

LET'S CELEBRATE!

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



TEACHER'S GUIDE

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Front page Photo: the Second World War caused unprecedented human suffering. The photo depicts the rounding up of prisoners of war (Time/Life).

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CANADIAN HUMAN RIGHTS FOUNDATION

The Canadian Human Rights Foundation promotes the awareness of and respect for human rights and fundamental freedoms through national programmes of research, education, discussion and publication.

The mandate of the Foundation is to educate public opinion and thereby advance the cause of human rights in Canada. The emphasis on teaching and education is deliberate as the Foundation believes that only a concerned and enlightened population can provide a true guarantee of liberty.

The objectives of the Foundation are:

- a. to educate public opinion on the importance of promoting greater respect for human rights and fundamental freedoms;
- b. to sponsor public education programmes that further the appreciation and observance of human rights;
- c. to sensitize and equip a new generation of Canadians to recognize and protect human rights in Canada and abroad.

THE CANADIAN HUMAN RIGHTS FOUNDATION
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INTRODUCTION

It's a very special occasion! On December 10th, 1948, forty years ago, representatives of forty-eight countries, all member states of the General Assembly of the United Nations agreed to adopt the Universal Declaration of Human Rights.

What is the Universal Declaration of Human Rights? It is a document as important to the modern era as the Charter which established the United Nations. The Declaration sets forth in thirty articles the fundamental rights which all men and women must enjoy in society if they are to live in freedom and dignity. The Universal Declaration has been called the "Magna Carta of Mankind", a description which accurately captures the influence which the document has exerted in the forty years since its adoption.

Although the Declaration did not bind the member states to act - the United Nations has no authority to pass laws as though it were a legislative body - over the years it has acquired a stature and prestige that outweighed its original non-binding character. The Declaration has been invoked on many occasions as though it were law, it has served as the inspiration of domestic charters of rights, and it has stood as the continuing challenge to nations to devote themselves to the task of freedom and peace.

What motivated the member states who adopted the Universal Declaration to do so? The history of the twentieth century is one marked by war and brutality, rather than by peace. The Second World War had brought with it the horrors of the Holocaust. The deaths of millions of innocent, ordinary citizens in concentration camps and of millions of other innocent, ordinary citizens who died by less premeditated means in the hostilities of the war, made the protection of personal freedom and peace the first imperative of the post-war world.

In the wake of two terrible world conflicts, the appalling evil of the Holocaust and the utter devastation of Hiroshima and Nagasaki, the Universal Declaration represented a rededication to the values of justice which had been lost in the wreckage of war.

LET'S CELEBRATE! is a human rights education kit commemorating the momentous anniversary of the Universal Declaration of Human Rights. It provides teachers and students the opportunity to learn about human rights in a lively manner, enhancing cognitive, affective and action skills. Aimed at elementary grades 4 - 6 and secondary levels 1 - 3, it offers an understanding of the historical context, the contents and the consequences of the Declaration.

LET'S CELEBRATE!
consists of:

- a teacher's guide;
- a student handbook;
- a list of resources;
- The Universal Declaration of Human Rights (simplified and complete versions).

LET'S CELEBRATE!
is structured on a series of four lessons. Students will:

- learn what the Universal Declaration of Human Rights has to say;
- discuss basic notions of human rights;
- find out through examples what might happen if human rights were not respected, by reading about the experience of Anne Frank;
- become aware of human rights violations and mechanisms of protection in Canada and elsewhere;
- begin a process of questioning and reassessment of personal values and attitudes regarding violence and non-violence;
- gain knowledge of human rights advocates;
- celebrate the anniversary of the Universal Declaration of Human Rights by getting involved in human rights activities, such as:
 - letter-writing to liberate prisoners of conscience;
 - devising research projects on biographies of human rights leaders;
 - preparing poster presentations;
 - organizing a "Skit Night", featuring student plays on human rights themes;
 - celebrating the anniversary with a classroom party.

WHAT IS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS, AND WHY IS IT OF SIGNIFICANCE?

After the San Francisco meeting during which the United Nations was born in 1945, the Commission on Human Rights began its work. The first and most important task of that Commission was to write a Universal Declaration of Human Rights which was intended to be "a common standard of achievement for all peoples and all nations".

