



# RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights

## Human Rights Education

The Human Rights Education Program 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, encourages them to apply international standards to their own lives, and supports positive student action to remedy human rights violations in their own communities.

### Child Soldiers Edition

*"It is immoral that adults should want children to fight their wars for them... There is simply no excuse, no acceptable argument for arming children."*

~Archbishop Desmond M. Tutu

To commemorate our 25th anniversary, The Advocates for Human Rights would like to dedicate this issue of Rights Sites News to the abolition of one of the worst forms of child labor, child soldiers. When armed conflict exists, children will almost inevitably become involved as soldiers. In over twenty countries around the world, children are direct participants in war. Denied a childhood and often subjected to horrific violence, an estimated 200,000 to 300,000 children are serving as soldiers for both rebel groups and government forces in current armed conflicts. These young combatants participate in all aspects of contemporary warfare. They wield AK-47s and M-16s on the front lines of combat, serve as human mine detectors, participate in suicide missions, carry supplies, and act as spies, messengers or lookouts.

Physically vulnerable and easily intimidated, children typically make obedient soldiers. Many are abducted or recruited by force, and often compelled to follow orders under threat of death. Others join armed groups out of desperation. As society breaks down during conflict, leaving children no access to school, driving them from their homes, or separating them from family members, many children perceive armed groups as their best chance for survival. Others seek escape from poverty or join military forces to avenge family members who have been killed.

Despite progress, efforts to end the recruitment and use of child soldiers are too little and too late for many children, according to the recent 2008 Child Soldiers Global Report by the Coalition to Stop the Use of Child Soldiers. The report shows that tens of thousands of children remain in the ranks of non-state armed groups in at least 24 different countries or territories. Even for those countries that do have reintegration and rehabilitation programs, sustained funding for the long-term support of former child soldiers is rarely available, and poor planning and mismanagement lead to the exclusion of many former child soldiers.

Girls lost out the most. The existence of girls in fighting forces, in combat and non-combat roles and as victims of sexual slavery, rape and other forms of sexual violence, is well known. Yet the overwhelming majority of girl soldiers are not identified by, and do not register in, official rehabilitation programs. As a result, thousands of girls return to their communities with their complex medical, psychosocial and economic needs unmet.

Progress toward a global standard prohibiting the military recruitment or use in hostilities of children is hampered by continued recruitment of 18-year-olds into peacetime armies. At least 63 governments, including the UK and the USA, allow voluntary recruitment 18-year-olds, despite the age of adulthood being set at 18. Young recruits considered too young to vote or buy alcohol are subject to military discipline, hazardous activity and are vulnerable to abuse. Active targeting of children, often from deprived backgrounds, raises questions about these governments' commitment to child protection and whether such recruitment can be genuinely voluntary.

Despite progress achieved over the last decade in the global campaign to end the recruitment and use of child soldiers, large numbers of children continue to be exploited in war and placed in the line of fire. The international treaty on child soldiers, the *Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict*, entered into force on February 12, 2002. With over 100 countries signed on, this treaty is a milestone in the campaign, strengthening the legal protection of children and helping to prevent their use in armed conflict. (Sources: Human Rights Watch and The Coalition to Stop the Use of Child Soldiers)

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## LESSON: CHILD SOLDIERS IN POST-COLONIAL AFRICA

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**Grade Level:** 9-12

**Time:** 15 - 20 minutes per day for 2 ½ months.

**Goal:** Examine the impact of war as seen through the eyes of a former child soldier. Use information learned in class and personal experiences to form an opinion and express it in a brief written opinion paper.

**Objectives:**

- Students will examine the human impact of war on a personal level.
- Students will examine the post-colonial environment in Africa.
- Students will analyze cultural, economic and military decisions in underdeveloped countries.

**Materials:**

- ***A Long Way Gone: Memoirs of a Boy Soldier***, by Ishmael Beah. Book: ISBN: 0374105235. This lesson requires a copy of the book as well as a copy of the audio book. The audio book is read by the author. His voice adds an intangible quality to the story. Teachers may use this website, [www.alongwaygone.com](http://www.alongwaygone.com), for additional information as desired.
- United Nations Website: [www.un.org/children/conflict/english/index.html](http://www.un.org/children/conflict/english/index.html). This website of the Office of the Special Representative of the Secretary General for Children and Armed Conflict contains general background information and a brief (7 minute) video narrated by Ishmael Beah discussing his book and the use of children in armed conflict.
- Computer with CD/DVD player, sound system and video projector used to play the book and UN video. Minimum requirement is a CD player to listen to the book.
- Additional Resources: You can find interviews with Ishmael Beah on The Hub site at <http://hubpages.com/hub/Fractured-Memories-of-a-Child-Soldier>. Human Rights Watch also has a short (5 minute) informational video on child soldiers and an interactive map on their site at [http://hrw.org/campaigns/crp/child\\_soldiers/index.htm](http://hrw.org/campaigns/crp/child_soldiers/index.htm). Also see resources for teaching about child soldiers on pages 4 and 5 of this newsletter. Additional support materials include research projects that examine ethnic conflicts worldwide, maps, charts, and graphs, as de-

