

Anniversary of the Universal Declaration of Human Rights

# 



A Human Rights Resource Manual for Secondary Schools



United Nations Association in Canada

In the compilation of this <b>Human Rights Resource Manual for Secondary Schools</b> , the <b>United Association in Canada</b> (UNA-Canada) has made every effort to ensure the accuracy of its mate references. We fully recognize the complexity and scope of the issues and apologize for any misunder or inaccuracies if they are present.	rials and
The bibliography of additional print and audio-visual resources is not intended to be exhaustive, be to provide information on some relevant resources applicable to the various areas that can be in any study of human rights issues. Inclusion in the list does not imply any formal endorsement on to UNA-Canada of the specific content of items, either in terms of accuracy or philosophy.	cluded in
Printed by Bradda Printing Services Inc.	



## action guide

A Human Rights Resource Manual for Secondary Schools





by Corinne Lennox and Ian Wildeboer

for the

United Nations Association in Canada

1998

#### **Acknowledgments**

This project is the collective achievement of many individuals and organizations who have joined together for a common purpose: to promote the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights. Harry Qualman, Executive Director of the United Nations Association in Canada, provided the impetus and supervision for the project. Corinne Lennox and Ian Wildeboer were responsible for researching and writing the *Action Guide*.

We would like to acknowledge the work of Walter McLean and Peter Globensky for laying the foundation for this publication. We owe a special thanks to Fraser King for the layout and design of the *Action Guide*, and to Malcolm Wildeboer and Nick Borcescu for the front cover design. Thanks also to François Lavallee, C. T., for doing the french translation of this Guide.

There are several individuals we wish to thank for their assistance in this project: the Citizen's Participation Directorate of the Department of Canadian Heritage, and in particular the staff of the 50th Anniversary of the Universal Declaration of Human Rights; Donna Balkan of the Canadian Human Rights Commission; Sarah Hendriks of World Vision Canada; Hilary Homes of Amnesty International (English Branch); Jack Horwitz and Lynn Foran of the National Film Board of Canada; Martha Malinski of Human Rights USA; Linda McKay-Panos of the Alberta Civil Liberties Research Centre: Shirley Sarna of the Commission des droits de la personne et des droits de la jeunesse; Ted Shaw of the Ontario Human Rights Commission; Damian Solomon of the Canadian Teachers' Federation; Dr. Gary Warner of McMaster University; Pauline Weber of Magic Lantern Communications Ltd.; and Bill Wilkinson from Equity Services at the University of Western Ontario.

We would like to recognize the support of many organizations who provided ideas and resources for the *Action Guide*. In particular, we would like to thank: the Department of Canadian Heritage; the Assembly of First Nations; the Canadian Coalition for the Rights of Children; the Canadian Red Cross; Disabled Peoples International; the Eleanor Roosevelt Foundation; Human Rights Internet; the National Library of Canada; the University of Ottawa Human Rights Research and Education Centre; OXFAM Canada; Vision TV; and the provincial human rights commissions.

We also wish to thank our sponsors: the Department of Canadian Heritage; the Royal Bank Financial Group; the CP Charitable Foundation; and Magic Lantern Communications Ltd..

The Action Guide would not have been produced without the help of many dedicated volunteers. Special thanks to Sohail Dildar, Laura Dorling, Priya Ghandikota, Madeleine Low, Charissa McIntosh, James Moran, and Anita Sharma. Finally, we would like to thank the staff at the United Nations Association in Canada for all of their assistance throughout the duration of this project.

This document was published in February 1998, by the:

**United Nations Association in Canada** 900 - 130 Slater Street Ottawa ON K1P 6E2



## Table of Contents

Foreword	5
Introduction: Universal Human Rights for All	7
The Universal Declaration of Human Rights	9
Canada and Human Rights	11
The Canadian Charter of Rights and Freedoms	11
🎳 The Canadian Human Rights Act and Provincial Human Rights Legislation	12
🍑 Human Rights Commissions	12
Be Inspired: Canadian Human Rights Defenders	14
Human Rights Questions and Answers	15
🎳 What are human rights?	15
₷ Why is the Universal Declaration of Human Rights important?	15
🎳 Is the Universal Declaration of Human Rights upheld universally?	16
🍑 What is the International Bill of Human Rights?	17
₷ What is the United Nations doing about human rights violations?	17
∰ What is the 50 <sup>th</sup> Anniversary about?	18
Action Ideas: How Can You Get Involved?	19
🍑 Classroom Activities: Human Rights Tools for Schools	22
ъ Extra-Curricular Activities: Raising Awareness	24
Tommunity Activities: Getting Involved	
ு Raising Funds for Human Rights: You Can Make a Difference	
Helpful Hints: Ten Secrets for Success	30
Be Inspired: International Human Rights Defenders	31
Human Rights Observances	32

#### **Case Studies**

Photo Credits	75
The Universal Declaration of Human Rights (Full Text)	73
Human Rights Commissions	71
Video Distributors	71
∰ Women's Rights	68
The United Nations	
Sexual Orientation Discrimination	
Sexual Harassment	
Rights of Persons with Disabilities	
🔊 Rights of Children	
Right to Food	
Refugees and Immigration	
🎳 Racism, Ethnicity, and Minority Rights	
🔊 Language Rights	
🔊 Labour and Employment Rights	56
🍑 Justice and Legal Rights	55
🎳 International Human Rights	53
Human Rights Research Guides	52
🎳 Human Rights in Canada	50
🎳 Human Rights Education	47
🎳 Human Rights and the Environment	46
Human Rights and Development	44
🎳 Freedom of Religion	44
🍑 Aboriginal Rights	42
An Annotated Bibliography of Websites, Films, and Non-Fiction Resources, including:	
Human Rights Resources	41
S. A Wood office Nations	
A Model United Nations	
Landmine Field Simulation Game	
1. The Hunger Dinner	34

## Foreword

nternational attention to human rights concerns has significantly increased since the creation of the United Nations in 1945. The world has come to recognize the necessity of preserving basic rights and freedoms in order to secure peace, foster development, and improve human welfare. There is now a substantial body of international law that clearly outlines what human rights are, and the responsibilities that states and individuals share in respecting those rights.

ing bridges of knowledge and understanding that link all Canadians with the people and nations of the world. Through the United Nations system, we share in the common quest for peace, human rights, equitable and sustainable development, and the elimination of poverty. Our role is to educate Canadians about the United Nations, and to promote a strong Canadian role in the United Nations and its various bodies.

In practice, however, we have too often failed to fulfill these responsibilities. Injustice, exploitation, and violence are ever-present. Even Canada, a country that is frequently praised for its strong human rights record, is not immune to such problems as racism, discrimination, and poverty.



During the 50<sup>th</sup> Anniversary year of the adoption of the Universal Declaration of Human Rights, we must work together to ensure that the standards set by the countries of the world on December 10, 1948, are the same standards we adhere to today. The world has changed dramatically in fifty years, but our goal remains the same: "the recognition of the inherent dignity and equal and inalienable rights of all members of the human family".

Canadians will be actively involved in pursuing this goal during the 50<sup>th</sup> Anniversary. Hundreds of organizations across Canada are launching special initiatives to commemorate the Universal Declaration of Human Rights. From international conferences to the Department of Canadian Heritage's CREDO campaign, human rights will be an important focus for schools, community groups, and national agencies alike.

The United Nations Association in Canada (UNA-Canada) is very excited to be a part of these activities. We are a non-profit, non-partisan organization that is dedicated to build-

The Action Guide: A Human Rights Resource Manual for Secondary Schools, is a major component of UNA-Canada's 50th Anniversary Human Rights Project. Created for students and teachers, the Action Guide will inspire you to participate in human rights! It provides background information on

human rights in Canada, responds to common questions, and includes an exciting list of action ideas to promote involvement in human rights. In order to facilitate further research into specific human rights issues, an extensive annotated bibliography of websites, videos, and non-fiction resources has also been compiled and is organized according to human rights themes. We have attempted to select resources that reflect a Canadian content wherever appropriate. An evaluation form has also been included. To aid in the development of future projects we encourage you to send us your comments and let us know how you have incorporated the *Action Guide* into classroom, extra-curricular, and community activities.

UNA-Canada, in partnership with the Department of Canadian Heritage, is acting as a clearing house for information on the Universal Declaration of Human Rights and related events. Please consult our website at <a href="http://www.unac.org">http://www.unac.org</a> for access to the National Calendar of Events, a copy of the Universal Declaration of Human Rights, and additional action ideas. For further information on the CREDO

campaign, contact 1-888-852-3456, or go to **http://www.credo98.com.** If we can be of further assistance to you during the 50<sup>th</sup> Anniversary, please contact the Human Rights Project at (613) 232-5751 ext. 231, by fax at (613) 563-2455, or by email at **50udhr@unac.org.** 

The 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights is an excellent time to begin or expand your involvement in human rights. Whether your focus is international or local, a group initiative or an independent project, through your involvement you will make a positive im-

pact on the lives of others. We wish you the best in your activities and we thank you for joining us in commemorating the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights.

Yours sincerely,

Harry Qualman

**Executive Director** 

United Nations Association in Canada

## Universal Human Rights for All

n December 10, 1948, the member states of the United Nations, in a resolution of the General Assembly, adopted a set of ideas and principles entitled, *The Universal Declaration of Human Rights*. Their goal was to establish a list of the "equal and inalienable rights of all members of the human family" and to recognize those rights as the "foundation of freedom, justice, and peace in the world".

This year marks the 50th Anniversary of the adoption of the Universal Declaration of Human Rights, and we want you, the teachers and young people of Canada, to step up to the human rights challenge: to become active contributors, to empower yourselves with knowledge, and to assume a leadership role in promoting human rights in your community!

During this special anniversary year (December 10, 1997 - December 10, 1998) we have a responsibility to re-examine the state of human rights in the world half a century after the Universal Declaration was born. The protection and promotion of human rights

has dramatically increased over the past fifty years. We must not, however, allow our accomplishments to overshadow the fact that human rights violations continue to occur.

Canadian news reports are filled with evidence of ignorance, indifference, and inequality: stories on racism, sexual harassment, homophobia, hate propaganda, discrimination, and other injustices perpetrated in schools, workplaces, and communities across the country. Internationally, people are sacrificing their lives and liberty in the struggle against oppression, violence, war, tyranny, hunger, and poverty. Just as the Universal Declaration unites all people through their common human rights, it also unites us in a common duty to ensure those rights are protected.

As young Canadians and teachers, you have the power to stop discrimination, to eliminate oppression, and to bring an end to ignorance and indifference. You can choose to help end human rights violations, or you can choose to ignore them. The decision is yours. Either way, your choice will have a profound impact on the people around you.

The 50<sup>th</sup> Anniversary must be a year of action. Communities and youth groups across the country are planning their initiatives. Federal, provincial, and municipal agencies will also be

municipal agencies will also be coordinating several key events throughout the Anniversary year. Web sites are being created, festivals are being organized, ideas are being shared and Canadians from coast to coast are working hard to ensure that human rights are a top priority in 1998 and beyond! Please join us! Together we can draw upon the same spirit of hope, unity, and justice in which the Universal Declaration of Human Rights was first created, to generate a stronger commitment to the "equal and inalienable rights of

all members of the human family"

for the next century.

"Where, after all, do universal rights begin? (...T)he places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights



have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world."

Eleanor Roosevelt Chair , UN Human Rights Commission

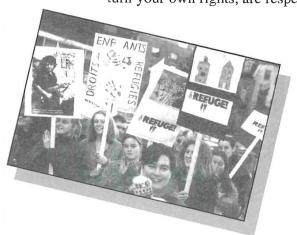
## Students and Teachers: Get Involved!!

"I know that I want to get involved with human rights in my school and community, but where do I begin?"

Right here, right now, with the Action Guide. This booklet is designed to give you some directions for action. We have compiled a list of ideas and resources to get you started. Some background information on human rights legislation and institutions in Canada is also included. Remember, this is only a guide. Be creative, look at issues in your own community, ask questions, and seek solutions to the problems you find. We have given you some sign posts; it's up to you to chart the path of human rights for the years to come.

#### Now it's your turn...

Many people in Canada and around the world have made important contributions to the struggle for equality and justice, but the one thing they all began with was a dedication to human rights. The 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights represents an important opportunity for us all to take action on human rights issues. Once you decide to make human rights a top priority in your school and community you can begin to create a society that recognizes equality, celebrates diversity, and protects human rights for all. Remember, for every human right, there is a corresponding duty, a duty to ensure that the rights of others, and in turn your own rights, are respected.



Don't let another year pass without making your contribution. Establish a human rights committee at your school with teacher and student members to coordinate anti-racism campaigns, multicultural events, and similar human rights activities. Join the Department of Canadian Heritage's CREDO campaign (1-888-852-3456) and express your beliefs about human rights. Get involved in a local branch of one of the many non-governmental organizations working for human rights, such as Amnesty International, Oxfam, or the United Nations Association in Canada. Stage a Model United Nations for youth in your community. Invite human rights activists to speak to students about issues that concern you. Sponsor an essay competition within your school on a topic to encourage change in government or United Nations policies on human rights. Try to incorporate a stronger focus on human rights issues into your curricula.

Check out these and many other activities in the "Action Ideas: How Can You Get Involved?" section of the Action Guide. Use our list of resources to find further information on human rights issues in Canada and internationally. With a few good leads and a genuine interest in positive change you can become more involved in your school, your community, and the world. These are your human rights: learn about them, respect them, but most importantly, use them!

The Universal Declaration of Human Rights has given us a valuable gift: the recognition of our freedom and equality in dignity and rights. In this 50th Anniversary year, let's look back on our accomplishments in the field of human rights with pride, and then look forward to the challenging work that is waiting to be done. Begin today.

"Never doubt that a small group of committed people can change the world, Indeed, it is the only thing that ever has."

Margaret Mead



## The Universal Declaration of Human Rights

Before we can become more involved in promoting human rights, we must challenge ourselves to become more educated about the meaning of human rights to us as Canadians. You need to be informed if you want to make a difference. Learning about the Universal Declaration of Human Rights and human rights legislation in Canada is a good place to start. Let the 50th Anniversary of the signing of the Universal Declaration of Human Rights be a launching point for addressing human rights concerns in your school and for confronting attitudes of indifference and ignorance in your local community!

**Universal Human Rights: A New International Priority** 

The signing of the Universal Declaration of Human Rights on December 10, 1948, was a momentous occasion. Representatives of 48 countries came together at the United Nations in Paris to make a profound statement on the value and dignity of human life. After several drafts and much debate, the final version of the Universal Declaration of Human Rights emerged. It was a list of basic rights that the international community agreed were "inherent" and "equal" for all human beings.

The horrors experienced during the Second World War, most notably the genocide committed by the Nazi regime, shocked the world. War could no longer be used as an excuse to commit crimes against humanity; nor could the suffering and death of millions of innocent people be ignored. For the first time in history, the international community agreed that gross violations of



Auschwitz - Birkenau concentration camp, Poland

human rights would not be tolerated. It was a monumental decision. Human rights were finally acknowledged as a global concern.

A strong and unified declaration against flagrant human rights violations was necessary in order to prevent such violations from recurring. The United Nations, established in 1945, began to formulate a policy that would make the respect of human rights an international priority. A key component of their mandate was the drafting of an International Bill of Human Rights. A commission was appointed to begin drafting the first in a series of documents, a list of universally recognized rights and freedoms, which was soon to be known as the Universal Declaration of Human Rights.

"The adoption of the Declaration without dissenting vote was therefore a great achievement—something indeed in the nature of a miracle. One wonders whether it could be done now."

Dr. John Peters Humphrey

The Commission on Human Rights, chaired by Eleanor Roosevelt, set to work. The Commission needed to create a declaration that all countries around the world could adopt as their own. This was no easy task. The ideas needed to be 'universal.' This meant that they had to transcend different political and religious beliefs, and different cultures. They enlisted the help of several people, including a Canadian named John Peters Humphrey.

Dr. Humphrey was a young law professor from McGill University in Montreal and a renowned authority on international law. He wrote the first draft of the Universal Declaration of Human Rights, and worked to guide it through to its adop-

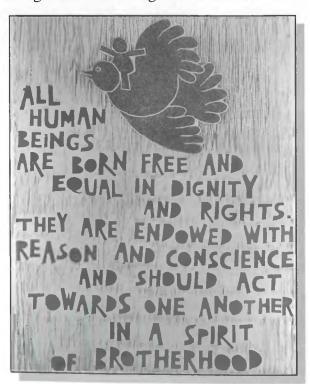
tion on December 10, 1948. His tremendous contribution to the Universal Declaration of Human Rights and to the development of subsequent human rights law is a source of great pride for all Canadians.

#### The Universal Declaration of Human Rights

The Universal Declaration of Human Rights reflects fundamental beliefs shared by countries around the world regarding human rights. The document is divided into two sections: the *preamble* which describes the reasons why the Universal Declaration of Human Rights was created, and the 30 Articles that list our basic human rights.

There are two main themes contained in the preamble. The first is the belief that in order "to promote social progress and better standards of life", laws that protect human rights must be enforced and respected universally. The second is the belief that by upholding human rights, "freedom, justice, and peace in the world" can be achieved. In short, respecting human rights means a better world for everyone.

There are 30 Articles in the Universal Declaration of Human Rights which cover six different categories of human rights:



- **1. Political Rights:** e.g., the right to vote and to participate in government
- 2. Civil Rights: e.g., the right to freedom of opinion and expression
- **3. Equality Rights:** e.g., the right to be free from discrimination.
- **4. Economic Rights:** e.g., the right to fair wages and safe working conditions.
- **5. Social Rights:** e.g., the right to education and to adequate health care.
- **6. Cultural Rights:** e.g., the right to speak your native language.

Although each of these rights may differ from one another, they are all considered to be human rights.

The Universal Declaration of Human Rights is a profoundly important document for people all over the world because it is founded on three key principles. Human rights are *inalienable*: no one can ever take them away from you. Human rights are also *indivisible*: you cannot be entitled to some of them and denied others. Finally, human rights are *interdependent*: they are all part of a larger framework and work together so you can enjoy a safe, free, and productive life.

Yet the Universal Declaration of Human Rights itself is not a document that is legally binding. Countries that have signed the Universal Declaration of Human Rights cannot be held legally responsible if they break their promise to protect and preserve human rights and freedoms. The Declaration is a standard for countries to follow. It expresses the basic principles and ideals that the world holds for human rights.

Using the Universal Declaration of Human Rights as a guide, governments are responsible for creating national laws to protect universal human rights. Citizens can then use their own judicial and legal systems to prosecute individuals or groups that have violated human rights. In Canada, the Charter of Rights and Freedoms has incorporated the human rights standards of the Universal Declaration of Human Rights into Canadian law.

## Canada and Human Rights

he Universal Declaration of Human Rights is extremely important for Canadians because it has provided us with a framework of human rights goals and standards to which Canadian legislation, institutions, and so-



ciety can aspire. Since signing the Universal Declaration of Human Rights in 1948, the Canadian government has been very successful in making universal human rights a part of Canadian law. There are currently four key mechanisms in Canada to protect human rights: the Canadian Charter of Rights and Freedoms, the Canadian Human Rights Act, Human Rights Commissions, and provincial human rights laws and legislation.

The Canadian Charter of Rights and Freedoms

In 1982, the Federal Government modified Canada's Constitution in order to better reflect the human rights goals and standards set by the Universal Declaration of Human Rights. The Government enacted a statute known as the Canadian Charter of Rights and Freedoms.

#### What is the purpose of the Charter?

The Canadian Charter of Rights and Freedoms is a binding legal document that protects the basic human rights of all Canadians. It provides a list of the rights to which all Canadians are entitled and describes the Government's responsibility in upholding those rights. The Charter is often cited in legal cases pertaining to human rights issues, and guarantees that our laws and the justice system operate in accordance with fundamental rights and freedoms.

#### What does the Charter guarantee?

The Canadian Charter of Rights and Freedoms guarantees our fundamental freedoms (such as

freedom of thought, speech, and association), democratic rights (such as the right to vote), mobility rights (the right to enter, remain in, and leave Canada), legal rights, equality rights (equality before the law and protection against discrimination), language rights, as well as the rights of Canada's aboriginal peoples.

#### How does the Charter protect me against discrimination?

The Canadian Charter of Rights and Freedoms prohibits discrimination on the grounds of race; national or ethnic origin; colour; religion; gender; age; and mental or physical disability. Sexual orientation has recently been recognized as a prohibited ground for discrimination under the Charter. The Charter protects you from discrimination in actions taken by the Government of Canada, the government of any province or territory, and actions taken by government agencies, such as hospitals, schools, or Human Resource Centres.

The Canadian Charter is a vital part of our law. It provides a legal mechanism in our Constitution that protects us from the violation of our basic human rights, thereby ensuring a free and democratic society. Nowhere are the principles of the Universal Declaration of Human Rights more clearly represented than in the Canadian Charter of Rights and Freedoms. It works in conjunction with other bodies of law, such as the Canadian Human Rights Act, and is the foundation of human rights in Canada.

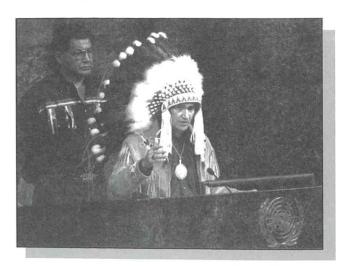
"I am waiting desperately for the day that I can walk into any neighbourhood in any city in any country and be greeted as though I live there."

Tiffany
http://aar.vrx.net/
letters4.html

#### The Canadian Human Rights Act and Provincial Human Rights Legislation

The Federal Government and every Canadian province have legislation dealing with human rights, as well as human rights commissions to administer that legislation. They work together to ensure that the rights of every Canadian are protected and that all people are treated with equality and respect.

The most important human rights legislation at the federal level is the Canadian Human Rights Act, which came into force in 1978. It outlaws discrimination in employment and in the delivery of goods and services on eleven grounds: race, national or ethnic origin, colour, religion, age, sex, marital status, family status, pardoned conviction, disability, and sexual orientation. The Canadian Human Rights Act applies to people working for either the Federal Government or a private company regulated by the Federal Government. It also applies to anyone who receives goods and services from any of those sectors. All of the Federal Government departments and Crown corporations (such as the CBC or Canada Post) are required to adhere to the Canadian Human Rights Act. Private companies such as railroads, airlines, banks, telephone companies, and radio or TV stations must also adhere to the Canadian Human Rights Act.

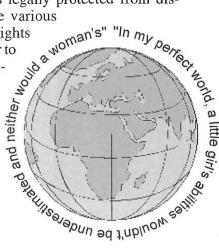


Ovide Mercredi, former Chief of the Assembly of First Nations, addressing the General Assembly at the launch of the International Year of the World's Indigenous People.

Each province has its own human rights law, usually called a Code or an Act (or in Quebec, a Charter), that covers other types of organizations not included under federal legislation. Schools, retail stores, restaurants, and most factories are covered by provincial human rights laws, as are provincial governments themselves. Provincial human rights laws also prohibit discrimination in housing: you cannot, for example, refuse to rent an apartment to someone because of that person's race or religion.

Every Canadian is legally protected from discrimination by the various

levels of human rights legislation. In order to ensure that this legislation is effective, human rights commissions oversee the application of human rights law.



#### Human Rights

#### **Commissions**

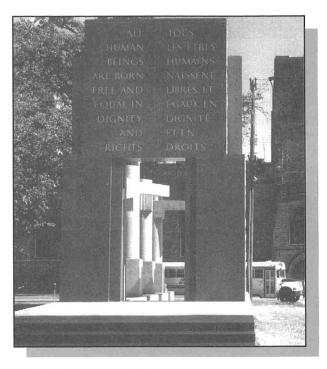
The Universal Declaration of Human Rights does not include a description of practical steps governments can take to ensure that human rights are protected. It provides guiding principles, but lacks instructions on how each country should implement them. Even if human rights are protected in theory by a constitution, they could still be violated in practice. This is a dangerous gap that many countries have not adequately addressed.

Canada has attempted to bridge this gap by creating human rights commissions at both the federal and provincial levels. Human rights commissions investigate complaints regarding human rights violations, provide legal channels to hear the complaints, and attempt to find solutions to human rights problems. They work to educate us about human rights and promote equality of opportunity for groups in society that are frequently the target of discrimination.

If you have experienced sexual harassment or discrimination, for example, you have the right to contact your provincial human rights commission and file a complaint. If you have a disability and a bank or post office is not accessible, you can file a complaint with the federal human rights commission. In many countries people have no way to have their human rights complaints heard or resolved, nor do they have adequate laws to protect their human rights. Human rights commissions are therefore a tremendously valuable resource for Canadians.

Learn more about what your province is doing to protect human rights. Contact the Canadian Human Rights Commission or your provincial commission for information on human rights laws, the complaints process, the responsibilities and activities of your human rights commission, and to receive educational materials on human rights.