The Declaration consists of 30 articles which enumerate civil, political, economic, social, and cultural rights, and fundamental freedoms to which every human being is entitled. It, therefore, is a kind of yardstick, providing the criteria by which respect for human rights can be measured worldwide.

On December 10, 1948, the Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations by a vote of 48 to 0, with 8 abstentions and two absences.

Like many General Assembly resolutions, the Universal Declaration is a very significant document. Its effects have been felt and they can be observed in at least three important areas:

- 1) Ever since its adoption, the Declaration has been used as a standard of conduct and as a basis for appeals urging governments to observe human rights.
- 2) Numerous global and regional treaties have been inspired by the Universal Declaration.
- 3) The constitutions, laws and court decisions in many countries have been influenced by the Universal Declaration.

The Declaration is a highly important document because it represents the consensus of the international community. It defines more specifically the rights and freedoms referred to in the United Nations Charter. As its preamble says it expresses the "common understanding of the peoples of the world concerning the inalienable rights of all members of the human family and constitutes an obligation for the members of the international community."

Professor John Humphrey, a Canadian scholar who represented the U.N. Secretariat on the committee which produced the first draft of the Declaration in 1948, and who is the recipient of one of six human rights awards presented by the United Nations in 1988 in recognition of his lifelong contribution to the cause of human rights, describes the impact of the document in these terms:

"In the forty years since its adoption, the Declaration has been invoked so many times as if it were law, especially to interpret the U.N. Charter which nowhere defines or even lists human rights, that by judicial consensus it is now part of the customary law of nations and is therefore binding in law on all states."

WHAT RIGHTS - "OLD" AND "NEW" - DOES THE UNIVERSAL DECLARATION PROCLAIM?

The Universal Declaration of Human Rights is a unique document in the annals of world history, because, in its 30 articles, the Declaration both affirms "old" rights and proclaims "new" ones.

Traditional or "classical" civil and political rights contained in various constitutional and fundamental laws of the eighteenth and nineteenth centuries sometimes are referred to as "old" rights, because they long have been asserted. Articles 5, 7, and 10 in the Universal Declaration of Human Rights are examples of "old" or classical rights. Those articles declare:

- No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.
- All are equal before the law and are entitled without any discrimination to equal protection before the law.
- 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.

The Declaration also asserts "new" rights, those of an economic, social or cultural nature. Articles 24, 26, and 27, for example, declare:

- Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.
- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.
- 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.
- 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.

The Universal Declaration not only has reaffirmed those civil and political rights long regarded as fundamental to human freedom, it has enunciated economic, social, and cultural rights more recently recognized as essential to human dignity.

Margaret Stimmann-Branson, in International Human Rights, Society, and the Schools. Reprinted from the NCSS Bulletin No. 68, pp. 12 - 14 with permission of the National Council for the Social Studies.

WHAT IS THE SIGNIFICANCE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS TO CANADA?

It is the obligation of all member states of the United Nations, such as Canada, to act in the spirit of the Universal Declaration of Human Rights in their external and internal affairs.

"As a consequence, they must answer for their behaviour in this field not only to their peers, partners within the alliance, but to all states of the international community."

Yvon Beaulne, Canadian Representative
to the 36th Session of the United Nations
Commission on Human Rights in Geneva, 1980.

Since the adoption of the Universal Declaration of Human Rights, Canada has achieved a number of significant legislative initiatives which entrenched or expanded our notion of human rights.

In 1960, the Bill of Rights articulated the fundamental rights that all Canadians should respect. Canada has made itself a signatory to the major international human rights instruments. (see appendix)

In 1971, all political parties supported a statement on multiculturalism that committed Canada to a policy through which every culture has equal status. The Canadian Human Rights Act was promulgated in 1977, and by 1978 all provinces had similar legislation in place.

The Constitution Act, encompassing the Canadian Charter of Rights and Freedoms of 1982 draws its inspiration from the Universal Declaration of Human Rights. The Charter reaffirms traditional freedoms such as the right to vote and also entrenches new group rights, such as:

- women's rights
- aboriginal people's rights
- prohibition of discrimination
- affirmative action programmes
- a commitment to multiculturalism
- official language rights

WHY IS IT IMPORTANT TO TEACH HUMAN RIGHTS?

Article 26:2 of the Universal Declaration of Human Rights states:

"Education shall be directed to the full development of the human personality and to the strengthening and 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."

