RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights

Human Rights Education

The Advocates' educational programming is designed to introduce international human rights and responsibilities to K-12 students. It uses the framework of the Universal Declaration of Human Rights to help students understand and appreciate common human values, to encourage them to apply international standards to their own lives, and to support positive student action to remedy human rights violations in their own communities.

Service-Learning: Taking Action for Human Rights

"Knowledge without action is not knowledge."
--Hujwiri

Human Rights Education (HRE) ultimately aspires to promote and protect human dignity, not merely by valuing and respecting human rights, but by fostering personal action in order to guarantee these conditions. In addition, in order for HRE to be effective, it must not be only theoretical, but also relevant to student's daily lives. As a pedagogical tool, service-learning is uniquely poised to address these challenges. An overarching goal of service-learning is to foster the development of citizenship by integrating theory and practice so that students can begin lifelong involvement in social issues and public life.

As a result of service-learning, students become more self-aware, appreciative of diversity, and agents of social change. The process encourages students to be introspective and better understand their own ideas and attitudes, as well as reach out to their communities through advocacy and activism to address the social problems they see.

The benefits of service-learning are well documented. Studies have shown that students become more engaged citizens and demonstrate greater cultural and racial understanding. They develop socially, emotionally, and morally because of this work. In addition, a variety of studies have shown evidence of a range of achievement-related benefits from service-learning, including improved attendance, higher grade point averages, enhanced preparation for the workforce, greater motivation for learning, and heightened engagement in pro-social behaviors. Service-learning also appears to contribute to narrowing the achievement gap, with low-income students who serve doing better academically than students who do not serve.

Teaching about human rights through service-learning transforms the classroom into a site of social change where students are empowered to become active, critical citizens who question and inform society. Through service-learning, *"teachers seek to connect the curriculum to students' lives and the world around them and guide students in critical inquiry, reflection, and action so they can identify and solve problems. Based on democratic values of freedom, justice, and equality, teaching results in questioning the status quo and becomes an act of resistance against injustices."*

Packed full of ideas, resources, lesson plans, and tools on how to incorporate service-learning into the curriculum, this edition of *Rights Sites News* is dedicated to helping teachers take human rights education out of the classroom and into the community and turn their student's educational experience into an act of social justice.

Day Against Hunger: Students at a middle school in Minnesota partnered with Kids Against Hunger (www.feedingchildren.org) to help package food for hungry families around the world.

The Advocates
FOR HUMAN RIGHTS

Sources: Cipolle. S. (2010). *Service-Learning and Social Justice: Engaging Students in Social Change.* Lanham, Maryland: Rowman & Littlefield. p. 8. Furco, A. (2007). *Growing to Greatness 2007.* St. Paul, MN: National Youth Leadership Council. Eyler, J., Giles D. E., (1999) Where's the Learning in Service-Learning? San Francisco: Jossey-Bass. Scales, P. C., Roehlkepartain, E. C., Neal, M., Kielsmeier, J. C, & Benson, P. L. (2006). "Reducing academic achievement gaps: The role of community service and service learning." *Journal of Experiential Education*, 29, 38-60.

Lesson: Rights and Responsibilities in Action

Goal: To reinforce the importance of human rights and responsibilities by taking action in the community.

Objectives:
- Students will learn about rights and how they relate to responsibilities.
- Students will explore what they can do in their community to advance human rights.

Time Frame: 2-3 class periods   **Grades:** 6-12

Materials:
- Abbreviated UDHR - *www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm*
- Human Rights Toolkit - *discoverhumanrights.org/sites/7cc8fb84-899d-457d-a486-470ccb03fb16/uploads/Human_Rights_Toolkit_Final.pdf*
- Handout: Take Action in Your Community (see page 3)
- Handout: Selection Committee Criteria (see page 4)
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Procedure:

1. **Create.** Using the whiteboard, engage the whole classroom by building up an image of an ideal citizen. Start with a stick figure or character drawing. Add images and words to show key rights that any human being should have, like the right to safety or the right to expression. Then (in a wider circle around the figure) show in pictures and words key responsibilities that are connected to these rights, like the responsibility not to stop others from expressing their ideas and being listened to.

