, if they will be young adults, what age group will they be, do they have experience of Human Rights Education or workshops?. Where will they come from, how will they travel to the workshop, who will pay the travel costs? Are there other groups who could also benefit by participating? For example, students, representatives from local educational authorities, school inspectors, or principals.

What do they need to learn, and how? For example, will there be theoretical presentations or development of practical teaching skills, such as role-play and brainstorming. What are the specific human rights problems that they face in their local area?

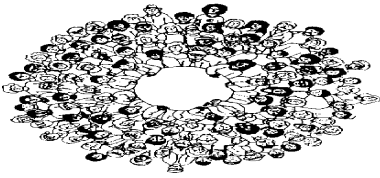
Who can help them to develop these skills? Will trainers come from abroad? Local trainers are cheaper, don't need translation, and are easier to organize, and know more about the situation in your country. How many trainers will you need? It is easiest for a small group of trainers to design a workshop and communicate with each other. However, there need to be enough trainers so that they can take breaks, and so that the participants don't get bored with the same person! Generally, the longer the workshop, the more trainers you need. It is very important that the trainers work as a non-hierarchical team in planning, carrying out, and evaluating the workshop. Although some trainers might have more workshop experience, others might have equally valuable skills, such as a better understanding of the local situation. The training team should remember that they are modeling a democratic style of teaching which can be as important a lesson for the participants as the content of the workshop. A bossy expert can easily contradict with his or her body language the verbal message of equality and human rights.

How many participants and trainers? Having more than twenty-five participants makes communication and active participation difficult. However, larger groups can be split up for some activities. For example, two trainers could manage two groups of 8-10 people. To have too few participants can be a waste of time, energy and money.

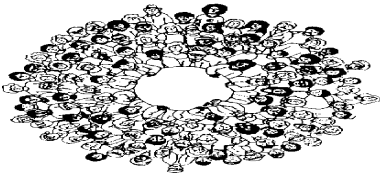
How long will it last? Usually no longer than three or four days consecutively, because participative learning is very tiring. Make enough breaks for participants and trainers to rest, but don't make them too long or time meant for activities will be wasted.

When is the best time? This depends mostly on participants and trainers. Can they take time off from work and family obligations? Some times are better than others. For example, the end of the school year may be bad for students who have more work at that time, but the Spring or Summer breaks might be ideal.

What will need to be organized? Be realistic. It is much better to share responsibility than to have to do everything yourself. You may need to organize:



- ❑ Accommodation for trainers and participants.
- ❑ Workshop space with chairs which can be moved around. Also paper and pens. Enough space, light and privacy are very important. Special equipment, for example, audio-visual, or materials for participative exercises. Remember to check the equipment before the workshop to see if it works! (A note about using modern technology: although technology can make your training exciting and effective, it also breaks down, and can be a distraction. Only use special equipment if it will enhance the workshop.)
- ❑ Money. You might need to pay for accommodation, workshop space, travel, food, preparation of materials, interpreters and so on. Will the costs be covered by education authorities, private companies, foundations, participants? Plan your costs at the start. Don't underestimate.
- ❑ Communication with participants, trainers and funders. Participants need invitation letters with a deadline for applications. They might need the program or some materials in advance. Trainers need to meet in advance or communicate through letters, phone or fax to plan the workshop and decide who will do what. Funders will want to know when to send the money, and how it will be spent.
- ❑ How to build on the workshop? After the workshop, you will probably want to build on the contacts which you made and the skills which you learnt. You could:
 - Ask the workshop participants for their suggestions, comments and criticisms about the workshop. An anonymous questionnaire might help, with questions such as "What was the most/least useful part of the workshop?".
 - Share addresses so that participants can exchange information, support each other, and discuss their experiences.
 - Start a newsletter with ideas, experiences, information....
 - Organize follow-up workshops with more detail about the subjects which participants found most useful.



Example of a Human Rights Education Workshop

- ❑ This three-day workshop is a combination of several Amnesty International Human Rights Education workshops which took place in Central and Eastern Europe in 1995 and 1996. Note that there is a mixture of practical activities, mini-lectures, and discussions. The activities are explained in full in other parts of this manual. The mini-lectures are based on the information in Part One of this manual. Times for each part of the agenda are approximate, but each day is about seven hours long.
- ❑ This workshop in kit form can be used with a group of interested people anywhere, but it will hopefully also be a start for your own ideas - you know best what is appropriate for your own specific needs.

(Parts of this agenda are based on a model workshop designed by Nancy Flowers and Ellen Moore)

Day 1 An Introduction to Human Rights

Arrival of participants (15 minutes)

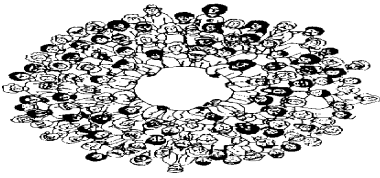
Hand out materials (parts one, two and five of this manual might be useful here) and name-badges (a piece of paper and a pin will do).

Introductions (15 minutes)

Introduce the host organization, and any co-operating partners.

Warm-up (15 minutes)

Everyone (including trainers) introduce themselves.

**Remarks (10 minutes)**

Introduce the agenda and the methodology. Explain that the agenda might change, depending upon what the participants say in the daily evaluations.

Expectations (20 minutes)

Ask participants What are your hopes and expectations for this course? If necessary, they can write private thoughts before sharing their expectations with the group. Write up the expectations on a large piece of paper and save them for the last day. If some participants have expectations which will not be met by the workshop, note this. If possible, meet with these participants in a break to discuss how they can find out about the things in which they are interested.

Break (30 minutes)**Mini-lecture (15 minutes)**

What are Human Rights?

