

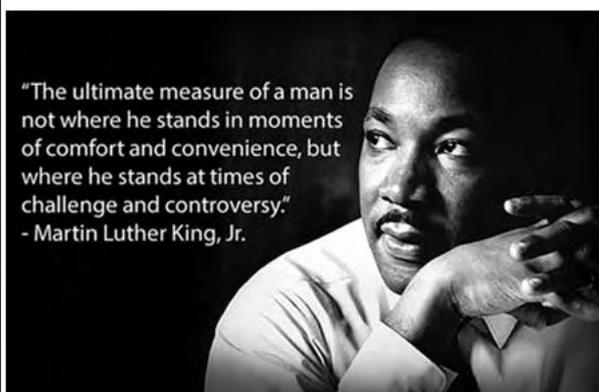


On a school noticeboard

"I am a survivor of a concentration camp. My eyes saw what no man should witness. Gas chambers built by learned engineers. Children poisoned by educated physicists. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So I am suspicious of education.

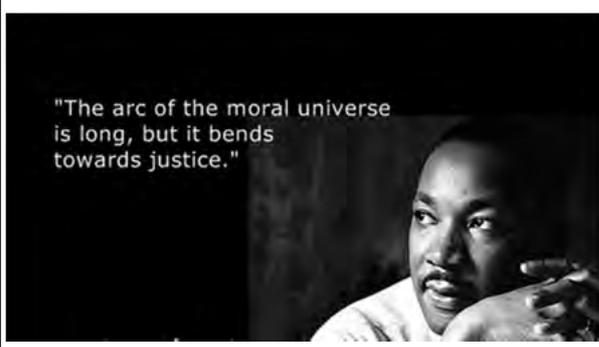
My request is: help your students become more human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more human."

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."
- Martin Luther King, Jr.

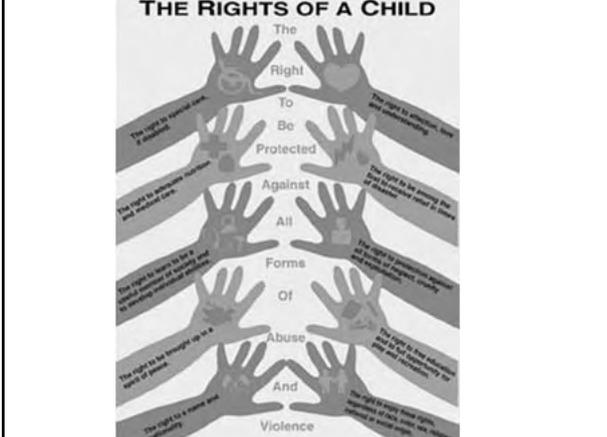



**SPEAK UP
STOP DISCRIMINATION**

"The arc of the moral universe is long, but it bends towards justice."



THE RIGHTS OF A CHILD



The Right To Be Protected Against All Forms Of Abuse And Violence



The United Nations Convention on the Rights of the Child: an overview

1989 Convention sets out a list of rights for children. There are 54 articles in total: articles 1 – 42 describe the rights to which all children are entitled, 43 – 54 are about how adults and governments should work together to make sure children get their rights.

UK ratified the Convention in 1991.

The 4 'Ps'



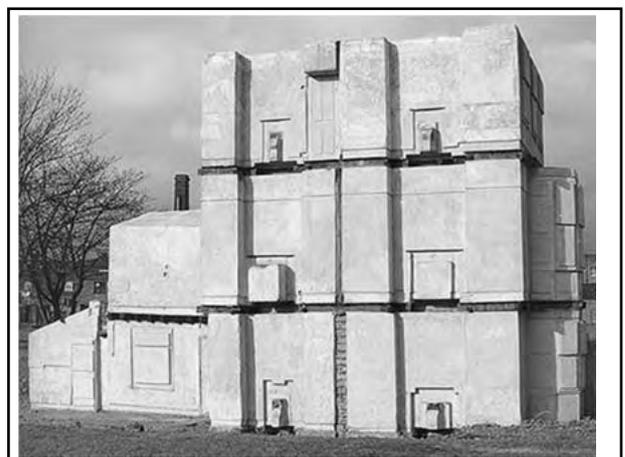
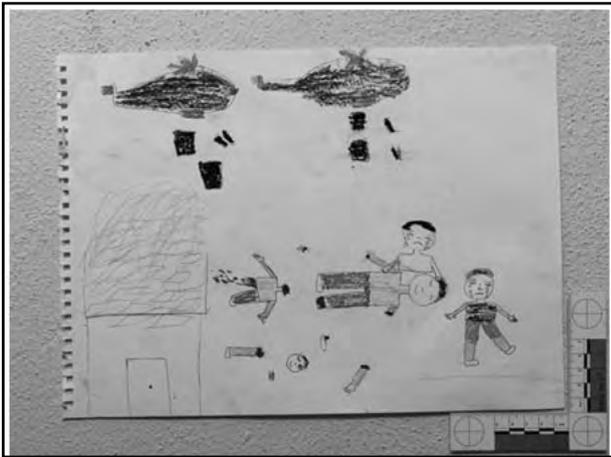
These are the four core principles that underlie the rights of the UNCRC:

- Protection
- Provision
- Prevention
- Participation

Article 12: the right of the child, 'who is capable of forming his or her own views... to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'

Obligation on countries to make sure that not only is the convention on the rights of the child implemented but that the articles of the convention are known







First they came for the communists,
and I didn't speak out because I wasn't a communist.