With the Canadian Charter of Human Rights, the Canadian Human Rights Act, and human rights commissions at the federal and provincial levels working to protect and promote our human rights, we can feel confident that the principles outlined in the Universal Declaration of Human Rights are incorporated into Canadian law. Fifty years after its creation, we can see just how much the Universal Declaration of Human Rights has affected our lives. The next section of the Action Guide will respond to key questions you may have about human rights. It will also address questions concerning the Universal Declaration of Human Rights, related international agreements, and your role in promoting human rights during the 50th Anniversary.



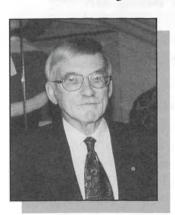
The Canadian Tribute to Human Rights in Ottawa, Canada

lands where we have inherited good things, are prone to accept good things, are prone to good things, are prone to things, with an indifference which is the lester B. Pearson

# Be Inspired: Canadian Human Rights Defenders

In this commemorative year, why not join the long list of Canadians who have taken the initiative and decided to do something about human rights! Distinguished among them are...

**Rosemary Brown**, the first Black woman to be elected to political office in Canada and the former Chief Commissioner of the Ontario Human Rights Commission.



Jules Deschênes, a renowned expert in international law, who chaired the Canadian Commission of Inquiry on War Criminals, and served as a judge on the International Criminal Tribunal for the former Yugoslavia and Rwanda.

**Mary Two-Axe Earley**,

member of the Mohawk nation, who dedicated her life to ending discrimination in federal law that deprived aboriginal women of their Indian status if they married non-aborginal men; the gender discrimination in the Indian Act was finally removed with Bill C-31 in 1985.

**The Famous Five:** Nellie McClung, Emily Murphy, Louise McKinney, Irene Parlby and Henrietta Muir Edwards, who joined together in 1927 and challenged the Supreme Court of Canada to amend the British North America Act to include women as "persons" under the law, thus recognizing the equal rights of women.

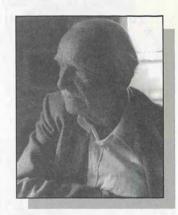
**Wilson Head**, a civil rights activist who founded the Urban Alliance on Race Relations dedicated to fighting for equality of all ethnoracial groups.

John Peters
Humphrey, a professor
of law from McGill
University and the author
of the first draft of the
Universal Declaration of
Human Rights.

Lester B. Pearson,

former Prime Minister of Canada and winner of the Nobel Peace Prize for introducing peacekeeping

as a part of the United Nations activities; Mr. Pearson was actively involved in procuring several peace agreements during his career with the United Nations.







# Human Rights Questions and Answers

here are many questions surrounding human rights issues, and the answers are often difficult to find. In order to clarify the different issues and build upon your knowledge of human rights, we have compiled a list of questions and answers regarding the main subjects addressed in the *Action Guide*. We define human rights; we examine why the Universal Declaration of Human Rights and other international human rights documents are valuable; and we investigate what can be done to end human rights violations. These questions, however, only address a few general issues. For information on specific human rights topics, please consult the "Human Rights Resources" section.

# We have flown in the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking on the earth as brothers. Martin Cuther King, Jr.

#### What are human rights?

Human rights are those rights that are necessary in order for us to live as human beings. Human rights give us dignity and equality. Human rights ensure that we all have adequate access to basic needs such as food and shelter. Human rights protect us from violence and abuse and work against ignorance and hatred. Human rights are inherent in all human beings and they should never be denied.

Human rights are universal. They transcend borders, cultures, political ideologies, and religious beliefs. No matter where you live in the world, who your parents are, or what kind of government you have, human rights are *your* rights.

Human rights allow us to fully develop our human abilities. They protect our right to participate in society, to work and provide for ourselves, to practice our culture and speak our language, to live in peace, and to be free from harm.

Most importantly, human rights are about respecting one another. They are about fulfilling our responsibility to ensure that no one's human rights are violated. For example, it is your right to be free from discrimination and it is your duty to not discriminate against others. When any person is denied human rights we are all affected.

Recognizing that human rights are only as strong as our willingness to treat one another as equals is the first step in achieving "freedom, justice and peace in the world".

## Why is the Universal Declaration of Human Rights important?

The Universal Declaration of Human Rights is a symbol of freedom, equality, and justice in the world. It was the first international agreement aimed solely at protecting and promoting human rights. Nations with diverse political, religious and cultural backgrounds joined together to make a statement against injustice and inequality. They created a standard of achievement that all nations thereafter would be morally obligated to respect.

The Universal Declaration of Human Rights was a ground-breaking document that paved the way for the future of international justice and human rights. Many international human rights agreements have emerged since 1948. Thousands of non-governmental human rights organizations have been established in the past 50 years. These organizations have often used the Universal Declaration of Human Rights as a way to measure their governments' human rights performance. It is an instrument used to



"The destiny of human rights is in the hands of all citizens in all of our communities."

Eleanor Roosevelt

prompt democratic reform and to demand adherence to international human rights laws.

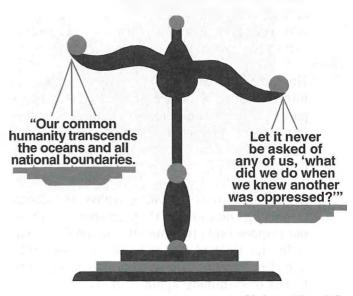
The Universal Declaration of Human Rights is also important to you. It is the foundation of your freedom, your rights, and your responsibilities. Student and teacher demonstrations, non-governmental organizations, community groups and individuals have struggled to ensure that our rights as human beings are protected. We all have an obligation to do the same. Just as the Universal Declaration of Human Rights can be used to measure a government's performance, it can also be used to measure our own performance in respecting and promoting human rights. How do you measure up? Do you treat others equally? Do you respect diversity? Are you working against human rights violations? These are important questions you must ask yourself. If the Universal Declaration of Human Rights is to continue to be a strong influence in our lives, we must act on it!

## Is the Universal Declaration of Human Rights upheld universally?

Every human being should be able to read a copy of the Universal Declaration of Human Rights and say, "Yes, my human rights are respected". Similarly, everyone should be able to say, "Yes, I respect the rights of others". Unfortunately, fifty years after the creation of the Universal Declaration of Human Rights, this is still not the case.

In order for the Universal Declaration of Human Rights to meet its full purpose, every person must fulfill his/her responsibility to respect human rights. At an international level, many countries have taken steps to ensure that human rights are a priority in their states. By signing the Universal Declaration of Human Rights, a country commits itself to protecting the rights of its citizens and respecting the rights of all human beings. Even countries that have not signed the Universal Declaration of Human Rights are morally obligated to abide by its principles. The Universal Declaration of Human Rights has become so entrenched in international law that to disregard the importance of human rights is considered unacceptable by international standards.

Many individuals and many governments, however, still fail to uphold human rights. Despite diplomatic pressure, multilateral agreements, and national laws, human rights continue to be violated, and not just in wars or by corrupt governments in far away places. Human rights violations are occurring in homes, in schools, and in communities across Canada. In order for these violations to end and human rights to be protected, it is up to us to take action. Eleanor Roosevelt, Chair of the first United Nations Human Rights Commission, once said that human rights begin "in small places, close to home". What is your role in protecting human rights in your school? How can you help others in your community? What more can Canada do about human rights violations here and abroad? These are difficult questions but they must be addressed. The Universal Declaration of Human Rights can become a universally respected document if we work together.



**Nelson Mandela** 

## What is the International Bill of Human Rights?

There are three key documents that make up the International Bill of Human Rights: the Universal Declaration of Human Rights (1948), the International Convenant on Economic, Social and Cultural Rights (1966), and the International Covenant on Civil and Political Rights (1966). Whereas the Universal Declaration of Human Rights is a statement of principles, the two convenants are legally binding agreements. This means that if countries have signed and ratified the covenants, they agree to uphold the rights and freedoms defined by the covenants in their own states.

#### PART 1 -Article 1

1. All peoples have the right of self determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Although the covenants reflect principles similar to those of the Universal Declaration of Human Rights, they also include additional rights. The focus of each covenant is different. They were both written at the height of the Cold War when communist and liberaldemocratic countries disagreed about which rights were more important to their citizens. The International Covenant on Economic, Social and Cultural Rights emphasizes the rights of the worker to "just and favourable conditions" and to an "adequate standard of living". The right to food, shelter, health care, and education are included as major components.

The International Covenant on Civil and Political Rights addresses those rights we usually associate with democracy, such as freedom of opinion and expression, freedom of association, freedom from arbitrary arrest, and the right to vote.

The first article of both covenants is the right to self-determination. This right was not included in the Universal Declaration of Human Rights. The right to self-determination gives nations the freedom to establish their own governments, to create their own laws, and to practice their own culture without interference. This right forms the

foundation for all other rights in each covenant. In the same way, the first article of the Universal Declaration of Human Rights, "all human beings are born free and equal in dignity and rights", is the foundation of all other rights in the declaration. Together, these three documents form the basis of human rights as we have come to know them today.

## What is the United Nations doing about human rights violations?

Every day in the news we hear reports of human rights violations. It seems that as soon as one crisis subsides, another emerges. People around the world live with violence, poverty, discrimination, and injustice. So what is being done to change this?

At the international level, the United Nations is the most important actor coordinating efforts to end human rights violations. The United Nations was created after the devastation of World War II, during which millions of innocent people

needlessly suffered and died. This tragedy prompted the countries of the world to take dramatic steps to prevent such horrible events from recurring.



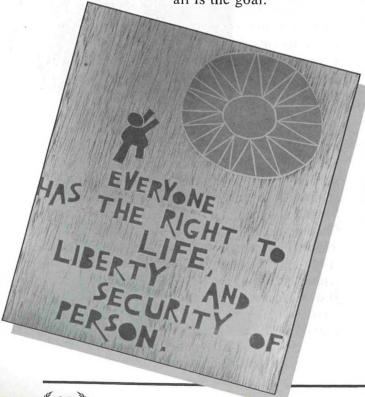
The first action that the United Nations took in its efforts to end human rights violations was the creation of the International Bill of Human Rights. The Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights comprise a list of international human rights standards that states are obligated to uphold. If a state is not respecting all of the rights in the International Bill of Human Rights, it is committing human rights violations. Human rights agreements drafted by the UN are important tools for determining when states are not adhering to international principles of human rights.

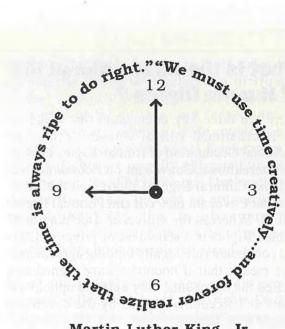
The UN has also established a body to coordinate human rights related activities. The UN Centre for Human Rights monitors human rights in all regions of the world, investigates reports of serious human rights violations, organizes international conferences on human rights (e.g. the Vienna Conference on Human Rights in 1993), and encourages governments to take action on human rights.

The spirit of the United Nations, as stated in the United Nations Charter, is strongly rooted in human rights principles. The UN works for peace, for justice, and for the equal rights of all human beings. Whether conducting peacekeeping operations, establishing local development projects, promoting environmental sustainability, or providing humanitarian aid, human rights are always a fundamental part of the United Nations' mission. With strong support from individuals like you, the United Nations can expand its role in human rights and continue to bring human rights issues to the forefront of the international agenda.

## What is the 50<sup>th</sup> Anniversary about?

Action is the key word that defines the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights. Human rights for all is the goal.





Martin Luther King, Jr.

The 50<sup>th</sup> Anniversary is a year for commemorating and a year for renewing our commitment to human rights. It is a time for re-examining the state of human rights in your community, in Canada, and in the world.

Many achievements in the field of human rights have been made since the Universal Declaration of Human Rights was first created. It is therefore important for us to commemorate the profound impact the Universal Declaration of Human Rights has had on our lives.

But the 50<sup>th</sup> Anniversary is about more than just remembering. It is about acting. It is about recognizing equality and fulfilling our duty to respect the rights of others. We need to keep moving forward, and make human rights a greater priority in our lives and in our communities. There is no shortage of needs to fill. The heightened energy and enthusiasm surrounding the 50<sup>th</sup> Anniversary can be used to build new initiatives and stronger partnerships. Take advantage of this momentous event and make the 50<sup>th</sup> Anniversary year of the Universal Declaration of Human Rights the beginning of a new agenda for human rights.



## Action Ideas: How Can You Get Involved?

hether you have just begun to learn about human rights or have been actively involved in human rights activities for many years, there is an important role for you in the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights. Hundreds of organizations across the country will be sponsoring special events to commemorate the 50<sup>th</sup> Anniversary and to raise awareness about human rights issues. Initiate your own activities or join established organizations. Express your beliefs on what human rights are through the CREDO campaign. Volunteer your time, spread the word about events, and encourage others to take action!

Not sure where to start? The following section will inspire you to participate! We have compiled a list of interesting, interactive, and creative activities you can use to promote human rights in your classroom, your home, your school, and your community. Four action areas are addressed: Classroom Activities, Extra-Curricular Activities, Community-Oriented

Activities, and Fundraising Ideas. We have also included a Helpful Hints section to get you moving in the right direction. We encourage you to adapt the activities to your own interests and to the issues that most closely affect your community and school.

This list is only the beginning! We will continue to add new activity ideas to our website (http://www.unac.org/rights/), so please keep in touch. We also welcome any of your ideas. Drop us a line by e-mail at 50udhr@unac.org or fax a description of your event to (613) 563-2455. We will post examples of your success stories on our website!

Any contribution you can make to the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights will have a positive impact on human rights in your community, in Canada, and abroad. Let's work together to make this year and the next 50 years an important time for human rights for all!



The following classroom activities are suitable for all grade levels. We hope they will encourage students to learn more about human rights issues in Canada and in countries around the world.

Most of the activities focus on the Universal Declaration of Human Rights and the principles it represents. Several teacher resource guides have already been created by a variety of organizations to give teachers ideas on how to incorporate human rights themes into their curriculum. We strongly recommend that teachers and students consult the Human Rights Resources bibliography for further information on human rights education and specific human rights themes.

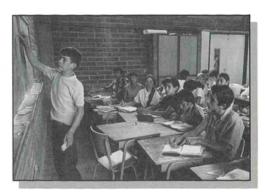
Our list of activities strives to reflect culturally sensitive, gender neutral and non-discriminatory principles. These activities, however, are only one step in establishing an education system that is free from racism, sexism, and other forms of discrimination. Please refer to the "Human Rights Education" section in our bibliography for additional resources on curriculum reform.

Human rights issues are an important part of all subject areas. Here is a list of some proposed topics that could easily be incorporated into the current curriculum:

#### **Business**

Rights of persons with disabilities in the workplace; employment equity; report card of businesses and their human rights records; provincial labour standards; human rights standards and practices in multinational companies; labour rights and unions; gender discrimination in male-dominated or female-dominated occu-

nnation in male-dominated or female-dominations; human rights in advertising.



#### Drama

Historical re-enactments of important human rights event in Canada; exploring issues of racism, prejudice, and intolerance through the dramatic arts medium; interpreting human rights themes in plays.

## English

Freedom of expression and opinion; hate literature; censorship; human rights themes in poetry and literature; the history of book banning; how the popular media affects public awareness about human rights.

### Geography/World Issues

Refugees and migration; overpopulation; extreme poverty; child labour; development aid and trade among nations; multinational corporations and labour rights; international treaties (e.g.

landmines); international cultural awareness; the impact of the Debt Crisis on human welfare; peacekeeping.

## History

The development of the Universal Declaration of Human Rights; human rights issues in Canadian history (e.g. aboriginal rights, the Underground Railroad, women's suffrage, Japanese-Canadian internment in WW II, the Winnipeg General Strike, War Measures Act, the Asbestos Strike); human rights activists; Nobel Peace Prize winners

and their human rights causes; major human rights related trials in history (e.g. Joan of Arc, Galileo, Socrates); human rights landmarks in Canadian history (see the Canadian Human Rights Commission web site at http://www.chrc.ca for further information).



#### Law

The Universal Declaration of Human Rights in Canadian law; international human rights law and covenants; international court of justice; self-determination; war crimes tribunals; an analysis of different provincial human rights codes; the organization of human rights legislation in Canada.



#### Music

Musical compositions from a variety of cultures and heritage backgrounds; musicians in exile; human rights messages in popular music; the impact of the musical community on the civil rights movement; censorship in music.



## Physical Education

Sports adaptations for persons with disabilities; the effects of malnutrition (the right to food); gender discrimination in sports; ethics in sports competitions.

#### Sciences

Global food security; sustainable development; effects of poverty on the environment; water conservation; urban gardening; human rights and technology.

#### Visual Arts

Painters in exile; expressions of human rights violations in the visual arts; artistic representations of the Universal Declaration of Human Rights.





## lassroom Activities: Human Rights Tools for Schools

#### Ideas for general application in classes, grades 9 - 12/OAC:

#### **Individual Research and Class Discussion:**

Divide up the different articles of the Universal Declaration of Human Rights among members of the class and have them answer questions about each article such as:

'What right(s) does the article protect?'

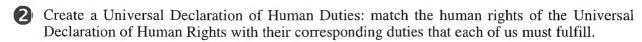
'Which groups in society would benefit most from this article?'

'How has the Canadian government incorporated this article into our own laws and our constitution?'

'Give examples of countries where these articles are not fully respected'

'Why is this article important to you?'

Have students present their findings to other members of the class.





- What do you believe are human rights? Use the CREDO98 Kit (call 1-888-852-3456 for your free copy) and submit your entry in the CREDO contest. This can be an individual or class project; the expression of your CREDO can take many different forms—be creative!
- A Research the profiles of key human rights activists and leaders.
- Research how local, national, or international human rights organizations were founded and analyze their mission statements and/or statements of purpose.
- 6 Contact local businesses and multinational corporations to find out more information on their human rights policies; partner this with comparative research on workers' rights in Canada and in developing countries.
- Write an essay describing a personal experience of human rights violations or the experiences of someone you know; exchange essays with other members of the class.

## Full Class Participation - Mock Trials, Debates, Drama and Artistic Expression:

- Attend a local trial and identify the articles of the Universal Declaration of Human Rights that are in practice in our judicial system; contrast the Canadian justice system with the rights of political prisoners in countries around the world.
- (2) Create a mock trial of a famous person or of a group of people in the news or in history; assign students different roles to play, i.e., as prosecutor and defence, witnesses for and against, judge and jury, defendant(s); choose a case that will stimulate discussion on contemporary human rights issues.
- (3) Hold a debate in class on a contemporary human rights issue such as freedom of speech and hate literature, freedom of the press and censorship, the rights of prisoners, aboriginal self-government, labour rights and multinational corporations; or choose a topic from history and debate the issues from both points of view.
- Produce a human rights video that presents your concerns about human rights in a creative and informative way; send the final product to the Canadian Government or the United Nations Association in Canada and encourage them to listen to your ideas.

## **Total School Participation - Forums, Simulation Exercises, Speakers:**

- Of Simulate an international conference: assign students to be representatives of different countries and debate the issues; e.g. a case study on the landmines treaty, a case study on strengthening international labour rights, or the signing of a new international treaty on the environment.
- 2 Create a forum for students to bring in newspaper articles on current events in international affairs and in Canada that might relate to human rights; encourage them to write to their local Mayor, Town Councillors, Members of Parliament, the Minister of Foreign Affairs, the Minister of Canadian Heritage or the Prime Minister to express their concerns on Canada's response to international human rights violations and human rights violations in Canada or their community.



3 Organize a speaker's panel of members of your community to discuss human rights issues; make the event a general assembly and focus on an issue that is a concern in your school such as racism, homophobia, or violence.



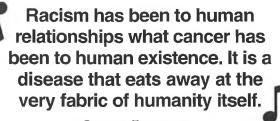
## xtra Curricular Activities: Raising Awareness

The following is a list of projects that you can initiate in your school as a whole, in the classroom, or as part of the student council's agenda for the year. These ideas are meant to educate you and to motivate you. We encourage you to expand upon the list provided!

#### School priorities: a human rights agenda for your school

#### **Human Rights Mandate:**

- Write a "Human Rights Code" for your school; ask students and teachers what rights are important to them and display your "Human Rights Code" in a prominent place in the school and in every classroom; make sure copies are available for students, teachers, and parents.
- 2 Distribute copies of the Universal Declaration of Human Rights in your school; encourage others to learn about their rights.
- 3 Dedicate your yearbook to the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights; highlight human rights achievements in your school or community.
- Contact the United Nations Association in Canada and request information about the UN; make a display to inform students and teachers about human rights and keep the new material in your library.



**Oscar Peterson** 

- (5) Encourage curriculum reform and anti-racism education in your school; critique classroom resources and textbooks to see whether or not they reflect a multicultural, gender neutral, or anti-racist theme; bring your concerns to department heads, guidance counselors, and principals; organize a student committee for curriculum reform.
- 6 Set up a suggestion box where students can recommend additional human rights-oriented activities that will be used by student council, students themselves, and classrooms.

#### **Daily/Monthly Practices:**

- Over a one month period, read one of the thirty articles of the Universal Declaration of Human Rights each day along with announcements related to human rights issues, on the intercom system; inform students with facts and let them know how they can get involved.
- 2 Create a bulletin board to display information about human rights issues; cover different topics or a different country each month; post a current events section with newspaper clippings. Set up a progress chart of the school's human rights achievements.

Have free movie nights at school (monthly, bi-monthly) and show movies related to human rights issues (e.g. Schindler's List, Cry Freedom, The Power of One) or different cultures (e.g Baraka). Try to generate a group discussion on the themes raised in the film.

## Committees, Clubs and Associations - Speaking and Sharing About Human Rights

- 1 Establish a human rights committee at your school to monitor human rights and to organize human rights related activities; write a human rights mission statement for your committee.
- 2 Start a human rights discussion group at your school and invite human rights activists in your community to give brief presentations and to lead discussions.
- Start a model United Nations club at your school or for youth in your community. Major model UN conferences are held every year for high school and university students at beginner, intermediate, and advanced levels. You are able to practice the procedures and discuss the key issues to prepare yourself as a delegate to a conference, or to attend one as an observer. They are a fun and interesting way to learn more about international relations (see Case Study #3 for more details).
- 4 If you already have a model United Nations at your school, try to incorporate human rights issues into your agenda: for example, include Human Rights Commission or UNICEF activities.
- Organize your own branch of a human rights organization whose mandate reflects a human rights issue that interests you and members of your school or community.

## Forms of Artistic Expression - Portraying Human Rights to the School and the Community:

- Organize a human rights arts festival at your school: encourage students to submit works of art in all mediums (e.g. painting, photography, sculpture, multimedia, literature, drama, music) and hold an open house event to present the entries to the public.
- 2 Create a competition among students and teachers for the best mural, motto, logo, cheer, photo, song, poem, poster, chalk drawing, etc., in commemoration of the Universal Declaration of Human Rights.
- Sponsor an essay competition in your school; choose a popular issue in human rights and have students write their thoughts or suggestions for ways of improving human rights in your school, community, or country; send the winning essay(s) to a regional, federal, or international authority (they are always very interested in what young people have to say!)
- Invite guest speakers to discuss human rights issues; create a "Speaker Week" where a presentation is made each night, or have speakers once or twice a month.



Create a giant hand print mural: use different colours of finger paint and have students imprint their hand as a statement against racism and in support of diversity.

6 Create a banner in support of human rights; have everyone in the school sign it and display it in a prominent area where it will be noticed.

Create a "Diversity Quilt": each square of the quilt could depict a different theme on diversity or human rights; encourage local celebrities to contribute, and get as many students and teachers involved as you can (the more people that participate, the more diverse your final product will be); have the quilt tour your community upon completion.

## **Learning Through Diversity - Ways of Expressing the Multicultural Element of Human Rights:**

Have a Multicultural Festival: invite different cultural groups to your school to set up fun and interactive information displays and activities so students can learn about different cultures; combine many different events and make the Multicultural Festival a week long celebration of cultural diversity.

2) Hold an "international foods of the world" fair to raise awareness about the different cultures in your school and community; encourage people to dress in traditional clothing.

(3) Create a "Diversity Map" in your school where students and teachers can mark the countries and places from which their families originate; include information and articles on immigration and refugees alongside of the Diversity Map.

#### **Campaigns, Speakers and Public Outreach:**

Ocordinate a mass letter-writing campaign to express your concern about human rights violations in Canada or internationally; Amnesty International is a good resource for addresses and letter formats; have a lunch hour or after school 'sit-in' in the cafeteria or lobby of your school and encourage others to sign letters and petitions.

Write to the editors of your local newspapers to express concerns about human rights issues; include articles on human rights in your school newspaper.

**3** Have a food or clothing drive and deliver donations to a local organization.

4 Suggest that youth leadership conferences include a component on the importance of human rights and commemorating the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights.

Organize a "Hunger Dinner" to learn about the impact of world food security issues for different countries around the world (see Case Study #1 for more details).