The Imaginary Country (60 - 75 minutes)

Activity in which participants design a human rights document for a new country (see page 96)

Lunch(90 minutes)**Mini-lecture (15 minutes)**

What is Human Rights Education?

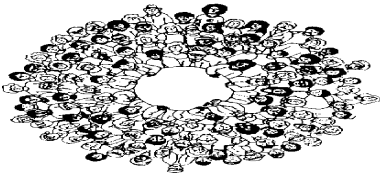
Animated video of the UDHR and discussion (45 minutes)**Rights in the News (60 minutes)**

Participants use local newspapers and magazines to find examples of rights exercised, rights violated, rights protected, and rights in conflict.

Break (30 minutes)**Personal notes (15 minutes)**

Ask participants to prepare for the rest of the course by privately writing their own answers to these questions:

What do you think are the main rights issues in your country today? Especially think of situations where people's rights conflict, how are they dealt with? How could they be resolved? Is resolution possible?



Evaluation (15 minutes)

Explain that evaluation is important because it helps the trainers to tailor the workshop to participants needs. Ask the participants to write anonymously their answers to the following questions: What did you like best about today? What did you like least? What changes would you make? Collect their answers. Allow time for the training team to look at them in the evening. If possible, make changes to the agenda to suit participants.

Day 2 The Rights of the Child

Warm-up (15 minutes)

Active listening.

Feedback (15 minutes)

Trainers summarise previous days evaluation and any changes to the agenda.

"What protection and rights are especially needed by children?" (15 minutes) Using the rules on brainstorming ask participants this question.

Mini-lecture (15 minutes)

The Convention on the Rights of the Child, followed by questions. If there is time, small groups can list the articles of the Convention on the Rights of the Child that are or are not provided for children in your country.

Wheel Rights (60 minutes)

Adapt this activity on page 122 so that participants think of a time when they stood up for their rights as a child.

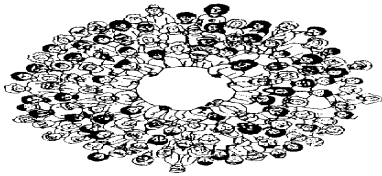
Break (30 minutes)

Teaching methods "Carousel" (first 60 minutes)

Participants split into four groups. Each group visits each of the four corners of the room in turn. In each corner, a different trainer demonstrates a different activity. The trainers do not move, so each trainer demonstrates the same activity four times to four different groups. Each demonstration lasts thirty minutes - twenty-five minutes for the demonstration and five minutes for participants to identify the **skills, attitudes, knowledge** and **methodology** used in the activity). The carousel is a good way to demonstrate several activities quickly.

Any four short activities can be used, for example:

1. Advantages / disadvantages



2. **The Imaginary Country**
3. **Vesna's Story**
4. **What Now?**

Note: These four activities range from 30 minutes to 60 minutes in length. For the Carousel they all need to be 30 minutes. This can be achieved by using only the basic part of each activity. If after 30 minutes the activity is not finished and it is time to change groups, quickly explain the rest of the activity to the participants. Do not delay the Carousel.

Lunch (90 minutes)

(this can be taken in the middle of the Carousel - when each group has experienced two activities and still has two more to go.)

Continuation of teaching methods "Carousel" (second 60 minutes)

Break (30 minutes)

Mini-lecture (30 minutes)

How to design your own human rights teaching activities

Evaluation of day's work (15 minutes)

Day 3 Taking Human Rights Education Home

Warm-up (30 minutes)

Quick review from last day.

Feedback (15 minutes)

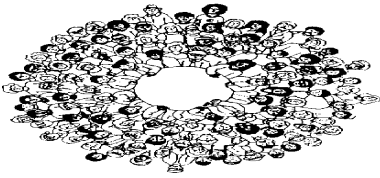
Trainers summarise previous day's evaluation and any changes to the agenda

Mini-lecture (15 minutes)

Human Rights Education and our country's position on this issue

How can human rights education be put into action?" (30 minutes)

Using the rules on brainstorming ask participants this question. For more about putting human rights into action.

**Personal notes (15 minutes)**

Ask participants to privately write their own answers to the questions: "How could you personally introduce Human Rights Education into your community? Would it really make a difference?"

Designing our own activities (90 minutes)

With participants, make a quick list of the human rights issues about which they would most like to teach. Ask participants to work alone or in small groups to create Human Rights Education lessons on these issues that could be used in their own community. If necessary, help participants by summarizing the mini-lecture *How to design your own human rights teaching activities* from Day 2. (Participants can take a break during this period as and when they need it).

Lunch (90 minutes)**Presentation of model lessons (60 minutes)**

(these do not have to be perfect or complete - the purpose of the activity is to have a first go at developing materials.)

Back to the real world (30 minutes)

Ask participants in groups to make two lists. One list of factors which could help them to do HRE at home, and one of factors which could be obstacles to doing HRE at home. Ask the groups to compare their lists. Do any of the things in the help list overcome things in the obstacle list?

How can we deal with these obstacles?

Final evaluation (30 minutes)

Ask the participants to write anonymously their answers to the long evaluation form shown in the next section.

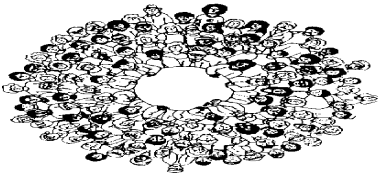
Talking Stick (30 minutes)

Display the list of expectations from Day One. Using the activity from page 68, give participants the opportunity to say whether their expectations were fulfilled, and anything else which they want to say. Remember, they do not have to speak if they don't want to.