There are compelling reasons for educating (...) students in human rights in the last quarter of the twentieth century. There also are compelling reasons for not confining that education to a national approach. Human rights education should incorporate the comparative and international approaches as well as the national, if it is to be adequate to our time.

- First, the study of human rights illuminates the human condition and stresses the universality of the search for human dignity. A recent survey of elementary school curricula indicates that because attempts to make students aware of cultural differences are so pervasive, students may not realize that all human beings have common basic needs and that they share common aspirations. Certainly, the study of human rights in a more global context could correct such misconceptions.

- Second, to be effective citizens, students need to understand human rights in all three contexts: national, comparative, and international. One cannot understand the foreign policy of one's own government or that of other governments apart from understanding the struggle for human rights. Further, when young people become adult citizens, they will have an enormous potential impact on the policies of government as members of the body of public opinion. They also will have opportunities through nongovernmental organizations to which they belong to make an impact on policy decisions. As consumers, producers, and members of professional, religious, civic, and charitable groups, they will help to determine policies and affect the course of world events (...)

- Finally, the study of specific human rights documents, such as the Universal Declaration, the Covenants on Civil and Political Rights and on Economic, Social, and Cultural Rights, and the Declaration of the Rights of the Child, can do much to dissipate students' egocentric and ethnocentric views of rights. Contrary to popular belief, a person's desire to do something and the right to do it are not the same. An individual cannot violate the rights of another and justify the violation on the basis of personal preference. The existence of rights, under law, connotes corresponding duties towards others. Young people need to develop a deeper appreciation of the relationship of rights and duties. They also need to realize that human rights and the corresponding duties they entail are not the birthright of the few. Human rights are the birthright of all - of every man, woman, and child in the world today.

Margaret Stimmann-Branson and Judith Torney-Purta in
International Human Rights, Society and the Schools.
Reprinted from the NCSS Bulletin No. 68, pp. 4 - 5 with
permission of the National Council for the Social Studies.

"Human rights are ... intrinsically important. They are an essential part of the democratic process and life wouldn't be worth living without them. Our students have a right to know something about them. It is becoming more and more obvious each day, however, that they are something more than just precious possessions and part of the democratic process. In the nuclear age in which we live, our very lives and those of our children may depend upon whether we can devise better mechanisms at both the national and international levels for their promotion and respect. We tell our students that the future belongs to them. Can we be sure, however, that this nuclear world has any future? Shouldn't we be helping our students, the coming generation, devise those better mechanisms? If that is so, shouldn't we at least be telling them something about what human rights are?"

John Humphrey, O.C., O.Q.
President Emeritus,
Canadian Human Rights Foundation

PEDAGOGICAL OBJECTIVES

The general objectives of the Let's Celebrate Human Rights teaching unit are to instill a basic understanding of the Universal Declaration of Human Rights and to motivate both teacher and student to apply this knowledge to their milieu.

Throughout the unit, emphasis is given to teaching strategies designed to provide students with the opportunities to apply the Declaration as a "standard of conduct" in real life situations which they may encounter. In this sense, it is hoped that the Declaration will come to be appreciated by school children as a dynamic and motivational instrument for the promotion of human rights.

After completing this unit, students should demonstrate growth in:

- VALUES:
- respect for human rights
 - favouring of non-violent means of resolving conflicts
 - empathy toward people whose human rights have been or are being violated
 - a sense of responsibility toward defending and gaining respect for human rights.

KNOWLEDGE:

Students should develop an understanding of the following concepts and facts:

- the devastating effects of the two world wars led to the creation of the Universal Declaration of Human Rights
- the rights contained within the Universal Declaration of Human Rights
- what might happen if these rights were not respected
- the case of Anne Frank
- human rights violations in Canada and elsewhere
- the ideas and actions of people and organizations who have furthered human rights

SKILLS: Students should develop ability in:

- expressing an opinion
- distinguishing between violent and non-violent means of resolving problems and conflicts
- role-playing and simulations
- carrying out library research and organizing, writing and presenting a research project
- letter-writing

This unit may be integrated into the Moral and Religious Education, Language Arts, or Social Studies curriculum.

LESSON 1: LET'S CELEBRATE!

FINAL OBJECTIVES: The student will be able to:

- 1.1 Understand the origins of the Declaration.
- 1.2 Explain what a right is.
- 1.3 Discuss what might happen if rights are not respected.