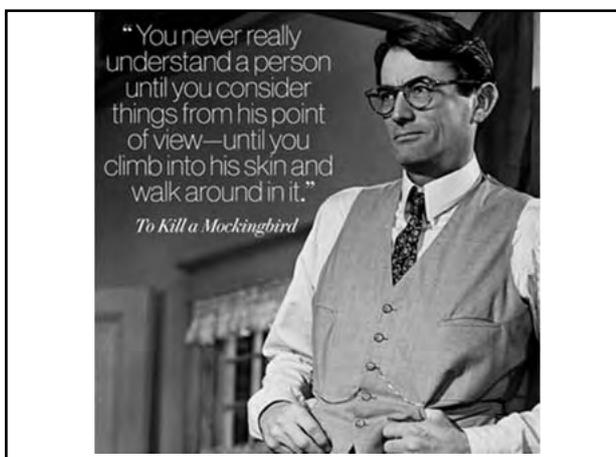
Then they came for the trade unionists,
and I didn't speak out because I wasn't a trade unionist.

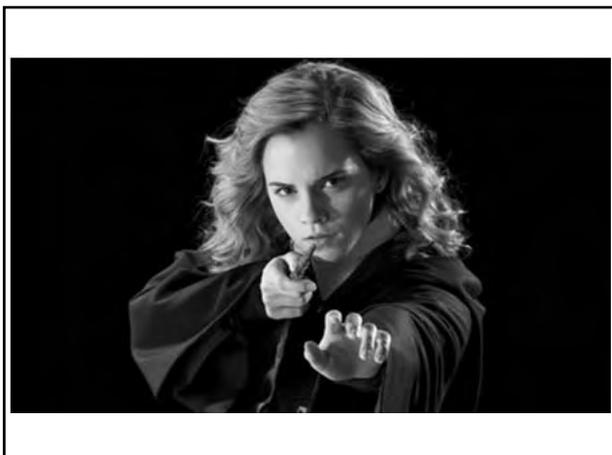
Then they came for the Jews,
and I didn't speak out because I wasn't a Jew.

Then they came for me
and there was no one left to speak out for me.

*They came -- - Pastor Martin
Niemöller*

- 'They are all bound up with this wonderful talent we humans have: to empathise with others.'
- If, by reading...we are enabled to step, for one moment, into another person's shoes, to get right under their skin, then that is already a great achievement.
- Through empathy we overcome prejudice, develop tolerance and ultimately understand love. Stories can bring understanding, healing, reconciliation and unity.'





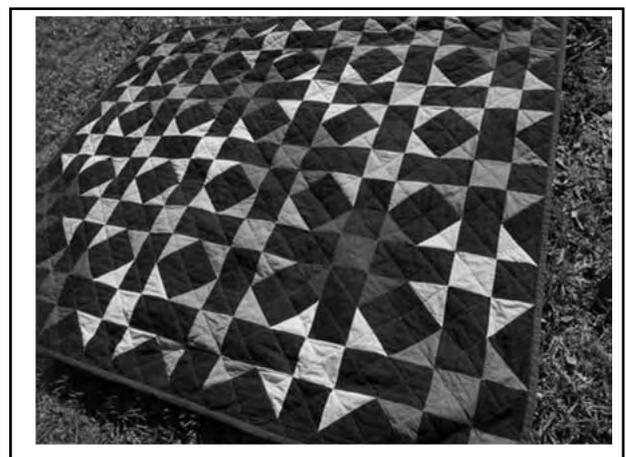
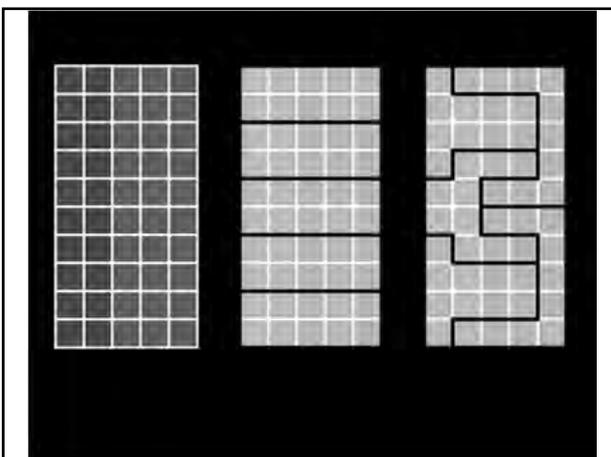
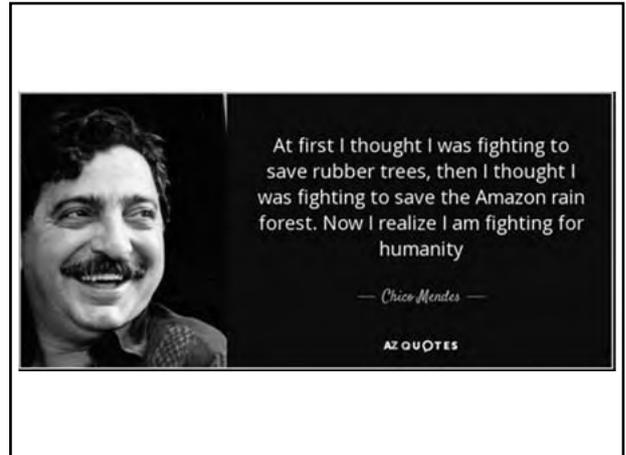
<http://hrlibrary.umn.edu/edumat/activities.shtm>