2. **Explain.** In the smaller circle of your drawing write the words "human rights" on the board and in the larger circle write the word "responsibilities." Then ask the students if they know what the words "human rights" means to them. Give each student the *Human Rights Toolkit* and discuss the reason for the creation of the UDHR in 1948. Emphasize that it is the first international document that spelled out the "basic civil, political, economic, social, and cultural rights that all human being should enjoy." If possible, give each student a copy of the abbreviated UDHR and have them each pick one and explain why it is important.

    Explain to your students that they have a responsibility to respect the human rights of others and themselves. Ask students to share ideas about how they can express their understanding of the responsibility to uphold the rights of others. For example, regarding the right to an education, a student may say, "I am responsible for others in my class and will respect others' right to an education by not interfering in their learning by talking too much."

3. **Brainstorm.** Discuss how responsibility for human rights goes beyond the classroom and into the community - both locally and globally. Ask each student to look at *Ten Steps to Becoming a Human Rights Advocate* (on page 21 of the *Human Rights Toolkit)* and go over the general process of becoming involved in a human rights issue you care about. As a class, brainstorm two lists - "Human Rights Challenges" and "Human Rights Opportunities." In the "challenges" list, have students call out human rights issues they are seeing at home, in their school, community, or world. These could be anything they believe is preventing people from living their life in dignity. In the "opportunities" list, have them call out ideas or suggestions for what they could do to help remedy these issues (ideas can be found in the *Human Rights Toolkit* or in this newsletter).

4. **Create Project Proposals.** Split the students into small groups of three or four. Give each student the handouts: *Take Action in Your Community* and *Criteria for Selection Committee.* Ask each group to choose a human rights action from the list the class brainstormed and develop a written proposal outlining how the class could carry out that project. The project they choose should be one that is feasible for the whole class to initiate and complete. The goal is for students to engage in a service-learning project and explore what they can do in the larger community to promote human rights.

5. **Present.** After writing the proposals, each group will present its plan to the class. Before beginning the presentations, ask each group to choose one of its members to be an "evaluator." Evaluators will sit in on the "selection committee" that will evaluate projects and ultimately determine which project should be undertaken by the class. Make sure each member of the selection committee has enough copies of handout: *Criteria for Selection Committee* to use for every proposal. After each presentation, allow time for the entire class to ask questions and offer suggestions. When all of the plans have been presented, ask the Selection Committee to meet for ten minutes and choose one plan they think would work best for the class.

6. **Implement.** Once the selection committee has chosen a project, have them announce their selection to the class. Let the students know that it is now their responsibility to implement the proposal developed by the winning group. Work with them to create an implementation plan. Check out the resources in this newsletter for more help on designing a successful service-learning project.

Handout: Take Action in Your Community

Directions: As a small group, choose a human rights action project that you think is important and can be accomplished by your class. You may choose a project that was developed during the brainstorm session, or a project that your group came up with on your own. Once you have chosen a project, prepare a written proposal that outlines the action or event that your group would like the class to undertake. Write your proposal on a separate sheet of paper. Use your written proposal to prepare a three-minute presentation for the class on the project you want them to consider undertaking. Each written proposal will be reviewed by a peer selection committee and one of the proposals will be chosen for implementation. Answer all of the questions below in as much detail as possible so the selection committee can make an informed decision.

I. General Information

What is the name of your project?

Who are the members of your group?

Why did you select this particular project?
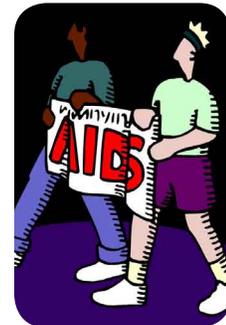
II. Project Proposal

What is the project?

What problem does the project hope to address?

What goal or positive impact is the project trying to achieve?

Why do you think the class will be motivated to undertake this project?

Who will make decisions about the project and make sure actions are carried out?

Who needs to be involved? Does the project require input from people outside the classroom?

Does the class need to raise money? If so, how will money be raised?