INTERMEDIATE OBJECTIVES:

- 1.1 Introduce the Universal Declaration of Human Rights.
- 1.2 Learn what a right is.
- 1.3 Examine what might happen if human rights were not respected, through the case study of Anne Frank.

By studying excerpts from The Diary of Anne Frank, a figure with whom young people can easily identify, students learn the importance of the Universal Declaration of Human Rights and what might happen if those rights were not respected.

1. Teacher's Introduction:

The teacher explains that the class will be having a celebration. It's a very special occasion. On December 10th, 1948, representatives of forty-eight countries, all member states of the General Assembly of the United Nations, came together to adopt the Universal Declaration of Human Rights. It proclaims that everyone throughout the world should be able to live in peace and freedom.

People were shocked by the horrifying effects of the two world wars, particularly by the devastation of the atomic bombs at Hiroshima and Nagasaki, the murder of millions of Jews under the Hitler regime, and the senseless loss of lives throughout the world. The Universal Declaration of Human Rights was agreed upon therefore, as a statement to the whole world about how all people, organizations and governments should behave toward each other. It contains a list of human rights that belong to every man, woman, and child simply because each of them is a person, a human being.

To celebrate the event, we'll learn about human rights and the Declaration. We'll be getting involved in lots of class discussion and projects. A class party to celebrate the anniversary of the Universal Declaration of Human Rights will be held at the end of Lesson 4. (The December 10th date is symbolic.)

2. GROUP WORK:

The teacher introduces and distributes the student handbook to students, and asks them to turn to page 8. The teacher reads aloud the section "What are Human Rights?".

WHAT ARE HUMAN RIGHTS?

Without human rights, we cannot live as human beings. Human rights are those requirements that allow us to develop fully and satisfy our basic needs. They are ideals based on humanity's increasing demand for dignity, respect and protection, and most of all, freedom. Human rights affect the daily lives of everyone - man, woman and child, and are to be enjoyed by all, without distinction as to race, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

"How would you explain what a right is?" Have students volunteer their own explanation of what human rights are.

REMINDER FOR TEACHERS

Margaret Stimmann-Branson's article "*What rights - "Old" and "New" - Does the Universal Declaration Proclaim?*" on page 8 of this guide, makes reference to:

a) classic fundamental rights, such as freedom of speech and religion, which were recognized as early as the seventeenth and eighteenth centuries. These rights have been expressly protected in the Canadian Charter of Rights and Freedoms.

b) "new" rights, which include economic, social and cultural rights. In many cases, these have been included in provincial charters, laws and codes.

3. CASE STUDY:

"What might happen if human rights were not respected?" Students read silently the Introduction and the next section from The Diary of Anne Frank. Copies of the Universal Declaration of Human Rights are distributed to the students while they read.

In 1933, Adolph Hitler and the Nazi Party rose to power in Germany. Soon after, laws were passed which discriminated vigorously against Jews. Hitler's plan to conquer Europe led to the Nazi invasions of Poland, Czechoslovakia, Holland and many other countries, igniting the World War II (1939-1945). It is estimated that at least 35,000,000 and perhaps as many as 60,000,000 people lost their lives during World War II.

Approximately six million Jews were exterminated, and millions of Russians, Gypsies and others were killed as well. They were forced into slave labour in work camps, sent to concentration camps where they were gassed to death, or simply shot on sight. Many, like Anne Frank, a young Jewish girl in Amsterdam, Holland, were forced into hiding from the Gestapo, the secret police. In the "Secret Annex" hiding place, Anne minutely recorded her thoughts and feelings, and the events which surrounded her, in her diary, which she addressed to "Kitty".

Chart of Major Losses of Human Life by Country during World War II

| <u>Country</u> | <u>Number of lives lost</u> |
|-------------------------------|-----------------------------|
| Soviet Union | 18,000,000 |
| Poland | 5,800,000 |
| (3,200,000 of whom were Jews) | |
| Germany | 4,200,000 |
| Japan | 2,000,000 |
| China | 1,300,000 |
| France | 563,000 |
| British Empire | 466,000 |
| Italy | 395,000 |
| United States | 298,000 |
| Canada | 42,042 |

An estimated 6,000,000 Jews were killed during the period of 1933 - 1945.

Les Dictionnaires Robert. Montreal, 1987.

