

Human Rights Project

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Seneca College
ELI Department

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*This project has been **inspired** by Dr. Samantha Nutt, who is committed to peace, Human Rights and Social Justice. Please open this website to learn more about the outstanding work that Dr. Nutt is doing.*
www.warchild.ca

WEEK I	WEEK II	WEEK III	WEEK IV	WEEK V	WEEK VI	WEEK VII
Introduction	Step One	Step Two	Step Three	Step Four	Poster Presentation	Write-A-Thon
Group Activity OR Song	Human Rights Introduce Newspaper Project	Newspaper summary	Newspaper summary	Intro to Reading Chocolate and Child Labour	Poster Presentation Introduce Amnesty International	Amnesty International

This project

- Complements and further develops an important theme in the textbook.
- Provides ample opportunity to develop students' critical thinking.
- Aims to familiarize students with Human Rights and issues surrounding Human Rights.
- Develops students' written, oral, and listening skills.
- Raises awareness concerning personal and social responsibility.

By the end of this project, students will be able to

- effectively articulate what is meant by Human Rights.
- identify basic human rights.
- determine when rights are violated.
- write paragraphs or essays related to Human Rights.
- write summaries
- express and defend personal opinions both in writing and orally.
- write summaries.
- examine personal prejudices and stereotyping.
- use vocabulary appropriate to the topic.

	Targeted Skills
<p>Step One</p> <p>www.youthforhumanrights.org</p> <p>A. When you open the site, click on "WHAT ARE HUMAN RIGHTS". Read what it says and listen to the video. Complete ACTIVITY A.</p>	<p>Reading and Summary Writing</p>
<p>B. The left side of the screen lists the 30 Human Rights. Go to ACTIVITY B and write down in your own handwriting the 30 human rights as listed in the website.</p>	<p>Copying accurately</p>
<p>C. Choose a right that you are passionate about. You can talk about it. You want to defend it. You get angry about it when it is violated.</p>	<p>Critical Thinking</p>
<p>D. Click on "VIDEO" that matches the Human Right you have chosen. View the video and in your own words, explain what the video is about. What message does it convey? Go to Activity C to write your ideas.</p>	<p>Listening and Writing</p>
<p>Step Two:</p> <p>I will give you a newspaper story. You will summarize the story and answer some questions. Then you will be ready to do step three.</p>	<p>Reading skills</p> <p>Writing summaries</p> <p>Critical thinking skills</p> <p>Expressing & defending personal opinions</p> <p>Oral skills</p>
<p>Step Three</p> <p>A. Look through newspapers and magazines. Find a story that violates the human right you have chosen</p>	<p>Reading Skills & Critical</p>

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or any other human right. Make sure the story means something to you. Don't choose a story you don't care about.	Thinking
B. Summarize the story in your own words. Explain how the right has been violated. Explain who violated it and why. This story can be from your own country. It can be in Canada; it can be anywhere in the world.	Writing summaries & Critical Thinking
C. Present your story to your group.	Oral and Presentation Skills
Step Four: Reading about a Human Rights Issue: Child Labour	Reading Skills Critical Thinking Writing Skills
Step Five: Human Rights Poster Presentations Write-A-Thon	Presentation Skills Oral skills Writing Skills

Introduction to Human Rights

1. Song (see List)

2. <http://www.amnestyusa.org/educate/lesson-plans/where-do-you-stand-and-never-again/page.do?id=1051056>

Activity #1: Where Do You Stand?

Materials:

- A set of **Decision Cards** for each group of 3 to 5 players. (Decision Card statements are listed below.)
- A **game board**, drawn on a large sheet of **heavy paper, poster board, or construction [sugar] paper** - ca. 42 cm X 60 cm/ca. 18" X 24". The game board contains three concentric rectangles:
 - the rectangle in the center of the board is marked: **IN EVERY CASE**
 - the second rectangle (moving outward) is marked: **IN MOST CASES**
 - the third rectangle is marked: **IN SOME CASES.**
- A **sheet of paper** (ca. A3/11" X 17" or larger) for each group and **markers for groups** to record their lists of rights

- **Individual notebooks or journals** (to record reflections following the activity)

Decision Card statements:

1. Killing is wrong.
2. It is wrong to keep someone else as a slave.
3. After a certain age, people should be able to marry whomever they choose.
4. People should be allowed to say or write what they wish.
5. All people should be treated equally. It should not depend on such things as their gender, appearance, or the country they come from.
6. People in prison should be told why they are being held.
7. People should be allowed to criticize the government.
8. People should be allowed to talk to and meet anyone they wish.
9. It is wrong to force a person to work.
10. A person accused of a crime should be tried by someone who has nothing to do with the case.
11. People should be allowed to travel and leave their country if they wish.
12. Private letters and telephone calls should not be intercepted.
13. People should be allowed to have, or not have, whatever religious beliefs they wish.
14. All people have a right to belong to a country.
15. All people have the right to medical help if they are ill.
16. All people have a right to education. Parents have the right to choose the kind of education to be given to their children.

Playing the Game:

Step 1: Give each group of 3 to 5 players a set of cards. [Note: An odd number of players makes it somewhat easier to reach consensus.] One person in the group should deal out all the cards. It doesn't matter if some people get more cards than others.

Step 2: *Without talking to anyone else*, each person reads through his cards and places each one **face up**, where he thinks it should go on the board. For example, if one of the cards says: **Torture is wrong**, and the person thinks that torture is wrong **in every case**, he should place the card face up in the center rectangle. If he feels it is wrong **in most cases**, he places the card in the middle rectangle. If he thinks it is wrong only **in some cases**, he places it in the outermost rectangle.

Step 3: When everyone in the group has decided where to place his/her cards on the board, *still without talking*, everyone looks carefully at the cards that have been placed on the board by the other members of the group. If a player feels that a card has been placed in the wrong section, he turns it over so that it is now face down on the board.

Step 4: When everyone has had a chance to consider each of the cards on the board, the cards that have **not** been turned over are those on which the group agrees.

Step 5: Each group now looks together at each of the cards which is face down. The group's job now is to reach **consensus** (a group decision) on where each of these cards should go. (In each case the group might want to find out who put the card in this section of the board and who turned it over.)

Step 6: The cards in the center of the board describe rights which all believe should apply to everyone – no matter who they are, regardless of age, gender, religion, etc. – in all circumstances. These comprise the group's list of **human rights**. On the large sheet of paper provided, each group should use the markers to make a list of these rights.

Step 7 (can be omitted if time is short or can follow Step 9 instead): Each group now designates a representative who moves to another group to join in the discussion. Groups that have finished their negotiations early can exchange representatives and continue the discussion. (If sufficient time is available, this step can be used with all the groups.)

Step 8: Each group should now share its revised list with the other groups. The game can end here or move on to Step 9; if Step 9 is included, wait to share lists until after Step 9 is completed.

Step 9: The group now looks at the cards in the other two sections of the board ("in most cases" and "in some cases") and examines the language of these cards, looking for ways to re-write the language in such a way that these cards too

can be moved to the center section (“in every case”). If such language can be found and consensus reached to move the cards, these statements are also added to the list of human rights.

Step 10: After the groups have shared their lists, the UDHR (in its simplified version) is introduced. Students can now compare their rights with those articulated in the UDHR.

Variation #1: Compare lists with another human rights instrument, such as the European Convention on Human Rights or the Convention on the Rights of the Child.

Variation #2: Play “*Where Do You Stand?*” again, this time looking at the presence of human rights in school. The procedure for playing the game is the same, but the set of cards this time would contain appropriate statements about the organization and administration of a school.

Extending this activity:

*At the International Festival of Tolerance, which takes place in the former Nazi concentration camp in Terezin (Czech Republic), we follow “Where Do You Stand?” with the question: **Which of the rights on your list were violated here in Terezin?** Students have, by this time, considerable knowledge of Terezin: They have heard the story of a Terezin survivor; they have seen exhibits that explore conditions in the camp and the artistic activities (art, music, theatre, and writing) of the prisoners there; and they have had a tour of the Terezin Ghetto, with historical background on the camp.*

For those using this activity in a classroom, “Where Do You Stand?” can be followed by an examination of some of the Nuremberg Laws in the following activity: “Never Again.”

http://www.getloud.ca/en/edu_resource.asp?id=16

This website contains a lot of teaching resources.