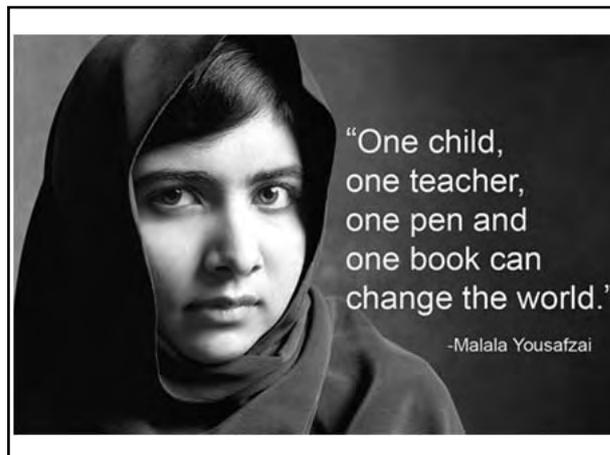
Activity 1 - Human Beings/Human Rights
 Activity 2 - A Human Rights Tree
 Activity 3 - Needs and Wants
 Activity 4 - Human Rights Squares - More Human Rights Squares
 Activity 5 - A New Planet
 Activity 6 - Human Rights in the News
 Activity 7 - Mapping Human Rights in Our Community
 Activity 8 - Comparing Rights Documents
 Activity 9 - Human Rights Around the World and at Home
 Activity 10 - Windows and Mirrors
 Activity 11 - Giving Human Rights A Human Face
 Activity 12 - Using the Amnesty Interactive CD-ROM
 Activity 13 - Literature and Human Rights
 Activity 14 - History and Human Rights
 Activity 15 - Science, Technology, the Environment and Human Rights

- The right to a healthy environment is not explicitly mentioned in the Universal Declaration of Human Rights, although an international covenant on the environment is in the process of being drafted.
- Can you think of a historical reason why the environment is not mentioned in the UDHR?
- Which of the rights in the UDHR depend on a healthy and safe environment?
- What are the responsibilities of individuals, government, business, and industry in ensuring a clean and safe environment?
- Often poor and minority groups are affected the most by environmentally destructive practices. Why is this the case?
- How do civil and political rights such as the right to vote, access to information, and freedom of expression contribute to environmental rights?
- How do social, economic, and cultural rights such as the right to housing, adequate compensation, and one's cultural identity contribute to environmental rights?

- About a technological advance, historical or contemporary:
- Overall, has this technology had a positive or negative effect on human rights? How?
- In what ways does this technology strengthen human rights? For whom?
- Which groups are strengthened by this technology? Do they share any common features?
- In what ways does this technology weaken human rights? For whom?
- Which groups are weakened by this technology? Do they share any common features?
- Does the effect of this technology differ for different groups of people, based on their class, gender, race, disability, age, or geographic location?
- If this technology weakens human rights, how could its application be changed in order to promote human rights?
- Does this technology create any human rights conflicts (e.g., one person's right to privacy vs. another's right to information)?

- Are there any situations in which a government is justified in suppressing dissemination of scientific information or preventing scientists from speaking freely?
- 4. Article 27 of the UDHR states that "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."
- What do you think "moral interests" means? In what ways can this right be denied scientists?
- Do scientists have rights with respect to controlling the way their research and inventions are applied?
- What are scientists' responsibilities in this area?





Has anyone developed someone else's point?	Who has asked the most stimulating question?
Is anyone summarising other people's ideas?	Is anyone drawing other people into the debate?
Is anyone reconsidering their position?	Has anyone contradicted themselves?
What positive qualities is bringing to this discussion?	Is anyone altering their body positioning to respond to different speakers?
Who do you think is using tone of voice most effectively?	Do you think this debate is helping find out what they think?

Who is listening most carefully to other points?	What does the sitting position ofsuggest?
Who seems the most passionate about their ideas?	Who seems the least sure of their ideas?
Does anyone seem distracted?	Has anybody interrupted someone else?
What does the tone of voice used by..... suggest?	Is anyone making personal comments?
Has anyone developed someone else's point?	Has anyone contradicted themselves?