Presentation of certificates

(These are a good idea - especially if the local educational authority signs them)

End



Evaluating your Human Rights Education Workshop

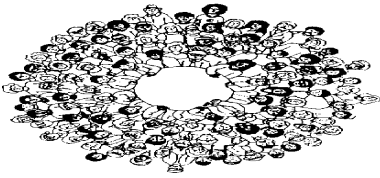
Evaluation of a workshop is useful for several reasons, some of which are:

- It ensures that trainers know what participants want.
- It gives trainers instant feedback, both positive and negative, which helps to improve the rest of the training and future workshops.
- It shows participants that their views are valued.
- The data it provides can be useful to show to possible funders.

(This section on evaluation is based on the essay Evaluation of In-Service Teacher Training by Felisa Tibbitts)

Usually, anonymous evaluation forms are given to participants either daily and/or at the end of the training. Informal feedback can also be given orally in whole group meetings, or in smaller, more intimate groups to individual trainers, who then share that feedback with the other members of the training team.

Anonymous evaluation forms can be long or short. It might be appropriate to give out short forms daily, then finish off with a longer form at the end of the training. On the long form, it may also be desirable to include a question asking the participants how they intend to introduce teaching human



rights into their classroom practices over the next four to six months. This data can then be used to coordinate support for the participants once they are back in their home situations.

Sample Short Evaluation Form:

1. What did you like most about today's training?
2. What did you like least?
3. What suggestions do you have for improvements?

(Because there are so few questions, they can be read out or written in a prominent place, so that participants simply copy them down. This saves the trainers time.)

Sample Long Evaluation Form:

Organizational aspects of the workshop: (please tick /)

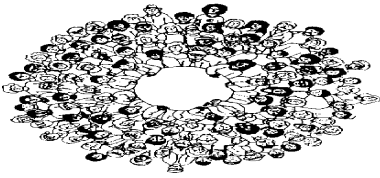
- | | <u>Excellent</u> | <u>Good</u> | <u>OK</u> | <u>Problematic</u> | <u>Comments</u> |
|-------------------|------------------|-------------|-----------|--------------------|-----------------|
| 1. Workshop rooms | | | | | |
| 2. Accommodation | | | | | |
| 3. Food | | | | | |
| 4. Transport | | | | | |

Educational aspects of the workshop:

Using the scale 1 = very useful, 2 = somewhat useful, 3 = not very useful rate how useful the workshop was for the following things. Additional comments can be made in the space provided.

5. Learning about key human rights documents, principles and mechanisms for protection ___
6. Becoming familiar with participative educational methodology ___
7. Learning specific human right-related activities that can be applied in the classroom ___
8. Using the scale 1 = very useful, 2 = somewhat useful, 3 = not very useful, rate how useful each session in the workshop was for you)

(Here, organizers list the individual sessions)



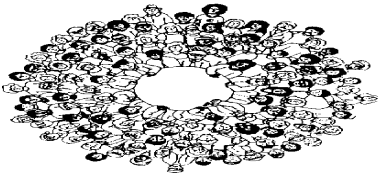
9. What was most valuable to you in the training?
10. What was the least useful aspect of the training?
11. What suggestions do you have for improving the training?
12. How do you expect to apply what you have learned in the training in your classroom, school or other educational environment?
13. What could the trainer have done in order to deliver a better program?

Sample Visual Evaluation Method:

Forms and discussions are not the only way to evaluate. You might want to use a visual evaluation method for variety, or because you have a time shortage. Here is an example of a visual evaluation method:

Draw a dartboard on a large piece of paper or on a blackboard. (ie: several concentric circles radiating around a central red bullseye, with lines dividing the circles into slices, in the same way as you would divide a cake. The number of slices should be equivalent to the number of things which you want to assess, such as individual training sessions, organisational issues, etcetera.)

Tell the participants that the trainers will leave the room (maybe during a break in the programme). The participants must all make one mark in each of the slices. If they thought a session was excellent, they should place their mark near the central bullseye in the relevant slice. If they thought that the session was not useful, they should place their mark on one of the outer circles.



Useful Organizations

Organization: Council of Europe

Address: Directorate of Education, Culture and Sport, F-67075 Strasbourg Cedex, France

Tel: (33) 88413073 **Fax:** (33) 88412753

Use: Provides documentation, training and funding for human rights and European cooperation. The Human Rights Information Centre of the Council of Europe (same address) co-ordinates Human Rights Documentation Centres, which now exist in many Central and Eastern European countries.

Organization: Netherlands Helsinki Committee - Human Rights Education Programs

Address: Jansveld 44, 3512 BH Utrecht, the Netherlands.

Tel: (31) 1 30 2302 535 **Fax:** (31) 1 30 2302 524

E-mail: 102402.2402@COMPUSERVE.COM

Use: Work with local partners in Romania, Albania, Ukraine and Estonia to develop curricula and train teachers in Human Rights Education.

Organization: Milan Šimečka Foundation

Address: Hviezdoslavovo nám. 17, 811 02 Bratislava, Slovakia

Tel/Fax: (0042 7) 333 552

E-mail: MSF@MSF.SANET.SK

Use: Produces books, cassettes and videos on Human Rights Education and hold workshops for elementary and high school teachers, as well as education officials.

Organization: Canadian Human Rights Foundation

Address: 1425, Rene-Levesque Blvd. W, Suite 307, Montreal, Canada H3G 1T7

Tel: (1) 514 954 0382 **Fax:** (1) 514 954 0659

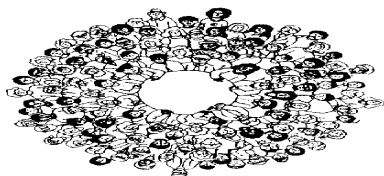
E-mail: CHRF@VIR.COM

Use: Quarterly newsletter *Speaking About Rights*. Also The International Human Rights Training Programme, which brings over 100 participants from 35 countries together every June/July for a 3-week intensive training course. The aim is to provide practical tools to strengthen and develop capacity in human rights work, to facilitate the understanding of human rights instruments and their interrelationships, and to facilitate networking and partnership activities. The working languages are English and French.