List of Appropriate Songs

<http://www.poemhunter.com/song/voices-of-freedom/>

In this web page, you will find the lyrics to a song entitled “Voices of Freedom” by Reed Lou.

<http://www.poemhunter.com/song/freedom-2/>

In this webpage, you will find the lyrics to a song entitled “Freedom” by Paul McCartney.

http://www.lyricsmania.com/segregation_lyrics_colby_stead.html

In this webpage, you will find lyrics to a song entitled “Segregation” by Colby Stead.

<http://www.justsomyrics.com/449306/Paul-Revere-and-the-Raiders-Cherokee-People-Lyrics>

In this webpage, you will find lyrics to a song entitled “Cherokee People” by Paul Revere and the Raiders

http://www.educationispower.com/demos/fairness_lyrics.pdf

Fairness song

<http://www.stlyrics.com/lyrics/beaches/ithinkitsgoingtoraintoday.htm>

In this webpage, you will find a song entitled “I Think it is Going to Rain Today” by Bette Midler

<http://www.songsforteaching.com/carolineanddanny/standuptobullies.htm>

In this webpage, you will find a song entitled “Stand Up (to Bullies)” by Caroline Figiel and Danny Jones.

<http://www.elyrics.net/read/t/three-dog-night-lyrics/black-and-white-lyrics.html>

In this webpage, you will find a song entitled “Black and White” by Three Dog Night.

HUMAN RIGHTS

<http://www.lyrics007.com/Don%20McLean%20Lyrics/Homeless%20Brother%20Lyrics.html>

song about a homeless brother. Too long

<http://www.azlyrics.com/lyrics/blackeyedpeas/whereisthelove.html>

Black eyed Peas , where is the love.

<http://www.azlyrics.com/lyrics/johnmayer/waitingontheworldtochange.html>

John Mayer, waiting on the world to change

Freedom By Paul Mccartney

This is my right, a right given by god
To live a free life, to live in freedom

We talkin' about freedom
Talkin' bout freedom
I will fight, for the right
To live in freedom

Anyone, who wants to take it away
Will have to answer, cause this is my right

We talkin' about freedom
Talkin' bout freedom
I will fight, for the right
To live in freedom, ah yeah, comon now...

(lead solo)

You talkin' about freedom
Were talkin' bout freedom
I will fight, for the right
To live in freedom

Everybody talkin' bout freedom
Talkin' bout freedom
I will fight, for the right
To live in free-----dom

Freedom By Paul Mccartney

This is my _____, a right given by _____
To live a _____ life, to live in _____
A B

We talkin' about freedom
Talkin' bout freedom
I will fight, _____
To live in freedom

Anyone, who wants to take _____
Will have to _____, cause this is my right

We talkin' about _____
 _____ bout freedom
 I _____
 To live in freedom, ah yeah, comon now...

(lead solo)

You talkin' about freedom
Were talkin' bout freedom
I will fight, for the right

Everybody talkin' bout freedom
Talkin' bout freedom
I will fight, for the right
To live in free-----dom

Discussion Questions:

What is a right given by God?

What part of speech is A? What part of speech is B?

This person wants to fight for freedom? What do you think he means by 'fight'? What kind of freedom do you think he is referring to?

Name the two key words in this song?

What is social justice?

Vocabulary Log

This is your dictionary of words that are related to the project. When you are reading or writing about Human Rights, you will come across important words. When you find a word you do NOT know, add it to your log. Then refer to a good dictionary to help you complete the log. REMEMBER that all definitions and example sentences should be written in your OWN WORDS. The following are good on-line dictionaries.

<http://www.merriam-webster.com/>

<http://www.learnersdictionary.com/search/>

Throughout the project you will be expected to do some writing one or two presentations. You should always try to use as many of the words from your word log as possible.

Always keep your word log in the Human Rights folder.