### Procedure:

This is a long-term lesson that should be carried out over a 2 to 3 month period. It was originally created for use in a Geography class studying cultures and issues around the world. This lesson may be integrated into or adapted by world civilization, history, government, economics, English, fine arts, or other disciplines.

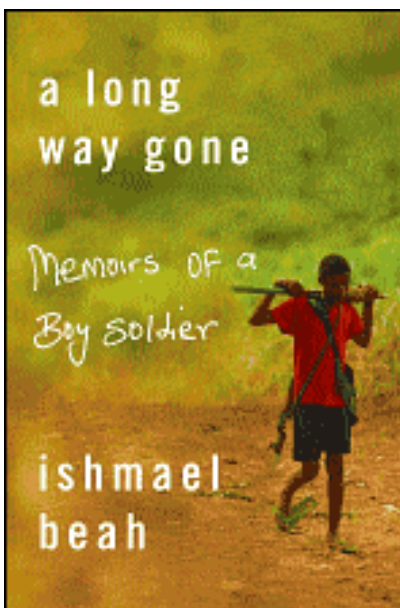
1. **Explain.** Explain to your students that you are beginning a lesson on child soldiers: *In the book, the author tells of his experiences as a soldier in Sierra Leone's civil war, fought to gain possession of that nation's diamond mines. This particular war illustrates the effects of colonialism in specific detail through the eyes of someone similar in age to you. His story provides a unique perspective into the similarities and differences of experience in the lives of others. These issues are real and impact all of our lives, even if they seem far away. At every age, we are affected by our history and the histories of those in other parts of the world. It is through the study of those stories that we are better able to make everyday decisions.*
2. **Listen.** Over the period of 2 or 3 months, have students spend about 15-20 minutes at the beginning of each class period listening to the audio book by Ishmael Beah entitled, *A Long Way Gone: Memoirs of a Boy Soldier*.



3. **Journal.** While students are listening, ask them to take notes and spend 5-10 minutes after each session summarizing their thoughts. Students should date each entry and keep a folder of their notes and summaries. The folder should remain in the classroom. Encourage students to do independent research outside of the classroom based on what they are learning through the book. Have students bring a summary of the information they find, along with source documentation, to include in their folder.
4. **Research.** The following are a suggested list of questions for students to study during the unit:
- Questions:**
- What factors contribute to a child becoming a child soldier?
  - Should child soldiers be considered responsible for committing acts of violence?
  - Why are rehabilitation programs important for child soldiers?
  - What did Ishmael's many violent experiences teach you about the consequences or aftereffects of violence?
  - How does Ishmael, at a relatively early age, arrive at what seems to be his calling in life?
  - What is the legacy of colonialism?
  - How can Africans develop their economies?
  - What are the major pros and cons of economic development?
  - How could economic development help the people of Africa?
  - What are some safeguards that could protect the average African?
  - How can the rest of the world assist African development?
5. **Write.** Once the class has finished listening to the book and has studied Africa and its issues in class, ask students to use their folder to review their thoughts and write a one-page opinion paper on what they learned during the assignment. Let students know that facts can be used to back up their statements, but the paper should primarily focus on their own opinions of the issues they have studied. Students could also be asked to write a letter to the editor of a local news organization, a congressional representative, the President of the USA or to another organization.

**Source:** Adapted from "Lesson Plan – Child Soldiers in Post-Colonial Africa." By Timothy Gavin, Penn High School, Mishawaka, IN 46545. Posted on the Geography Educators Network of Indiana, Inc., [www.iupui.edu/~geni/documents/LPLongWayGone.doc](http://www.iupui.edu/~geni/documents/LPLongWayGone.doc).