When will the project take place? How long will it take to prepare? How long will it take to complete?

Where will the project take place?

What resources will you need?

How will you get those resources?

What possible obstacles exist?

How will you overcome those obstacles?

Provide any other helpful information.

III. Evaluating your Project

What do you want to happen as a result of your project?

How will you know the project was successful?

What will the class learn from doing this project?

What criteria will you use to determine the success of your project?

Handout: Criteria for Selection Committee

Each person in the Selection Committee should use the following score sheet to assess all of the proposals. Check the box next to the description that best fits the proposal. A point value is assigned to each of the choices. Total up these points at the end of the score sheet. Use the total values to discuss as a group which of the proposals you think the committee should choose. Keep in mind that the best proposal will be one that the whole class will enjoy doing!

PROJECT NAME:			
UNDERSTANDING OF ISSUE — The proposal demonstrates:			
Thorough understanding of human rights issue and a highly convincing reason for project. (4 points)	Considerable understanding of human rights issue and an appealing reason for project. (3 points)	Some understanding of human rights issue and an ambiguous reason for project. (2 points)	Incomplete understanding of human rights issue with no convincing reason for project. (1 point)
CONCEPT — The concept for the project is:			
Creative, compelling, thoroughly outlined, and directly relates to the human rights issue. (4 points)	Well-outlined, somewhat compelling, and relates to the human rights issue. (3 points)	Vaguely justified and bears some relation to the human rights issue. (2 points)	Weak or unjustified, bears no clear relation to the human rights issue. (1 point)
PLANNING — The plan for carrying out the project is:			
Detailed, clearly outlined, highly strategic, and includes evaluation (4 points).	Detailed and achievable and includes some evaluation. (3 points)	Coherent, yet lacking in strategy and includes very little evaluation (2 points)	Incoherent and/or unachievable and includes no evaluation (1 point)
FEASIBILITY — The project is feasible in terms of cost, time, resources, and student interest:			
Definitely feasible. (4 points)	Mostly feasible. (3 points)	Barely feasible (2 points)	Not feasible. (1 point)
		POINT TOTAL	

Source: This evaluation matrix was adapted from *Cultivating Peace: Taking Action*, Classroom Connections (2004), *www.cultivatingpeace.ca*, p. 63.

Human Rights Service-Learning Project Ideas

Direct Service
- Collect food and bring it to a food shelf.
- Collect toys and bring them to a shelter or organization that works with children.
- Provide child care or eldercare for people who are looking for work, attending school. or going to medical appointments, etc.
- Register voters.
- Support candidates who take a stand on human rights issues.
- Participate in a highway or park clean-up project or recycle cans, bottles, paper and newspapers throughout the school year and bring them to recycling centers.
- Assess community needs, identify groups that work on those issues, and join their efforts.

Monitor
- Research community issues and develop reports about them for local government, policy-makers, and the press.
- Survey youth or other marginalized groups about their needs or opinions, help interpret these from a human rights perspective, and help them convey concerns to policy-makers.
- Research literature on human rights and organize a performance or reading.
- Learn about the human rights history of your community (people, places, or events). Interview refugees, recent immigrants, or anyone from another culture, and write about their perspectives.
- Collect oral histories related to human rights and share what you have learned in a report.

Educate
- Work to inform voters about human rights concerns during elections.
- Prepare immigrants for citizenship examinations.
- Make December 10, International Human Rights Day, important in your community - create a celebration for the anniversary of the UDHR.
- Develop games, lessons, and activities for teaching young children about their rights. Try them out in after-school program, youth groups, etc.
- Teach others about the relationship between human rights and a healthy environment.
- Create and produce a human rights video and show it to other classes.
- After performing service, write stories, poems, and plays based on the experience.
- Invite local "human rights heroes" and activists to speak.
- Make collages or posters depicting students' rights and responsibilities and display them at school events.

Empower
- Train senior citizens and other groups in computer skills.
- Tutor recent immigrants and refugees in English or help them learn about life in your community, such as how to use public transit.
- Help children improve their literacy skills, especially through programs in public libraries.
- Create a YouTube video that tells others how to take action on human rights.
- Have student and youth activists talk to younger grades about their work.