## ommunity Activities: Getting Involved

There are many opportunities for you to get your local community involved in human rights issues. Join an organized group or take the initiative and start a community venture where you live. Here is a list of creative projects that can be done independently, or in groups.

#### Promoting Human Rights in your community

#### **Meeting the Basic Needs of Your Community:**

- (1) Volunteer, volunteer!: help out with a blood donor clinic; put in some sweat and labour with your local Habitat for Humanity; organize incoming food at your community food bank; donate your time to a senior citizens centre or to assisting persons with special needs.
- (2) Create a community vegetable garden (on school property or donated land); recruit volunteers to help with planting, maintenance, and harvesting of the vegetables and then donate them to a local food bank.
- 3 Raise a collection of toiletries and necessities (for example: toothpaste, soap, and towels) for local women's and children's shelters.
- Organize a human rights "Career" or "Volunteering" fair at your school; invite human rights and social services organizations in your community to set up information booths; encourage people to learn about the many opportunities there are for local participation in human rights related activities.

"Helping others, that's the main thing. The only way to help ourselves is to help others and to listen to each other's stories."

Eli Wiesel

#### **Recognizing local contributions to human rights:**

- Present special "Human Rights Achievement" awards to members of your school or community who you feel have made an important contribution in the field of human rights.
- 2 Encourage the local newspaper or cable access programmes to do features throughout the 50<sup>th</sup> Anniversary year on human rights organizations and people in your community who are active in human rights.
- Raise funds for a social services or human rights group in your community; donate the money in honour of a local citizen who has made or continues to make a valuable contribution to human rights in your community.

#### Meeting the need for public activism in your community:

- (1) Have a United Nations flag raising ceremony and invite the local press.
- ② Organize an internet discussion group for human rights issues or create a human rights website for your school.
- (3) Create a mural in your school or community that reflects the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights theme.
- Enter local parades with a float or student march promoting awareness of human rights issues; be creative in presenting your concerns.
- (5) Encourage your local radio station or cable access programs to do special productions relating to human rights (in particular, the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights on December 10, 1998).



I wondered why somebody didn't do something for peace, then I realized that I am somebody. 9 9



## aising Funds for Human Rights: You Can Make a Difference

Why not make a contribution by raising money and donating it to local organizations that deal with human rights issues? Need some ideas? Here are a few suggestions to set your mind in motion:

- Organize a community dinner at your school with friends, family, and community members; get students to prepare and serve food; ask grocery stores for donations to cut costs; involve guest speakers; donate money that is raised.
- Have a walk-a-thon, dance-a-thon, awake-a-thon, 30-hour famine (see the resource guide under "Right to Food"); these events can generate great community involvement and support.
- 3 Hold a benefit concert with local bands to raise money and awareness about human rights issues.
- Develop and sell an international cookbook with all sorts of recipes; include short profiles on the cultures from which the recipes originate, highlighting human rights issues if applicable.
- Organize a "Human Rights Coffee House" at your school or in your community: a "coffee house" incorporates music, poetry, readings, and speakers use this as a forum for a human rights theme; include original works or use music and writings from human rights activists.
- Design T-shirts displaying a human rights or 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights theme; put the same design on bookmarks, posters, hats, etc.
- **7** Organize a garage sale or auction off donated goods.
- 8 Contact local newspapers, radio stations, and television programs in your area to inform everyone of what your school is doing!
- **9** Ask companies in the area to get involved by matching the amount of money that your school raises! Don't forget to let them know about the media coverage!



If you are not sure how to best distribute the money you raise, ask students and teachers at your school to submit their recommendations on which organization should receive donations and why!



## elpful Hints: Ten Secrets for Success

- ① Be open-minded: encourage students, teachers, and parents to submit their ideas on how your school can become a safe, equitable, and non-discriminatory environment.
- 2 Set clear goals: determine what your school and community needs to do to improve its human rights record.
- (3) Use human rights related days, such as March 21, the International Day for the Elimination of Racial Discrimination or March 8, International Women's Day, as a basis to launch your own events (see the "Human Rights Observances" calendar in the *Action Guide* for further information).
- (4) Start organizing events early: it takes a lot of time and energy to bring activities to life! Draw up clear and concise plans for your activities before contacting local companies or the media.
- (5) Don't set any limits on what you think you can do: often it is *just* a matter of asking for help (the worst thing they can say is no!), and you will be amazed at the results.
- "THE JOURNEY OF A THOUSAND MILES BEGINS WITH ONE STEP" LAO-TZU
- (6) Try to get involved with local festivals and suggest they add a human rights theme or component to their activities.
- (7) Establish links with other schools in your area and collaborate on ideas and campaigns: organize joint committees for issues such as curriculum reform and human rights education.
- 8 Get the media involved! Let people in your community know what you are doing!
- (9) Make sure that your activities are culturally sensitive and fully accessible to persons with disabilities. Get as many people as possible involved!
- 10 Initiate annual activities so that your school celebrates human rights every year!

Most importantly, Be Aware, Be Active and Work Together for

HUMAN RIGHTS FOR ALL!

# Be Inspired: International Human Rights Defenders

Consider a few of the human rights activists from around the world who have struggled to defend human rights in their own countries and within the international arena.

**Mahatma Gandhi**, who led a nonviolent resistance to British rule that eventually won independence for India, and whose peaceful philosophy has been an inspiration to many human rights movements around the world.

**Martin Luther King Jr.**, civil rights activist in the United States, whose non-violent approach to social change continues to inspire anti-racism movements around the world.



Nelson Mandela, president of South Africa, who was held in prison for 26 years for his participation in antiapartheid movements.

Aung San Suu Kyi, a political activist from Myanmar (Burma), who was placed under house arrest after her political party, the National League for Democracy

in Myanmar, won an election against the military government; she was awarded the Nobel Peace Prize in 1991 for her efforts to bring democracy to her country.





**Mother Teresa**, who embodied love and compassion for humanity through her missionary work in the poorest areas of Calcutta, India.

**Rigoberta Menchu Tum**, a Mayan-Quiche indigenous rights activist, who initiated the first two Summits of Indigenous Leaders and helped to prompt the UN to declare 1994-2004 the International Decade of the Indigenous Peoples of the World.

**Jody Williams**, President of the International Campaign to Ban Landmines and the 1997 winner of the Nobel Peace Prize.

Ken Saro-Wiwa, a writer from Nigeria, who was executed by the government of Nigeria for trying to defend the rights of the indigenous Ogoni people.



## uman Ríghts Observances

The following calendar outlines the key human rights related observances in Canada, North America and internationally. You can use these special days as a way to raise awareness about various human rights themes and as a basis to launch your own events and activities. # =International: | = North America: \* = Canada

anuary

Dr. Martin Luther King Jr.'s Birthday observed [5]

Black History Month

1 - 7 International Development Week ♥
9-16 National Citizenship and Heritage Week ♥

16 National Heritage Day \*

arch

International Women's Day @

8-14 International Women's Week ⊕

16-22 National Francophonie Week 🌞

21 International Day for the Elimination of Racial Discrimination ®

21-28 Week of Solidarity with the Peoples Struggling Against Racism and Racial Discrimination

National 30-hour Famines Week \*

World Health Day @

17 Equality Day 🌞

*19-25* Earth Week ⊕

Earth Day

World Press Freedom Day @

19-22 Aboriginal Awareness Week \*

une

National Access Awareness Week \*

National Aboriginal Day 🌞

Canada Day 🌞

World Population Day

Q International Day of the World's Indigenous People

eptember

Labour Day (First Monday of September )

8 International Literacy Day International Day of Peace (opening of the United Nations' General Assembly -Third Tuesday of September) #

ctober

Women's History Month \*

16 World Food Day ⊕

17 International Day for the Eradication of Poverty (\*\*)19-26 Amnesty International Week (\*\*)

24 United Nations Day (UN) and World Development Information Day

24 -30 Disarmament Week

vember

11 Remembrance Day

International Day to End Violence against Women @

ecember

1 World AIDS Day ⊕

2 International Day for the Abolition of Slavery

International Day of Disabled Persons @

National Day of Remembrance and Action on Violence Against Women (in memory of the Montreal massacre) \*

HUMAN RIGHTS DAY ⊕

1998 marks the 50th Anniversary of the Universal Declaration of Human Rights

Lead the way in encouraging your community to become more active!

#### Case Study # 1: The Hunger Dinner

Every country is affected by the world food crisis. No less than 800 million people go to bed hungry every night. The purpose of a *Hunger Dinner* is to make people aware of this unequal distribution of food in the world.



Although this event can be a lot of fun, the seriousness of the food crisis must not be undermined. In order for this activity to be a success it is important that the organizers are well informed of the issues. Organizations like Oxfam, World Vision, or your local food bank can give you background information. The Resource Guide also includes some good resources on the Right to Food.

The activity is suitable for large or small groups. The tickets are set at one price and the proceeds can go to a local food bank or other human right activities. Upon arriving at the event the participants are divided into three different groups and given colour-coded identity cards. The three groups

would represent First, Second, and Third World countries. The identity cards, as displayed below, should include a name, country of origin, occupation, and economic status of the person that each participant will represent during the dinner. The identity cards should be based on fact and should realistically depict living conditions of people around the world.

During the dinner, the First World participants are seated at a luxurious table set with tablecloths and china and are served a four course meal. The Second World participants are given rice and vegetables, bread and water and sit at ordinary tables or on chairs around the room and are served on basic plates. Finally, the Third World, the largest number of people, are required

to wait in line. They are given a scoop of rice and sauce and forced to sit on the floor to eat after the other "worlds" have all received their food.

The participants are given an opportunity to interact during the meal. Coordinators of the event can exchange some of the participants' cards to allow for even more interaction, giving people the chance to be part of the different groups. For example a person in the Second World might lose his/her job and



be forced to join the Third World. The different "worlds" can also interact. People from the Third World may request food donations from the First World (you may even have a food rebellion!). Set a global atmosphere by playing different kinds of music in the background. Decorate the room with posters, maps, or artifacts from various countries.

Invite a qualified speaker to the dinner to address the audience on the food crisis in your community or in the world. Video or slide presentations are also useful tools for informing students and teachers about the world food crisis. It is important to have a facilitator/speaker debrief the group on their feelings during the event and to generate a general discussion on the right to food before its conclusion.

Examples of identity cards:

Name: Kaz Yokimoto

Country: Japan

Occupation: President of a large auto manufacturing company

Living conditions: You are among the wealthy, live in a detached house, and are raising two children who are studying at an American university.

Name: Josef Bolei

Country: Ghana

Occupation: Agricultural

labourer

Living conditions: You support your four children by working 16-hour days during the harvest season.

Name: Maria Elefan Country: Guatemala

Occupation: Seamstress

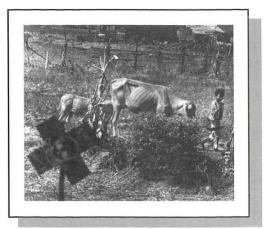
Living conditions: You are 15 years old and are employed as a seamstress for a manufacturing company that supplies clothes to North America. You earn approximately \$6.00/day and often work 12 to 14-hour days.

## Case Study # 2: Landmine Field Simulation Game

This game is designed to give participants and spectators the experience of what it is like to live with landmines. While most students in Canada are unfamiliar with this issue, landmines kill or maim as many as 25,000 people every year. The simulation will be an excellent way to introduce further discussion on landmines and Canada's role in the landmine treaty.

The 'mine field' is created by using a blue tarp measuring approximately 20 by 24 feet. The numbers 1 through 100 are marked in a grid formation on the tarp. On one side of the 'mine field' there is a river that obstructs the access of the participants to the three remaining sides. The game can be played by using this 'mine field' in three ways:

**Simulation #1:** This field represents a community; the numbers indicate your home, the market place or the community school—the places you would go to and from every day. Be aware that the market is the most heavily mined.



**Simulation #2:** The field has natural resources and materials for your basic daily needs. The purpose of this exercise is to make a trip to gather water at the well and return home. Be careful because the area around the well is heavily concentrated with small explosives.

**Simulation #3:** The purpose is to cross the field from one side to the river without being hit by a land mine. Several people may make this journey at the same time, which makes this game more exciting and difficult.

**HOW TO PLAY:** The simulation should begin with an introductory discussion on what a landmine is and the realities of living in an area where there are landmines. The participants are then told that there are 15-20 mines somewhere on the field. The goal is to travel from one location to the next without hitting a mine. They choose a number and call it out as they step on it. A master list is kept that indicates where all the mines are found. If the participant has hit a mine they are asked to sit down at the side. The participant is not able to jump over any squares—the square you choose has to be directly connected to the previous square chosen. There is no participation limit—everyone who wants to join in can try to cross the field at each stage of the simulation.

At the end of each simulation there is a ten-minute pause to discuss the placement of the land mines in the field and how they have affected the lives of the people in that area. At the conclusion of the simulation there is a longer, in-depth, debriefing session to discuss what happened to the participants as the game progressed, and to talk about how the land itself is rendered dangerous and unusable by the presence of the mines. Another good



follow-up to the activity is a video of the real-life experiences of people who live in areas with landmines. The film and simulation will combine to create an informed discussion on the landmine issue.

**TIMELINE:** With a class of 30-40 students, the entire game lasts an hour or longer depending on the follow-up discussion. The preparation lasts 5-10 minutes, the simulation is 30-40 minutes, and the debriefing section is 15-20 minutes. The timeline is very flexible; it is up to the group to decide on the time parameters. For more information, contact *Hilary Homes at (613) 235-2332*.

## Case Study # 3: A Model United Nations

To foster a better understanding of international issues and the processes by which the United Nations makes decisions, a simulation game using the General Assembly (or the Security Council) as a model is an exciting and enriching learning experience.

The goals of the Model UN simulation game are:

- 1) to place participants in a situation where they have to debate, coerce, and lobby for a resolution against, or in cooperation with, other participants.
- 2) to enable participants to get a sense of the "lobbying" process that goes on in the General Assembly (or Security Council).
- **3)** to practice and develop useful debating and diplomatic skills (e.g., compromise, teamwork).
- 4) to familiarize participants with the political, social, and economic status of various countries.
- 5) to generate an understanding that the decisions a delegate is required to make may not be in accordance with their own point of view. Participants must follow the instructions given by their country as a whole, which includes outside sources and government leadership.

This simulation game gives participants an opportunity to discuss, debate, and resolve a number of hypothetical Resolutions in the context of a General Assembly forum. Delegates will need to take a position on a Resolution - in accordance

with their country's point of view - and make every effort to convince, coerce, and "lobby" other delegates to

vote for, or against. Teams earn points according to the voting pattern. Participants can choose how their country will vote on a resolution (it does not need to follow the voting pattern of their assigned country).

For example, a class of 30 students would be divided into delegations of four member teams, from a range of member countries of the United Nations. Remember to be representative of all regions of the world. A breakdown of the 4-member team is:

**Head Delegate:** speaks formally for the delegation and verbally registers the vote for the delegation;

**Permanent Representative:** remains in the Assembly hall to maintain communication between the Officers of the Model General Assembly and the delegation members;

**Two Lobby Representatives:** make contact with the lobbyists of other delegations to arrange "deals" concerning the resolution at hand.

The class will designate a few participants to be advisors in the Lobbying area to answer questions and keep the participants aware of the decisions being made in the Assembly Hall. The class would also designate 2 people to be the officials: Secretary-General and Executive Assistant (or President and Vice-President). The officials would make sure that the forum runs according to the proper rules and procedures of the General Assembly (or Security Council). Their tasks include:



operating/interpreting the Rules of Procedure; determining which resolutions will be used and in what order they will be debated; designating and calling on speakers (both proposing nations and seconding nations) from the delegations; setting time limits on speeches and maintaining those limits; calling the vote and recording the vote (a 2/3 majority of nations present and voting is needed on all resolutions).

**METHOD:** The most important part of a model UN is the time spent by participants in preparation for the simulation itself. Participants need to research the country that they will represent; specifically, to study the policies or position taken by the country on issues. They also need to study the Rules and Procedures to be used in the simulation beforehand.

Likewise, the class must prepare a worksheet that will be used by the delegations during the game. This worksheet, called the "Home Instruction Sheet" indicates to the delegates how their home country wishes them to vote on a particular resolution. On this sheet there is a horizontal line, where the numbers -10, -9, to +9, +10 are marked. For each resolution the country will mark whether they are completely against the resolution (-10), or

strongly in favour (+10), or wish to abstain (0) from the vote. This sheet is to be kept secret by all of the delegates. A record is used by each country to keep track of their progress. Calculations of scores are made according to the cases of passed and defeated resolutions.

The final element is the resolutions themselves, which are formulated by an Organizing committee and are not shown to the delegates prior to playing the game. These resolutions may be fictitious or serious, but they must follow the format used by the General Assembly (or Security Council). Each resolution must be proposed, seconded, then debated and voted upon by the head delegates.

This exercise is meant to stimulate your learning about the way that the General Assembly creates, debates and votes on resolutions. For a detailed description of this Simulation Game as outlined above, please refer to: <a href="Model United Nations Activities Sourcebook">Model United Nations Activities Sourcebook</a>. by Gordon Watson and the United Nations Association in Canada, 1996, listed in the *Human Rights Resources* section.



## Human Rights Resources

here are many ways you can learn more about human rights. Whether you are or ganizing a special event, conducting research for an essay, or interested in becoming more informed about human rights issues in the news or in your community, the following annotated bibliography will be a useful resource.

Brief descriptions of the websites, videos, and non-fiction resources are listed under fifteen human rights subject headings. These resources will be an excellent starting point for your research. We have annotated only a limited number of the best available resources in order to provide you with a select bibliography concerning various themes. Many of the items reflect a Canadian content and will be easy to access through your high school resource centre, local public or university library, or through interlibrary loan. We also recommend contacting community organizations that focus on human rights issues to obtain additional information on resources and learning opportunities.

Teachers may be especially interested in the Human Rights Education section. We have compiled a number of resources designed specifically to help teachers incorporate human rights into the curriculum. Most of the resources include lesson plans, reproducible class handouts, and details on human rights related activities and discussions. Contact your Teachers' Association or the provincial human rights commission for details on other available human rights education guides.

Every attempt has been made to ensure that the resources selected for the annotated bibliography are non-discriminatory, and represent human rights issues with clarity, fairness, and respect for diversity. We encourage you to be open-minded in your research, and to explore new human rights issues. Remember, you need to be informed if you want to make a difference!

The following guidelines apply to the annotations of the websites, videos, and non-fiction resources:

**WEBSITES:** The main features of each website are highlighted, including a special reference to any features related to the 50<sup>th</sup> Anniversary. We encourage you to explore the many web links in order to find websites that address your specific interests. The languages in which the website is accessible are indicated in square brackets, e.g. [E/F].

**NON-FICTION PRINT RESOURCES:** A brief summary of the content of the resources is included. The contact information for the distributor/publisher of the documents is listed at the end of each annotation. We have also noted which resources are designed as Teacher Resources, and the approximate grade level of each resource. In assigning grade levels we have taken into consideration the tone and content: 9-12 indicates an easily readable, introductory level resource; 10-12 indicates a more in-depth examination of the subject matter, for preliminary research; 11+ resources provide a more challenging and detailed analysis of the subject matter, useful for senior level research. Inside square brackets at the beginning of each annotation we have indicated the languages in which the document is available, the number of pages, and the ISBN# e.g. [E/F; pp 235; ISBN#: 0969981635].

**VIDEOS:** Each of the videos indicates the year of production, total playing time, approximate grade level, and the distribution company displayed as a 2- or 3-letter code, e.g. MLC=Magic Lantern Communications. The distribution companies and contact information are listed at the end of the bibliography in alphabetical order. Many of the films may also be available through high school resource centres or the local public library. The languages in which the film is available are indicated in square brackets. All videos available in Closed Captioning have been noted with CC.

**LANGUAGE CODE:** E=English; F=French; S=Spanish; A=Arabic.

#### **MATERIAL RIGHTS**

Most of the following resources address aboriginal rights issues in Canada. Contact your local aboriginal community centre for information on additional resources or learning opportunities.

#### **WEBSITES:**

#### Aboriginal Links International www.bloorstreet.com/300block/aborintl.htm [E]

This site focuses on national and international aboriginal laws, and is catagorized under the headings of Latin America, Australia, New Zealand, and International. There are many links, and the site is an excellent resource for researching aboriginal rights around the world.

#### Canadian Aboriginal Youth Network— http:// ayn-0.ayn.ca/ [E]

The many features included on this site are a calendar and list of community events, "Art N' Literature" which includes an art gallery, "Poet's Corner", "First Truths-Our Stories" and "News Centre". The "What's Happenin' on the Aboriginal Youth Network (AYN)" feature includes Youth Link, employment, and scholarship information. The site also highlights prominent native personalities. The AYN's mandate is to unify Aboriginal youth in Canada via the Internet.

#### First Nations Homepage — www.schoolnet.ca/ ext/aboriginal [E/F]

First Nations Homepage provides information, from a Canadian perspective, ranging from "Aboriginal Business" to specific teaching materials and youth resources that promote the preservation of aboriginal culture and languages. Also included is information on Canadian Aboriginal Law, school projects, and links.

#### Department of Indian and Northern Affairs Canada — www.inac.gc.ca/index e.html [E/F]

This government website is divided into sections such as "Aboriginal Peoples and their Heritage", North American history and the role of First Nations, and Inuit and Metis people in modern society. Canada-Indian Treaty maps are also part of the extensive information provided. Subjects covered include treaties, procurement, aboriginal entrepreneurs and northern issues, as well as publications.

#### **NON-FICTION PRINT RESOURCES:**

#### Aboriginal Peoples and the Law: Indian, Metis and Inuit Rights in Canada

Morse, Bradford W. (ed.). Ottawa: Carleton University Press, 1985.

LEVEL: 11+ [E; pp 800; ISBN#: 0-88629-019-8] An extremely comprehensive resource guide for research on aboriginal legal rights in Canada. The

volume includes 13 chapters addressing various case studies such as the James Bay and Northern Quebec agreement, reserve lands, land claims, constitutional issues, and aboriginal rights in international law. Although the book has a very technical tone, it could be a good research tool for senior grade levels or teachers. SOURCE: Oxford University Press, 70 Wynford Drive, Don Mills, Ontario M3C 1J9; Tel: (416) 441-2941

#### Aboriginal Self-Determination

Cassidy, Frank (ed.). Halifax: Oolichan Books and The Institute for Research on Public Policy, 1991. LEVEL: 11+ [E; pp 284; ISBN#: 0-88645-138-8] A collection of speeches given by various aboriginal leaders and government representatives at a 1990 symposium sponsored by the Assembly of First Nations and the University of Toronto. Speakers included Ovide Mercredi, Elijah Harper, and Bob Rae. Some of the questions addressed include: What is First Nations self-government?; How can self-government work?; and 'The road to self-government'.

SOURCE: The Institute for Research on Public Policy, P.O. Box 3670 South, Halifax, Nova Scotia B3J 3K6; Tel: 1-800-565-9523

#### Home and Native Land: Aboriginal Rights and the Canadian Constitution

Asch, Michael. University of British Columbia: UBC Press. 1993.

LEVEL: 11 + [E; pp 156; ISBN#: 0-7748-0472-6] This book focuses on political rights in a Canadian context, while addressing the self-government and self-determination of aboriginal people living in Canada. A very comprehensive guide which examines the questions and problems surrounding aboriginal peoples and aboriginal rights.

SOURCE: UBC Press, University of British Columbia, 6344 Memorial Road, Vancouver, British Columbia N6T 1Z2; Tel: (604) 822-3259

#### **Human Rights Violations Against the** Indigenous Peoples of the Americas

Amnesty International Publications. London: Amnesty International Publications, 1992.

LEVEL: 10-12 [E; pp 114; ISBN#: 0-86210-220-0] In this report Amnesty International examines past human rights violations against indigenous peoples in Central and Latin America and suggests steps for future reconciliation. It details the often brutal and violent opposition indigenous people have endured in order to protect their land and their culture.

SOURCE: Documentation and Publications Department, Amnesty International, Canadian Section (English Speaking), 401-214 Montreal Road, Vanier, Ontario K1L 1A4; Tel: (613) 744-7667 ext. 258 Fax: (613) 746-2411 Email: info@amnesty.ca

*In the Rapids: Navigating the Future of First Nations* Mercredi, Ovide and Mary Ellen Turpel. Toronto: Viking, 1993.

LEVEL: 10-12 [E; pp 248; ISBN#: 0-670-85327-5] In response to the question, 'What do native people want?', Ovide Mercredi, former Chief of the Assembly of First Nations, and Mary Ellen Turpel, aboriginal rights advocate, have written a personal account of aboriginal rights issues in Canada. Subjects addressed include broken treaty promises, the Indian Act, the failures of the Canadian justice and education systems, the Meech Lake and Charlottetown Accords, the Oka crisis, and the struggle for self-determination.