## FEATURED BOOK ~ A LONG WAY GONE: MEMOIRS OF A BOY SOLDIER



This gripping story by children's-rights advocate, Ishmael Beah, recounts his experiences as a boy growing up in Sierra Leone in the 1990s, during one of the most brutal and violent civil wars in recent history. Beah, a boy equally thrilled by causing mischief as by memorizing passages from Shakespeare and dance moves from hip-hop videos, was a typical precocious 12-year-old. But rebel forces destroyed his childhood innocence when they hit his village, driving him to leave his home and travel the arid deserts and jungles of Africa. After several months of struggle, he was recruited by the national army, made a full soldier, and was taught to shoot an AK-47. The first two thirds of his memoir are frightening: how easy it is for a normal boy to transform into someone as addicted to killing as he is to the cocaine that the army makes readily available. But an abrupt change occurred a few years later when agents from the United Nations pulled him out of the army and placed him in a rehabilitation center. Anger and hate slowly faded away, and the first glimmers of Beah's work as an advocate began. Told in a conversational, accessible style, this powerful record of war ends as a beacon to all teens experiencing violence around them by showing them that there are other ways to survive than by adding to the chaos.

## LESSON PLANS

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**Child Labor Module Series.** Part of the University of Iowa's Center for Human Rights, Child Labor Module Series. Students will learn about the forced recruitment of child soldiers and the actions being taken by individuals and organizations to eliminate this practice. Students will analyze sources, debate, create maps, discuss, design action plans, conduct research, and write reflectively as they learn about child soldiers. [http://international.uiowa.edu/centers/human-rights/documents/child\\_soldiers.pdf](http://international.uiowa.edu/centers/human-rights/documents/child_soldiers.pdf)

**Red Cross Lesson on Child Soldiers.** This lesson plan looks at the way some armies and militias "press gang" children and young people into fighting - forcibly recruiting those who otherwise would have no intention of fighting. [www.redcross.org.uk/uploads/documents/Brotherca.pdf](http://www.redcross.org.uk/uploads/documents/Brotherca.pdf)

**Child Soldier Role Play and War Affected Children Lesson.** These activities by War Child Canada will help students understand the varied reasons why children end up being soldiers. [www.getcloud.ca/en/edu\\_resource.asp?id=16](http://www.getcloud.ca/en/edu_resource.asp?id=16)

**Child Soldiers: An Educational Guide for Teachers.** Designed by the Coalition to Stop the Use of Child Soldiers, this guide nurtures the awareness and the participation of students in secondary education as key players in building peace and as defenders of the rights of children across the world. [www.child-soldiers.org/sub/schools/Educational\\_Guide\\_for\\_Teachers\\_English\\_2007.pdf](http://www.child-soldiers.org/sub/schools/Educational_Guide_for_Teachers_English_2007.pdf)

**Beyond the Fire: Teen Experiences of War.** This lesson on child soldiers is part of a larger interactive website called "Beyond the Fire" which introduces the real-life stories of 15 teenagers, now living in the U.S., who have survived war in seven war zones. Includes a resource list for students who want to research child soldiers. [www.itvs.org/beyondthefire/](http://www.itvs.org/beyondthefire/)

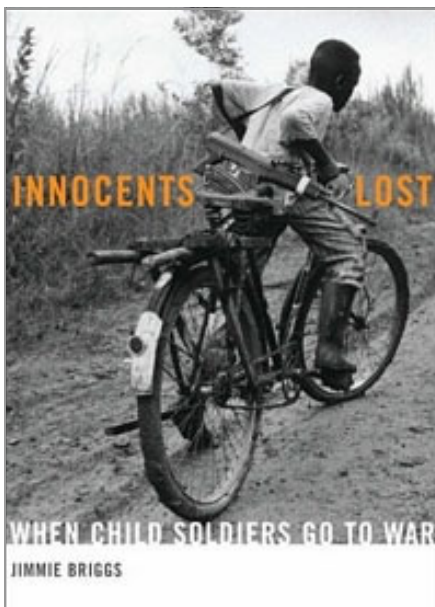
**Child Soldiers in Sierra Leone.** A short documentary and lesson plan on child soldiers by "UN Works." [www.un.org/works/goignon/soldiers/lessonplan\\_soldiers.html#](http://www.un.org/works/goignon/soldiers/lessonplan_soldiers.html#)

**Teacher's Guide: A Long Way Gone.** Teaching guide with discussion questions for use with *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah. [www.alongwaygone.com/media/ALongWayGone\\_TeachersGuide.pdf](http://www.alongwaygone.com/media/ALongWayGone_TeachersGuide.pdf)