The Canadian Encyclopedia. Volume IV, Hurtig Publishers, Edmonton, 1988.

"DearKitty,

Saturday, 20 June, 1942.

...After May 1940 good times rapidly fled: first the war, then the capitulation, followed by the arrival of the Germans, which is when the suffering of us Jews really began. Anti-Jewish decrees followed each other in quick succession. Jews must wear a yellow star^o, Jews must hand in their bicycles, Jews are banned from trains and are forbidden to drive. Jews are only allowed to do their shopping between three and five o'clock and then only in shops which bear the placard "Jewish shop"... Jews are forbidden to visit theatres, cinemas and other places of entertainment. Jews may not take part in public sports... Jews may not visit Christians...

Yours, Anne

^oTo distinguish them from others, all Jews were forced by the Germans to wear, prominently displayed, a yellow six-pointed star.

DearKitty,

Friday, October 1942.

I've only got dismal and depressing news for you today. Our many Jewish friends are being taken away by the dozen. These people were treated by the Gestapo without a shred of decency, being loaded into cattle trucks and sent to Westerbork, the big Jewish camp in Drente. Westerbork sounds terrible...

It is impossible to escape; most of the people in the camp are branded as inmates by their shaven heads... We assume that most of them are murdered... English radio speaks of their being gassed...

Yours, Anne

DearKitty,

Wednesday, 13 January, 1943.

...It is terrible outside. Day and night more of those poor miserable people are being dragged off. Families are torn apart, the men, women, and the children all being separated. Children coming home from school find that their parents have disappeared. Women return from shopping to find their homes shut up and their families gone...

Yours, Anne

Dear Kitty,

Tuesday, 11 April, 1944.

None of us has ever been in such danger as that night... just think of it - the police at our secret cupboard, the light on in front of it, and still we remained undiscovered...

We have been pointedly reminded that we are in hiding, that we are Jews in chains, chained to one spot, without any rights, but with a thousand duties... Sometime this terrible war will be over...

Yours, Anne"

On August 4, 1944, the police raided the "Secret Annex" where Anne Frank, her family and friends were hiding. They were arrested and sent to German and Dutch concentration camps. Miep Gies, a Dutch woman who had courageously helped to hide the group despite great personal risk, found Anne's diary among a pile of old books which were left lying on the floor. In March 1945, two months before the liberation of Holland, Anne died in the concentration camp at Bergen-Belsen. Her diary, published worldwide and translated into 75 languages including Japanese, Turkish and Persian, serves as a vivid testimony to this cruel chapter in history.

Anne Frank could not benefit from the rights in the Declaration. Make reference to articles:

2: Everyone is entitled to all the rights and freedoms in the 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.

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

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

7: All are equal before the law and are entitled without discrimination to equal protection of the law.

12: No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour or reputation.

18: Everyone has the right to freedom of thought, conscience and religion.

26: Everyone has the right to education.

These are rights which Anne Frank did not have.

4. FOLLOW-UP:

The teacher asks, "Do you know whether anything like this happens today? Do you know of any injustices that go on in Canada or in other countries?" (This allows the teacher to gauge how attuned the students are to current events.)

5. HOMEWORK:

Have students study and act out excerpts from Anne's Diary.

Supplementary Resources:

Anne Frank: The Diary of a Young Girl. (1958) Simon & Schuster, New York.

Snyder, Gerald. (1980) Human Rights. Franklin Watts, New York.

"Dr. Strangelove" (feature film available on video cassette)

"Overture", a film about the adoption of the Universal Declaration of Human Rights in 1948, N.F.B.

"If you love this planet", a film that raises awareness about the necessity for nuclear disarmament, featuring Dr. Helen Caldicott, N.F.B.

THE STRANGEST DREAM

This folk song recounts the signing of the Universal Declaration of Human Rights as a wonderful dream. The tune is quite simple. Music teachers and students can have fun with it. (SEE MUSIC IN STUDENT HANDBOOK)

*Last night I had the strangest dream
I've ever dreamed before.
I dreamed the world had all agreed
To put an end to war.*

*I dreamed I saw a mighty room
And the room was filled with men
And the paper they were signing said
They'd never fight again.*

*And when the paper was all signed
And a million copies made
They all joined hands and bowed their heads
And grateful prayers were prayed.*

*And the people in the streets below
Were dancing round and round.
And guns and swords and uniforms
Were scattered on the ground.*

*Words and music by Canadian singer Ed McCurdy
Oak Publications, Embassy Music Corp., 33 West 60th St., New York 10023*

LESSON 2: READING AND "RIGHTING"

FINAL OBJECTIVES: The student will be able to:

- 2.1 Gain knowledge about the origin, nature and consequences of various conflicts throughout the world.
- 2.2 Offer peaceful and more adequate alternatives to resolving conflicts.