Organization: The Citizenship Foundation

Address: Weddel House, 13 West Smithfield, London EC1A 9HY

Tel: 0171 236 2171 **Fax:** 0171 329 3702



E-mail: CITIFOU@GN.APC.ORG

Use: Produces materials which teach citizenship, some available in Russian and other Languages, for children of all ages.

Organization: Obshchestvo Memorial

Address: Maly Karetny 12, Moscow 103151

Tel: 7 095 299 1180

Use: Monitors and protests human rights violations in Russia, and seeks the rehabilitation of victims of Stalinism. It also has an active program of Human Rights Education. It has branches throughout Russia and the CIS.

Organization: Polish Helsinki Foundation for Human Rights

Address: Maryla Nowicka, Bracka 18, apt.62, 00-028 Warsaw, Poland

Tel/Fax: (48 22) 26 98 75, 29 69 96

Use: An extensive Human Rights Education program including a human rights course for university graduates, education of police, prison guards, journalists and judges. Also education through TV, films and press.

Organization: Magna Carta, Centre for Human Rights Promotion

Address: Vojnovi eva 26, 10000 Zagreb, Croatia

Tel/Fax: (385) 1 412 420

E-mail: MILENA.BEADER@ZAMIR-ZG.ZTN.APC.ORG

Use: Magna Carta have a library of Human Rights Education materials in Serbian and Croatian and organize HRE workshops.

Organization: Amnesty International - Europe Development Team

Address: Amnesty International, International Secretariat, 1 Easton Street, London, WC1X 8DJ, United Kingdom

Tel/Fax: (44) 171 413 5500, **Fax:** (44) 171 956 1157

E-mail: AMNESTYIS@GN.APC.ORG

Use: Can put you in contact with other people in your country and in other countries in Eastern/Central Europe who are interested in human rights and Human Rights Education.

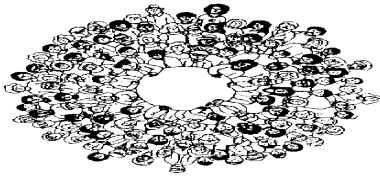
Organization: Institute for Pedagogical Research

Address: Petrit Muka, Vice-Director, In-Service Training

Rruga >Naim Frasheri= 37, Tirana, Albania

Tel/Fax: (355) 42 238 60; alternative Fax: 42 306 30

Use: The Institute has produced Children's Activity Books for Human Rights for Forms 1-8, and supportive guides for teachers. These materials have been accompanied by extensive in-service training throughout the country.



Organization: Ukrainian Centre for Human Rights

Address: Ludmyla Zablotska, Chervonoarmiiska 64, UKR-252005 Kyiv, Ukraine

Tel/Fax: (7 44) 227 2124, 227 2398; alternative Fax: 227 2220

Use: The Centre has developed a Human Rights Education program, with student texts and a teacher's methodological guide, for use in the 10th Form in the Ukraine.

Organization: Education in Human Rights Network (EIHRN)

Address: Audrey Osler, Secretary, EIHRN, c/o School of Education, University of Birmingham, Birmingham, England, B15 2TT

Tel: (44) 121 414 3344 **Fax:** (44) 121 414 4865

Use: An informal group of individuals and organizations concerned with human rights education, established in England in 1987. The network publishes the A Human Rights Education Newsletter, which is available from Margot Brown, University College of Ripon and York St. John, Lord Mayor's Walk, York, England YO3 7EX.

The network also holds an annual summer school mainly intended for UK participants.

Organization: North American Partners for Human Rights Education (NAPHRE)

Address: University of Minnesota Human Rights Center, 229 - 19th Avenue South, Minneapolis, Minnesota, USA 55455

Tel: (1) 616 626 0041

Fax: (1) 612 625 2011

E-mail: NFLOWERS@IGC.APC.ORG

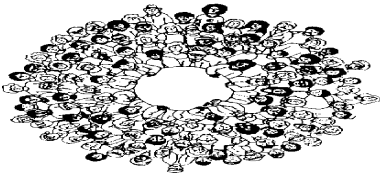
Use: Membership of NAPHRE (\$35) includes a subscription to their newsletter, access to the materials and consultants of the Human Rights Education Clearinghouse located at the University of Minnesota's Human Rights Center, newsletters of many other NAPHRE member organizations, and information on conferences and courses in human rights education. Partners of NAPHRE include Amnesty International USA, Amnesty International Canada and the National Institute for Citizen Education in the Law.

Organization: The World Association for the School as an Instrument of Peace (EIP)

Address: 5 rue de Simplon, CH-1207 Geneva, Switzerland

Tel/Fax: (44 22) 736 44 52, 753 06 53

Use: The EIP is an international non-governmental organization with consultative status to the United Nations, UNESCO, ILO, and the Council of Europe. In 1984 EIP formed the International Training Centre on Human Rights and Peace Teaching (CIFEDHOP). CIFEDHOP is an international foundation which trains teachers of primary, secondary, and vocational schools and teacher training colleges in human rights education. The annual International Training Session on Human Rights and Peace Teaching has English, French, and Spanish speaking sections and financial grants are available for Eastern Europeans who wish to attend it.



Possible Funders

Write a short letter first, asking for details of their application process. Specify the type of help you need and how much money it will cost. Be brief.