SOURCE: Penguin Books Canada Ltd., 10 Alcorn Avenue, Toronto, Ontario M4V 3B2; Tel: 1-800-399-6858

Native Peoples: The Canadian Experience, 2<sup>nd</sup> Ed. Morrison, R. Bruce and C. Roderick Wilson (eds.). Toronto: McClelland & Stewart Inc., 1995.

LEVEL: 9-12 [E; pp 639; ISBN#: 0-7710-6511-6] The history and culture of Canada's aboriginal peoples is traced in this 26 chapter revised edition. The essays focus on the history of various aboriginal peoples, the impact of Europeans, social traditions, and current affairs. An excellent resource for introducing students to the diverse experiences and cultures of aboriginal people in Canada.

SOURCE: Oxford University Press, 70 Wynford Drive, Don Mills, Ontario M3C 1J9; Tel: (416) 441-2941

#### The Quest for Justice: Aboriginal Peoples and Aboriginal Rights

Boldt, Menno and J. Anthony Long (eds.). Toronto: University of Toronto Press, 1985.

LEVEL: 11+ [E; pp 406; ISBN#: 0-8020-6589-9] Twenty-three essays from representatives of the aboriginal peoples' organizations, of governments, and a variety of academic disciplines. Covers native rights issues in a broad context: historical, legal/constitutional, political, regional and international. An excellent resource for senior level research.

SOURCE: University of Toronto Press, 5201 Dufferin, North York, Ontario M3H 5T8; Tel: 1-800-565-9523

### What is the Indian Problem?: Tutelage and Resistance in Canadian Indian Administration.

Dyck, Noel. St. John's, Newfoundland: Institute of Social and Economic Research, Memorial University, 1991. LEVEL: 11+ [E; pp 208; ISBN#: 0-919666-72-8] "This book critically examines past and present relations between Indians and governments in Canada, demonstrating the manner in which the Indian 'problem' was created, and how it has been maintained and provoked by the policies and administration practices designed to 'solve' it". SOURCE: Publications Assistant, Institute of Social

and Economic Research, Memorial University of Newfoundland, St. John's, Newfoundland A1C 5S7

#### **VIDEOS:**

### **Backlash to Equity: First Nations People Speak Out** 1996 30 min. 9-12 [E] CC

The purpose of this video is to explore opposition and resistance to equity initiatives specific to Native people that is being experienced within post-secondary educational institutions, governments, and the community at large. It suggests strategic methods for addressing and transforming such resistance. The video reflects on the historical colonialism and oppression of Aboriginal people and approaches it with the sharing of Native perspectives and teachings. The kit includes a facilitator's manual.

SOURCE: UWO

#### First Nations, the Circle Unbroken 1993 240 min. 7-12 [E] CC

A dynamic package of thirteen 20-minute programmes introduces students, ages 9 to adult, to First Nations perspectives on a wide range of topics including dams in Quebec, alternative justice on the west coast, artists on the east coast, epidemics, education, cultural genocide, the environment, racism, spirituality, land claims, and self-government. Ideal for integrated studies, the series offers the best available documentaries, revised and shortened for classroom use. The series also includes a Teacher's Guide, developed by First Nations educators, that provides context, background on the issues, discussion questions and activities.

SOURCE: NFB

#### Kanehsatake - 270 Years of Resistance 1993 119 min. 9-12 [E/F] CC

On a hot July day in 1990, an historic confrontation propelled Native issues in Kanehsatake and the village of Oka, Quebec, into the international spotlight and into the Canadian conscience. Director Alanis Obomsawin endured 78 nerve-wracking days and nights filming the armed stand-off between the Mohawks, the Quebec police and the Canadian army. A powerful feature-documentary that provides a portrait of the people behind the barricades, and insight into the Mohawks' unyielding determination to protect their land.

SOURCE: NFB

#### No Turning Back

1997 47 min. 9-12 [E] CC

On November 21, 1996, the Royal Commission on Aboriginal Peoples delivered its recommendations on the status of Canada's First Nations after five years of research. For two-and-a-half years, Edmonton director, Greg Coyes, worked with teams of Native filmmakers, following the Commission on its journey from coast to coast. In this video, Canadian Aboriginal voices are heard collectively, providing a valuable tool for informing both non-Native and Native people about their living conditions and their history.

SOURCE: NFB

### **MATERIAL PROPERTY OF THE PROP**

Freedom of religion is of universal importance, and affects religions and nations around the world. Due to the diversity of the topic, we were unable to provide a fair representation of the many forms of religious intolerance. We encourage you, however, to conduct independent research in your library under the various religious subject headings. For further information or materials, we suggest contacting local religious communities.

#### **NON-FICTION PRINT RESOURCES:**

### Arab Voices: The Human Rights Debate in the Middle East

Dwyer, Kevin. Berkeley: University of California Press, 1991.

LEVEL: 10-12 [E; pp 245; ISBN#: 0-520-07491-2]. This study responds to two key questions: "Are human rights universal?" and "What do human rights mean in the context of most Middle Eastern and Third World States?". The author examines the conflicts that arise when religion and human rights clash through interviews with religious leaders, politicians, and human rights activists in Egypt, Tunisia, and Morocco. SOURCE: Routledge, 29 West 35th Street, New York, New York, USA 10001

Native and Christian: Indigenous Voices on Religious Identity in the United States and Canada Treat, James, (ed.). Great Britain: Routledge, Inc., 1996. LEVEL: 10-12 [E; pp 248; ISBN#: 0-415-91373-X] This is a collection of essays by contemporary native Christians, who probe the issue of religious identity. The book addresses some of the problems surrounding religious identity, and the intolerance that many native people continue to encounter. As stated in the summary, this is a groundbreaking work that transforms the way readers understand native religious identity in a diverse, conflicting world. SOURCE: Routledge, 29 West 35th Street, New York, New York, USA 10001

### Religious Liberty and Human Rights: In Nations and in Religions

Swidler, Leonard Editor (ed.). Pennsylvania: Ecumenical Press, 1986.

LEVEL: 11+ [E; pp 255; ISBN#:0-931214-06-8] This book is a compilation of presentations on the issue of religious intolerance. It highlights conflicts both within and between nations, and within and between religions. The book outlines the importance of the unity between religious believers and non-believers in promoting religious liberty and tolerance. Education for religious liberty and human rights is examined and critiqued in five major world religions — Buddhism, Christianity, Hinduism, Islam and Judaism.

SOURCE: Temple University (022-38), Philadelphia, Pennsylvania, USA 19122.

#### **VIDEOS:**

### **Before Columbus - Programme Two: Conversion** 1993 50 min. 9-12 [E] CC

Before Columbus is a series of three films, Invasion, Conversion, and Rebellion, which describe the Indian experience in the Americas during the past five centuries. Part Two, Conversion, shows that the European conquest of the Americas was not just a struggle for territory, but a battle for souls. The priests were never far behind the conquistadors. Churches were built on the ruins of temples, sacred relics were plundered, and Indian children were forced to attend residential schools. This film recounts this tragic history but also shows that Indian spirituality has not been destroyed. SOURCE: NFB

#### The Perennial Philosophy 1989 30 min. 11+ [E]

Presents information and understanding of the six major religions: Christianity, Buddhism, Hinduism, Taoism, Judaism, and Islam. The variety of rituals and practices are shown while narrators explain the essence of each, and the one theme common to all of them. SOURCE: MLC Code #599-31-113

## MAN RIGHTS AND DEVELOPMENT

Development and human rights are integrally connected. The following resources provide an overview of development and some insight into the various development models that emphasize human rights.

#### **WEBSITES:**

#### Canadian International Development Agency (CIDA)/ Agence canadienne de développement international (ACDI) — www.acdi-cida.gc.ca/ [E/F]

CIDA is the government agency responsible for implementing foreign development policy. The site is internationally-focused and includes a section on the structure of CIDA, and details on activities and programmes. It also includes a list of conferences and special events. "The Agency and You" section provides useful information for a general audience. This site is also linked to CIDA's Virtual Library on International Development.

### International Development Research Council (IDRC) — www.idrc.ca [E/F]

The IDRC is a public corporation created by the Canadian government to help communities in the developing world find solutions to social, economic, and environmental problems. The IDRC site includes a library with a variety of sources, from books to corporate archives and a link to PanAsia (a resource for Asian research and development). The site

describes many community-based projects, and includes *Reports*, IDRC's on-line magazine. The extensive list of links is sorted by international organizations and international affairs, geographic regions, general information and subjects.

### United Nations Development Programme — www.undp.org [E]

This development site has current news stories about sustainable development, current statistics, and a publication list with a number of reports, such as the Human Development Report, 1997. The UNDP site links to different themes that include poverty, environment, gender, governments, and the UN homepage.

#### **NON-FICTION PRINT RESOURCES:**

#### Ancient Futures: Learning from the Ladakh.

Norberg-Hodge, Helena. San Francisco: Sierra Club Books, 1991.

LEVEL: 9-12 [E; pp 204; ISBN#: 0-87156-643-5] A wonderfully descriptive account of one woman's experiences living with the Ladakhi people in rural Tibet. A critical examination of the imposition of Western 'monoculture' and rapid modernization on traditional ways of life. A good introduction to issues of human rights, development, and the environment. SOURCE: Sierra Club, 730 Polk Street, San Francisco, California, USA 94109

### The Development Dictionary: A Guide to Knowledge as Power.

Sachs, Wolfgang, (ed.). London: Zed Books, 1992. LEVEL: 11+ [E; pp 306; ISBN#: 1 85649 043 0] A compilation of short and easily readable essays on various development topics by current and well-regarded academics and critics in the development field. Included are chapters entitled, "Environment", "Equality", "Poverty", "Helping", and "Participation". Excellent introduction to human rights and development issues and an important critical analysis of prevailing development models.

SOURCE: DEC, 229 College Street, Toronto, Ontario M5T 1R4; Tel: (416) 971-7051

### Human Rights, Development, and Foreign Policy: Canadian Perspectives.

Brecher, Irving (ed.). Halifax: Institute for Research on Public Policy, 1989.

LEVEL: 11+ [E/F; pp 575; ISBN#: 0-88645-101-9] A collection of papers presented at the 40<sup>th</sup> Anniversary of the Universal Declaration of Human Rights conference, held in Montréal. Topics focus on the linkages between human rights and the Third World, the role of the United Nations in the evolution of human rights standards, and the prospects for integrating human rights concerns into Canada's development assistance programmes. A good resource for senior level research.

SOURCE: The Institute for Research in Public Policy, P.O. Box 3670 South, Halifax, Nova Scotia B3J 3K6; Tel: 1-800-565-0659

#### The Silent Emergency: An Education for Development Curriculum Resource for Secondary Schools

UNICEF Canada, UNICEF Canada, 1993.

LEVEL: Teacher Resource/9-12 [E; pp 51; ISBN#: 0-921564-05-8]

Cross-cultural activities, statistics, maps, graphs and charts illustrate the interdependence of world cultures, economies, politics and the environment. The focus is on human development indicators, and the authors provide several activity plans for courses in geography, English, family studies, business, and the media covering topics such as hunger, the distribution of wealth, and the effects of the debt crisis.

SOURCE: UNICEF Canada, Director, Education for Development, 443 Mount Pleasant Road, Toronto, Ontario M4S 2L8; Tel: (416) 482-4444 Fax: (416) 482-8035

Teaching about Environment and Development
— see Human Rights and the Environment.

#### **VIDEOS:**

#### Burden on the Land

1990 53 min. 10-12 [E]

This documentary about international development in Africa depicts the rain forest of Central Zaire, the slums of Goma, a village caught in the cross-fire of war in Mozambique, the modern skyscrapers of Abidjan, and the ancient wonder of Timbuktu. The video documents the Western view of Africa with street interviews, news footage and clips from "Tarzan". A visually stunning and intellectually gripping view of Africa as it faces the twenty-first century. Roger Pyke Productions, Inc.

SOURCE: MLC Code #98-31-100

#### The Global Connection

1990 60 min. 10-12 [E]

This video show how the world economy is now so closely connected that policies of industrialized nations directly affect the well-being of poor nations. For example, though troubled farmers in the United States have never come in contact with poor communities in Bolivia, Jamaica or Ghana, their futures are very connected.

SOURCE: MLC Code #433-31-154

#### The Sceptics' Journey 1996 45 min. 9-12 [E]

The Sceptics' Journey is a fascinating documentary about foreign aid as seen through the eyes of four average citizens. Canadian "sceptics" were invited to examine how their tax dollars are spent on international development projects. They travel to Asia to witness the activities of volunteer agencies with children in Bombay, victims of domestic violence in Madras, agricultural projects in Gujarat, and literacy projects in Nepal.

SOURCE: MM

#### Too Many People, Too Little Space 1992 60 min. 10-12 [E]

One of the most persistent themes of the modern world is that there are too many people and that the world's population is growing too fast for us to cope. The current growth rates are without historical precedent. Explores aspects of current population issues, the alarming trend toward enormous urban centres, and some possible solutions.

SOURCE: MLC Code #387-31-173

## M HUMAN RIGHTS AND THE ENVIRONMENT

Environmental degradation has serious effects on our ability to ensure basic human rights such as clean water, food, health, and a sustainable living. We have selected resources that emphasize the human rights element of environmental protection.

#### **WEBSITES:**

GreenNet - www.gn.apc.org/ [E]

GreenNet is a global computer network specifically designed for environment, peace, human rights and development groups. The website is divided into several sections focusing on development, education, the environment, labour, and women. GreenNet can be useful in seeking out environment-related websites.

### Greenpeace International — www.greenpeace.org [E]

This site is divided into several subject headings including nuclear, toxic waste, ocean dumping, and forest-related issues. Also included are the Greenpeace Archives, Latest News Section and a useful website search feature. International and national links range from the anti-nuclear to anti-commercial activities.

### The Sierra Club of Canada — www.sierraclub.ca/ [E]

The Sierra Club works on matters of public policy and environmental issues. This site has several newsletters and reports and lists Sierra Club chapters across Canada. It contains press releases, current stories, current projects and articles by environmental writers.

### United Nations Environment Programme (UNEP) — www.unep.org [E]

UNEP aims to provide leadership and encourage partnership in caring for the environment by enabling nations and peoples to improve their quality of life without compromising the future of other generations. The UNEP site provides updates, editorials, speeches, statements, current news stories and various other publications. The site also includes CD Rom Archives and an overview of the UNEP Organization.

#### **NON-FICTION PRINT RESOURCES:**

#### Eco-Justice: Linking Human Rights and the Environment

Sachs, Aaron. Washington, D.C.: Worldwatch Institute, 1995.

LEVEL: 10-12 [E; pp 68; ISBN#: 1-8780771-29-7] Prepared for the Worldwatch Institute, this book places environmental degradation into a human rights framework by focusing on the human costs of environmental problems. The author offers suggestions on how human rights and environmental groups should join together in establishing an agenda for sustainable development.

SOURCE: Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC. USA 20036-1904; Tel: (202) 452-1999 Fax: (202) 296-7365 Email: wwpub@igc.apc.org

### The Global Partnership for Environment and Development

United Nations Conference on Environment and Development (UNCED). Geneva: United Nations, 1992 LEVEL: Teacher Resource/11+ [E; pp 116; ISBN#: 92-1-100481-0]

This guide summarizes the programmes and themes of the Earth Summit (UNCED). It provides information which will enable each of us to act responsibly. It has been written in a non-technical, easy to read format.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

### Taking Action: An Environmental Guide for You and Your Community

United Nations Environment Programme. 1995 LEVEL: 9-12 [E; pp 224; ISBN#: n/a]

This publication offers clear explanations on how to address many of the environmental problems plaguing the planet. It is intended for individuals and community service organizations.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

Teaching about Environment and Development United Nations. New York: United Nations, 1991. LEVEL: Teacher Resource/ 9-11 [E/F; pp 36; ISBN#: n/a]

This teacher's manual, designed for upper-primary and secondary school students, offers useful information on the environment and development. The manual contains teaching notes, readings, and classroom exercises. SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

#### **VIDEOS:**

#### It Needs Political Decisions 1990 60 min. 10-12 [E] CC

Explores the power and limitations of politics in protecting the environment. Three nations in varying stages of economic development - Zimbabwe, Thailand and Sweden - offer different strategies for conserving the environmental future.

SOURCE: MLC Code #64-31-409

#### **Our Planet Earth**

1990 23 min. 7-12 [E/F/S]

Seventeen astronauts from 10 countries describe their perceptions of Earth as seen from space. Life on Earth appears to be an integrated system. As countries pass by in minutes, these space explorers impress upon us the fragility of our planet Earth.

SOURCE: UN

#### The Broken Flight

1994 28 min. 7-12 [E/F/S]

The relationship between the environment and the world of labour is examined in this film through three case studies: Kazakhstan and industrial/nuclear pollution; Senegal and industrial accidents; and Venezuela and environmental degradation of indigenous lands. SOURCE: UN

#### **MADE AND SET OF THE PROPERTY OF THE PROPERTY**

The following resources provide tools for classroom use and include many lesson plans for teachers. We also encourage you to contact your provincial human rights commission or Teachers' Association for additional information on human rights education guides.

#### **WEBSITES:**

### Canada's School Net Lesson Plans-Law — www.acjnet.org/teacher [E/F]

The Canada's School Net site provides lesson plans for teachers relating to human rights issues. Topics include: "Thinking About Our Rights and Freedoms", "Speaker for a Day: Canada's Parliamentary System"; "Thinking About Violence: Assault"; and "Thinking

About the World of Work". The lesson plans are designed for grades 10 to 12 and include case studies relevant to young people. See also the "mock trial" section at www.acjnet.org/teacher/mockbib.html, for guidelines on how to conduct an in-class mock trial.

#### CREDO 98 — www.credo98.com [E/F]

The CREDO 98 campaign, sponsored by the Department of Canadian Heritage, is aimed at youth across Canada and encourages them to express their beliefs on human rights. The CREDO 98 campaign is working in cooperation with MuchMusic and MusiquePlus to sponsor a Canada-wide credo contest for youth 18 and under. Young people can submit their "Top Ten Human Rights" and vote on other entries. A copy of the Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms, a biography of John Peters Humphrey, and a Teacher's Guide are also included among the many features.

#### Franklin and Eleanor Roosevelt Institute Website for the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights www.udhr50.org/ [E]

An excellent site to begin learning about the Universal Declaration of Human Rights. The Action Agenda features strategies to educate and inspire a new generation on human rights. Other features include an on-line version of the Universal Declaration of Human Rights, a Questions section, Calendar, educational resources, news and information on several human rights issues.

#### Human Rights USA — www.hrusa.org [E]

The Human Rights USA site contains a library, bibliography and research guides. Their discussion forums and newsletters provide a way to communicate with other people about human rights issues. Information on the 50th Anniversary of the Universal Declaration of Human Rights is also included in a separate section. Links are divided into groups of UDHR organizations and human rights themes.

### Mighty Media: Wiring Youth to the World — www.mightmedia.com/Index.html [E]

Mighty Media is a U.S.-based site that provides an extensive list of educational resources for students and teachers focusing on human rights and environmental issues. The site is oriented towards youth and gives access to information on youth conferences, chat forums, and action-oriented activities. There are also several lesson plans that teachers can use to introduce human rights, cultural diversity, and environmental awareness into the classroom.

The United Nations CyberSchoolBus — www.un.org/Pubs/CyberSchoolBus [E/F/S] The CyberSchoolBus is an excellent resource for United

Nations related information. One of the key features is the Curriculum Corner, which provides activities, teacher notes, and questions-and-answers about various issues such as human rights, the environment, and development. The site also has a useful Model UN Discussion Area where participants can exchange ideas, and receive information on Model UNs. A special section on the 50<sup>th</sup> Anniversary of the Universal Declaration of Human Rights is also included.

#### **NON-FICTION PRINT RESOURCES:**

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

United Nations Centre for Human Rights. New York, NY: United Nations, 1989.

LEVEL: Teacher Resource/9-12 [E; pp 56; ISBN#: n/a]

The guide incorporates several activities for all grade levels. Topics for senior levels include discrimination, basic freedoms, social and cultural well-being, peace, and protecting life. The annex has a selected bibliography of human rights materials, and copies of the Universal Declaration of Human Rights and the Declaration of the Rights of the Child in original and plain text.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

### Education for Development: A Teacher's Resource for Global Learning

Fountain, Susan. London: Hodder & Stoughton, 1995. LEVEL: Teacher Resource/primary - 12 [E/F; pp 318; ISBN#: 0 34061 904 X]

Produced with the cooperation of UNICEF, this resource guide is an excellent tool for implementing human rights education into the current curriculum. The book focuses on five global concepts: Interdependence, Images and Perceptions, Social Justice, Conflict and Conflict Resolution, and Change and the Future. The author provides many activities for all grade levels, primary to senior high school, and incorporates key concepts, worksheets, and lesson plans. The activities are designed to help students apply what they learn to their own lives and communities, making the link between global issues and local concerns.

SOURCE: UNICEF Canada, Director, Education for Development, 443 Mount Pleasant Road, Toronto, Ontario M4S 2L8; Tel: (416) 482-4444 Fax: (416) 482-8035

**Encouraging Gender Equity: Strategies for School Change** — see Women's Rights.

The Girl Child: An Investment in the Future — see Women's Rights.

#### Global Issues for the 1990's

Fore, J. and H. Hursh. Denver, Colorado: Center for Teaching International Relations and Social Science Education Consortium, 1993

LEVEL: Teacher Resource/9-12 [E; pp 149; ISBN#: 0-943804-80-9]

A collection of lessons for senior high school students. This teaching guide deals with current global issues, such as the end of the Cold War, developing countries, world trade, population and hunger. It is written by educators and applicable for Canadian students.

SOURCE: Center for Teaching International Relations, University of Denver, Graduate School of International Studies, Denver, Colorado, USA 80208; Tel: 1-800-967-2847 http://www.du.edu/ctir/pubs/

#### **Human Rights for All**

McQuiod-Mason, D., et al. New York, NY: National Institute for Citizen Education in the Law (NICEL), West Publishing Company, 1991. 1996 edition.

LEVEL: Teacher Resource/9-12 [E; pp n/a; ISBN #: 0-314-04943-6]

The book provides an introduction to human rights, political rights in a democracy, social and economic rights, as well as methods to counteract human rights abuses. Highlights include the original version of the Universal Declaration of Human Rights, the African Charter and Human and Peoples' Rights and a summary of the Convention on the Rights of the Child.

SOURCE: West Publishing Company, 610 Opperman Drive, P.O. Box 64526, St. Paul, Minnesota, USA 55164-0526

### Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights

Amnesty International, Human Rights Educators' Network. Chicago: Amnesty International USA, 1997. LEVEL: Teacher Resource/ 7-12 [E; pp 27; ISBN#: n/a]

A comprehensive teacher's guide introducing the Universal Declaration of Human Rights and human rights principles into classroom education. Part I includes, for example, a summary of frequently asked questions about human rights education, and ideas for building a human rights community. Part II outlines ten unit plans for human rights topics such as introducing the Universal Declaration of Human Rights, indigenous peoples' rights, children's rights, and refugees (some components may have to be adapted to reflect a Canadian content). Each of these plans are available separately. Part III contains a bibiliography and copies, in plain and original language, of the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child.

SOURCE: Coordinator, Human Rights-USA Resource Center, University of Minnesota, Law School Room 437, 229 19th Avenue South, Minneapolis, Minnesota, USA 55455-0444; Tel: 1-888-HREDUC8 Fax: (612) 626-2011 http://www.hrusa.org It's Only Right! A Practical Guide to Learning
About the Convention on the Rights of the Child
— see Rights of Children.

#### It's Your Right! Student's Manual

Bell, Jim and Marjatta Holt. Ottawa, Ontario: Canadian Heritage/Patriomoine canadien, 1988. LEVEL: Teacher Resource/9-12 [E; pp 95; ISBN #: 0-662-16111-4]

This manual discusses eight areas: basic rights and freedoms, tenant's rights, age, disability, sexual harassment, equal pay, employment rights and colour, and ethnic origin. The text includes common questions associated with rights and suggests different ideas for taking action if someone is faced with human rights violations. The kit also includes a Teacher's Guide. SOURCE: Human Rights Programme, Department of Canadian Heritage, 25 Eddy Street, 7th Floor, Hull, Québec K1A OM5; Tel: (819) 994-3458

### Model United Nations Activities Sourcebook: Second Edition

Watson, Gordon D. United Nations Association in Canada, 1996.