INTERMEDIATE OBJECTIVES:

- 2.1 Learn about various conflicts around the world, including their nature, origin, and consequences.
- 2.2 Find out what is being done to overcome the problem.

Students are brought to realize that certain conflicts still arise and that they can have a role to play in changing this reality. They learn about world conflicts through the first-hand narratives of youngsters who have experienced them.

1. INDIVIDUAL WORK:

The student handbook contains first-hand accounts of youngsters from "The International Youth Tour for Peace and Justice"¹ describing their experiences in their native countries. The students read silently this portion of the handbook.

2. DISCUSSION:

The class discussion centres on the following:

- *What do you know about these situations?*
- *Have human rights been violated?*
- *If so, which ones? Refer to the articles of the Universal Declaration of Human Rights.*
- *What could or should be done about the situations?*

1. The International Youth for Peace and Justice Tour is a project initiated as part of the International Year of the Child, and financed in part by the Canadian International Development Agency, Secretary of State - Multiculturalism and Human Rights and Employment and Immigration Canada. Approximately thirty teenagers from around the world annually tour schools throughout Quebec to spread their message of peace.

Supplementary Reading:

Dear World: How I'd Put the World Right by the Children of Over 50 Nations.
(1978) Richard and Helen Exley, eds. Methuen, New York,
Imaginative, thought-provoking suggestions provided by children around the
world for "putting the world right".

Henderson, Nancy. (1985) Walk Together: Five Plays on Human Rights.
Messner, New York.
Five plays concerned with freedom and equality for all.

LESSON 3: MY "HERO"

FINAL OBJECTIVES: The student will be able to:

- 3.1 Discuss the appropriateness of T.V. programmes which feature violence.
- 3.2 Evaluate the behaviour of T.V. characters who appear in these programmes.

INTERMEDIATE OBJECTIVES:

- 3.1 Identify T.V. programmes which feature war and/or violence and their main characters.
- 3.2 Examine the behaviour of these characters in the context of real life situations.

The lesson allows students to examine the behaviour of T.V. personalities or "heroes" who appear in programmes featuring war and/or violence, in the context of real life situations in which conflicts arise. The modes of behaviour are listed and recorded. The ensuing discussion may stimulate students to begin questioning the appropriateness of some of these programmes.

1. PREPARATORY WORK:

On the day before the lesson takes place, have students bring to class the weekly T.V. listing.

2. GROUP WORK:

To begin, the class is divided into groups of 5. They check the T.V. listing and jot down the programmes which feature war and/or violence.

Then students write a brief description of a character in one of these programmes. Students who have chosen the same character can work together. They follow the format provided in the student handbook:

*MY "HERO":
WHO IS THIS CHARACTER?
WHAT DOES HE OR SHE DO?
DESCRIBE HIS OR HER PERSONALITY.
DO YOU THINK THIS CHARACTER IS APPEALING? IF SO, WHY?*

When this exercise is completed, have some of the students read their portraits to the class.

3. INDIVIDUAL WORK:

The students read the case scenarios in their handbook and are asked to explain how their hero would react in each situation.

Scenario #1:

A bully pushes you around. Your "hero" steps in to help you out of a tough situation.

Scenario #2:

There's a new student in the class who stutters. He raises his hand to speak and as he finishes his first two words, some disrespectful students burst into laughter. The new student feels ashamed. Your "hero" appears and is quickly apprised of the situation.

Scenario #3:

A girl shows up for the community hockey club tryouts. The coach tells her that even though she shows ability and stamina, the club is for boys. Your "hero" hears this.

Scenario #4:

People from an unknown planet have discovered earth. They understand that there is a lot of oil here and want it badly. They set out on an expedition to earth and are met by your "hero".