The funder will either send you a standard application form, or will ask you to submit your own application.

If you have to write your own application, include:

- Brief background: who you are
- The need. Say what you want (for example, \$1000 for a computer)
- Say why you need the things which you are requesting. Include a clear budget.

The funder will reply, saying yes or no. If they say yes, you will need to arrange how to receive the money and in what form, and how to account for it.

Important: Funders have strict rules. Some can only give money for equipment or for salaries, or for other costs. Most have an upper limit to the grants they make. If a funder says no, stop and try elsewhere. Also, if you receive money for a specific purpose (eg: salary), you must not spend it on something else (eg: computer) however much you need it. Submit another application for that.

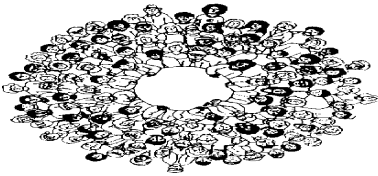
Organization: Council of Europe

Address: BP 431 R6, F-67006, Strasbourg Cedex, France

Tel. + 33 88 412000

Fax +33 88 412781/82/83

Contactperson: Human Rights Directorate



Organization: European Human Rights Foundation
Address: 70, Avenue Michelange, B-1040 Brussels, Belgium
Tel. + 32 2 7368405 (Phare)
7326653 (Taxis)

Organization: Open Society Foundation/ Soros Foundation
Address: Offices in most countries in Eastern and Central Europe

Organization: Charity Know How
Address: 114/118 Southampton Row, GB-London WC1B 5AA
Tel. +44 71 8317798
Organization: National Endowment for Democracy
Address: 1101 15th Street, N.W., suite 700, Washington D.C.20005, USA
Contactperson: Mr. Rodger Potocki

Organization: The Foundation for a Civil Society
Address: 1270 Avenue of Americas, suite 609, New York, New York 10020
Contact person: Mr. Eric Nonacs or Ms. Barbara Mc Andrew

Organization: Ford Foundation
Address: 320 East 43rd St., New York, N.Y. 10017, USA
Contact person: Mr. Joseph Schull

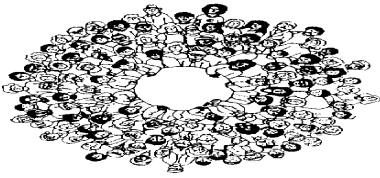
Organization: Soros Foundation/Open Society Fund
Address: 888 Seventh Avenue, New York, NY 10106, USA
Tel. +1 212 7572323

Organization: Firth Foundation
Address: 201 Sansome St, No. 1000, San Francisco, CA 94104, USA
Tel. +1 202 7453950

Organization: NICEL
Address: 711 G Street, Washington, DC, 20003-2861, USA
Contact person: Mr. Edward O'Brien

Organization: German Marshall Fund
Address: 11 Dupont Circle, NW, Washington, DC.20036, USA

Organization: European Cultural Foundation
Address: Jan van Goyenkade 5, 1075 HN Amsterdam, The Netherlands



Tel: +31 20 676 0222 Fax: 675 2231

Useful Books

Introductory materials

Title: Human Rights Education (recommendations for teachers of secondary schools)

Author: N.F. Marynovych, M.F. Marynovych

Place of publication: Drohobych, Ukraine

Publisher: Amnesty International Ukraine

Date of publication: 1991

Language: Ukrainian

Content: This guide is intended for use by secondary school teachers. It gives practical recommendations on how to teach about human rights issues and can be used in both formal and informal settings.

Address: Amnesty International, Maydan rynok 6, Drohobych, Ukraine.

Title: ABC Teaching Human Rights: Practical Activities for Primary and Secondary Schools.

Place of publication: Geneva, Switzerland

Publisher: United Nations Centre for Human Rights

Date of publication: 1989

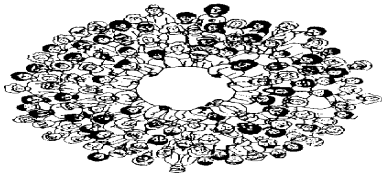
Language: several languages including Russian

Content: This book is intended for use by primary and secondary school teachers. The first section gives an introduction to methodological aspects of teaching human rights. The second section provides information about various civil and political rights based on the Universal Declaration of Human Rights, which can be used as a basis for lessons. The third section looks at wider human rights issues including peace, food, water, energy, discrimination etc. The appendix contains the text of a large number of international documents and conventions dealing with human rights.

Address: United Nations Centre for Human Rights, United Nations Office at Geneva, 1211 Geneva 10, Switzerland.

Title: How to Run a Workshop

Place of publication: South Africa



Publisher: Legal Education Action Project (LEAP), University of Cape Town

Date of publication: April 1991

Language: English

Content: A short practical guide to planning a workshop with step by step instructions and examples of three model workshops.

Address: LEAP, Institute of Criminology, University of Cape Town, Private Bag, Ronde bosch 7700.

Tel: 6502680 **Fax:** 6503790

Title: Image and Reality: Questions and Answers about the United Nations, how it works, and who pays for it.

Place of publication: United Nations, New York, USA

Publisher: United Nations Department of Public Information

Year of publication: 1993

Language: English, French, Spanish

Content: Laid out in simple questions and answer format, this booklet is an easy to use guide to the United Nations - its composition, role, concerns, decision-making process and finances.

Address: United Nations Publications, Sales Section, 2 United Nations Plaza, Room DC2-853, Dept. 421, New York NY 10017, USA

or, United Nations Publications, Sales Office and Bookshop, CH-1211, Geneva 10, Switzerland.