Word Log

Target Word	Definition	Example Sentence
Part of Speech Rights (N)	What is <u>just</u> , good or proper	Because I am a student at Seneca, I have the right to use the computer lab. This right belongs to all students at Seneca College.
Just (ADJ)	Proper or right	My teacher is just. She treats everyone fairly.
Privilege (N)	A right or a benefit that is given to some people only.	Driving is not a right. It is a privilege.
Discrimination (N)	Treating a person or a group of people differently from others	The company wouldn't give Jack the job even though he was the most experienced applicant. They said he was too young. This is age discrimination.
Equality (N)	To be equal and fair; to have the same rights	Women have always been fighting for equality. Even today in many societies, women are not equal to men.
Criticize (V)	To show that something is wrong.	My manager criticized my work. He showed me all the errors I made.
Accusation (N)	To say that someone has done something wrong or illegal	When the teacher couldn't find her purse, the whole class accused

		Binder. They said that he took the purse.
Violation (N)	To do something that is against the law	The police officer gave me a ticket because I violated the traffic law. I went through a red light.
Belief (N)	To feel sure or certain that something exists or is true	It is my belief that Jack loves Mary. He never told me, but I can see how he treats her.
Treatment (N)	The way you act toward someone	Our teacher treats us very nicely. She is always patient and she respects our ideas.

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Target Word	NOUN	VERB	ADJECTIVE	ADVERB
Right	Right	XXX	XXX	XXX
Just	Justice	XXX	Just	Justly
Privilege	Privilege	Privilege	Privileged	XXX
Discrimination	Discrimination	Discriminate	Discriminating	discriminatorily
			Discriminatory	
			discriminative	
Equality	Equality		Equal	Equally
Criticize	Criticism	Criticize	Critical	Critically
Accusation	Accusation	Accuse	accused	XXX
	accused			
Violation	Violation	Violate	Violated	XXX
	Violator			
Belief	Belief	Believe	XXX	XXX
Treatment	Treatment	Treat	XXX	XXX

My Personal Word Log

www.youthforhumanrights.org

Step One:

Open the website and get familiar with it.

- a. When you open the site, click on **"WHAT ARE HUMAN RIGHTS"**. Read what it says and listen to the video. Complete **ACTIVITY A**.
- b. The left side of the screen lists the 30 Human Rights. Go to **ACTIVITY B** and write down in your own handwriting the 30 human rights as listed in the website.
- c. Choose a right that you are passionate about. You can talk about it. You want to defend it. You get angry about it when it is violated.

Click on **"VIDEO"** that matches the Human Right you have chosen. View the video and in your own words, explain what the video is about. What message does it convey? Go to **Activity C** to write your ideas.

Step Two:

I will give you a newspaper story. You will summarize the story and answer some questions. Then you will be ready to do step three.

Step Three: (Start Newspaper Project from Week I)

Look through newspapers and magazines. Find a story that violates the human right you have chosen or any other human right. Make sure the story means something to you. Don't choose a story you don't care about.

Summarize the story in your own words. Explain how the right has been violated. Explain who violated it and why. This story can be from your own country. It can be in Canada; it can be anywhere in the world.

Step Four:

Reading about a Human Rights Issue: Child Labour

Activity A

What are human rights? Find the answer to this question on the website and in YOUR OWN WORDS give an answer. *Make use of your vocabulary list.*

You can learn more about Human Rights by researching it on Google. The more you read, the more you will understand. Challenge yourself.

When writing about human rights always try and use examples to explain what you are saying.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

In your own words, explain the difference between "a right" and "a privilege." Give good examples to make the contrast clear.

*In your opinion, why is it important to learn about Human Rights? To answer this question, consider what you know about what is going on in other countries of the world. Also, you need to know why learning about Human Rights is important to you personally. Think and **THINK HARD**. Talk to other people and get their ideas. **SEE WHAT YOU CAN LEARN**.*

Use lots of examples to make your ideas clear.

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[illegible]

ACTIVITY B

Thirty Human Rights

*There are 30 lines on this page. Use one line for each human right.
Remember to use numbers.*

Activity C

I am interested in Human Right Number _____. It states,

I would like to explain why I am interested in this Human Right. Use

examples to make your ideas clear. ***Make use of your vocabulary list.***

I want to use my own words to tell you about the message of the video about this human right.

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[illegible]

Evaluation of Newspaper Summary

Category	Excellent (9-10)	Good (6-8)	Needs Improvement (0-5.5)
Main Idea and citation			
Student uses own words			
Summary is comprehensive			

Step Two:

Read the newspaper story I have given you in class. Then answer the following questions. When you answer the questions, you are using **FACTS** only from the story. **DO NOT** give your opinion.