LEVEL: Teacher Resource/9-12 [E; pp 71; ISBN#: n/a]

This sourcebook is a compilation of materials designed to aid organizers and participants in Model UN activities. It provides a background to the UN, preparation information, suggested activities, rules of procedure, and resources.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

### Multiculturalism in Mathematics, Science and Technology, Readings and Activities

Addison-Wesley. United States: Addison-Wesley, 1993. LEVEL: Teacher Resource/9-12 [E; pp 208; ISBN#: 0201 295 954]

A unique resource designed to help infuse multicultural education into science and mathematics classrooms. More than 50 activity-oriented lessons help students recognize the vital contributions that people from various cultures have made in the advancement of math, science, and technology. SOURCE: Addison Wesley Publishers, P.O. Box 580,

SOURCE: Addison Wesley Publishers, P.O. Box 580, 26 Prince Andrew Place, Don Mills, Ontario M3C 2T8; Tel.: (416) 447-5101 Fax: 1-800-465-0536

#### Proclaim Peace, Claim Our Rights

Centrale de l'Enseignement du Québec, Ste-Foy, Ouébec: 1988.

LEVEL: Teacher Resource/9-12 [E/F; pp 86; ISBN #: 0835-3050 cote D9183-A]

A guide for children and students providing information and activities related to peace issues and the Universal

Declaration of Human Rights. Information about international human rights organizations and texts of certain international conventions, such as the Universal Declaration of Human Rights, the Canadian Charter of Rights and Freedoms and the Declaration of the Rights of the Child, are also included.

SOURCE: Centrale de l'enseignement du Québec (CEQ), Centre de documentation, 2336, chemin Ste-Foy, Ste-Foy, Québec GIV 4E5; Tel: (418) 627-8888

#### Racism in Canadian Schools

Alladin, M. Ibrahim (ed.). Toronto: Harcourt Brace & Company Canada, 1996

LEVEL: Teacher Resource/9-12 [E; pp 179; ISBN#: 0-7747-3492-2]

An excellent compilation of original essays on various themes of racism in Canada. The book aims to: "clarify the meaning and misconceptions on race and ethnicity"; and explain "how racism persists and how minorities are represented in education". It includes discussions on racism and native education, anti-racist education, case studies on improving race relations in schools, curriculum reform, and strategies for human rights education. Classroom and community activities are also included along with questions for discussion.

SOURCE: Harcourt Brace & Company Canada, 55 Horner Ave., Toronto, Ontario M8Z 4X6; Tel.: (416) 255-4491

## School Kit on the United Nations (Secondary) United Nations. New York: United Nations, 1995. LEVEL: Teacher Resource/9-12 [E/F; pp 83; ISBN#: n/a]

This school kit helps students understand international issues and learn about the work of the United Nations. Activity ideas for all subject areas are listed, including science, technology, and mathematics. The kits cover topics ranging from conflict resolution to sustainable development and focuses on various UN agencies. The units include teacher's notes and resource information adaptable for course work.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

The Silent Emergency: An Education for Development Curriculum Resource for Secondary Schools — see Human Rights and Development.

**Teaching About Cultural Awareness** — see Racism, Ethnicity and Minority Rights.

Teaching About Environment and Development
— see Human Rights and the Environment.

Teaching About Peace-Keeping and Peace-Making. United Nations. New York: United Nations, 1993. LEVEL: Teacher Resource/9-12 [E/F; pp 42; ISBN#: 92-1-100515-9]

This manual is designed to help teachers and students understand peace-keeping and peace-making, and to help them appreciate the work that is being undertaken by the UN. It is suitable for secondary social studies, history, political science, and current events classes.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

#### Teaching Human Rights

Shiman, David. Denver, Colorado: Center for Teaching International Relations, 1993.

LEVEL: Teacher Resource/7-12 [E; pp 155; ISBN#: 0-943804-79-5]

This book is based on and inspired by the Universal Declaration of Human Rights. Activities focus on political, civil, social, and economic rights. An extensive list of classroom projects incorporates a variety of human rights issues in a multicultural and international context. Topics include, "An African Perspective on Human Rights", "Women and Work", "Poverty and Human Rights", and "Responsibilities of Youth".

SOURCE: Center for Teaching International Relations, University of Denver, Graduate School of International Studies, Denver, Colorado, USA 80208; Tel: 1-800-967-2847 http://www.du.edu/ctir/pubs/

The Global Partnership for Environment and Development — see Human Rights and the Environment.

The United Nations Convention on the Rights of the Child, A Technical Tool for Trainers,

Module 1 — see Rights of Children.

#### **VIDEOS:**

The Universal Declaration of Human Rights 1990 21 min. 7-12 [E/F/S]

This is an animated video of children's drawings depicting each article of the Universal Declaration of Human Rights. Narrated in English, French, Hindi, Hungarian, Italian, Japanese, Khmer, Portuguese, Russian and Spanish. *SOURCE: UN* 

## By His Hand: Creation of the Universal Declaration of Human Rights 1991 25 min. 9-12 [E]

Canadian, John Peters Humphrey, was the first director of the UN's Human Rights Division. His first person account of the events leading up to and

including the adoption of the Universal Declaration, on the night of December 10<sup>th</sup>, 1948, will give the viewer a rare insight and opportunity to relive a momentous piece of history.

SOURCE: OMG

### **MATERIAL PROPERTY OF THE PROP**

Canada has been a strong defender of human rights internationally, but many human rights violations still persist in our own country. This section lists resources that will allow you to learn more about the human rights mechanisms in Canadian law and legislation, and domestic policies on human rights.

#### **WEBSITES:**

### Access to Justice Network — www.acjnet.org [E/F]

An excellent site for Canadian justice and legal information. The Access to Justice Network opens doors to legislations, people and organizations, publications, and databases. It is organized under subject headings such as aboriginal peoples, women, crime prevention, immigration, and human rights. The site also provides an extensive list of links for numerous subjects.

### Canadian Human Rights Commission — www.chrc.ca [E/F]

This site provides valuable information regarding the basic rights of individuals, especially in the context of employment. It features recent news releases under "Headlining Human Rights". An extensive number of links are also included, in addition to the addresses of human rights commissions across the country. The "Landmarks in Canadian Human Rights" section is especially comprehensive and useful for research projects.

### Canadian Human Rights Reporter — http://web20.mindlink.net/chrr/ [E]

Canadian Human Rights Reporter details important issues in Canadian human rights law. It publishes the decisions of boards of inquiry, tribunals, and courts from all jurisdictions, including the results of appeals. Detailed case summaries can be researched by case name or subject. Subjects covered include disability rights, racial, religious, and sex discrimination, employment/unions, sexual harassment, and hate propaganda.

### Department of Foreign Affairs and International Trade — www.dfait-maeci.gc.ca [E/F]

The DFAIT site provides up to date information on Canadian foreign policy and trade issues pertaining to several human rights related subjects such as sustainable development, the environment, social issues, nuclear disarmament, and landmines. The site also features news briefs from around the world, reporting on general information, trade, and foreign policy.

### The Human Rights Directorate — www.pch.gc.ca/ddp-hrd/english/introeng.htm [E/F]

Part of the Department of Canadian Heritage's website, the Human Rights Directorate includes Canada's reports on UN Conventions, copies of the various human rights agreements Canada has signed, a history of Canada's involvement in the UN, and a biography of John Humphrey.

#### **NON-FICTION PRINT RESOURCES:**

Guide to Your Rights: What is Discrimination? Canadian Human Rights Commission. Ottawa: Canadian Human Rights Commission, 1990. LEVEL: General [E/F; pp 8 booklets; ISBN #: 0-662-577730-2]

A series of 8 booklets produced by the Canadian Human Rights Commission focusing on issues such as discrimination in employment, law and legislation, and human rights in Canada. Available upon request as a sound recording, in large print, and in braille. SOURCE: Canadian Human Rights Commission, 320 Queen Street, Place de Ville, Tower A, Ottawa, Ontario K1A 1E1; Tel: (613) 995-1151

Ethnicity and Human Rights in Canada — see Racism, Ethnicity and Minority Rights.

**Human Rights, Development, and Foreign Policy: Canadian Perspectives** — see Human
Rights and Development

### Human Rights in Canada: Into the 1990s and Beyond.

Cholewinski, R. I. (ed.). Ottawa: Human Rights Research and Education Centre, University of Ottawa, 1990.

LEVEL: 11 + [E/F; pp 240; ISBN #: 0-9691520-6-X] A collection of essays written by key Canadian human rights activists and researchers. Subjects covered include the rights of disabled persons, human rights and the criminal justice system, language and cultural rights, aboriginal rights, the rights of children and women's rights. Each of the essays provide a valuable Canadian perspective and offer suggestions as to the possible future developments in each subject area. A good resource for senior level research. (no longer in print, except for french version)

SOURCE: Human Rights Research and Education Centre, University of Ottawa, 57 Louis Pasteur, 5th Floor, Ottawa, Ontario K1N 6N5; Tel: (613) 562-5775

Human Rights in Canadian Foreign Policy — see International Human Rights.

It's Your Right! Student's Manual — see Human Rights Education.

#### Nationalism Without Walls: The Unbearable Lightness of Being Canadian

Gwyn, Richard. Toronto, Ontario: R & A Gwyn Association, 1995.

LEVEL: 11+ [E; pp 325; ISBN #: 0-7710-3720-1] This book is an examination of Canadian nationhood and the concept of collective rights. The author discusses various issues related to Canadian "group rights" such as multiculturalism, self-government, and systemic racism. A provocative study of egalitarianism and tolerance. Applicable for senior level courses in Canadian history and politics.

SOURCE: McClelland and Stewart, 481 University Avenue, Toronto, Ontario M5G 2E9

#### **VIDEOS:**

#### Diversity

1993 2x45-49 min. 11+ [E]

A multicultural team produced this compilation of shorts presenting the issues, the struggles and the triumphs of the communities that make the vibrant cosmopolitan mix of Vancouver. Some of the titles are: Mixed Marriages, a look at three couples who have had to cope with their cultural differences and the reaction of family members; Shani Mooto, an Indo-Canadian woman talks about being abused and how her culture dealt with it; Long, Hot Indian Summer, a family of ordinary native Canadians share their thoughts on the Oka crisis.

SOURCE: MLC Code #336-31-103, 104

#### A Gift of Freedom

1986 47 min. 9-12 [E]

This special edition of W5 examines the most influential document in Canada, the Canadian Charter of Rights and Freedoms. This program looks at how the Charter affects the lives of individual Canadians. It also takes an intimate look at the Supreme Court of Canada, whose members have the task of interpreting the legislation. It examines a number of cases which established important legal precedents and thus changed some of Canada's laws.

SOURCE: MLC Code #859-31-760

#### Human Rights Commission 1994 15 min. 9-12 [E] CC

Human rights cover issues dealing with aboriginal peoples, discrimination, disabilities, sex and sexual preference. However, people are complaining that it takes too long for cases to go through the system. Susan Ormiston reports on several cases that have gone before the Commission, and their outcomes. SOURCE: MLC Code #859-31-389

Mosaic: The Social Background of Canada 1990 28 min. 9-12 [E]

This video explores the social background of Canada that is bilingual and bicultural as well as increasingly

multi-racial and multi-ethnic. Canadians have managed to create as much opportunity, as much justice and as much hope for the future as can be found in almost any country in the world. Produced by Simon Fraser University.

SOURCE: MLC Code #385-31-108

### Race to Freedom: The Underground Railroad 1994 100 min. 9-12 [E]

The courageous, real-life story of thousands of American blacks who escaped slavery by fleeing to Canada. Set in 1850s North America, shortly after the United States passed the Fugitive Slave Act. With the Northern states no longer a sanctuary for freedom-seeking blacks, Canada, where blacks were free by law, became known as a promised land. Soon "The Underground Railroad", a secret route came into operation. Inspired by Barbara Smucker's book, *Underground to Canada. SOURCE: MLC Code #137-31-131* 

#### The Un-Canadians

1996 72 min. 10-12 [E] CC

In the late 1940s through to the early 1970s, one million Canadians were investigated by their own government, irretrievably altering their lives. *The Un-Canadians* uncovers some of their stories, and documents the workings of a secret government agency, "The Security Panel," an organization that, along with the RCMP security service, shaped and monitored the development of a Canadian blacklist during the Cold War. Through in-depth interviews, archival footage and revealing documents, *The Un-Canadians* tracks down the supposed "subversives" and traces the effect that the blacklist had on their lives. *SOURCE: NFB* 

#### Voices of Survival

1991 55 min. 10-12 [E]

A riveting documentary of the Holocaust as recalled by survivors. This video is introduced and narrated by Stephen Lewis, the former Canadian ambassador to the United Nations. The seven survivors have rebuilt their lives in Canada but they explain why they cannot leave their past behind. SOURCE: MLC Code #202-31-100

## M HUMAN RIGHTS RESEARCH GUIDES

In order to assist you in your research, we have compiled a list of resources that will provide additional information on all categories of human rights and the organizations that are involved in human rights issues.

#### **WEBSITES:**

CNN (Cable News Network) — www.cnn.com [E] The CNN website is a comprehensive listing of world

news stories. Top stories in the world and the United States are included. International news is accessible by region, and each week features special reports on trouble spots around the world. A good place to begin research on global issues.

#### Kresge Law Library: International Human Rights Resources on the World Wide Web www.nd.edu/~lawlib/internet/ guide humanrts.html [E]

An extensive list of resources categorized according to human rights subjects, including, "Corporations and Human Rights", "Children's Rights", "Right to Development", "Religious Beliefs", and "Refugees". Many of the documents are United Nations, international reports, or Conventions. The site also provides access to human rights systems around the world, world conferences, newsletters and journals, country reports, and human rights links.

### The Human Rights Web — www.hrweb.org [E] Human Rights Web contains information on the history

Human Rights Web contains information on the history of human rights movements, legal and political documents, biographies of prisoners of conscience, and details on current "Human Rights Emergencies". The site promotes activism in the "What can I do to promote human rights?" section. An exhaustive set of links includes human rights organizations, and UN and government human rights sites.

### Institute for Global Communications (IGC) — www.igc.org/igc/index.html [E]

The IGC provides a forum for various social justice groups to raise awareness of their activities through articles, headlines, special features, and weblinks. There are five subject areas: PeaceNet, EcoNet, ConflictNet, LaborNet, and WomensNet.

#### One World — www.oneworld.org [E]

A compilation of over 150 leading global justice organizations, this website provides access to news briefs on social justice issues from around the world. Includes daily and weekly headlines and can be accessed by country or theme. Also features a "Think Tank" forum for debates, and direct access to the websites of One World partner organizations.

### University of Minnesota Human Rights Library — www.umn.edu/humanrts/ [E]

An excellent resource for human rights research. International human rights treaties, Inter-American Rights Systems, UN documents, bibliographies, and human rights education resources are all accessible. All links are annotated, including a direct link to the Diana International Human Rights database.

### University of Ottawa Human Rights Research and Education Centre — www.uottawa.ca/ ~hrrec/hrc.html [E/F]

The Human Rights Research and Education Centre is a Canadian centre devoted to the fields of equality rights, fundamental freedoms, and social and economic rights, in the domestic and international arenas. The on-line library includes links and a search engine.

#### **NON-FICTION PRINT RESOURCES:**

# Annotated Bibliography of Human Rights Materials Alberta Civil Liberties Research Centre. Calgary, Alberta: Alberta Civil Liberties Research Centre, 1995. LEVEL: Reference [E; pp 203; ISBN#: 1-896225-07-1]

An extensive annotated bibliography of human rights, including both written and audio visual materials. Topics covered include: Canadian Charter of Rights and Freedoms, Children's Rights, Freedoms, Human Rights - General, Human Rights - Alberta, Human Rights Education, Human Rights Organizations, International Humanitarian Law, Minorities and Racism, Refugees, United Nations, and Women's Issues.

SOURCE: Alberta Civil Liberties Research Centre, 310-1167 Kensington Crescent. N.W., Calgary, Alberta T2N 1X7; Tel: (403) 283-1489 Fax: (403) 283-1489 Email: aclrc@freenet.calgary.ab.ca

## INTERNATIONAL HUMAN RIGHTS

Human rights violations continue to occur all around the world. We have listed a sample of resources on some of the international human rights issues that are currently in the news. Many of the resources provide access to information from internationally based organizations that focus on human rights in various countries.

#### **WEBSITES:**

## American Association for the Advancement of Science — http://shr.aaas.org/program/shr.htm [E]

A very comprehensive directory of human rights resources on the Internet. Hundreds of national and international links range from Abuelas de Plaza de Mayo to the Urban Alliance for Race Relations. The site also has an electronic index of publications on the Internet and a human rights line. Some documents available in French and Spanish.

### Amnesty International — www.amnesty.org [E] A great place to start a human rights search. The

Amnesty library lists documents and reports by country and year. The Act Now! section encourages young people to become more proactive. A list of

recent campaigns brings you up-to-date on Amnesty's latest projects. Stories covered by the media are also highlighted, for example, *Kenya: Repression and Resistance*. Includes numerous links to other interesting websites.

### Asian Human Rights Commission — www.hk.super.net/~ahrchk/ [E]

A good site for current human rights law issues in Asia. An example of an up-to-date story is the appeal against the arrest of Korean human rights activist Suh Joon-Sik. Other useful information includes a list of Asian countries' commissions, human rights appeals, publications, a book list, and the current issue of the on-line *Solidarity*.

#### Human Rights Internet — www.hri.ca [E]

This Canadian-based site contains educational resources, subject-oriented rights sections where you can voice your opinion, and current news stories about human rights violations. The Partner Directory is a detailed list of over 200 different human rights websites. A unique "World Calendar" provides an international snapshot of human rights events occuring each month. A special youth focused page is also included.

#### Human Rights Watch — www.hrw.org [E]

This internationally-focused site includes the Universal Declaration of Human Rights and a list of Human Rights Watch (HRW) publications. The extensive Gopher Menu has over fifteen links, connecting to HRW branches in Asia, the Middle East and other regions. The HRW site also has current news story updates.

## International Centre for Human Rights and Democratic Development (ICHRDD) — www.ichrdd.ca/ [E/F]

The International Centre for Human Rights and Democratic Developmenet is an independent, Canadian-based, non-partisan organization that supports the strengthening of democratic and human rights institutions and programmes. The website has a list of publications by category, (such as *Democracy in Peru:a Human Rights Perspective*). The Documentation Centre contains a varied collection of over 15,000 documents on human rights and democracy, including NGO reports, periodicals and newsletters, UN materials and reference tools. Press releases and current issues are also featured.

## Office of the UN High Commissioner for Human Rights/Centre for Human Rights — www.unhchr.ch [E/F/S]

This resourceful site contains news from recent months, and a calendar of human rights meetings for 1998. Other information includes the "Organizational Structure of the UN", "Treaties and Programmes" and a "Chronology of Events" leading up to the

signing of the Universal Declaration of Human Rights. Links are divided into: Human Rights and the United Nations, International Law, Women and Children, and Economic, Social and Cultural Rights.

#### Peace Brigades International (PBI): Human Rights Alerts — www.igc.apc.org/pbi/ index.html [E/F/S]

Peace Brigades International provides nonviolent international protective accompaniment for people threatened with human rights abuses. Available in seven languages, this website includes several international links and a list of recent human rights news stories. Descriptions of PBI activities in Guatemala, Sri Lanka, Colombia, North America, and Haiti. An excellent place to raise your awareness of peace, nonviolence and human rights activities.

#### **NON-FICTION PRINT RESOURCES:**

#### Amnesty International Report 1997

Amnesty International Publications. London: Amnesty International Publications, 1997.

LEVEL: 10-12 [E/F; pp 378; ISBN#: 1-887204-11-3] The Amnesty International Report exposes some of the human rights violations that force refugees to seek asylum in foreign countries. It documents the imprisonment of prisoners of conscience, political detention without trial, torture, 'disappearances' and executions in 151 countries and territories. A good resource for updated information on specific human rights violations that occur around the world.

SOURCE: Documentation and Publications Department, Amnesty International, Canadian Section (English Speaking), 401-214 Montreal Road, Vanier, Ontario KIL 1A4; Tel: (613) 744-7667 ext. 258 Fax: (613) 746-2411 Email: info@amnesty.ca

Arab Voices: The Human Rights Debate in the Middle East — see Freedom of Religion.

#### Human Rights in Canadian Foreign Policy

Matthews, Robert and Cranford Pratt (eds.) Kingston: McGill-Queen's University Press, 1988.

LEVEL: 11+ [E; pp 375; ISBN #:0-7735-0683-7] This collection of essays explains how Canada responds to human rights violations in other countries. Bilateral diplomacy (e.g. development aid, country case studies), international forums for human rights, and human rights in Canadian foreign policy development are addressed. SOURCE: McGill-Queen's University Press, Kingston, Ontario

Human Rights Violations Against the Indigenous Peoples of the Americas — see Aboriginal Rights.

#### **Human Rights Watch World Report**

Human Rights Watch. New York, NY: Human Rights Watch, (annual)

#### LEVEL: 11+ [E; pp varies; ISBN#: n/a]

An annual report listing investigations of human rights abuses around the world. Special sections on specific case studies are also included each year. An excellent resource guide. Also available is the Human Rights Watch Report on Women's Human Rights. SOURCE: Publications Department, Human Rights Watch, 485 Fifth Avenue, New York, New York 10017-6104; Tel: (212) 986-1980 http://www.hrw.org

### International Rights and Responsibilities for the Future

Hunter, Kenneth W., and Timothy C. Mack (eds). Westport: Praeger Publishers, 1996.

LEVEL: 10-12 [E; pp 272; ISBN#: 0-275-95562-1] A complilation of essays discussing rights and responsibilities. The authors address what they call, "the imbalance between rights and responsibilities". The book also outlines the importance of the International Bill of Human Rights

SOURCE: Praeger Publishers, 88 Post Road West, Westport, Connecticut USA 068881

#### A Month and a Day: A Detention Diary

Saro-Wiwa, Ken. London: Penguin Books, 1995. LEVEL: 11 + [E; pp 238; ISBN#: 0-14-025868] A personal account of Ken Saro-Wiwa's period of detention in 1993 and his history in the struggle to defend the human rights and political rights of the Ogoni people in Nigeria.

SOURCE: Penguin Books Canada Ltd., 10 Alcorn Avenue, Toronto, Ontario M4V 3B2

#### Sarajevo Days, Sarajevo Nights

Softic, Elma. Nada Conic, (trans.). Toronto: Key Partner Books, 1995.

LEVEL: 10-12 [E; pp 200; ISBN#: 1-55013-870-7] A collection of diaries and letters dated April, 1992 to June, 1995 written during the height of the war in the former Yugoslavia. A clear, compelling look at ethnic conflict and life in war conditions.

SOURCE: Key Partner Books, 70 the Esplanade, Toronto, Ontario M5E 1R2

#### **VIDEOS:**

#### Chronicle of a Genocide Foretold - Part 1: Blood Was Flowing Like a River 1996 64 min. 10-12 [E] CC

The cornerstone of The Rwanda Series, this volume recounts a horrifying crime that could have been prevented by the international community and international law. Shot over three years, *Chronicle of a Genocide Foretold* follows several Rwandans before, during and after the genocide. Part 1 explores the genesis of the genocide in two key regions of

Rwanda, Kibuye and the Bugesera, where "blood was flowing like a river" and "Rwandans will never again be the same.".

SOURCE: NFB

#### Fear and Hope in Cambodia

1993 56 min. 11+ [E/F/S]

This documentary chronicles the story of Cambodia from the signing of the Paris Peace Agreement to the elections and signing of a new constitution. As told by Cambodians, international military, civilians and volunteers.

SOURCE: UN

#### New Horizons for Human Rights 1991 27 min. 7-12 [E/F/S/A]

In our changing world, new concerns are emerging in the field of human rights. New standards and definitions are being forged on the basis of the Universal Declaration of Human Rights. Focusing on various human rights issues, this film includes footage from Cameroon, Chernobyl, aboriginal communities in Central Australia, and Medellin in Colombia. SOURCE: UN

#### Mirrors of the Heart: Race and Identity 1992 60 min. 10-12 [E] CC

Two case studies of racial and ethnic discrimination. Hispanola Island is home to Haiti and the Dominican Republic, two nations with different attitudes towards their African heritage. In Bolivia, a country with a rich Indian tradition, regional, racial, and ethnic identities have been altered by rural transformations and urban opportunities. Part of the "Americas Series".

Palestine: 1890-1990

1994 34 min. 9-12 [E/F/A]

SOURCE: MLC Code #64-31-549

This video shows the long struggle over the Holy Land and provides an historical perspective on one of the world's most deeply rooted conflicts. The film details critical points in the history of the conflict, such as the UN partition plan, occupations, and the peace talks, and includes interviews with the key international players. SOURCE: UN

#### Romeo and Juliet in Sarajevo 1994 82 min. 9-12 [E] CC

Amidst a brutal Balkan war pitting Christian against Muslim, a young couple lie dead in each other's arms on a bridge in Sarajevo, Bosnia, shot by sniper fire while trying to escape in the beleaguered city. Romeo and Juliet is their story, full of surprising twists and turns as it explores the history of this tormented region through the lives of an ordinary couple caught up in a deadly struggle.