Title: Human Rights Education, Including Education for Democratic Values at School Level and Teacher Training, in the countries of Central and Eastern Europe: summary of existing programmes and needs

Place of publication: Strasbourg, France

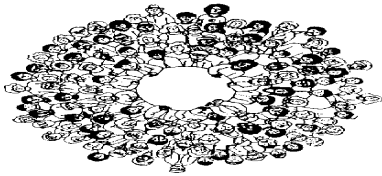
Publisher: Council of Europe

Year of publication: 1994

Language: English

Content: In November 1993, the Council of Europe held a coordination meeting of cooperation programmes for Central and Eastern European countries in the field of human rights education, including education for democratic values at school level and teacher training. Prior to this meeting, all participants, both governmental and non-governmental, were requested to supply information on their activities in this area. This document is a summary of this information. Altogether 19 countries from Central and Eastern Europe (including ex-USSR countries) and 16 NGOs from the region or the field of HRE supplied a contact name and address and information about cooperation and assistance activities already undertaken, projected cooperation and assistance activities, and cooperation and assistance activities requested. The document provides a summary of what programmes and needs exist in this field in Central and Eastern Europe.

Address: Human Rights Information Centre, Council of Europe, F - 67075 Strasbourg, Cedex, France.



Title: Human Rights

Author: Selby, David

Place of publication: Cambridge, UK

Publisher: Cambridge University Press

Year of publication: 1988

Language: English

Content: This book gives a clear introduction to human rights. It begins by looking at what actually are human rights, international covenants and different viewpoints from east-west and north-south. Case studies from Latin America, the Soviet Union, East Timor and the West are looked at. Finally the defence of human rights is discussed from the level of UN involvement to international and local pressure groups. Many photographs, cartoons, maps and diagrams are used. Some questions are included alongside the text.

Address: Press Syndicate of the University of Cambridge, The Pitt Building, Trumpington Street, Cambridge CB2 1RP

Title: The Challenge of Human Rights Education

Author: Starkey, Hugh ed.

Place of publication: United Kingdom

Publisher: Cassell Educational Limited

Year of publication: 1991

Language: English

Content: This collection of essays addresses and draws upon the growing interest in human rights education in Europe. Leading educationalists of Europe and North America analyze key human rights texts within the contexts of stages of human rights education and varied contemporary social and educational policies. The material is primarily theoretical, but with a constant reference to practical situations or applications.

Address: Cassell Educational Limited, Villiers House, 41/47 Strand, London WC2N 5JE, UK

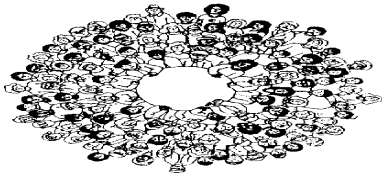
Resources for Teachers/Trainers

Title: Songs, Games and Stories from Around the World

Author: Goodman, H. ed.

Place of publication: London

Publisher: UNICEF-UK



Year of publication: 1990

Language: English

Content: A collection of songs (some in the original language, with English translation) stories and games with accompanying cassette tape, designed for the under eights. Includes photographs and information on UNICEF's work.

Address: UNICEF UK, 55 Lincoln's Inn Fields, London WC2A 3NB, UK.

Title: Keep Us Safe: A Project to Introduce the UN Convention on the Rights of the Child to 8-13 Year Olds

Author: UNICEF- UK ; Save The Children Fund

Place of publication: (London)

Publisher: UNICEF- UK ; Save The Children Fund

Year of Publication: 1990

Language: English

Content: One of three books (accompanied by a teachers' handbook) designed to introduce the UN Convention on the Rights of the Child to 8-13 year olds. This book deals with those articles which cover protection of the child from abuse and exploitation. Each unit focuses on one article, and contains many activities (games, worksheets, texts, cartoons etc.) together with directions for the teacher on how to use them. The book also includes lists of resources and useful addresses.

Address: UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB, UK.

Title: The Whole Child: A Project to Introduce the UN Convention on the Rights of the Child to 8-13 Year Olds

Author: UNICEF-UK ; Save The Children Fund

Place of publication: (London)

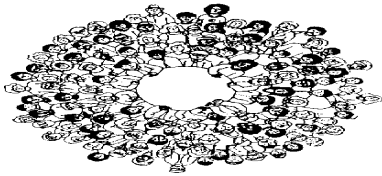
Publisher: UNICEF-UK ; Save The Children Fund

Year of Publication: 1990

Language: English

Content: One of three books (accompanied by a teachers' handbook) designed to introduce the Convention on the Rights of the Child to 8-13 year olds. This book covers those articles which deal with the child's participation in his/her own development ("those issues which concern a child's basic identity, his/her childhood and involvement in the wider society"). Each unit is structured around one article and contains a selection of activities (games, worksheets, texts, cartoons etc.) together with directions for the teacher on their use.

Address: UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB, UK.



Title: It's Our Right: A Project to Introduce the UN Convention on the Rights of the Child to 8-13 Year Olds

Author: UNICEF-UK; Save The Children Fund

Place of publication: (London)

Publisher: UNICEF-UK; Save The Children Fund

Year of Publication: 1990

Language: English

Content: One of three books (accompanied by a teachers' handbook) to introduce the UN Convention on the Rights of the Child to 8-13 year olds, this book covers those articles which deal with provision for the child's physical and emotional development. It includes lists of resources and useful addresses and units structured around individual articles of the convention, each unit containing numerous activities (games, texts, role-plays, worksheets etc) and suggestions for the teacher on their use.

Address: UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3BN, UK.