1. Who is the story about? _____
2. When did the story happen? _____
3. Where did the story happen? _____
4. What happened? _____

5. Why did this event happen? _____

Now using the answers to the five questions above, write a summary of the newspaper story. Remember, a summary must be written in your own words. A summary **DOES NOT** include your ideas or opinions. A summary merely gives all the facts.

Now you will give your opinion of the story. When you write about your opinion, you will discuss what human right(s) have been violated.

Step Three:

If your story is on the internet, please print it.

If your story is from a newspaper, please cut the story and paste it onto a sheet of paper.

Write a summary of the story. In your summary don't give your opinion; just tell the facts. Try to answer the 4 'W' questions: Who, Where, When, Why, and How.

Now explain what human right(s) have been violated according to the story you have chosen.

Introduction to Step Four
Chocolate and Child Labour



<http://www.youtube.com/watch?v=jzOskNU-GdM>

You are going to watch a Youtube video on chocolate and child labour. The video is 2 minutes in length. Please watch it and listen carefully. As you learn about this important topic, answer the following questions:

1. What is the topic of this video presentation?

2. What is the ingredient in chocolate that should NEVER be there?

3. Where are the children who work as child labourers?

4. Where do they work?

5. How much of the global production of cacao does the Ivory Coast produce?

6. Approximately, how many children are working on these plantations?

7. How many children are victims of human trafficking or enslavement?

8. Describe the work conditions:

9. What is the worst problem these children face?

10. Why is education important to these children?

- a. Gaining a _____
- b. Without school they have _____

11. Who should we support?

- a. _____
- b. _____

12. What type of chocolate should we buy?

13. Give the web address that teaches more about labor rights.

Go beyond the video and think

- 1. Why do you think these kids work as child labourers?
- 2. Given your reasons from question one, do you think that this is a necessary evil?
- 3. Given your answers to numbers 1 and 2, do you think it is the government's responsibility to stop child labor or do you think this is something a family should decide on?
- 4. In the video we are told that these children are victims of human trafficking and enslavement? What does this mean? Why is this so?

Reading:

The reading passage I do with my classes are about this amazing young man Iqbal Masih and child labour. I cannot provide you with the passage since it is copyright protected. The following is a short biography of young Iqbal just to give you an idea.

IQBAL MASIH:
the Pakistani child campaigner who was murdered



When Iqbal Masih was four years old, his father sold him to a carpet weaver for \$12. That's how Iqbal became a slave, a bonded worker who could never make enough money to buy his freedom. He was chained to his loom, and worked 12 hours a day making carpets.

At the age of 10, Iqbal escaped and he began to speak out against child labour. People listened, not only in Pakistan where Iqbal lived, but around the world. In 1994, Iqbal went to North America, where he visited Broad Meadows Middle School in Massachusetts* and talked to North American children about child labour.

A few months after returning to Pakistan from his visit to the USA, Iqbal was murdered. He was shot while he was riding his bicycle with his friends. He was 12 years old.

Step Four:

Answer each question giving strong reasons.