**Who Fights in a War?** In this lesson, the students will learn about the phenomenon of child soldiers and the complex issues surrounding their protection. [www.unhcr.org/cgi-bin/texis/vtx/template?page=home&src=static/teaching-tools/tchcived/12-14lp.htm](http://www.unhcr.org/cgi-bin/texis/vtx/template?page=home&src=static/teaching-tools/tchcived/12-14lp.htm)

**Nobody's Nothing.** This study guide by Peace and Hope Partnership International, a non-profit Christian organization, provides an overview on child soldiers using the movie, *Paloma de Papel*, which depicts the forced recruitment of a small boy into the ranks of the Shining Path rebel group in Peru. The guide includes questions for reflection and prayer based in the Christian faith. [http://peaceandhope.extranet.urbanplanet.com/Study\\_Guides.html](http://peaceandhope.extranet.urbanplanet.com/Study_Guides.html)

## FEATURED CURRICULUM ~ INNOCENTS LOST



Amnesty International put together this Human Rights Education guide to be taught in high schools, colleges, non-formal educational institutions, and cultural associations throughout the country as a way of educating individuals about the global crisis of children forced to fight in conflict. This curriculum is a companion guide to the book *Innocents Lost* by Jimmie Briggs.

For the last seven years, Jimmie Briggs has been talking to, writing about, and researching the plight of child soldiers. In his book, *Innocents Lost*, the horrific stories of these children, dramatically told in their own voices, reveal the devastating consequences of this global tragedy. Cogent, passionate, impeccably researched, and compellingly told, *Innocents Lost* is the fullest, most personal and powerful examination yet of the lives of child soldiers.

By reading *Innocents Lost* and learning about child soldiers, young people of different ages will not only be affected by the issue, but will also be moved to action. Amnesty International used Briggs' extraordinary book about child combatants as an entry way into the larger issue of children's human rights and other interrelated human rights issues, such as the role of girls in conflict and the question of justice and impunity. The curriculum guide can be downloaded for free from the Amnesty International website at [http://www.amnestyusa.org/education/pdf/innocents\\_lost\\_curriculum.pdf](http://www.amnestyusa.org/education/pdf/innocents_lost_curriculum.pdf).



## MOVIES AND WEBSITES

## MOVIES

**The Sierra Leone's Refugee All Stars (2006).** A documentary about a group of refugees, traumatized by physical injuries and brutal losses in Sierra Leone's civil war, who come together in Guinea to form the six-member Refugee All Stars and fight back with the power of music. Includes a lesson plan for teachers. [www.pbs.org/pov/pov2007/sierraleone/for.html](http://www.pbs.org/pov/pov2007/sierraleone/for.html)

**Innocent Voices (2005).** The poignant tale of Chava (Carlos Padilla), an eleven-year-old boy who suddenly becomes the "man of the house" after his father abandons the family and is recruited as a child soldier in the middle of a civil war. [www.innocentvoicesmovie.com/eng/HTML/story.html](http://www.innocentvoicesmovie.com/eng/HTML/story.html)

**Child Soldiers in Sierra Leone (2003).** A short 30 minute documentary. UN Messenger of Peace, Michael Douglas, hosts this sobering look at exploited children in a war-torn country where diamonds are traded for weapons. [www.un.org/](http://www.un.org/)

**Soldier Child (1998).** An unrated documentary filmed in Northern Uganda about the religious fanatic named Joseph Kony who has kidnapped and brainwashed more than 12,000 children turning them into "child soldiers" since 1990. This film highlights the efforts of the Ugandan people to rehabilitate these children and reintroduce them into society. [www.rottentomatoes.com/m/soldier\\_child/](http://www.rottentomatoes.com/m/soldier_child/)

## WEBSITES

**Art of War.** This site has a slide show called "Art of War" which depicts the effect of war on a child through the art of children from Darfur. [www.slate.com/id/2122730/](http://www.slate.com/id/2122730/)

**BBC Children of Conflict.** A comprehensive website that covers a range of information on the issue of children in conflict and has a page devoted to child soldiers. [www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/soldier.shtml](http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/soldier.shtml)

**The Coalition to Stop the Use of Child Soldiers.** This website's school section has an extensive list of web links for students on the issue of child soldiers as well as a Q and A and "Voices of Child Soldiers" section. [www.child-soldiers.org/sub/schools/](http://www.child-soldiers.org/sub/schools/)

**Human Rights Watch.** Their children's rights campaign features information on child soldiers including a short video an interactive map, a fact sheet, voices of child soldiers, and a "what you can do" segment. [www.hrw.org/campaigns/crpl/](http://www.hrw.org/campaigns/crpl/)