Lobby
- Write letters to the editor on social issues, putting them in a human rights context, and calling on local leaders to address them.
- Organize a campaign that encourages supporters to call the Mayor or another elected official regarding an important request.
- Learn about a policy proposoal and write letters to elected officials asking them to vote one way or another on it.
- Start a petition at your school or in your neighbrhood.

Methods of Action

Direct Service:
Provide services that fulfill the immediate human rights needs of those in your community.

Monitor:
Be a human rights witness. Document the problems you see in your community and categorize them as human rights violations.

Educate:
Raise awareness on human rights violations and educate others about our human rights and responsibilities.

Empower:
Build the capacity of others to claim their rights, participate, have their voices heard, and create change.

Lobby:
Use human rights standards to make recommendations and pressure government officials to change budgets, policies, and laws.
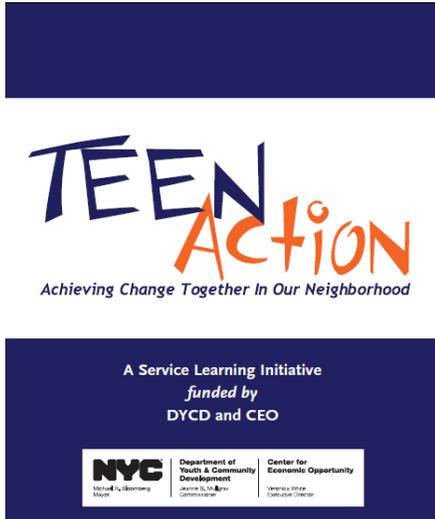
How to Plan a Successful Service-Learning Project

Service-learning is a methodology wherein students learn about a specific issue through active participation which engages them in service and reflection. To set up a service-learning project, there are three parties that should be involved: 1) the school working to educate students on human rights, 2) the students, and 3) the organization receiving the service. For a service-learning project to be successful, it is important to consider the following components:

1. **DURATION AND INTENSITY** – Service-learning should incorporate enough time and effort to sufficiently address community needs and meet specified outcomes.

2. **LINK TO CURRICULUM** – Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

3. **MEANINGFUL SERVICE** – Service-learning should actively engage participants in meaningful and personally relevant service activities. This means that students are challenged to understand their service experience in the context of the underlying societal issues being addressed; and that the project itself lead to attainable and visible outcomes that are valued by those being served.

4. **YOUTH VOICE** – Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences. This means that students should be involved and engaged throughout the s-l planning, implementation, and evaluation process.

SERVICE-LEARNING

5. **DIVERSITY** – Service-learning promotes understanding of diversity and mutual respect among students and community members. Participants should identify and analyze different points of view, address stereotypes, and gain understanding of mutual perspectives.

6. **PARTNERSHIPS** – Service-learning partnerships are collaborative, mutually beneficial, and address community needs. Partners should be integral to the planning process to establish a shared vision and set of common goals to address community needs. There should be frequent and regular communication to keep all partners well-informed about activities and progress.

7. **PREPARATION** – Service-learning projects should prepare students for what their role and responsibilities are. This means ensuring students understand: the rules and regulations to follow on-site, how their service relates to human rights, any special skills they may need for the project, information about the organization they are working for, and what to do in case of an emergency.

8. **REFLECTION** – Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society. This means that students are encouraged to think critically about complex community problems and solutions, examine their assumptions, and understand how their experience connects to human rights, public policy and civic life.

9. **EVALUATION** – Service-learning engages students in an ongoing process to assess the quality of implementation and progress toward meeting speciified goals, and uses results for improvement and sustainability. This means working with you partner organizations to collect evidence of the quality of the s-l project.

10. **CELEBRATION** – Service-learning provides an opportunity to demonstrate and celebrate the results of the service-project. Through celebreation, students can share their accomplishments with the community, garner community support and recognition, feel closure of the project, and have fun.