SOURCE: NFB

#### A Song for Tibet

1991 56 min. 9-12 [E/F] CC

Since the invasion of their territory by China some forty years ago, Tibetans have been struggling for cultural and political survival in a world often indifferent to their plight. Filmed in the Indian Himalayas and in Canada, A Song for Tibet tells the dramatic story of the efforts by Tibetans-in-exile, including the Dalai Lama, to save their homeland and preserve their heritage against overwhelming odds.

SOURCE: NFB

#### Thần in the Invisible War

1995 59 min. 9-12 [E/F] CC

The slightest touch is all it takes to explode one of the million deadly land mines that lurk in the fields and riverbanks of Cambodia. Thân Khy was pregnant with her fifth child when she stepped on a mine buried just a few feet from her home. Miraculously, she and her daughter, now a year old, survived the blast. But, like 35,000 of her compatriots, Than lost a limb. Some 30,000 others have lost their lives. This powerful documentary demonstrates the need for international laws to better protect innocent civilians.

SOURCE: NFB

#### Waging Peace: Nicaragua and El Salvador 1993 29 min. 10-12 [E/S]

Waging Peace is a look at the changing face of the region, a story of war being transformed into peace, owing to the cooperation among regional governments and the end of the Cold War. This story unfolds through the eyes of a Nicaraguan refugee, a contra, a Salvadorian FMLN commander, and a UN peacekeeper.

SOURCE: UN

### **MATERIAL PROPERTY OF THE PROP**

All of the following resources provide informaton on justice and legal rights in Canada. For information on justice and legal rights in other countries, please consult the International Human Rights section, or the Human Rights Research Guides section.

#### **WEBSITES:**

Access to Justice Network — www.acjnet.org — see Human Rights in Canada.

Canadian Human Rights Reporter — http:// web20.mindlink.net/chrr/ — see Human Rights in Canada.

#### LAWROOM — www.schoolnet.ca/lang soc/ law/ [E/F]

The site focuses on the Canadian legal system, legal issues on the information highway and crime prevention. It also provides teachers with ideas on how to use the Law Room in their classroom. Part of the SchoolNet Program, the Law Room is an interactive site to learn about law in Canada.

#### **NON-FICTION PRINT RESOURCES:**

Youth and the Charter of Rights — see Rights of Children.

#### **VIDEOS:**

Judge for Yourself

7-12 [E/F] CC 1995 30 min.

Produced by the Department of Justice Canada and the Solicitor General Canada, this video describes the Young Offenders Act and how it operates. Through interviews with youth, young offenders, and persons working in the criminal justice system, the video responds to common questions about the value of the act and its success. Each video comes with a learning guide.

SOURCE: MLC Code #869-31-100

#### Reasonable Limits: The Canadian Charter of Rights and Freedoms

1993 30 min. 11+ [E]

Describes how the Canadian Charter of Rights and Freedoms has changed judicial review in Canada, parliamentary supremacy, and the way Canadians think about each other.

SOURCE: MLC Code #387-31-204

#### **LABOUR AND EMPLOYMENT RIGHTS**

Labour and employment rights are a major focus of discussion around the world. For additional information on labour rights in your province, contact the provincial Ministry of Labour, or local union associations.

#### **WEBSITES:**

#### Canadian Labour Congress — www.clc-ctc.ca [E/F]

The Canadian Labour Congress pursues social and economic justice for workers in Canada and internationally. Their site includes information on political actions, health and safety, boycotts, women, human rights and international issues. It also features press releases on recent cases, descriptions of programmes such as the National Anti-Racism Task Force and a feature on sweatshops.

Institute for Global Communications: LaborNet www.igc.org/igc/labornet/index.html [E]

LaborNet supports human rights and economic justice for workers by providing Internet services, labour news and information, and website design for union and labour organizations. The site includes links to many labour organizations (including UnionNet in Canada), and recent news information.

#### International Labour Organization (ILO) — Geneva — www.ilo.org [E/F/S]

The ILO website provides thorough information, ranging from press releases to more substantial resources, and international labor standards and human rights. This site provides links to the Economic and Social Committee for Asia and the Pacific (ESCAP) and UN sites.

#### **VIDEOS:**

#### Cesar Chavez, Mexican American Labour Leader (1927-1993)

1994 30 min. 9-12 [E]

American-born Cesar Chavez dedicated his life to the fight against injustices suffered by migrant farm workers in the United States. Before he founded the United Farm Workers of America, workers had no way to challenge terrible working conditions, with salaries far below the minimum wage and no benefits. Over the course of 30 years he helped workers win social justice and uphold their dignity.

SOURCE: MLC Code #845-845-228

#### Children for Hire (educational version) 1994 44 min 9-12 [E] CC

Children for Hire examines child labour in Canada. This video features the stories of adolescents who have suffered severe injury or who have lost their lives due to faulty safety standards, exploitation by unscrupulous entrepreneurs, farm accidents, inadequate training, or just youthful inexperience. Children for Hire promotes education as the most effective method for raising awareness of what's at stake when young people enter the world of work. SOURCE: NFB

#### The Emperor's New Clothes

1995 53 min 9-12 [E/F] CC

Filmed in Canada, the United States and Mexico over a three-year period, this provocative documentary immerses itself in the stark reality of life before, during and after the signing of the North American Free Trade Agreement (NAFTA). It takes an incisive look at the profound effects that economic agreements between big business and government can have on human lives. The film follows a delegation of workers to Mexico to see where some of their jobs have gone. They find the lawns in front of industrial plants greened by sprinklers, while some Mexican workers live in cardboard shacks without running water. The Emperor's New Clothes poses the question: In this global war of cut-rate economies, are people on the losing side?

SOURCE: NFB

#### **MATERIAL PROPERTY OF LANGUAGE RIGHTS**

In a country such as Canada, with two official languages, language rights need to be respected and understood. For additional resources, consult the Human Rights in Canada section, or contact the Commissioner of Official Languages: (613) 995-0730.

#### **NON-FICTION PRINT RESOURCES:**

Ethnicity and Human Rights in Canada — see Racism, Ethnicity and Minority Rights

#### Language Rights and the Court Challenges Program: A Review of Its Accomplishments and Impact of its Abolition

Goreham, Richard. Canada: Office of the Commissioner of Official Languages, 1992.

LEVEL: 11+ [E/F; pp 50; ISBN #: 0-662-59330-8] Drawing from particular court examples, this very informative bilingual book addresses language rights and the importance of language in our democratic society. It also attempts to assess the impact of the abolition of the Court Challenges Program of February 27, 1992.

SOURCE: Commissioner of Official Languages, 300-344 Slater Street, Ottawa, Ontario K1A 0T8; Tel: (613) 995-0730

#### "The Politics of Language"

In, Race and Ethnic Relations in Canada, Peter S. Li (ed.) Toronto: Oxford University Press, 1990.

LEVEL: 11+ [E; pp 314; ISBN #: 0-19-540721-0] An examination of the historical origins of language issues in Canada and the evolution of language policies to the present day. The author discusses language rights in education, language as ethnicity, and reactions to language policies. A good overview of language rights in Canada.

SOURCE: Oxford University Press, 70 Wynford Drive, Don Mills, Ontario M3C 1J9

#### **VIDEOS:**

#### Masters in Our Own House: French and **English Relations in Canada** 1993 30 min. 11+ [E]

Analyzes Quebec's need for the political recognition of its distinctiveness, reasons for the rise of separatism in Québec, the problems bilingualism and multiculturalism pose for Québec, and the continuing challenge of Quebec nationalism to Canadian unity. SOURCE: MLC Code #387-31-209

#### Parlons franc

1992 56 min 7-12 [E/F] CC

This film about bilingualism depicts different ways that francophones live among an anglophone majority and how they deal with the preservation of their language. In French with English subtitles. SOURCE: NFB

#### Two Voices Echoing

1987 29 min 7-12 [E] CC

Using the area around Georgian Bay as a background, this film is a poetic meditation on the disappearance of French culture in Ontario, as expressed by a brother and sister who represent two visions of the same reality. While she has affirmed her origins, he speaks only English. Together they trace the history of this region through its Native Indian, French, and English cultures, as well as through family history. SOURCE: NFB

#### S RACISM, ETHNICITY AND MINORITY RIGHTS

Racism is still prevelant in Canadian society. Visible minorities and ethnic groups are often the target of discrimination. The following resources will educate you about the many different forms racism can take, and the ways you can work to eliminate racism.

#### **WEBSITES:**

#### Artists Against Racism (AAR) www.vrx.net/details.html [E]

AAR is a non-profit organization that uses art as one way to educate and encourage youth worldwide to fight against racism. This interactive site addresses racism as it occurs in communities in America and more broadly, all over the world. The Detail sections includes letters, AAR news and press releases, volunteer or membership opportunities, resources and much more. Links are also included to many other educational resources.

#### Canadian Ethnocultural Council (CEC) www.web.net/~cec/about.htm [E]

The Canadian Ethnocultural Council is a non-profit, non-partisan coalition of national Ethnocultural umbrella organizations aiming to remove barriers, eliminate racism, preserve the cultural heritage of Canadians, and preserve a united Canada. This site contains media coverage listings, public outreach and membership, articles (e.g., Canada, Unity and Identity: the Advantages of Diversity) and books. Links to some member organizations are included.

#### Racism: Stop It! International Day for the Elimination of Racial Discrimination www.march21.com [E/F]

Sponsored by the Department of Canadian Heritage, this site serves as the main resource for information on the International Day for the Elimination of Racial Discrimination (March 21). Details on the national

Video competition, available resources, and the Cyber petition against racism are included. The Canada Speaks section allows Canadian celebrities and students to voice their opinions about racism.

#### **NON-FICTION PRINT RESOURCES:**

### Anti-Semitism in Canada: History and Interpretation

Davies, Alan (ed.). Waterloo: Wilfred Laurier University Press, 1992.

LEVEL: 10-12 [E; pp 304; ISBN#: 0-88920-216-8] A collection of essays by scholars analysing the change in attitudes towards Jewish people in Canada from colonialism to the present day. Examines the various tensions at play that have resulted in the continuation of anti-semitism in Canada.

SOURCE: Wilfred Laurier University Press, Waterloo, Ontario N2L 3C5

#### Ethnicity and Human Rights in Canada.

Kallen, Evelyn. Toronto: Oxford University Press, 1995. **LEVEL: 11+** [E; pp 327; ISBN#: 0195410793] This book examines the key issues in the analysis of ethnicity and human rights in Canada. The author focuses on three groups: aboriginal peoples, racial and ethnic immigrant groups, and the Franco-Quebecois, and examines the comparative strength of legal protection for the human rights of each. SOURCE: Oxford University Press, 70 Wynford Drive, Don Mills, Ontario M3C 1J9; Tel: (416) 441-2941

Home and Homeland: The Canadian Immigrant Experience — see Refugees and Immigration.

#### Racism in Canada

McKague, Ormond (ed.). Saskatoon: Fifth House Publishers, 1991.

LEVEL: 11+ [E; pp 230; ISBN#: 0-920079-73-3] A collection of 19 contemporary essays on racism and race relations in Canada. Includes chapters on aboriginal rights, anti-semitism, neo-facism, 'race-class-gender', and the experiences of immigrants. The authors are from varied backgrounds and the tone is directed toward the general reader.

SOURCE: Fifth House Publishers, 620 Duchess Street, Saskatoon, Saskatchewan S7K 0R1

#### Race and Ethnic Relations in Canada

Li, Peter S. (ed.) Toronto: Oxford University Press, 1990. LEVEL: 11+ [E; pp 314; ISBN #: 0-19-540721-0] A collection of 12 new essays by leading Canadian sociologists focusing on the following topics: demography, immigration, human rights, aboriginal policies, multiculturalism, the politics of language, language and ethnicity, and gender and class.

SOURCE: Oxford University Press, 70 Wynford Drive, Don Mills, Ontario M3C 1,19

Racism in Canadian Schools — see Human Rights Education.

Resisting Discrimination: Women from Asia, Africa, and the Caribbean and the Women's Movement in Canada — see Women's Rights.

#### Teaching About Cultural Awareness

Otero, George and Gary Smith. Denver, Colorado: Center for Teaching International Relations, 1994. LEVEL: Teacher Resource/5-12 [E; pp n/a; ISBN#: 0-943804-84-1]

A revision of the previous book of the same title. The general goals of this activity book are to increase awareness of international differences; to help students become aware of the diversity of ideas and practices found in human societies; and to recognize their own cultural perspectives. There are three sections: "Perception", "Culture and Me", and "Cultural Conflict, Discrimination, and Institutional Racism". Also includes reproducible student handouts.

SOURCE: Center for Teaching International Relations, University of Denver, Graduate School of International Studies, Denver, Colorado, USA 80208; Tel: 1-800-967-2847 http://www.du.edu/ctir/pubs/

#### **Toward Intercultural Understanding**

Melenchuk, A. Edmonton: Weigl Educational Publishers, 1993.

LEVEL: Teacher Resource/9-12 [E; pp 112; ISBN#: 0919879608]

An anti-racist training manual which is designed to heighten awareness of issues related to the formation and perpetuation of prejudice and discrimination in our society.

SOURCE: Weigl Educational Publishers, 1902 11th Street, SE, Calgary, Alberta T2G 3G2; Tel: (403) 233-7747 Fax: (403) 233-7769

### Towards Freedom: The African-Canadian Experience

Alexander, Ken and Avis Glaze. Toronto: Umbrella Press, 1996

LEVEL: 10-12 [E; pp 288; ISBN: 1-895642-20-5] Towards Freedom addresses the meaning of freedom, justice, peace and equality for the African-Canadian. It presents a careful critique of the black community's struggle for recognition and human rights. It looks at the racial violence at Cole Harbour District High School, Toronto demonstrations, forced riots and many other acts of racial violence and questions what can and must be done to end prejudices and discrimination. Towards Freedom highlights major black achievements and depicts Canadian history from a black perspective.

SOURCE: Umbrella Press, 56 Rivercourt Blvd, Toronto, Ontario M4J 3A4; Tel: (416) 696-6665

Web of Hate: Inside Canada's Far Right Network Kinsella, W. Toronto: Harper Collins, 1995.

LEVEL: 10-12 [E; pp 450; ISBN#: 0-00-638051-4] The author addresses the issues of racial hatred and ethnic violence through an examination of the history of the Ku Klux Klan and the Ayran Nations in Canada, and similar movements. The influences these groups have on mainstream Canadian society is also discussed. The book combines extensive first-hand interviews with original investigative research.

SOURCE: Harper Collins Publishers Ltd., 55 Avenue Road, Suite 2900, Toronto, Ontario M5R 3L2; Tel: (416) 667-7791

#### Winning Ideas to Stop Racism: Secondary Level Edition

Department of Canadian Heritage. Toronto: Department of Canadian Heritage.

New kit available for the 1998 Campaign! Please contact 1-888-March21, for additional information.

#### Winning Over Racism

Akwani, Obi O. Ottawa: Achama Communications, 1995. LEVEL: 10-12 [E; pp 448; ISBN#: 0-9698708-0-9] Akwani examines racism from a Canadian perspective and compares the civil rights movement in the United States, with that in Canada. The "Effects of Racism", and "Racism and Institutions" are the other two components of the book, including a chapter on racism and youth in Canada. An easy to read and insightful analysis.

SOURCE: Quadra Press; Tel: (613) 233-3737

#### **VIDEOS:**

### Anti-Racism Efforts that are Working - Part 1 1994 25 min. 10-12 [E]

At a time when racial tensions are high, Sadia Zaman profiles individuals and an organization that are working to generate an understanding between races by crossing cultural and ethnic boundaries. Sadia Zaman speaks with a couple who, for fifteen years, immersed themselves in the culture of Aboriginal-Canadians in northern Manitoba. She also examines the mission of a non-profit, multi-racial housing complex called Harmony which brings together people from various racial backgrounds. A Vision TV production.

SOURCE: MLC Code #957-31-103074

#### Backlash to Change: Moving Beyond Resistance 1996 33 min. 11+ [E] CC

The purpose of this video is to explore opposition and resistance to equity initiatives that are being experienced within post-secondary educational institutions and the community at large. It suggests strategic methods for addressing and transforming such resistance. The video also includes a facilitator's manual.

SOURCE: UWO

#### For Angela

1994 24 min. 7-12 [E/F] CC

A dramatic story of racism and empowerment, inspired by the experience of Rhonda Gordon and her daughter, Angela. A bus ride changed their lives in a way no one could have foreseen. When three boys harass Rhonda and Angela, Rhonda finds the courage and determination to take a unique and powerful stand against ignorance and prejudice. A great discussion starter on racism and its impact. Teacher's Guide included.

SOURCE: NFB

### In the Land of Jim Crow: Growing Up Segregated 1992 27 min. 9-12 [E]

In the Land of Jim Crow is a series of films on racism in the United States. Viewers learn about racial segregation and its impact on society and African-Americans. A catalyst for discussions about skin colour as an artificial barrier, the ultimate necessity for the civil rights movement, and the difference between overt oppression and subtle discrimination. The experience of living with segregation are documented by first-hand accounts by prominent Americans.

SOURCE: MLC Code #513-31-794

#### Riel Country

#### 1996 48 min. 10-12 [E/F] CC

Riel Country features young adults from distinct neighborhoods in Winnipeg and St. Boniface, Manitoba. High school students from the predominantly Aboriginal North End, with the support of their peers from the Francophone district of St. Boniface, work to produce a play on the origins of the Métis. How do these youths foresee their role and place within their respective communities? How do these minority communities coexist with the predominant culture? How are prevailing intolerance and racism dealt with from both sides of the river? Victims of discrimination, these two groups share their experiences in view of better understanding themselves and others.

SOURCE: NFB

### Shirts: Fascist Politics in Canada During the 1930s

1992 28 min. 11+ [E]

This video examines the activities of various fascist groups in Canada during the 1930s. Following the implementation of the War Measures Act, Canada's fascist groups were outlawed and many Italian- and German- Canadians as well as the leaders of the antisemitic Arcand movement, were interned. Produced by Simon Fraser University.

SOURCE: MLC Code # 385-31-141

### **Speak It! From the Heart of Black Nova Scotia** 1993 28 min. 7-12 [E/F] CC

In the environment of their predominantly white high school, a group of Black students face daily reminders of the presence of racism, ranging from abuse to exclusion. They work to establish a Cultural Awareness Youth Group, a vehicle for building pride and selfesteem through educational and cultural programmes. With help from mentors, they discover the richness of their heritage and learn some of the ways they can begin to affect change. A user's guide is available. SOURCE: NFB

Voices of Change

1995 91 min. 9-12 [E] CC

Voices of Change is a documentary that chronicles the stories of five women with courage. Women from Australia, Guatemala, Canada, Latvia and Pakistan who balance age-old traditions with new roles as creators of social change in the areas of aboriginal rights and labour rights and against racism, sexism and poverty. They confront oppression, injustice and indifference, determined to create a better life for their children, for their communities and for their countries. SOURCE: NFB

### **REFUGEES AND IMMIGRATION**

Many people have immigrated to Canada in order to escape human rights violations in their country of origin. This section will help you learn about the reasons why people immigrate to Canada and the rights of refugees in countries around the world.

#### **WEBSITES:**

Canadian Council for Refugees www.web.net/~ccr/ [E/F]

This site provides a wide range of background information on refugees in Canada. The site highlights key areas of concern such as family reunification, the Head Tax, and inadequate legal aid for persons making refugee claims. Several informative discussion papers are posted, including for example, "Facing Facts: Myths and Misconceptions about Refugees and Immigrants in Canada".

Office of the UN High Commissioner for Refugees — www.unhcr.ch [E/F]

The High Commissioner for Refugees homepage contains basic facts about refugees and the Commissioner, press releases, and photographs depicting refugee life. The information is intended for teachers to use in secondary school courses and includes unit and lesson plans. The text-and-map-based guide to refugees is broken down by country. Official UNHCR documents are also listed as basic reference materials.

#### **NON-FICTION PRINT RESOURCES:**

Home and Homeland: The Canadian Immigrant **Experience** 

Fanning, P. and M. Goh (eds.). Toronto: Addison-Wesley Publishers/Rubican Publishing, 1993.

LEVEL: 10-12 [E; pp 229; ISBN#: n/a]

A collection of fiction, non-fiction, and poetry from the experiences of immigrants in Canada.

SOURCE: Addison Wesley Publishers, P.O. Box 580, 26 Prince Andrew Place, Don Mills, Ontario M3C 2T8; Tel: (416) 447-5101 Fax: 1-800-465-0536

Refugees: Human Rights Have No Borders.

Amnesty International. New York: Amnesty International Publications, 1997.

LEVEL: 10-12 [E/F; pp 137; ISBN#: 1-887204-12-X1

A compelling guide to the international refugee crisis. Amnesty International outlines the major debates surrounding the rights of refugees and international obligations. Includes many personal testaments of refugee experiences, and a useful appendix. Geared towards a general audience and appropriate for student research. SOURCE: Documentation and Publications Department, Amnesty International, Canadian Section (English Speaking), 401-214 Montreal Road, Vanier, Ontario K1L 1A4; Tel: (613) 744-7667 ext. 258 Fax: (613) 746-2411 Email: info@amnesty.ca

#### **VIDEOS:**

Land of Hope (2-Volume Set) 1996 47 min. 9-12 [E/F] CC

A landmark multi-media package explaining the Canadian Immigration Programme and the responsibilities of citizenship. Destination Canada includes: Land of Hope, a two-volume video set which features seven stories of Canadian immigration from the mid-18th century to the present: e.g. a Chinese labourer confronts racism when he tries to bring his family to Canada; an emancipated American slave becomes a celebrated Alberta cowboy; as the 20th century began, Mennonite farmers Henry and Helen Dyke fled persecution in Russia to settle in Western Canada: a nursing student in Montreal befriends a Salvadoran refugee. Each story is approximately seven minutes in length. Also available: Stardate Canada 2232, a CD-ROM where players must successfully take their chosen character through the immigration process in a futuristic adaptation. A Teacher's Guide containing information on the immigration program, settlement and citizenship, as well as lesson plans, handouts and discussion points. 20 copies of New Friends magazine, which contains a collection of stories about young newcomers to Canada and their experiences of integrating into Canadian society.

SOURCE: NFB

#### Refugees, Part 1: The Backlash Against Refugees 1994 24min. 10-12 [E]

The backlash against refugees has created additional stress and mental anguish for people who are still trying to adjust to a new country. Sadia Zaman profiles refugees who are finding ways to cope with the backlash. First of a two-part series on refugees. A Vision TV production. SOURCE: MLC Code #957-31-103106

#### Refugees, Part 2: Cassa El Norte 1995 24min. 10-12 [E]

A southern Ontario community puts its faith into action as refugees show up at the front door. Kevin O'Keefe visits the remarkable people of Cassa El Norte, a home for refugees in Fort Erie, Ontario. A Vision TV production.

SOURCE: MLC Code #957-31-103107

### **MATERIAL PROPERTY OF THE PROP**

One of the most basic human rights is the right to food. However, 800 million people around the world suffer from hunger and malnutrition. Find out about the right to food in your own community by contacting local food banks or mission shelters.

#### **WEBSITES:**

#### Global Network on Food Security: A Special Project of the United Nations Association in Canada — www.unac.org/gnfs.htm [E]

The Global Network on Food Security website is divided into international, national and regional subject headings. The World Food Summit (WFS), the North American Workshop on Food Security, and Eight Days for Eight Hundred Million are listed. You can learn about roles in the Post-Summit Process, some alternative viewpoints and the Right To Food. A number of UN-related links are also included.

#### OXFAM Canada — www.oxfam.ca [E]

The site includes the sections: Who We Are, What We Do, Where We Are and How To Help. What We Do is broken down into six main categories: the Americas, Africa, Canada, Emergency Relief, Advocacy Work and Bridgehead (OXFAM's ethical trading organization). The site has a Newsflash! update and information on World Food Day. Oxfam-Canada's Campaign for Basic Human Rights is also featured.

#### World Food Programme (WFP) — www.wfp.org [E]

The WFP is a UN agency working in the field of food security. This homepage provides general information, global food aid statistics, current news stories, and facts about events such as the World Food Summit. The "Resources and Appeals" section, the weekly operational report of major WFP relief activities and subjects like disaster mitigation, are also included. A very comprehensive resource.

#### **NON-FICTION PRINT RESOURCES:**

#### Food is a Basic Right - World Food Day October 16

Oxfam Canada

LEVEL: 9-12 [E/F; pp 38; ISBN#: n/a]

World Food Day is celebrated every year on October 16. This World Food Day Kit for educators provides answers to many questions one may have about the global food system. It has background information, statistics, resource lists, exercises, and activities designed to help teachers and students learn about the issues underlying world hunger and provides ideas for working together for global food security.

SOURCE: Oxfam Canada, 300- 294 Albert Street, Ottawa, Ontario K1P 6E6; Tel: (613) 237-5236 Fax: (613) 237-0524

### World Vision 30 Hour Famine: Planning Your

World Vision Canada.