**UNICEF.** UNICEF's website on children in armed conflict. [www.unicef.org/protection/index\\_armedconflict.html](http://www.unicef.org/protection/index_armedconflict.html)

**UN Cyber Schoolbus.** Resources for elementary and middle school students on child soldiers. <http://cyberschoolbus.un.org/childsoldiers/whatsgoingon/#teacher>

**Warchild.** A network of independent organizations working across the world to help children affected by war. Contains a lot of information on child soldiers. [www.warchild.org/](http://www.warchild.org/)

**The Children and Armed Conflict Unit.** A joint project of the Children's Legal Centre and the Human Rights Centre at the University of Essex. This website contains information relevant to children in areas of armed conflict including the ongoing negotiations on the small arms trade, education, juvenile justice, and child soldiers. [www.essex.ac.uk/armedcon/unit/default.htm](http://www.essex.ac.uk/armedcon/unit/default.htm)

## FEATURED WEBSITE ~ WWW.CHILD-SOLDIERS.ORG



COALITION TO STOP THE USE OF  
CHILDSOLDIERS



The Coalition to Stop the Use of Child Soldiers works to prevent the recruitment and use of children as soldiers, to secure their demobilization and to ensure their rehabilitation and reintegration into society. The International Coalition is the leading international non-governmental organization monitoring the use of child soldiers worldwide. They produce the Child Soldiers Global Report every three years, providing detailed country-by-country information on the recruitment and use of children in armed conflict by government forces, government-backed paramilitaries and armed political groups. Their most recent report can be accessed for free from their website. In addition, the International Coalition uses advocacy, public education, networking and capacity building to promote the dissemination of information about child soldiering as well as reintegration and other programs to assist child soldiers. Check out their "SCHOOLS" section for resources on teaching about child soldiers including their free downloadable educational guide for teachers. For more information go to [www.child-soldiers.org](http://www.child-soldiers.org).

## STUDENTS RAISE MONEY AND AWARENESS FOR CHILDREN'S HUMAN RIGHTS

Local students become advocates for human rights; children across the world reap the benefits. That is the case for students at The Carver Scott Educational Coop Passages I program in Chaska, Minnesota and students at the Sankhu-Palubari Community School in Nepal. The Chaska 9th and 10th grade students raised both awareness on the issue of child labor and funds to pay for a year's tuition for a student at the Nepal school.



Lorenzo Madrid, from the Carver-Scott Educational Coop, accepts the Minnesota State Service Learning Award for the Passages I Program at the Capitol.

The schools fit well together. The Passage I program serves students with special needs and is designed to help students learn to be successful in school, as well as in the community. In 1999, The Advocates for Human Rights helped to establish the Sankhu-Palubari Community School to provide an education to children at risk of forced child labor. Today, the school educates 241 of the area's poorest children.

The project has had a profound impact on the Chaska students, according to one of its students: "Our school is a small school for students who left their mainstream school to work on specific things they need improvement on. In our classes we learned about modern-day slavery and created PowerPoint presentations to educate other students about this issue. We contacted The Advocates for Human Rights...[and we learned about] child labor, children's rights and human trafficking...the Sankhu-Palabari School in Nepal and how the school is helping children in that region stay out of forced labor. We decided that we wanted to help. We raised money by making bird houses, key hooks, and Adirondack chairs in woodworking class. For students of Passages I, there has been a big change in our mind set from when we started this project to now. Seeing that we can help someone, even if it is just one person, is a big deal!"

Kathy Seipp, an Education Program Associate with The Advocates, has been working with the Chaska students to help them learn more about human rights and child victims of modern-day slavery since February 2008, when the Passages I teacher, Jenn Froehlich, first invited her to speak to the class. As part of the project, the students wrote letters to the students in Nepal, discussed how to be human rights advocates, created PowerPoint presentations to educate others about child labor, and raised money for the school through a bake sale and by selling items they made in woodworking class.

In May, a delegation representing The Advocates for Human Rights traveled to Nepal to attend the Sankhu-Palubari's first 8th grade graduation. While in Nepal, they delivered letters and photographs from the Chaska students.

The State of Minnesota recognized the efforts of the Chaska class with a 2008 Minnesota Student Service Learning Award. These awards are given each year to students demonstrating outstanding contributions to service learning and employing best practices for experiential learning and community service. On May 9, the students received the award, and the accompanying \$200 mini-grant, at a ceremony held at the State Capitol. The students will use the money they raised, and the grant, to pay for a year's tuition for one student in Nepal. Congratulations to all of the students at Carver Scott Educational Coop Passages I!