1. Are there laws about child labor in your country? Are the laws obeyed? Why or why not?

2. Is child labour a necessary evil in some circumstances? Why or why not?

Human Rights Project
Class Activity

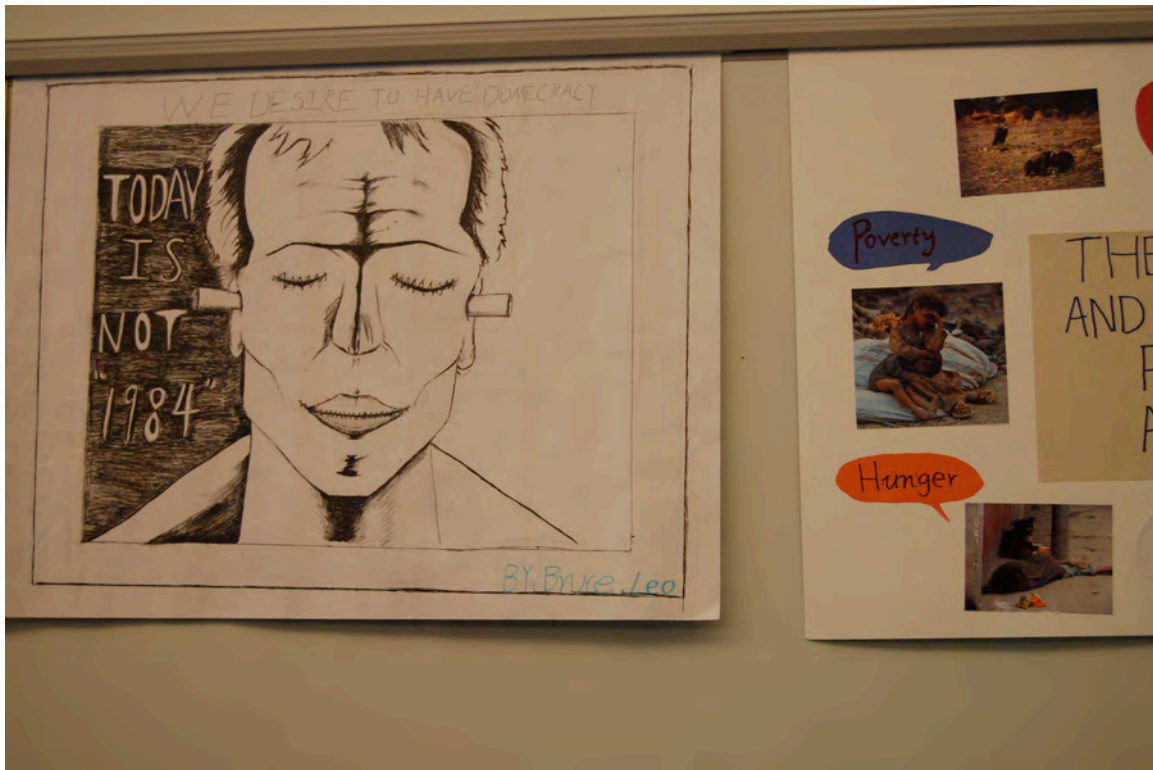
Part One **Poster Project**

- You and your partner will create an original poster that will focus on ONE human right as stated in the Declaration of Human Rights.
- Your poster will be the size of a bristle board. Margins of the board will be shown in class.
- We will have a poster exhibition day so that your posters will be viewed by all students and professors of the ELI.
- Pictures will be taken of all the posters and they will be used to create a class collage. Also, your poster may be used as a greeting card to be used for our next project.
- The following website displays a number of very creative posters related to human rights. Use this website as an example. Do NOT copy a poster from the website. You MUST be creative.
<http://www.design21sdn.com/organizations/339/posts>