Sources: *K-12 Service-Learning Project Planning Toolkit,* RMC Research Corporation. Scotts Valley, CA: National Service-Learning Clearinghouse, 2009. "Taking Action." *Compass: A Manual on Human Rights Education with Young People,* Council of Europe. 2007. *Service Learning : Lesson Plans and Projects,* Amnesty International, HREA. 2007.

FEATURED RESOURCE: TEEN ACTION CURRICULUM

Teen ACTION (Achieving Change Together in our Neighborhood) is a service-learning curriculum currently in use in 80 after-school programs. The curriculum was produced by Global Kids in partnership with the Office of the Mayor in NY, the NYC Department of Youth and Community Development, and The After School Corporation). The mission of Global Kids is to educate and inspire urban youth to become successful students and global and community leaders by engaging them in content-rich, socially conscious, experiential learning activities.

The curriculum aims at helping youth in grades 7 – 10 design and implement a meaningful service project that meets a need in their community. Teen ACTION promotes: appreciation for service and civic engagement, life skills and critical-thinking skills, supportive relationships with caring adults, commitment to academic achievement, and healthy behaviors.

The curriculum provides a framework for developing a service-learning project, including information on building a team and a sense of purpose; learning about the issues through a human rights framework; designing and implementing the service project; and ensuring reflection, evaluation, and celebration. In addition the curriculum provides thematic learning units that teachers can use to center their project around, such as health and well-being, the environment, human rights and children's rights, violence prevention, HIV/AIDS and sexual health, and improving school environment. The curriculum is free and downloadable here: *www.nyc.gov/html/dycd/html/afterschool/teen_action.shtml*.

FEATURED EVENT: 23rd Annual National Service-Learning Conference and the Youthrive PeaceJam Leadership Conference

NYLC and youthrive, the Upper Midwest Affiliate of PeaceJam International, have joined forces for 2012 to bring you the 23rd Annual National Service-Learning Conference and the youthrive PeaceJam Leadership Conference - Our World, Our Future, which will be held April 11-14, 2012 in Minneapolis, Minnesota. This event celebrates service-learning as a force that engages students in their education, builds communities, and strengthens young people and schools.

The National Service-Learning Conference is the largest gathering of youth and practitioners involved in service-learning, drawing more than 2,200 attendees from across the U.S. and many other countries each year. The conference offers a self-directed, facilitated learning environment with education sessions, discussion groups, and interactive workshops designed specifically for all levels of attendees engaged in service-learning and focused on current and emerging issues, best practices and the challenges facing us today. The youthrive PeaceJam Leadership Conference is designed to inspire and engage youth and adults through education, leadership, and service to integrate peace-making activities into their lives, their communities, and the world. The conference will feature thought-provoking addresses from internationally recognized education leaders, service-learning professionals, and young people.

Highlights of the conference include: professional development opportunities for teachers, training for youth, an emphasis on service-learning for STEM education, an administrators' academy for school and district leaders seeking to sustain service-learning, an exhibit hall showcasing schools, businesses, and nonprofit organizations, the service-learning showcase and college fair, the sixth annual service-learning world forum, the Indigenous service forum, and networking opportunities. To register or get more information visit, *http://nslc.nylc.org/*.

SERVICE-LEARNING CURRICULUM AND PLANNING GUIDES
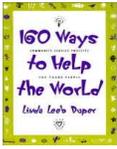
160 Ways to Help the World
www.servicelearning.org/library/lib_cat/index.php?library_id=5686
Explains why service is important, offers advice on how to plan a project, and provides helpful hints about obtaining support from businesses, handling money, and generating publicity. Grades K-12.

Choosing to Participate
www.choosingtoparticipate.org/
Created by Facing History and Ourselves, this curriculum encourages young people to think deeply about the importance of participating in a democratic society. Grades 6-12.

The Complete Guide to Service Learning
www.freespirit.com/catalog/item_detail.cfm?ITEM_ID=124
A treasury of activities, ideas, and resources. Provides an overview of the essential elements of service-learning and step-by-step instructions. Grades K-12.

Get Global - A Skills-based Approach to Active Global Citizenship
www.getglobal.org.uk/
A range of innovative and participatory activities promote a skills-based approach rather than a content-based approach, so they can be used within different subject areas and with all ages.