Title: Teachers' Handbook: Teaching the UN Convention on the Rights of the Child

Author: UNICEF-UK ; Save The Children

Place of publication: (London)

Publisher: UNICEF-UK ; Save The Children

Year of Publication: 1990

Language: English

Content: A book for teachers of children in junior/lower secondary schools, accompany a set of three "project books" on the Convention on the Rights of the Child. It includes detailed suggestions on incorporating the project into parts of the British core curriculum, an introduction to UNICEF and SCF (who jointly produced the book), a short history of children's rights, an outline of the principles of the convention and then the full text, accompanied by an unofficial summary of the main provisions.

Address: UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3BN, UK.

Title: Children and World Development: a Resource Book for Teachers

Author: Williams, Roy

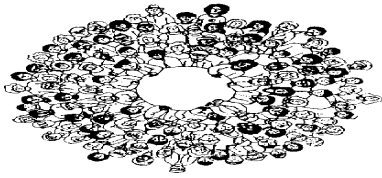
Place of publication: United Kingdom

Publisher: UNICEF-UK and The Richmond Pub. Co Ltd

Year of publication: 1987

Language: English

Content: This resource book provides teachers with basic information, statistical details, diagrams, case stories, photographs and suggestions of additional resources. It aims to create in teachers and



students an informed awareness of the living conditions of women and children in the developing world. Seven units and an appendix address the topics: the state of the world's children; children in difficult circumstances; women and development; children and the world situation; children's rights; Africa: a case study; and children as refugees.

Address: UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB

The Richmond Publishing Co Ltd, Orchard Road, Richmond, Surrey TW9 4PD, England

Title: The Rights of the World's Children

Place of publication: Switzerland

Publisher: Simon Spivac

Year of publication: 1989

Language: English

Content: This education kit outlines case studies, discussion questions, activities, role playing and background information, with suggested age ranges. The material is arranged into eight categories covering themes such as identity, food and security, education and creative expression, family, equality, violence, war, and the law.

Address: UNICEF, Palais des Nations, CH-1211 Geneva 10, Switzerland, T: 4122-798 58 50, F: 4122-791 08 22

Title: Dimensions of Childhood: A Handbook for Social Education at Sixteen Plus

Author: Smith, Lesley

Place of publication: London

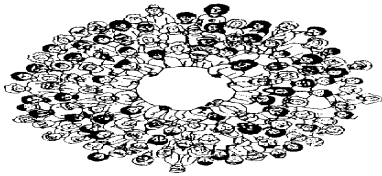
Publisher: Health Education Authority and UNICEF-UK

Year of publication: 1988

Language: English

Content: This teachers handbook aims to promote understanding and valuing of childhood and a multicultural society, to consider childhood in relation to political and economic influences as well as ethnicity, gender and class, and also to affirm the range of physical and relational contexts for growing up. Group work and discovery methods are the preferred teaching methods allowing participants personal choice of a topic with reference to six 'dimensions' of childhood. These are World Wide, Multicultural, Social and Economic, Gender, Historical, Hidden (marginalised groups). The course comprises three phases. Phase one, 'Preparation', includes eight activities and handouts. Briefly outlined are the approaches to Phase two, 'Enquiry', and Phase three, 'Presentation, Discussion and Evaluation'.

Address: Health Education Authority, Hamilton House, Mabledon Place, London WC1H 9TX; **and:** UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB, UK



Title: Human Rights

Author: David Shiman

Place of publication: Denver, USA

Publisher: Centre for Teaching International Relations, University of Denver.

Year of publication: 1993

Language: English

Content: A comprehensive manual of 155 pages of practical activities for ages 12 to adult, including women's and children's rights, the Holocaust, death penalty, refugees, and racial issues.

Address: Centre for Teaching International Relations, University of Denver, Colorado 80208, USA.

Title: Human Rights for All

Author: Edward L. O'Brien, Eleanor Greene, David McQuoid-Mason

Place of publication: Minneapolis/St. Paul, USA

Publisher: National Institute for Citizen Education in the Law

Year of publication: 1996

Language: English

Content: Meant for use in middle and secondary schools in the United States, this book is generally useful as an introduction to human rights and responsibilities, and also raises issues about participation in democracy, national security and human rights, and social and economic rights. It is focused on legal aspects and it also contains some useful tables explaining the roles of non-governmental organizations such as Amnesty International, regional inter-governmental organizations such as the Council of Europe, and international governmental organizations such as the United Nations. Very good multiethnic illustrations! 162 pages.

Address: West Publishing Company, 610 Opperman Drive, P.O. Box 64526, St. Paul, MN 55164-526, USA

Title: Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom.

Author: William Kreidler

Place of publication: Illinois, USA

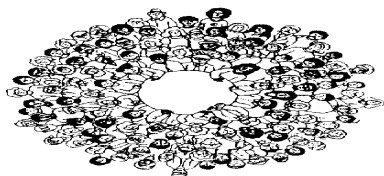
Publisher: Scott, Foresman and Company

Year of publication: 1984

Language: English

Content: 20 conflict resolution techniques for the classroom with examples, and 200 activities and cooperative games.

Address: Good Year Books, Department GYB, 1900 East Lake Avenue, Glenview, Illinois 60025, USA



Title: The Prejudice Book: Activities for the Classroom

Author: David A. Shiman

Place of publication: New York

Publisher: Anti-Defamation League

Date of publication: 1994

Language: English

Content: 176 pages containing 37 activities for older children which identify and counter stereotypes, generalizations and prejudices of all kinds.

Address: ADL, 823 United Nations Plaza, 10017 New York, NY USA

Tel: + 212 885 7700

Title: Educating for Character: How our Schools can Teach Respect and Responsibility

Author: Thomas Lickona

Place of publication: New York

Publisher: Bantam Books

Date of publication: 1992

Language: English

Content: Contains strategies for teaching children how to resolve conflicts, improving the moral culture in the school and initiating democratic school government.