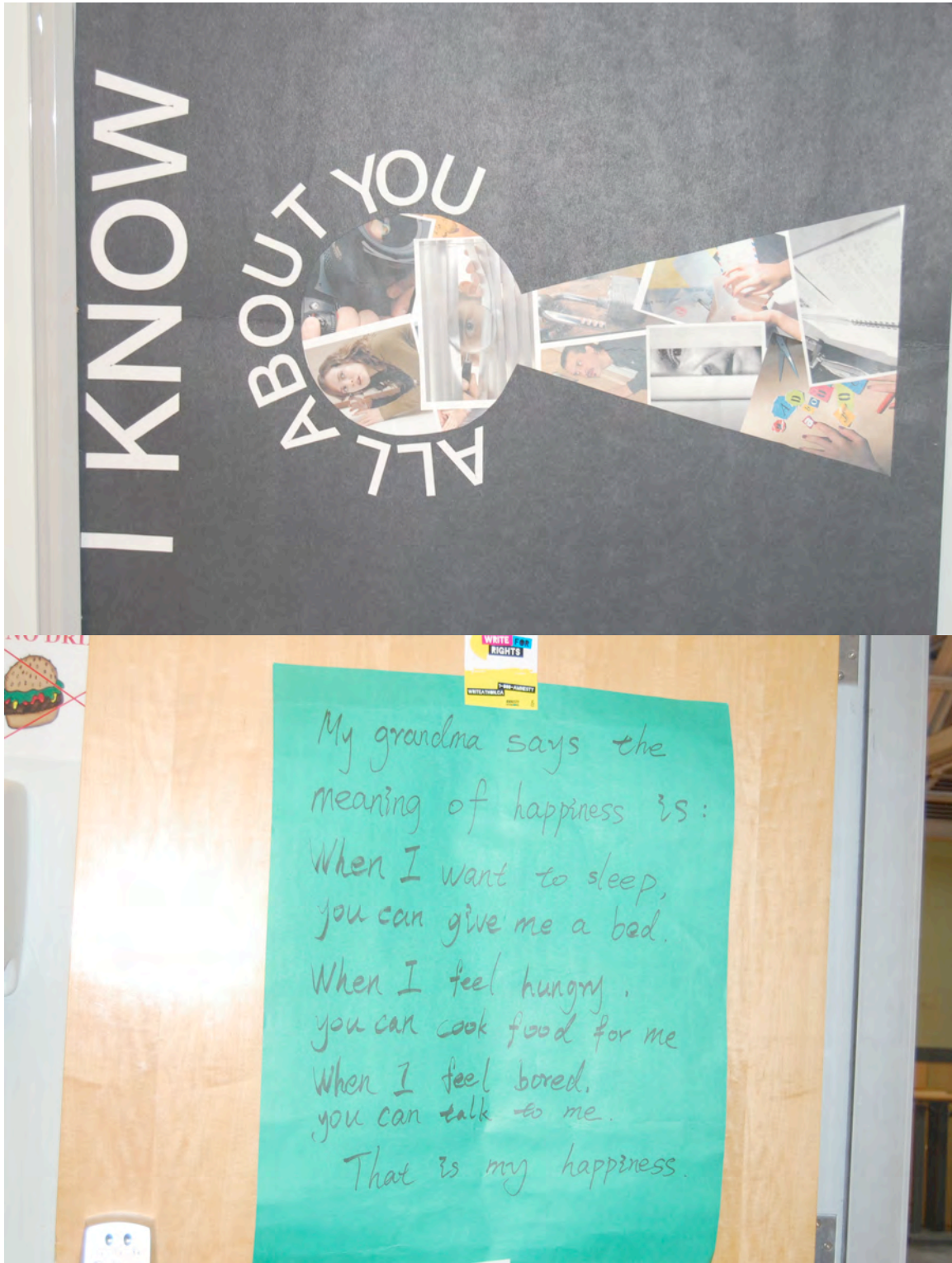
Your poster should contain the following:

- a. Pictures, drawn or taken from magazines/websites
- b. Collage of your own drawings or pictures
- c. Maximum 7 words to relate to the viewer your human right

Example Posters prepared by level 4 students.