4. DISCUSSION:

Have students volunteer their responses. Make a giant chart on the blackboard and list the responses and their incidence. It might look something like this:

| Incidence (Number of students who responded this way) | Response |
|---|---|
| | <ul style="list-style-type: none">discussthreaten verballyask a lot of questions as a stalling tacticstand between the two opposing partiespunch the person's lights outtry to cooperate with the other party to find a solution agreeable to both partiesstart a pushing matchadvise the victim to leavetry to divert the aggressor's attentionbecome friendsrun away and hidetake the side of the aggressor ("If you can't beat them, join them")pretend to be the aggressor's friend and gain his or her confidenceETC. |

5. FOLLOW-UP:

Have students note their responses in their handbooks, and make a personal note of them yourself.

What do you think? Ask students if the T.V. personality's reactions help to gain respect for human rights. Do they believe that watching violence on T.V. may influence the way we think or act?

Supplementary Resources:

"Balabok"
animated film (no words)
7 min. 27 sec.
N.F.B.

"La Guerre n'est pas un jeu" (video for teachers and parents, in French only)
Collectif Pacijou
Librairie des Editions Paulines
4362 St. Denis, Montreal, H2J 2L1
16 min. 15 sec.
Treats stereotypes, war heroes and peace

This lesson derives its inspiration from:
Cessez le feu! (in French only)
Collectif Pacijou
Fides, Montreal, 1987.
Education kit for teachers which demystifies war toys. For those who would like to participate in the peace movement.

LESSON 4: HUMAN RIGHTS ADVOCATES

FINAL OBJECTIVES: The student will be able to:

- 4.1 Know the social setting from which human rights advocates have emerged.
- 4.2 Discuss the principles they represented and the actions they accomplished.
- 4.3 Explain how their work and effort effected real change toward the benefit of humanity and describe some of the difficulties encountered.
- 4.4 Demonstrate how they applied specific Articles of the Universal Declaration of Human Rights.
- 4.5 Become involved in human rights activities.

INTERMEDIATE OBJECTIVES:

- 4.1 Acquire a knowledge of the historical and social context which impelled the human rights individual or group to act.
- 4.2 Learn about the ideas and actions of the individual or group.
- 4.3 Research the consequences of their work and effort.
- 4.4 Establish the link between their work and the Articles of the Universal Declaration of Human Rights.
- 4.5 Become introduced to human rights activity.

The students learn about human rights advocates and the principles of the Universal Declaration of Human Rights, and become engaged in human rights activity.

1. INTRODUCTION:

Human rights are not simply a set of fine words written on a piece of paper. They must be understood, applied and protected so that they can actually be of benefit. In the history of humanity, there have been numerous individuals and groups who have furthered the cause of human rights in such domains as:

- *racial equality*
- *women's rights*
- *children's rights*
- *peace*
- *Native people's rights*
- *the rights of handicapped persons*
- *etc.*

2. HUMAN RIGHTS BIOGRAPHIES: HOMEWORK PROJECTS:

Have the students in the class draw up a list of names of people who have promoted human rights. Use the resources of your school library. Have them consult their parents or

members of the community. Call your provincial Human Rights Commission for information. Your list can consist of international, national or local personalities, past or present. Please send us your list so that we can enrich this manual in the future with your good suggestions.

The students are requested to prepare human rights biographies on any one of these people who have worked for the cause of human rights.

PROJECT OUTLINE:

- *background information on the life of the person or group*
- *ideas and actions*
- *achievements which resulted from work*
- *link between the work of the person or group and specific articles of the Universal Declaration of Human Rights*

The projects should be written and might contain:

- *an oral component (short class presentation)*
- *picture poster presentation*

The students should be encouraged to avail themselves of school and community library facilities.

3. HUMAN RIGHTS ACTIVITY:

The students are told that there are ways that people like us can help to further human rights, ie. signing petitions, writing letters, etc. Examples are given of the liberation of certain prisoners of conscience, those imprisoned for having spoken out in the name of human rights, as a result of public pressure applied through letter-writing campaigns. The teacher asks the students whether they would like to get involved in human rights activities and encourages suggestions, culminating in a letter-writing exercise to call for the liberation of prisoners of conscience. (See example of flyer accompanying this kit.)