30 Hour Famine

LEVEL: 10-12 [E; pp 14; ISBN#: n/a]

A step-by-step guide for organizations planning the participate in World Vision's 30 Hour Famine. The kit contains information on projects the 30 Hour Famine helps to fund, how to organize the event, and suggested activities for during and after the event. SOURCE: World Vision Canada, P.O. Box 2500, Missasauga, Ontario L5M 2H2; Tel: 1-888-8FAMINE timothy\_miller@worldvision.ca

#### **VIDEOS:**

### The Hand That Feeds The World - Women's Roles in Global Food Security

1993 19 min. 9-12 [E/F]

Produced by the World Food Day Association of Canada, this curriculum resource kit for senior high school students focuses on women's roles in global food security.

SOURCE: OXF

#### Save the Earth - Feed the World 1990 60 min. 10-12 [E] CC

Overproduction and intensive use is leaving much of the world's farmland barren. Some farmers, however, are rediscovering traditional farming techniques that work with nature and are combining them with modern technology to feed the world's ever-growing population. SOURCE: MLC Code #64-31-407

#### Waiting

1996 32 min 7-12 [E/F] CC

For the last forty years, an intermittent state of civil war in the Sudan has divided the country. Too often, famine has struck. The population has requested food aid. Sacks of grain are dropped from planes, but to prevent rioting, distribution is delayed until the arrival of reinforcements. During this week of waiting, we witness the face of hunger. *SOURCE: NFB* 

### **MACHINE OF CHILDREN**

According to international law, children's rights apply to anyone under the age of 18. The following resources will inform you about the UN Convention on the Rights of the Child, and the human rights violations against children around the world. Learn more about children's rights in your community through children's aid organizations.

#### **WEBSITES:**

Childhouse — http://childhouse.uio.no/ [E/F/S] Organized by various United Nations and nongovernmental organizations, this site is a comprehensive guide to information and resources pertaining to children's rights. There are a series of links to websites on child health, child research, children's human rights, early childhood education, and non-governmental organizations around the world. All of the websites are annotated, including a brief description of the host agency.

#### UNICEF: United Nations Children's Fund www.unicef.org [E/F]

The UNICEF site provides a comprehensive analysis of the UN Convention on the Rights of the Child. It covers current news stories about UNICEF and human rights related issues. Includes a gopher and numerous statistics, a publication list and information such as the UNICEF Report on Violence Against Women.

#### **NON-FICTION PRINT RESOURCES:**

#### Childhood Stolen: Grave Human Rights Violations Against Children

Amnesty International British Section. London: Amnesty International, June 1995.

LEVEL: 10-12 [E; pp 65; ISBN#: 187332815X] This book outlines the fundamental civil and political rights of children, and some of the suffering inflicted on the world's children by their governments. Also discusses the UN Convention on the Rights of the Child. SOURCE: Documentation and Publications Department, Amnesty International, Canadian Section (English Speaking), 401-214 Montreal Road, Vanier, Ontario K1L 1A4; Tel: (613) 744-7667 ext. 258 Fax: (613) 746-2411 Email: info@amnesty.ca

#### Children in Danger Series

Dragman, June and Michael Szasz. Vancouver: CoDevelopment Canada, 1994.

LEVEL: 7-12 [E; pp varies; ISBN#: 1-895233-07-0] A series of books focusing on a number of issues relating to children's rights, including education, labour, and immigration.

SOURCE: CoDevelopment Canada, 3-1654 West 7th Avenue, Vancouver, British Columbia V6J 1S5; Tel: (604) 739-8424 Fax: (604) 739-8427

#### It's Only Right! A Practical Guide to Learning About the Convention on the Rights of the Child Fountain, Susan. New York, NY: United Nations

Children's Fund, 1993.

LEVEL: Teacher Resource/9-12 [E/F; pp 77; ISBN# 92-806-3056-31

This teacher resource guide provides activities for learning about the Convention, and plans for acting on children's rights issues. The various chapters examine ideas such as "Wants and Needs", and "Linking Rights". There is a special emphasis on role plays and active participation. A copy of the Convention and reproducible student materials are also included.

SOURCE: UNICEF Canada, Director, Education for Development, 443 Mount Pleasant Road, Toronto, Ontario M4S 2L8; Tel: (416) 482-4444 Fax: (416) 482-8035

#### Learning from Children in Difficult Circumstances Goulet, Lisa (ed.), Ottawa: Canadian Coalition for the Rights of Children, 1995.

LEVEL: 10-12 [E/F/S; pp 72; ISBN#: 0-9698269-1-5] This book was created for non-governmental organizations working with children in developing countries. Included are six case studies of projects from around the world. Each project is clearly summarized, and offers solutions for future improvements. Also includes a bibliography of other resources on children in developing countries. A good tool for students and teachers researching children's

SOURCE: Canadian Coalition for the Rights of Children, 339-180 Argyle Avenue, Ottawa, Ontario K2P 1B7; Tel: (613) 788-5085

#### Our Rights! Series for Children and Youth

rights in developing regions.

Amnesty International, Puerto Rican Section. Puerto Rico: Amnesty International, Puerto Rican Section, 1993. LEVEL: Teacher Resource [E; pp n/a; ISBN#: 0-9633407-2-71

This series contains seven booklets based on the UN Convention on the Rights of the Child. "A Guide to Grownups" introduces the booklets to adults and explains how they may be used with extra activities. The other booklets introduce the concept of human rights, address the Convention, and provide a glossary. SOURCE: Publications Department, National Office, Amnesty International-USA, 322 Eighth Avenue, New York, New York, USA 10001

#### Say It Right!: The Unconventional Canadian Youth Edition of the United Nations Convention on the Rights of the Child.

Youth Participation Committee, Canadian Coalition for the Rights of Children. Ottawa, 1996.

LEVEL: 9-12 [E/F; pp 24; ISBN#: n/a]

This short and informative booklet is designed to introduce young people to the UN Convention on the Rights of the Child. It includes a question and answer section, a list of other resource leads, and an article-byarticle summary of the Convention. Copies are available from the Canadian Coalition for the Rights of Children. SOURCE: Canadian Coalition for the Rights of Children, 339-180 Argyle Avenue, Ottawa, Ontario K2P 1B7; Tel: (613) 788-5085

The United Nations Convention on the Rights of the Child, A Technical Tool for Trainers, Module 1 Goulet, Lisa. Ottawa: Canadian Coalition for the Rights of Children, 1994.

LEVEL: Teacher Resource/9-12 [E; pp 40; ISBN#: 0-9698269-0-7]

This workshop was produced to assist educators and youth workers in promoting and implementing the principles of the Convention. It is a comprehensive resource that includes basic facts about the Convention and how it was established, how the Convention has been incorporated in Canada, statistics about the state of children in the world, goals for children in the 1990s, and a bibliography. Includes a facilitator's and a participant's section.

SOURCE: Canadian Coalition for the Rights of Children, 339-180 Argyle Avenue, Ottawa, Ontario K2P 1B7; Tel: (613) 788-5085

#### Youth and the Charter of Rights

Bala, N.C., S. Fountain and F. Perron. Ottawa: Canadian Youth Foundation, 1988.

LEVEL: 11+ [E/F; pp 70; ISBN#: n/a]

An introduction to the impact of the Canadian Charter of Rights and Freedoms on youth. The book summarizes the key sections of the Charter and then discusses the implications of the Charter on education (religion, special education, language rights), social and medical services, and the juvenile justice system, with examples from various Canadian legal cases. SOURCE: Canadian Youth Foundation, 11-2211 Riverside Drive, Ottawa, Ontario K1H 7X5

#### **VIDEOS:**

### About the United Nations: Rights of the Child 1991 16 min. 7-12 [E/F/S]

An educational video for high school audiences focusing on the rights of children. The film shows the state of the world's children and how the Convention on the Rights of the Child, adopted by the UN in 1989, sets standards to help guarantee children a right to life, liberty, a name, a nationality, an education and good health. The film also shows what other UN agencies are doing to improve the lives of all children.

SOURCE: UN

#### Children First!

1996 56 min. 7-12 [E/F] CC

Children First! showcases award-winning NFB shorts dealing with children's rights and the UN's Convention on the Rights of the Child. Diane Chartrand's *The* 

Orange is a touching tale of how children help a hungry classmate. Janet Perlman's Dinner for Two is a lighthearted lesson in conflict resolution, and Eugene Fedorenko's Oscar-winning Every Child is an engaging reflection on every child's right to a name and nationality. Rounding out the selection are Michele Cournoyer's An Artist a beautifully rendered story of a parent's awakening to his young daughter's potential abilities, and Martine Chartrand's TV Tango, a comic critique of mass media and its impact on children. Francine Desbiens's To See the World is a fitting tale of a boy who witnesses the suffering of the world's children through a train window, and envisions solutions which ensure happy, healthy children everywhere. Finally, a child's right to a future in which dreams may be fulfilled is examined in Why? by Brestislav Pojar. SOURCE: NFB

#### Child's Eye View

1979 29 min. 7-12 [E/F/A]

In celebration of the International Year of the Child, the United Nations gave cameras to children around the world and asked them to make motion pictures about something important to them. Film-makers were sent to selected schools on five continents where they helped children produce their stories. The resulting film presents 10 views of world problems as seen through the eyes of children.

SOURCE: UN

#### Taking Charge

1996 25 min. 9-12 [E/F] CC

Taking Charge shows teens taking the initiative to overcome the fears and vulnerabilities of growing up in an increasingly violent and rapidly changing society. Through role-playing, theater groups, peer discussion groups and anti-violence collectives these young activists have "taken charge," educating themselves and their peers towards a deeper understanding of the effects of violence rooted in sexism, racism and homophobia. Taking Charge encourages the viewer to re-examine definitions of violence and shows how to effect change. SOURCE: NFB

## RIGHTS OF PERSONS WITH DISABILITIES

To obtain additional information about the rights of persons with disabilities, we suggest contacting local organizations that provide services to persons with disabilities, such as the Canadian National Institute for the Blind, the local association for community living, or the special needs department of your high school.

#### Canadian Abilities Foundation —

www.indie.ca/abilities/homepageT.html [E]

This nationally and internationally-focused site has directories of Canadian disability associations, an

international directory of disability media and an international calendar of events. *Abilities* is Canada's foremost, lifestyle magazine for persons with disabilities.

## Canadian Association of Independent Living Centres (CAILC) — http://indie.ca/cailc/english/index.htm [E/F]

A up to date resource for learning about independent living for persons with disabilities. The site includes a virtual library of recent articles, a news bulletin, details of CAILC projects, and links to other resources.

### Disabled Peoples' International (DPI) — www.dpi.org/ [E]

DPI is a grassroots organization that covers all forms of disabilities and aims to promote the human rights of people with disabilities. This site includes a list of publications created and distributed by Disabled Peoples' International, as well as news and views from around the world on disability issues. The organization has extensive international links, as well as current news stories about the disabled.

### The Integrated Network of Disability Information and Education — http://indie.ca [E/F]

A directory of disability information on the internet. The site is becoming more comprehensive on a daily basis as new links are added. An excellent search engine is built into the website providing access to a diverse range of links through category or keyword (e.g. Education, Employment, Sites sorted by disability type).

#### **NON-FICTION PRINT RESOURCES:**

### Across Borders: Women with Disabilities Working Together

Driedger, Diane, Irene Feika, and Eileen Giron Batres. Charlottetown, PEI: Gynergy Books, 1996. LEVEL: 10-12 [E; pp 175; ISBN#: 0-921881-38-X] An interesting compilation of essays portraying the multi-faceted work by women with disabilities from the developed and developing world. Literacy and economic development projects, community organizing, and interviews at the Fourth World Conference on Women in 1995 are included. The personal stories highlight the improved standard of living and new opportunities for women with disabilities around the world. Many of the articles have a Canadian focus. SOURCE: Gynergy Books, P.O. Box 2023, Charlottetown, Prince Edward Island C1A 7N7

#### Harm's Way: The Many Faces of Violence and Abuse Against Persons with Disabilities

L'Institute Roeher Institute. North York, ON: L'Institute Roeher Institute, 1995.

LEVEL: 10-12 [E; pp 262; ISBN#: 1-895070-56-2] This book addresses the often unrecognized or

ignored human rights violations against persons with disabilities. It chronicles the kinds of abuses that occur, the precipitating factors, the responses to the abuse, and offers prospects for reform. Also includes statistical tables, bibliography, and a table of legal cases and statutes.

SOURCE: L'Institute Roeher Institute, Kinsmen Building, York University, 4700 Keele Street, North York, Ontario M3J 1P3; Tel: (416) 661-9611 Fax: (416) 661-5701 TDD: (416) 661-2023

### Label Me Human: Minority Rights of Stigmatized Minorities

Kallen, Evelyn. Toronto: University of Toronto Press, 1989.

LEVEL: 10-12 [E; pp 251; ISBN#: 0-802026966] In this volume, Kallen focuses on the rights of three categories of stigmatized Canadians: alcoholics, persons with disabilities, and gays and lesbians. She examines how and why these stigmas have been perpetuated, and looks at ways the stigmas can be removed using Canadian legislation, policy, and social practice.

SOURCE: University of Toronto Press, 5201 Dufferin, North York, Ontario M3H 5T8; Tel: 1-800-565-9523

### The Last Civil Rights Movement: Disabled Peoples' International

Driedger, Dianne. New York: St. Martin's Press, 1989. LEVEL: 10-12 [ E; pp 137; ISBN#: 0-312-02836-9 or 0-312-02836-9]

What began as Driedger's Master's thesis became the history of Disabled Peoples' International (DPI), the first effort of disabled people to create a united voice internationally. Documenting their journey from 1945 to the mid-1980s, the author uses interviews from those involved in what they termed the last civil rights movement, as well as reports, letters and documents written by disabled persons themselves. The book is meant to be a tool for disabled persons to reflect on their past struggle and to formulate strategies for the future.

SOURCE: St. Martin's Press, Inc., 175 Fifth Avenue, New York. New York 10010

#### Speakeasy: People with Mental Handicaps Talk About Their Lives in Institutions and in the Community

Schwier, Karin Melberg (ed.). Austin, Texas: Proed, 1990.

LEVEL: 9-12 [E; pp 180; ISBN#: 0-89079-222-4] This is a personal account, as told by persons with mental disabilities, of their experiences living in various institutions in Canada and living independently in the community. The author highlights the human rights violations incurred by the people she interviews, and allows them to tell their stories in the first person. SOURCE: Pro-ed, 8700 Shoal Creek Boulevard, Austin, Texas, USA 78758

#### Women and Disability

Boylan, Esther. (ed.). London: Zed Books, Ltd., 1991. LEVEL: 10-12 [E; pp 111; ISBN#: 0 862329876] Articles on the stigma of disability, rehabilitation, education, employment, and human rights are included in this book which addresses the experiences of women with disabilities and the impact of double discrimination they face around the world. The main focus is on developing countries; one article on Canada is also featured. Special attention is paid to promoting an increase in activism and education. SOURCE: Zed Books, Ltd., 57 Caledonian Road, London, U.K. NI 9BU

#### **VIDEOS:**

#### **Breaking Barriers**

1989 29 min. 7-12 [E/F/S/A]

Filmed in China, Côte d'Ivoire, Thailand, Austria and the United States, this film shows how disabled people everywhere are breaking down the barriers that have prevented them from enjoying their rights and duties. SOURCE: UN

### The Impossible Takes a Little Longer 1986 45 min. 9-12 [E/F] CC

An inspiring documentary of how five resourceful, physically disabled women overcame barriers in their personal and work lives. The film emphasizes the importance of patience, resilience and imagination in adapting the regular tasks of life to special needs. It shows the outstanding contributions that disabled women can make to society; and dispels stereotypes and prejudices that may have hampered the disabled. SOURCE: NFB

### **SEXUAL HARASSMENT**

Sexual harassment continues to be a serious issue in schools and workplaces across Canada. To learn more about sexual harassment policies, contact your local school board or provincial human rights commission.

#### **NON-FICTION PRINT RESOURCES:**

#### Sexual Harassment: A Guide for Understanding and Prevention

Aggarwal, A. P. Toronto: Butterworths, 1992. LEVEL: 11+ [E; pp 90; ISBN#: 0-409-90852-5] This book presents ideas, remedies, and preventative measures in dealing with sexual harassment in Canada. The author addresses a large range of questions that would be useful for research purposes. SOURCE: 75 Cleggy Road, Markham, Ontario L9G 1A1

Sexual Harassment: High School Girls Speak Out Larkin, June. Toronto: Second Story Press, 1994. LEVEL: 9-12 [E; pp 166; ISBN#: 0-929005-65-1] Former teacher June Larkin discusses how girls are harassed by males in schools and evaluates the longterm effects of this harassment. Through interviews with high school girls, she provides insight into a problem that is frequently ignored by administrators and educators.

SOURCE: Second Story Press, 301-720 Bathurst Street, Toronto, Ontario M5S 2R4

#### **VIDEOS:**

#### Love Taps

1996 23 min 10-12 [E] CC

High school students Mark and Terese are involved in a dangerous relationship. Mark is becoming more possessive and abusive. Terese thinks it's probably her fault but is convinced she can handle it... until Mark physically attacks her in front of a group of friends. Kelly cares deeply for her boyfriend Benson, but she is always making sarcastic remarks about his intelligence. When Benson reacts to her verbal abuse, Kelly says she's "just joking." A powerful drama about teens, relationship, and dating violence. The videojacket contains a comprehensive User's Guide. Previewing before use is recommended.

#### SOURCE: NFB

Unsuitable Actions
1997 26 min 7-9 [E] CC

Using a blend of documentary and drama the film examines inappropriate and appropriate behavior in grades 7 to 9. Heather becomes the target of teasing of a sexual nature, which is initiated and continued by a boy in her computer class. As other students join in, the situation gets out of hand and becomes sexual harassment. Finally, supported by her friends, and the school, Heather takes control of the situation. Discussions with documentary participants from various ages explore, from the students' point of view: harassment, why it happens, including peer group pressure, and strategies for dealing with it. SOURCE: NFB

## SEXUAL ORIENTATION DISCRIMINATION

Discrimination against persons because of their sexual orientation is often manifested in homophobia and violence. The following resources address issues of discrimination against persons because of their sexual orientation.

#### **WEBSITES:**

#### EGALE — www.egale.ca/~egale [E/F]

EGALE (Equality for Gays and Lesbians Everywhere) is a national organization committed to advancing equality and justice for lesbians, gays and bisexuals at the federal level. Main categories of the

EGALE homepage include press releases, politics and a number of links to Canadian and university organizations.

## The Magnus Hirschfeld Centre for Human Rights — www.envirolink.org/orgs/magnuscentre/ [E]

The Magnus Hirschfeld Centre for Human Rights attempts to help those who seek asylum because of their sexual orientation and documents human rights abuses perpetuated against lesbians, gay men, bisexuals, the trans-gendered and people with the HIV/AIDS virus. The site includes links to gay and lesbian information by country, international human rights law and the World Law homepage. The Centre is a non-governmental, non-profit organization which defends and promotes human rights of sexual minority communities.

#### **NON-FICTION PRINT RESOURCES:**

#### Hearing Us Out: Voices From the Gay and Lesbian Community

Sutton, Roger. Boston: Little, Brown and Company, 1994. LEVEL: 7-12 [E; pp 128; ISBN#: 0-316-82326-0]. An award winning compilation of personal stories that are geared towards young people. The chapters focus on the human rights obstacles faced by gays and lesbians in such areas as the military, schools, or as minorities. SOURCE: Little, Brown and Company, Boston, Massachusetts

# It's Not O.K. to be Anti-Gay: Human Rights Workshop Handbook on Challenging Homophobia Sarna, Shirley. Montréal: Commission des droits de la personne et des droits de la jeunesse, September 1996. LEVEL: Teacher Resource/9-12 [E/F; pp 98; ISBN#: n/a]

Produced by the Human Rights Commission of Quebec, this teacher's resource guide includes a model agenda for introducing human rights and homophobia issues into the classroom. Although the Quebec Charter of Rights and Freedoms prohibits discrimination on the grounds of sexual orientation, this is not the case in every province. This guide does, however, include good resources on how to confront the issue of discrimination on the basis of sexual orientation, and can be adapted for other provinces. Also includes case studies and journal articles.

SOURCE: Commission des droits de la personne et des droits de la jeunesse, 360, rue Saint-Jacques, 2e étage, Montréal, Québec H2Y 1P5; Tel: (514) 873-5146, 1-800-361-6477

**Label Me Human: Minority Rights of Stigmatized Minorities** — see Rights of Persons with Disabilities.

### Straight & Narrow: Compassion and Clarity in the Homosexuality Debate.

Schmidt, Thomas E. Downers Grove: Intervarsity Press, 1995 LEVEL: Teacher Resource [E; pp.240; ISBN 0-8308-1858-8]

Too often, writes Schmidt, the charged battle over homosexuality and lesbianism generates slogans and accusations. This discrimination often obscures the struggling persons at the centre of the argument, it causes those who oppose homosexual behaviour to "lose sight of individual struggles, pain and faces." He addresses the question, can Christians believe in straight behavior without being narrow-minded? Schmidt addresses these concerns in a Christian perspective and with profound empathy.

SOURCE: P.O.Box 1400, Downers Grove, Illinois 60515

### The Third Pink Book: A Global View of Lesbian and Gay Liberation and Oppression

Hendriks, Aart, Rob Tielman, and Evert van der Veen. Buffalo: Prometheus Books, 1993

LEVEL: 9-12 [E; pp 349; ISBN#: 0-87975-831-7] Compiled by the International Gay and Lesbian Association, this book examines the discrimination issues faced by gays and lesbians in 15 countries, including three articles on Canada. Also included is a World Survey providing information on all countries in the following categories: "Official Attitudes and the Law", "Society", and "Gay and Lesbian Movements". A good resource for research on legal and social attitudes towards gays and lesbians.

SOURCE: Prometheus Books, 59 John Glenn Drive, Buffalo, New York, USA 14228-2197; Tel: (716) 837-2475 Fax: (716) 835-6901

#### **VIDEOS:**

### Out: Stories of Lesbian and Gay Youth (classroom version)

1993 39 min. 9-12 [E] CC

Out is an intimate exploration of the struggles and victories of gay and lesbian youth in Canada. Through interviews with gay and lesbian youth from varied cultural and racial heritages, issues of discrimination as well as the compounding problems of confronting racism and sexism are sensitively addressed.

SOURCE: NFB

#### School's Out

1996 24 min. 9-12 [E] CC

Against a backdrop of newspaper headlines that reflect society's changing attitudes toward homosexuality since the 1950s, Jane Rule contributes her wisdom and insight about sexuality, and situates the lives and activism of today's youth in an historical context. TEACH members talk about their lives and their classroom visits, provoking discussion about homophobia and sexism amongst high school and college students.

SOURCE: NFB

#### **MATIONS**

Most of the major United Nations organizations have their own website, and many publish reports on a regular basis. For additional information, please contact the United Nations Association in Canada: (613) 232-5751 ext. 224.

#### **WEBSITES:**

International Labour Organization — Geneva — www.ilo.org — see Labour and Employment Rights.

Office of the UN High Commissioner for Human Rights/Centre for Human Rights — www.unhchr.ch — see International Human Rights.

Office of the UN High Commissioner for Refugees — www.unhcr.ch — see Refugees and Immigration.

### United Nations Association in Canada (UNA-Canada) — www.unac.org [E/F]

UNA-Canada aims to build bridges of knowledge and understanding that link all Canadians with people and nations of the world, while supporting a family of organizations that are international in scope but relevant to each local community and each individual. This site is a good starting point to learn about UNA-Canada, UNA branches in Canada and around the world, and the greater UN. The site includes information on the 50th Anniversary of the Universal Declaration of Human Rights, an on-line copy of the Universal Declaration of Human Rights, UN Reforms, and the new human rights *Action Guide*. The National Calendar of Events lists numerous activities occurring across Canada in association with the 50th Anniversary. The page also includes a list of publications.

The United Nations CyberSchoolBus — www.un.org/Pubs/CyberSchoolBus — see Human Rights Education.

**United Nations Development Programme — www.undp.org** — see Human Rights and Development.

### United Nations Educational, Scientific and Cultural Organization —\_www.unesco.org [E/F/S]

UNESCO provides information on several subject areas including culture and development, education around the world, social science issues (e.g. human rights), and biodiversity. Statistics, events, and details on UNESCO programmes are also listed.

**United Nations Environment Programme — www.unep.org** — see Human Rights and the Environment.

United Nations Homepage — www.un.org [E/F/S]

A comprehensive site divided into five key sections: "Peace and Security", "International Law", "Economic and Social Development", "Human Rights", and "Humanitarian Affairs". Information on the United Nations, UN reform, conferences and events, member states, and the UN news releases are easily accessible.

World Food Programme — www.wfp.org — see Right to Food.

#### **NON-FICTION PRINT RESOURCES:**

#### **Basic Facts About the United Nations**

United Nations Department of Public Information. New York: United Nations, 1995.