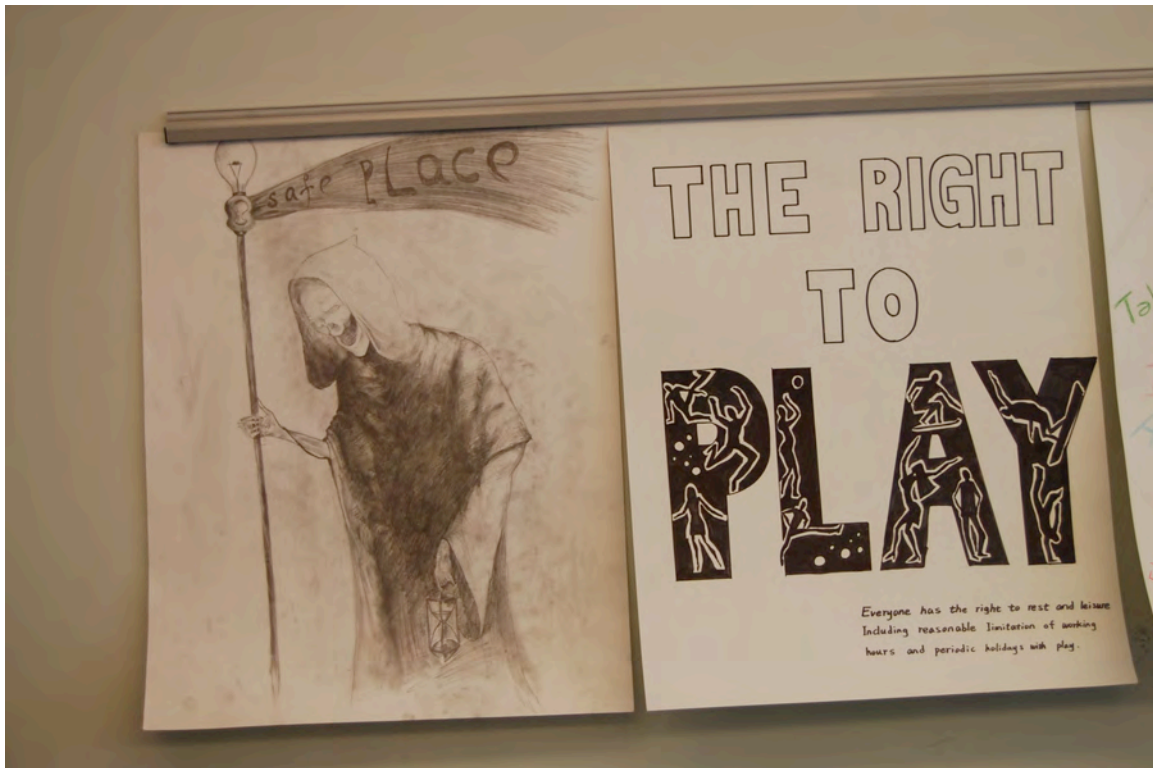
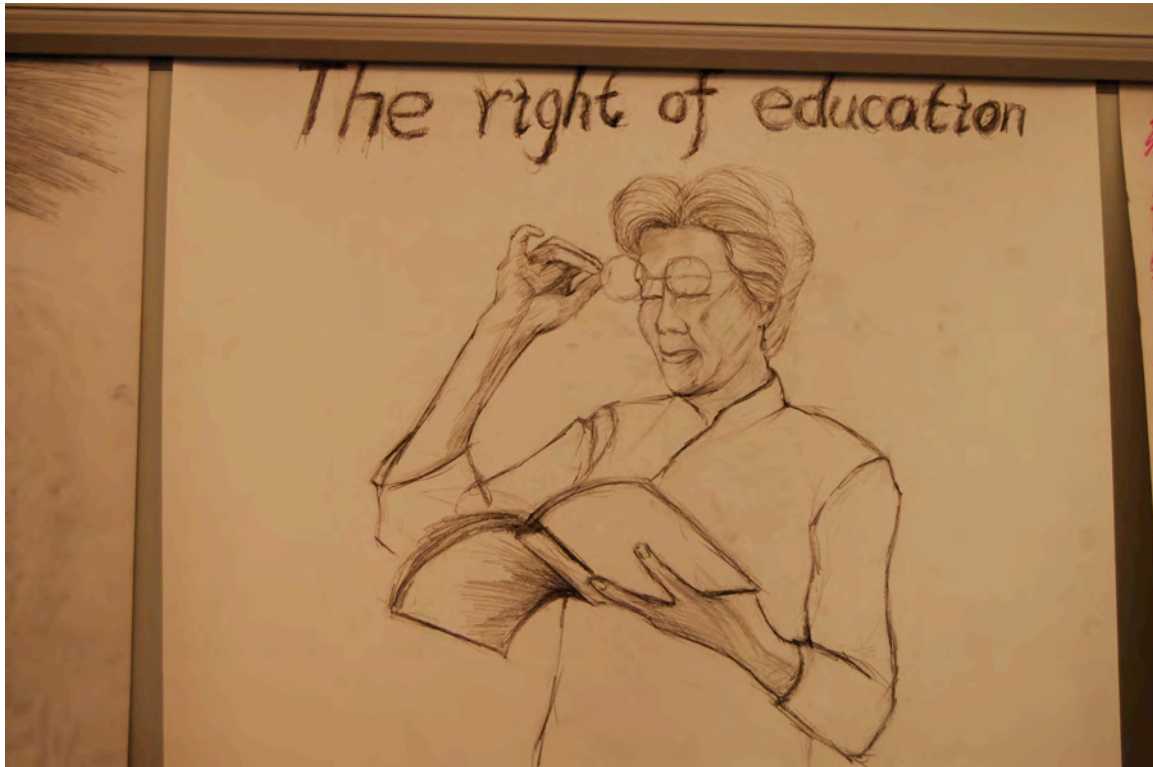












Amnesty International Canada

Write for Rights

<http://www.amnesty.ca/writeathon/>

Also on this website you can learn about Reel Awareness Film Festival.