4. FOLLOW-UP ACTIVITIES:

Students have understood that the Universal Declaration of Human Rights had emerged from the devastation of the two world wars, and that numerous armed conflicts persist even to this day. It is hoped, as part of the pedagogical objectives of this education kit, to offer them the opportunity to act upon their new found knowledge. Thus, we are sending a clear message to students that their actions count.

a) ANNIVERSARY CELEBRATION:

- *Class party with cake and candles to celebrate the anniversary of the Universal Declaration of Human Rights.*
- *Each candle is lit in commemoration of a person who has made a contribution to the cause of human rights or whose contribution has caused him or her to become a prisoner of conscience, past and present.*

- *Gift-giving ceremony: the class offers a gift of letters to liberate prisoners of conscience.*

b) RAISING PUBLIC AWARENESS:

- *Post letters and poster presentations in school halls. Have the letters sent to the proper authorities.*
- *Invite local journalists to school to take part in celebration and interview the students.*
- *Write letters to the Editor.*
- *Prepare a "Skit Night" for parents and the public featuring student plays on human rights themes.*
- *Start an essay-writing contest.*
- *Have the class adopt a prisoner of conscience.*
- *Create a HUMAN RIGHTS CALENDAR featuring dates of pertinent human rights events such as the birthdays of human rights leaders, the creation of human rights organizations, the signing of peace treaties, etc. Add student drawings. Send it to:*

The Canadian Human Rights Foundation
3465 Côte des Neiges
Suite 301
Montreal, Quebec
H3H 1T7
Telephone: (514) 932-7826

Submissions will be considered for incorporation into future materials of the Foundation.

Send us your students' work! We would like to enrich this education kit with your good work!

Supplementary Resources:

"Nelson Mandela" (film)
Development Education Centre (DEC)
394 Euclid Ave.
Toronto, Ontario
M6G 2S9, (416) 597-0524.
20 min.

"Gandhi" (feature film available on video).

"Cry Freedom" (feature film available on video)
This is the story based on South African journalist Donald Woods' account of his friendship with South African human rights activist Stephen Biko.

"Fundi: The Story of Ella Baker" (film)
DEC
394 Euclid Ave., Toronto, Ontario
M6G 2S9, (416) 597-0524.
63 min.

Archer, Jules. (1981) You Can't Do That To Me! Famous Fights for Human Rights. MacMillan, New York.
A survey of highlights in the struggle for human rights from ancient times to the present.

Baker, Patricia. (1974) Martin Luther King. Wayland Publishers, London.

Cantarow, Ellen. (1980) Moving the Mountain: Women Working for Social Change. Feminist Press, Old Westbury.

APPENDIX

LIST OF MAJOR INTERNATIONAL HUMAN RIGHTS INSTRUMENTS RATIFIED BY CANADA

Universal

International Covenant on Economic, Social and Cultural Rights (1966)

International Covenant on Civil and Political Rights (1966)

Optional Protocol to the International Covenant on Civil and Political Rights (1966)

Prevention of Discrimination

International Convention on the Elimination of all Forms of Racial Discrimination (1982)

ILO Convention (no. 100) concerning Equal Remuneration for Men and Women Workers for Work of Equal Value (1951)

ILO Convention (no. 111) concerning Discrimination in Respect of Employment and Occupation (1958)

Genocide, war crimes, crimes against humanity

Convention on the Prevention and Punishment of the Crime of Genocide (1948)

Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (1984)

Slavery, traffic in persons, forced labour

Protocol amending the Slavery Convention Signed at Geneva on September 25 1926 (1953)

Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery (1956)

ILO Convention (no. 29) concerning Forced Labour (1930)

ILO Convention (no. 105) concerning the Abolition of Forced Labour (1957)

Aliens, refugees, stateless persons

Convention relating to the Status of Refugees (1951)

Protocol relating to the Status of Refugees (1966)

Convention on the Reduction of Statelessness (1961)

Workers

ILO Convention (no. 87) concerning Freedom of Association and Protection of the Right to Organize (1948)

ILO Convention (no. 122) concerning Employment Policy (1964)

Women

Convention on the Political Rights of Women (1952)

Convention on the Nationality of Married Women (1957)

Convention on the Elimination of All Forms of Discrimination against Women (1979)

Combatants, prisoners and civilians

Geneva Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field (1949)

Geneva Convention for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea (1949)

Geneva Convention relative to the Treatment of Prisoners of War (1949)

Geneva Convention relative to the Protection of Civilian Persons in Time of War (1949)

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