Guide to Social Change Led By and With Young People
www.commonaction.org/SocialChangeGuide.pdf
This guide provides an overview of youth-led social change, a step-by-step cyclical model for mobilizing youth, an overview of many of the issues facing youth, and potential actions youth can take. Grades 6-12.

Human Rights and Service-Learning
www.hrea.org/pubs/AIUSA-HREA-ServiceLearning.pdf
Lesson plans and service-learning projects divided into five human rights topic areas: environment, poverty, discrimination, children's rights to education and health, and law and justice. Grades 8-12.

K-12 Service-Learning Toolkit
www.servicelearning.org/library/resource/8542
Contains information about the five core components of a service-learning project: investigation, planning and preparation, the service activity, reflection, and demonstration/celebration.

Kids as Planners
*www.kidsconsortium.org/kidsasplanners_overview.php*
Provides teachers and school administrators with a road map for integrating service-learning into their classes and curriculum.

Planning to Change the World
www.edliberation.org/justiceplanbook
A plan book for educators who believe their students can and will change the world. It is designed to help teachers translate their vision of a just education into concrete classroom activities.
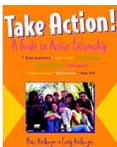
Take Action! A Guide to Active Citizenship
http://shop.freethechildren.com/ProductDetails.asp? ProductCode=book-takeaction
A step-by-step guide to active citizenship that equips young people with the tools they need to make a difference. Grades 3-5.

Teen Guide to Global Action and The Kids Guide to Social Action
www.freespirit.com/catalog/item_detail.cfm?item_id=584
Provides everything youth need to start making a difference at the local, national, or global level. Includes handouts. Grades 3-12.

HUMAN RIGHTS AND SERVICE-LEARNING WEBSITES

Active Citizenship Today (ACT) Online

www.crf-usa.org/active-citizenship-today-act/active-citizenship-today-act-online.html

For more than a decade, CRF's Active Citizenship Today (ACT) program has offered an exciting approach to civic education through service learning. The newly revised ACT curriculum helps students develop citizenship skills and knowledge while they plan and implement service-learning projects.

Cesar E. Chavez Foundation

www.chavezfoundation.org

The Cesar E. Chavez Foundation is dedicated to preserving the legacy of Cesar Chavez. The website has multiple sample lesson plans for service-learning, all of which are linked directly to the California State Standards and feature step-by-step guides, forms, and articles to read as part of the service-learning units.

Chicago Public Schools Service-Learning Website

www.servicelearning.cps.k12.il.us/Curriculum.html

This site provides a toolkit for teachers with background information on service-learning, a planning tool, and a rubric for assessing the quality of service-learning.

Concern Worldwide

www.concernusa.org/

Concern Worldwide connects students to the international community and creates meaningful opportunities for research, reflection, and action. Check out their student action center.

Institute for Global Education and Service-Learning

www.igesl.org/

The Institute for Global Education and Service-Learning is a non-profit training organization that creates service-learning programs and initiates activity-based education in collaboration with schools and organizations around the world.

KIDS Consortium

www.kidsconsortium.org

KIDS Consortium prepares young people to be active and responsible citizens by training and supporting educators, community organizations, and youth in best practices for service-learning. Two guides are available: *KIDS as Planners - A Guide to Strengthening Students, Schools and Communities Through Service-Learning* and *Reform, Resiliency and Renewal - KIDS in Action.*

Learning to Give

www.learningtogive.org/

Learning to Give's mission is teaching the importance of voluntary action for the common good in a democratic society. Their site offers lesson plans, activities, and resources to educate youth about the power of philanthropy.

National Service-Learning Clearinghouse

www.servicelearning.org/

The Clearinghouse maintains a website with timely information and relevant resources to support service-learning programs, practitioners, and researchers. It operates national listservs for K-12 service-learning and higher education service-learning to encourage discussion and exchange of ideas.