Address: Bantam Books, 666 Fifth Avenue, New York, NY 10103, USA (Price \$ 12.50)

Title: Educating for Human Dignity: Learning About Rights and Responsibilities

Author: Betty A. Reardon

Place of publication: Philadelphia

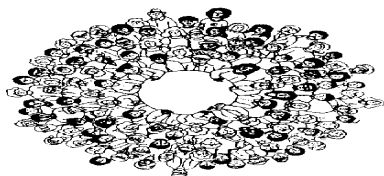
Publisher: University of Pennsylvania Press

Date of publication: 1995

Language: English

Content: A detailed teacher's textbook, outlining the purposes and approaches of human rights education, and providing many exercises for the classroom. The exercises and activities are divided into sections according to age group; early grades, middle years and high school, and cover a wide variety of human rights education issues including discrimination, children's rights and international human rights standards. The textbook also lists a large amount of resource materials, including films, and reproduces the UDHR, The Convention on the Elimination of Discrimination Against Women and the Convention on the Rights of the Child in appendices.

Address: University of Pennsylvania Press, 423 Guardian Drive, Philadelphia, PA 19014-6097, USA



Title: Declaratia universală a drepturilor omului = The Universal Declaration of Human Rights

Author: Ligia Neascu

Place of publication: Bucharest, Romania

Publisher: SIRDO

Date of publication: 1994

Language: Romanian, French, English

Content: This book, aimed at young children, contains a simplified, easy to understand version of the United Nations Declaration of Human Rights. It includes a brief introduction explaining the background of the document, and each article is illustrated with a drawing for the children to colour in.

Address: Str. Anghel Saligny nr.8, cod 70623, Sector 5, Bucharest, Romania

Title: Citizenship Education Alternative Curriculum for Upper Elementary Level (Age Group 10-15)

Author: Jana Ondráková

Place of publication: Czech Republic

Publisher: Czech Helsinki Committee

Date of publication: 1995

Language: Czech, English

Content: This 18-page curriculum is designed to educate a citizen of the 21st century, knowledgeable of his rights and duties in society, responsible and independent, actively involved in community, State and global events. It includes ideas on how to use local and international events (Human Rights Day, the opening of a new local library,.....) to focus on rights.

Address: Czech Helsinki Committee, Pstovni Schranka c.4, 119 00 Praha 1 Jeleni 5/199, 118 Praha 1

Tel: 2051 5188, 2437 2338 **Fax:** 2051 5188, 2437 2335

Title: Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12.

Author: Amnesty International Human Rights for Children Committee

Place of publication: USA

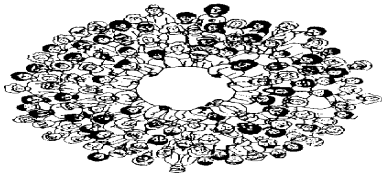
Publisher: Kiran S. Rana

Date of publication: 1992

Language: English. Available in Russian from the Europe Development Team, Amnesty International, International Secretariat (for full address see back cover of this manual). Available in Slovak from Milan Simecka Foundation, see page 186

Content: Organized in 10 sections, one for each principle of the United Nations Declaration of the Rights of the Child. Activities in Languages, social science, history, maths, science, arts and physical education.

Address: Amnesty International Human Rights for Children Committee. P.O. Box 110864, Tacoma, WA 98411, USA.



Title: Ya, ty, my (I, You, Me)

Authors: Don Rowe and Jan Newton, Russian translators Irina Akhmetova and Ekaterina Rachmanova

Place of publication: Moscow

Publisher: Intek Ltd

Date of publication: 1995

Language: Russian.

Content: Translation of I, You, Me a text for primary school children about moral development.

Address: Citizenship Foundation, Weddel House, 13 West Smithfield, London EC1A 9HY, UK.

Title: Chto govorit zakon (What the Law Says)

Authors: Don Rowe and Tony Thorpe, Russian translators Irina Akhmetova and Ekaterina Rachmanova

Place of publication: Moscow

Publisher: Intek Ltd

Date of publication: 1995

Language: Russian.

Content: Selected units translated and adapted from the Citizenship Foundation's materials for secondary school students.

Address: Citizenship Foundation, Weddel House, 13 West Smithfield, London EC1A 9HY, UK.

Title: Our World, Our Rights

Author: Brown, Margot ed.

Place of publication: London

Publisher: Amnesty British Section, 99-119 Rosebery Ave, London EC1R 4RE, UK. **Date of**

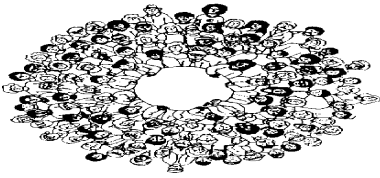
Publication: 1995

Language: English

Content: A primary school textbook to introduce the UDHR through a variety of activities. Includes worksheets, handouts etc that can be photocopied based on stories, factual information and illustrated problems, which discuss rights both in the classroom, and in the wider context. Includes information for the teacher on human rights and human rights education. 161 pages.

Audio-visual materials

Title: Animated cartoon video on the Universal Declaration of Human Rights



Language: English, French and Spanish

Content: A 20 minute video which illustrates in cartoon form each article of the Universal Declaration of Human Rights.

Address: Send cheque or international money order for £25 to Amnesty International, International Secretariat, 1 Easton Street, London, WC1X 8DJ, United Kingdom.

Title: Stand Up Now for Human Rights!

Language: English and French (others in preparation)

Content: History of human rights; young people working for human rights in Belgium, Czech Republic, Germany, Slovakia, Slovenia and United Kingdom