**LEVEL: 9-12 [E/F; pp 341; ISBN#: 92-1-100570-1]** This reference book examines the range of UN operations, responsibilities, and goals. It is inexpensive, easy to read, and extremely useful to anyone wishing to obtain a better understanding of the UN.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

#### **Everything You Always Wanted to Know About** the United Nations

United Nations Department of Public Information. New York: United Nations, June 1997.

LEVEL: 9-12 [E/F; pp 49; ISBN#: n/a]

Produced for secondary students, this is one of the most recent publications responding to common questions about the UN. It provides a comprehensive introduction to the history of the UN, its main bodies, its work in peace and development, and in human rights. The format is easy to read and very informative.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

### Human Rights and the United Nations: A Great Adventure

Humphrey, John P. Dobbs Ferry, New York: Transnational Publishers, INC., 1984.

LEVEL: 10-12 [E; pp 350; ISBN#: 0-941320-14-6] John Humphrey was responsible for the drafting of the Universal Declaration of Human Rights. This is his recount of his years with the United Nations, and his work in human rights around the world. His first hand knowledge of the events and actors provides an interesting look at the development of

the UN's role in human rights. SOURCE: Transnational Publishers Inc., Dobbs Ferry, New York

Human Rights Questions and Answers

United Nations, New York: United Nations, 1987. LEVEL: 9-12 [E; pp 54; ISBN#: n/a] Produced by the UN for the 40th Anniversary of the Universal Declaration of Human Rights in 1988. This booklet answers some of the questions often asked about the United Nations position with regard to

United Nations efforts to promote these rights. SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

human rights and examines some of the principal

#### Image and Reality: Questions and Answers **About the United Nations**

United Nations Department of Public Information. New York: United Nations, October 1996.

LEVEL: 9-12 [E/F; pp 67; ISBN#: 92-1-100627-9] A general introduction to the UN and its activities in a readable and informative 'question-and-answer' format. Includes questions about human rights, the environment, development, peace-keeping and humanitarian assistance.

SOURCE: United Nations Association in Canada, 900 - 130 Slater Street, Ottawa, Ontario K1P 6E2; Tel: (613) 232-5751 ext. 224 Fax: (613) 563-2455 http://www.unac.org Email: unac@magi.com

Model United Nations Activities Sourcebook: **Second Edition**. — see Human Rights Education.

School Kit on the United Nations (Secondary) — see Human Rights Education.

Teaching About Peace-Keeping and Peace-Making — see Human Rights Education.

#### **VIDEOS:**

About the United Nations: Peacekeeping 1990 19 min. 7-12 [E/F/S] Narrated by a UN peacekeeper, the video gives students an historical overview of this unique peacekeeping force and a look at peacekeeping assignments around the world. SOURCE: UN

Peacekeeper at War: A Personal View of the Gulf War (classroom version/2-volume set) 1994 42 min. 9-12 [E] CC

The Gulf War — sanctioned by the United Nations and involving Canadian military personnel more accustomed to the role of peacekeeping - was a disturbing about-face in the struggle for world peace. Peacekeeper at War uses archival footage to trace developments in the Middle East, in Canada, and at the United Nations in order to better understand the causes of the war and the roles of its participants. SOURCE: NFB

#### **Protection Force Series** 1995 143 min. 9-12 [E] CC

Canadian peacekeeping forces were deployed to Bosnia, Croatia and Serbia when war fractured the former Yugoslavia. The Protection Force series focuses on four Canadian military units as they try to bring stability to one of the most volatile regions of the world today. Caught in the Crossfire is an in-depth and often moving look at how Canadian soldiers have earned the respect of all sides in this war (47 min). In God's Command is an intimate profile of army padre Mark Sargent as he ministers to soldiers and civilians caught in the conflict (47 min). The Price of Duty is a close-up view of army engineers who clear mine-fields and tells the story of Mark Isfield, a young Canadian engineer who paid the ultimate price when killed by an exploding landmine (47 min).

SOURCE: NFB

#### United Nations for a Better Future 1991 22 min. 7-12 [E/F/S/A]

This film is a fast-paced look at the work of the UN. Going to the field, talking to individuals and showing the impact of the UN on their daily lives, the film describes the wide spectrum of UN activities all over the globe. SOURCE: UN

### **WOMEN'S RIGHTS**

Women's equal rights are an important issue in Canada and around the world. The following resources focus on issues of employment equity, violence against women, women's movements, minority women, and women in developing countries.

#### **WEBSITES:**

A Human Rights Resource Packet: Linking the Four Critical Areas of Concern of the Commission on the Status of Women Agenda to Existing Human Rights Norms and Standards ww.pdhre.org/struggles/women/csw.htm [E] The packet aims to connect the four critical areas of concern of the UN Commission on the Status of Women (CSW) to existing human rights norms and standards. Categories include Women and the Environment, and Women and the Economy, Women and Education, and Women in Power. There are also several links to relevant UN Conventions.

#### Institute for Global Communications: Women'sNET — www.igc.org/igc/ womensnet/index.html [E]

This site touches on a wide spectrum of women's issues, including "Violence Against Women", "Women of Colour", and "Women's Studies". It is very up-to-date and includes recent headlines concerning women's issues.

### The Status of Women Canada — www.swc-cfc.gc.ca/ [E/F]

The Status of Women Canada website provides important dates and people in women's history, e.g. The Famous Five), and resources which include gender-based analysis and statistics on women in Canada. Links are sorted by parliamentary and federal government categories. Also includes resources for International Women's Day.

### Women's Human Rights Group Database — www.law-lib.utoronto.ca/Diana/ [E]

This site provides select works on the development, interpretation, and the implementation of women's international human rights. The works are based on the Convention on the Elimination of all Forms of Discrimination Against Women and other international human rights conventions. Information is sorted by region and issue.

### WomenWatch: UN Working for Women — www.un.org/womenwatch/un.htm [E]

This website describes the the UN's role in empowering women, by listing upcoming activities of such groups as the Commission on the Status of Women and the UN Committee on the Elimination of Discrimination Against Women, as well as other UN inter-governmental groups. One feature is entitled "Women of the World", and includes a search engine linking to any UN sites examining social/economic affairs. Details about the United Nations Fourth World Conference on Women, held in September 1995, in Beijing, are also provided.

#### **NON-FICTION PRINT RESOURCES:**

#### Encouraging Gender Equity: Strategies for School Change

MacKinnon, Heather (ed.). Ottawa: The Human Rights Research and Education Centre, 1995.

LEVEL: Teacher Resource [E/F; pp 64; ISBN#: n/a] This book is a collection of papers presented at a round table discussion on gender equity in September 1995. Topics include: "Equity in Mathematics Education"; "From Body Image to Body Equity"; "Towards a Harassment Free Learning Environment"; and "The Linden School: A Woman-Centred School".

SOURCE: The Human Rights Research and Education Centre, University of Ottawa, 57 Louis Pasteur, Ottawa, Ontario K1N 6N5; Tel: (613) 562-5775 Fax: (613) 562-5125

#### The Girl Child: An Investment in the Future

UNICEF Ontario. UNICEF Ontario, 1994.

LEVEL: Teacher Resource/7-12 [E; pp 152; ISBN#: 0-921564-06-6]

A curriculum resource guide for intermediate and senior grades that addresses the rights of the girl child in developed and developing countries around the world. The key topics addressed are: perception and self-image, nutrition and health, gender discrimination, career choices and employment equality, young brides and teenage mothers, and girls and social injustices. The resource includes up-to-date statistics, including many references to Canada, and interesting classroom activities. An excellent resource to emphasize the importance of the full and equitable development of girls everywhere.

SOURCE: UNICEF Canada, Director, Education for Development, 443 Mount Pleasant Road, Toronto, Ontario M4S 2L8; Tel: (416) 482-4444 Fax: (416) 482-8035

#### Her Story: Women from Canada's Past

Merrit, E. Susane. St. Catharines, Ontario: Vanwell Publishing Limited, 1993.

LEVEL: 9-12 [E; pp n/a; ISBN# 1-55125-000-4] Geared toward high school students, this is an exciting, easy-to-read, historical account. It is a celebration of the richness and variety of Canadian women born before 1900 — women who were filled with courage, strength and determination.

SOURCE: Northrup Crescent, P.O. Box 2131, St. Catharines, Ontario L2M 6P5

## It's About Time! Human Rights are Women's Right Amnesty International Publications. New York: Amnesty International USA, March 1995.

LEVEL: 10-12 [E; pp 152; ISBN#: 0-939994-98-4] First published in conjunction with Amnesty International's 1995 campaign for the protection of women's human rights. The report highlights the situation of women in some 75 countries, focusing primarily on women and war, women activists, and women at risk. Also includes the UN Convention on the Elimination of all Forms of Discrimination Against Women and the UN Declaration on the Elimination of Violence Against Women.

SOURCE: Documentation and Publications Department, Amnesty International, Canadian Section (English Speaking), 401-214 Montreal Road, Vanier, Ontario K1L 1A4; Tel: (613) 744-7667 ext. 258 Fax: (613) 746-2411 Email: info@amnesty.ca

#### Resisting Discrimination: Women from Asia, Africa, and the Caribbean and the Women's Movement in Canada

Agnew, Vijay. Toronto: University of Toronto Press, 1996. LEVEL: 11+ [E; pp 292; ISBN#: 0-8020-7627-0] An examination of the discrimination experienced by minority women in Canada, and in particular their

exclusion from the mainstream women's movement agenda. Discusses issues of race, class, and gender. The author offers suggestions for reform and seeks to empower minority women.

SOURCE: University of Toronto Press, 5201 Dufferin, North York, Ontario M3H 5T8; Tel: 1-800-565-9523

#### **VIDEOS:**

#### After the Montréal Massacre 1990 27 min. 10-12 [E] CC

December 6, 1989; Sylvie Gagnon was attending her last day of classes at the University of Montreal's Ecole Polytechnique, when Marc Lépine entered the building. Separating the women from the men, he opened fire on the women students, yelling "You're all a bunch of feminists." Sylvie survived, while fourteen other women were murdered. This video makes the connection between the massacre and male violence against women, setting the stage for an exploration of misogyny and sexism. SOURCE: NFB

#### Forgotten Stories

1991 25 min. 10-12 [E]

Features an international women's conference which examines problems common to women around the world, and the media's role in bringing these issues to the fore. Rita Deverell also speaks with members of a forum discussion group about stories that are not deemed newsworthy or have been forgotten by the media and the effect this has on the public. A Vision TV production. SOURCE: MLC Code #957-31-103045

### Changing Values in the Workplace 1993 25 min. 10-12 [E]

Sadia Zaman speaks with two people who have incorporated their personal values and beliefs into their work. After the Montreal massacre in the late 1980's, Pat Quinn, an engineer, decided something needed to be done about the treatment of women in the engineering profession. Johanna Manning, a former separate school teacher, is very outspoken about the religious studies curriculum and women's roles in Catholic institutions. Both women have encountered personal and professional criticism because of their choices. A Vision TV production. SOURCE: MLC Code #957-31-103046

### *In Women's Hands: The Changing Roles of Women* 1992 60 min. 11+ [E] CC

Part of the "Americas Series", this film looks at how women in the region are experimenting, by choice or necessity, with new roles that break old stereotypes about gender and family. The spotlight is on Chile, where the tumult of the last two decades has challenged women in every social class.

SOURCE: MLC Code #64-31-550

#### Vienna Tribunal

1994 48 min. 9-12 [E] CC

This video is a living testimony that dramatically captures the abuses women suffer. Highlighted are the moving and gut-wrenching personal stories of women from around the world who testified before a panel of judges at the Global Tribunal on Violations of Women's Human Rights during the UN World Conference on Human Rights, held in Vienna. A contemporary and highly relevant program that speaks to the new and growing interest internationally in women's human rights issues. *SOURCE: NFB* 

### Who's Counting? (Classroom version) 1996 87 min. 9-12 [E] CC

This challenging three-volume series, specifically designed for classroom use, is based on the popular feature film Who's Counting? Marilyn Waring on Sex, Lies & Global Economics. This world-renowned political economist, feminist and author demystifies the language of economics with vigor and humor. Each volume is approximately 30 minutes in length. Support material is included. Volume 1. Marilyn Waring on Politics: Local & Global. Volume 2. Marilyn Waring on Women and Economics: Women remain more than 50 percent of the world's population, yet hold no more than 10 percent of the seats in national legislatures. This video takes a hard look at the disparity between what women contribute to communities and how their work is valued (30 min.). Volume 3. Marilyn Waring on the Environment.

SOURCE: NFB

#### Widening the Circle

1994 25 min. 9-12 [E] CC

For three days in April 1992, more than a hundred young women shared information about some of the issues important to their lives: racism, self-esteem, education, feminism and sexism, the media and disabilities. The forum was a conference organized by the Canadian Advisory Council on the Status of Women entitled Widening the Circle: A Gathering with Young Women. For the first time, young women in Canada, aged 15 to 19, representing this country's regional, racial, linguistic and cultural diversity, had the opportunity to meet each other and articulate their concerns. Widening the Circle is divided into three parts. Part 1: Sometimes I wear dresses is about body-image and self-esteem; Part 2: I'm not racist, but... is about racism and prejudice; and Part 3: It's a man's world, Jennifer addresses sexism and the "superwoman."

SOURCE: NFB

### **WATER DISTRIBUTORS**

MLC Magic Lantern Communications Ltd.

38-775 Pacific Road, Oakville, Ontario, Canada L6L 6M4

MM McIntyre Media Ltd.

2-6845 Rexwood Road Mississauga, Ontario, Canada L4V 1S5

NFB National Film Board of Canada

PO Box 6100, Station Centre-ville Montreal, Quebec, Canada H3C 3H5

OM Omega Films Limited

7-3501 McNicoll Avenue Scarborough, Ontario, Canada M1V 2N3

OXF Oxfam Canada

300-294 Albert Street Ottawa, Ontario, Canada K1P 6E6

UN Marlin Motion Pictures Ltd.

200-211 Watline Avenue Missasauga, Ontario, Canada L4Z 1P3

**UWO Department of Equity Services** 

University of Western Ontario Room 295, Stevenson-Lawson Building London, Ontario, Canada N6A 5B8 Tel: (905) 827-1155

Toll-Free: 1-800-263-1717 Fax: (905) 827-1154 video@magiclantern.ca

Tel: (905) 678-9866

Fax: (905) 678-2403 mcintyre@istar.ca

Tel: 1-800-267-7710

Fax: (514) 283-7564 http://www.nfb.ca

Tel: (416) 291-4733

Toll-Free: 1-800-663-4238 Fax: (416) 291-7775 omega@baloo.com

Tel. (613) 237-5236

Fax: (613) 237-0524

Tel: (905) 890-1500

Toll-Free: 1-800-865-7617 Fax: (905) 890-6550 Toll-Free: 1-800-203-8786

Tel: (519) 661-3334

Fax: (519) 661-2079 perksl@uwoadmin.uwo.ca

#### **MADE AND ADDRESS OF THE PROPERTY OF THE PROPE**

Many provincial Human Rights Commissions have produced human rights education guides and materials on human rights in your province. We suggest you contact the following Human Rights Commissions to inquire about these additional resources.

#### **Canadian Human Rights Commission**

For information on regional offices, please contact:

320 Queen Street Place de Ville, Tower A Ottawa, Ontario K1A 1E1 Tel: (613) 995-1151 Toll-Free: N/A TDD: (613) 996-5211 Fax: (613) 996-9661

Alberta Human Rights and Citizenship Commission

Standard Life Centre 1600-10405 Jasper Avenue Edmonton, Alberta T5J 4R7 Tel: (403) 427-3116

Toll-Free: N/A

TDD: (403) 427-1597 Fax: (403) 422-3563

**British Columbia Human Rights Commission** 

2nd Floor, 844 Courtney Street Victoria, British Columbia V8V 1X4

306-815 Hornby Street Vancouver, British Columbia V6Z 2E6

Manitoba Human Rights Commission

301-259 Portage Avenue Winnipeg, Manitoba R3B 2A9

**New Brunswick Human Rights Commission** 

751 Brunswick Street Box 6000 Fredericton, New Brunswick E3B 5H1

Newfoundland Human Rights Commission

PO Box 8700 St. John's, Newfoundland A1B 4J6

Nova Scotia Human Rights Commission

Lord Nelson Arcade, 7th Floor 5675 Spring Garden Road Box 2221 Halifax, Nova Scotia B3J 3C4

**Ontario Human Rights Commission** 

180 Dundas Street West, 8th Floor Toronto, Ontario M7A 2R9

**PEI Human Rights Commission** 

3 Queen Street Box 2000 Charlottetown, PEI C1A 7N8

Commission des droits de la personne et des droits de la jeunesse du Québec

360, rue St-Jacques Montreal, Quebec H2Y 1P5

Saskatchewan Human Rights Commission

122 - 3rd Avenue North, 8th Floor Saskatoon, Saskatchewan S7K 2H6

Yukon Human Rights Commission

205 Rogers Street
Whitehorse, Yukon Territory Y1A 1X1

Tel: (250) 387-3710

Toll-Free: 1-800-663-0876 TDD: (250) 953-4911 Fax: (250) 387-3643

Tel: (604) 660-6811

Toll-Free: 1-800-663-0876 TDD: (604) 660-2252 Fax: (604) 660-0195

Tel: (204) 945-3007

Toll-Free: 1-800-282-8069 TDD: (204) 945-3442 Fax: (204) 945-1292

Tel: (506) 453-2301

Toll-Free:N/A TDD: (506) 453-2911 Fax: (506) 453-2653

Tel: (709) 729-2709

Toll-Free: 1-800-563-5808

TDD: N/A

Fax: (709) 729-0790

Tel: (902) 424-4111

Toll-Free: Call collect TDD: (902) 424-3139 Fax: (902) 424-0596

Tel: (416) 314-4500

Toll-free: 1-800-387-9080 TDD: (416) 314-4535 Fax: (416) 314-4533

Tel: (902) 368-4180

Toll-free: 1-800-237-5031

TDD:N/A

Fax: (902) 368-4236

Tel: (514) 873-5146

Toll-Free: 1-800-361-6477

TDD: N/A

Fax: (514) 873-6032

Tel: (306) 933-5952

Toll-Free: 1-800-667-9249 TDD: (306) 373-2119 Fax: (306) 933-7863

Tel: (403) 667-6226

Toll-Free: 1-800-661-0535

TDD: N/A

Fax: (403) 667-2662

## **OF HUMAN RIGHTS**

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 in the following pages. 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 the world,

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

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

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

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

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

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

Now, Therefore, THE GENERAL ASSEMBLY proclaims

THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

#### Article 1.

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

#### Article 2.

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

#### Article 3.

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

#### Article 4

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

#### Article 5.

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

#### Article 6.

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

#### Article 7.

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

#### 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, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

#### Article 19.

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

#### Article 20.

- 1. Everyone has the right to freedom of peaceful assembly and association.
- 2. No one may be compelled to belong to an association.

#### 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 co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

#### Article 23.

- 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, if 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 in 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.

## Photo Credits

Photos are listed by page number, top to bottom, and left to right

- **Page 5:** UN and Canadian flag Source: Department of National Defense.
- **Page 7:** Eleanor Roosevelt, Chair of Human Rights Commission holding a copy of the UDHR. 1949 Source: UN/DPI 23 783.
- Page 8: Demonstrators at the Quebec and Ottawa River Valley regional conference on "Human Rights activism" Source: The Activist (Amnesty International) p. 4 (December 1997-January 1998).
- Page 9: Auschwitz-Birkenau Concentration Camp, Poland - Source: Wieslaw M. Zielinski, p.9.
- **Page 10:** "All Human Beings..." phrase carved on wood Source: United Nations (#n/a).
- **Page 11:** Human Rights Protest on Parliament Hill Source: The Ottawa Citizen.
- Page 12: Representatives of the World's Indigenous People Participate in the launching of the International Year, 1993—Ovide Mercredi, addressing the General Assembly Source: E. Debebe, UN Photo 182262.
- **Page 13:** The Canadian Tribute to Human Rights Source: Maureen Gosling.
- Page 14: Jules Deschênes Source: Tim Donais, UNA-Canada.

John Humphrey, 1985 - Source: Eliza Massey

Lester Pearson, President of the seventh regular session of the UN General Assembly, 1952 - ource: UN Photo 38,901

- **Page 16:** Official Emblem for the International Year of Peace—1985 Source: UN Photo 147,484
- Page 17: Canadian Peacekeeper providing aid -Source: (Department of National Defense)
- **Page 18:** "Everyone has the Right to Life..." phrase carved on wood Source: United Nations

- **Page 20:** World Banks funds at work in a Medellin classroom, 1971. Source: James Pickerell, World Bank 20,433
- Page 20: "Let us Beat our Sword into Ploughshares"
  A bronze statue created by Evgeniy Vuchetich and given by the Soviet Union to the UN in 1959. Source: UN 95176
- **Page 20:** Refugees leaving Huambo, Angola Source: S. Dupont, Amnesty International
- Page 21: Demining a road in Battambang Province—Cambodia 1994 - Source: Marcus Halevi, ICRC

Understanding the Continuing Tragedy in the Sahel—Burkina Faso 1986 - Source: UN Photo 167,612 / John Isaac

Nobel Peace Prize Medal - Source: Not known

- **Page 22:** Literacy—Both a Right and a Need Source: J. Isaac, UN Photo 148,515
- Page 23: Model UN Participants Source: UNA-Canada
- **Page 25:** A General view of the Security Council during a vote on a resolution, 1978. Source: Y. Nagata, UN Photo 137,053

"Non-Violence" Revolver Sculpture. A gift from Luxembourg to the UN. Source: UN Photo 177,159

- **Page 26:** UN Headquarters—a view of the flags of some member states in front of the Secretariat Building Source: UN Photo 57,106
- **Page 28:** Apartheid: The Tyranny of Racism Made Law Source: UN Photo 151,626
- Page 29: United Nations Relief and Works Agency for Palestine Refugees—Providing a way out and hope in the future for the young refugees, Jabal el-Hussein camp, Amman, Jordan Source: UNRWA Photo SJ/Jabal el
- **Page 31:** Mother Teresa Source: Evan Scheider, UN Photo

**Page 31:** South African President Nelson Mandela, 1994- Source: J. Bu, UN Photo 188,117

Writer Ken Saro-Wiwa - Source: AP/ Wide World Photos

Nobel Peace Prize Laureate, Aung San Suu Kyi, Myanmar - Source: Reuters/ Popperfoto

Page 34: Sahelian Zone Ravaged by Severe Drought - This Tuareg tribeswoman is happy to get relief supplies provided by the UN/FAO World Food Programme, Niger 1973 - Source: UN Photo 123,625

UN Assistance Mission in Rwanda -Food is distributed to Rwandan children who lost their parents in the massacres. Ndosha Camp, Democratic Republic of the Congo, 1994 - Source: J. Isaac, UN Photo 186,798

**Page 36:** A Child leads his cattle through the mine field surrounding his village, Cambodia 1994 - Source: Marcus Halevi, ICRC

A young man, with both hands missing has to be fed, Cambodia, 1996 - Source: ICRC

- **Page 38:** Official Emblem of the United Nations Source: UN Photo 24,286
- Page 39: General View of the 49th Session of the General Assembly, 1994 Source: E. Debebe, UN Photo 185,848

#### A Note to Teachers and Students about VISION TV

VISION TV, a non-profit television network with charitable status, features a variety of human affairs and social justice programmes. Its daily magazine series, *Skylight*, regularly deals with human rights and related issues, and can be seen week nights at 7:00 p.m. ET/PT.



For a complete catalogue of educational videos produced by VISION TV, call *Magic Lantern* toll free at 1-800-263-1717 in Eastern Canada, and 1-800-263-1818 in Western Canada. For a free subscription to VISION TV's programme guide, call 1-888-321-2567. In the Toronto area call (416) 368-3194.

Additional copies of this Resource Guide may be obtained by contacting the *United Nations Association* in Canada at 130 Slater Street, Suite 900, Ottawa ON K1P 6E2. The price for the Guide is:

**One to three copies** - \$8 per copy plus GST (plus a fixed handling charge of \$4) **Three to ten copies** - \$6 per copy plus GST (plus a fixed handling charge of \$5) **Eleven to thirty copies** - \$4 per copy plus GST (plus a fixed handling charge of \$10) **Over thirty copies** - Please call our office.

For ordering, you may fax us at (613) 563-2455, Attention: Information and Research Officer; e-mail unac@magi.com, or telephone (613) 232-5751, ext. 224.

**Please note:** This Guide may be photocopied or cited without seeking permission, providing appropriate credit is given to *UNA-Canada* and the authors. The Guide will be made available on our web site at **http://www.unac.org/rights/** 

The production and distribution of this Guide has been made possible by the generous support of:



Canadian Heritage Patrimoine canadien



### CANADIAN PACIFIC

**Energy Transportation Hotels** 