The National Service-Learning Partnership (NSLP)

www.service-learningpartnership.org

A network of teachers, administrators, students, and policy-makers committed to expanding service-learning nationwide, NSLP's website offers resources on planning, reflection, assessment, standards, student voice, funding, and other topics of interest for teachers at varying levels of expertise.

National Youth Leadership Council (NYLC)

www.nylc.org

As one of the most well established organizations in K-12 service-learning, NYLC offers many types of training, books, and technical assistance opportunities to teachers, including an annual conference called the National Service-Learning Conference. The NYLC website includes project ideas searchable by academic subject, grade level, topic, and key word.

Paul Coverdell World Wise Schools

www.peacecorps.gov/wws/educators/lessonplans/

Linked to the Peace Corps, this site provides a series of service-learning lessons organized around the idea of the "common good." Students explore the meaning of common good, then plan and implement a project based on what they have learned.

Random Acts of Kindness

www.randomactsofkindness.org

A resource for people committed to spreading kindness. The website provides free activities, lesson plans, a project planning guide, and a teacher's guide.

Service-Learning and Assessment: A Field Guide for Teachers

www.servicelearning.org/library/resource/1727

Developed by a national group of service-learning practitioners, this downloadable guide suggests a variety of classroom and service activities, such as KWL, anchor tasks, and reflection that can be used as standards-based assessments.

Teaching For Change

teachingforchange.org

This source provides teachers with the tools to transform schools into socially equitable centers of learning where students become architects of a better future. The site provides lesson plans and other relevant, multicultural resources.

EXAMPLES OF HUMAN RIGHTS SERVICE- LEARNING PROJECTS

THE RIGHT TO BE FREE FROM TORTURE AND ILL-TREATEMENT

School: Northside College Preparatory High School, Illinois
Source: *www.cambodian-association.org/files/Cambodian%20Genocide%20Curriculum.pdf*
Method: Education

Disturbed after watching documentaries on the Cambodian genocide, students at Northside College decided to harness these emotions in the pursuit of a service-learning project. In partnership with the Cambodian Association of Illinois, students developed a curriculum to help educate other students on the Cambodian genocide, as well as other acts of genocide around the globe. After several years of research, the students developed a comprehensive curriculum that incorporates a variety of activities, including analytical reading questions, writing assignments, assessments, and reading personal narratives. The curriculum concludes with a press conference in which students act out the roles of historians, genocide leaders, and investigative reporters to explore motives and reasons behind these genocides. The success of the curriculum led to the passage of a bill in the Illinois General Assembly that now requires all public schools to include a unit on the Holocaust and other world genocides into their curricula.

THE RIGHT TO EDUCATION

School: Carver Scott Educational Coop, Chaska, Minnesota
Source: *www.discoverhumanrights.org/uploads/issue_13_-_child_soldiers_for_pdf.pdf*
Method: Advocacy and Education

At Carver Scott Educational Coop, 9th and 10th grade students learned about how The Advocates for Human Rights was helping children in Nepal stay out of forced child labor by ensuring their access to education through the Sankhu-Palabari School Project. In response, the students developed a service-learning project to support the school. The Chaska students wrote letters to the students in Nepal, discussed how to be human rights advocates, created presentations to educate others about child labor, and raised money for the Sankhu-Palabari School by selling baked goods and items made in their woodworking class (bird houses, Adirondack chairs, and key hooks). The monetary gift, letters, and photographs were delivered to the students in Nepal by The Advocates. In recognition of their work, the students received a service-learning award from the State of Minnesota, which included a $200 grant. The students used the money to pay for a year's tuition for one student in Nepal.

THE RIGHT TO SAFETY AND SECURITY

School: Bronx Middle-School 218, New York
Source: *www.servicelearning.org/success-stories/k-12-sector/service-learning-action-young-poets-fight-bullying*
Method: Advocacy and Education

In partnership with the service-learning program Teen ACTION (Achieving Change Together In Our Neighborhood) ,Bronx middle-schoolers organized a poetry slam to speak out against bullying. Through poetry readings and skits, students were able to release their anxiety and frustration in a positive and constructive way. Many performances helped explain the causes of bullying, exposing the underlying fears and insecurities that motivate most kids that bully others. Urban World, a local poetry organization, and the New York Civil Liberties Union, along with around 150 students, parents, and community members were in attendance. This project helped spread awareness of a problem that is routinely unacknowledged and gave students an opportunity to sharpen their creative talents.

EXAMPLES OF HUMAN RIGHTS SERVICE- LEARNING PROJECTS

THE RIGHT TO FOOD AND HOUSING

Location: New Mexico
Source: *www.nylc.org/resources/projects/hunger-homelessness-and-loneliness*
Method: Direct Action

Hunger and homelessness continue to pervade many American cities. Eighth and Ninth graders from a junior high school in New Mexico decided to ban together and combat these issues in their local community. In partnership with a neighborhood soup kitchen and orphanage, students were able to feed the hungry and assist with sheltering the homeless. Students gained firsthand experience in running a soup kitchen and orphanage. Calculating supply costs, planning menus, cooking meals, and helping maintain the building and facilities were vital tasks that students helped fulfill. In addition, students created handmade books and games for the children at the orphanage and were able to interact with them on a daily basis. Through their work and personal encounters with poverty, students gained an awareness and deeper sense of empathy for those in less fortunate circumstances.

THE RIGHT TO HEALTH

School: Southern High School, Baltimore City, Maryland
Source:*www.marylandpublicschools.org/MSDE/programs/servicelearning/docs/archive/sherry_unger/2005-2006/April+2006.htm*
Method: Education

After researching the prevalence of smoking among young people locally and nationally and analyzing the cost of smoking in terms in health, lives, and dollars to the American economy, a group of high school students decided to create and perform a traveling puppet show, called "Tobacco is Wacko." The show communicates the health dangers of smoking with elementary and middle school students. The message focuses on the "expensive habit" of smoking. Puppets identify tobacco health risks, including physical, emotional, and social issues. The students selected the topic, wrote the script, did the research, scheduled practice times, and critiqued their work. The show was performed at four local schools and students were exited to take the information that they learned back home and share it with family and friends.

THE RIGHT TO A CLEAN ENVIRONMENT

School: Gaylord A. Nelson Educational Center, Wisconsin
Source: *www.nylc.org/resources/projects/wetland-prairie-buffer*
Method: Direct Action

A class of 6th graders concerned with a polluted area of land nearby their school worked together to cleanup and revitalize the area. After receiving permission from the local city council to implement their plan, students got to work tilling the land and planting flowers. As local publicity of the project spread, the students' enthusiasm and passion for their work flourished. As a result, the scale of the project mushroomed and the land was in turn excavated to allow for a sediment pond, rock spillway, and a surrounding prairie buffer. This service-learning project gave students a unique look into local government, the opportunity to strengthen their presentation and research skills, and also personal experience into how collaborative group projects can be used to improve their community.

HUMAN RIGHTS CALENDAR

DECEMBER

1   World Aids Day - *www.worldaidsday.org/*

2   International Day for the Abolition of Slavery - *www.un.org/en/events/slaveryabolitionday/*

3   International Day of Disabled Persons - *www.un.org/disabilities/default.asp?id=1540*

5   International Volunteer Day for Economic and Social Development - *www.un.org/en/events/volunteerday/*

9   International Anti-Corruption Day - *www.un.org/en/events/anticorruptionday/*

10   **Human Rights Day - *www.ohchr.org/EN/NewsEvents/Day2011/Pages/HRD2011.aspx***

18   International Migrants Day - *www.un.org/en/events/migrantsday/*

20   International Human Solidarity Day - *www.un.org/esa/socdev/social/intldays/IntSolidarity/index.html*

JANUARY

16   U.S. National Day of Religious Freedom - *http://religiousfreedomday.com/*

16   World Religion Day - *www.worldreligionday.org/*

18   Martin Luther King Day - *www.mlkday.gov/*

27   International Day of Commemoration in memory of the victims of the Holocaust - *www.ushmm.org/museum/exhibit/focus/ihrd/comment_post.php*

FEBRUARY

21   International Mother Language Day - *www.un.org/en/events/motherlanguageday/*

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