Carver-Scott Educational Coop students and staff pose in front of the Capitol: Paul Lambrecht, Ann Rodning, Marcus Harvey, Lorenzo Madrid, Paul Grams, Nicky Dircks, Tim Holvhueter, Francisco Rascon, Tony Bester, Bon Gomez, Dylan Kiner, Laura Bergjord, Jenn Froehlich, Jade Anderson.

## TAKE ACTION AGAINST CHILD LABOR

The World Day Against Child Labor on **Thursday, June 12, 2008**, is an event aimed at mobilizing people around the world against child labor and its worst forms, such as child soldiers. This year the World Day against Child Labor will be marked around the world with activities to raise awareness that education is the right response to child labor: education for all children at least to the minimum age of employment, education policies that address child labor by provision of properly resourced quality education and skills training, and education to promote awareness on the need to abolish child labor.

Get your students involved! Take action against child labor like the students in Chaska to not only make a difference in the lives of children worldwide but also create an educational experience your students won't forget. Whatever social action you take, consider contacting the media. Attracting media attention will reach a much larger audience, increasing your efforts to raise awareness and spread the word that child labor doesn't work. The International Labor Organization (ILO) has created ***Child Labor: An information kit for teachers, educators and their organizations*** to raise awareness of the nature and effects of child labor, to instill a sense of commitment and motivation, and to inform others and promote action in the classroom and within teachers' organizations. Available for free online at [www.ilo.org/ipecinfo/product/viewProduct.do?productId=2039](http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=2039). Here are some take action ideas to consider.

**Hold a Fundraiser.** Support the Sankhu-Palubari School in Nepal, which provides a free elementary education to Nepalese children in order to promote education as an alternative to child labor. To learn more about child labor in Nepal and how your students can support the Sankhu school, go to [www.theadvocates.org/The\\_Sankhu-Palubari\\_Community\\_School\\_Project.html](http://www.theadvocates.org/The_Sankhu-Palubari_Community_School_Project.html).



**Contact your Legislators.** Ask Congress to support the Child Soldier Prevention Act of 2007, which would encourage other governments to disarm, demobilize, and rehabilitate child soldiers from government forces and government-supported militias. To learn more go to [www.hrw.org/campaigns/crp/child\\_soldiers/qanda.htm](http://www.hrw.org/campaigns/crp/child_soldiers/qanda.htm).

**Host a Sweatshop Fashion Show.** Raise awareness, spark discussion, debate, community interest and action by preparing a class sweatshop fashion show. For all the details required to make this a successful educational experience, visit Maquila Solidarity Network at <http://en.maquilasolidarity.org/en/node/654>.



**Design Posters to Display at School.** Get people's attention by creating a poster with a powerful message to put up in school and in the wider community to raise awareness about the problem of child labor and the need to respect children's rights, particularly their right to a free education.

**Write a Story.** Write stories, poems, short plays, or role-plays around the issue of child labor. Share these stories and plays with other students at your school.

**Write a Letter.** Improve communication skills while at the same time raising public awareness. Write a letter to either the editor for your school or local newspaper expressing your concern about the issue of child soldiers.



**Organize a World Day Against Child Labor Event.** Find out what's happening in your area. Join in, or alternatively, create your own event. For more details on World Day Against Child Labor go to [www.ilo.org/ipec/Campaignandadvocacy/WDAACL/2008/lang--en/index.htm](http://www.ilo.org/ipec/Campaignandadvocacy/WDAACL/2008/lang--en/index.htm)



**Have a Photo Exhibit.** Show Amnesty International's photo exhibit on child soldiers to promote the passage of the Child Soldier Prevention Act of 2007 and ask students to sign Amnesty's petition. Download the petition and photos at <http://amnestyeastpa.org/2007/10/30/photo-exhibit-to-promote-child-soldiers-prevention-act/>.

### Educate Others

Show a movie, host a speaker, start a book club, or have a booth on child labor at your school. Use the event or project to raise money to help child laborers.

### Organize a Fair or Exhibition

With the cooperation of other schools in the region, organize a fair or exhibition for parents and children to raise awareness about the issue of child labor.



## JUNE

**2008 Women's Human Rights Speaker Series: Trafficking of Native American Women and Girls.** Tuesday, June 10th, 12-1pm. Briggs and Morgan, Minnesota Room, 2200 IDS Tower, 80 South 8th Street, Mpls. An overview of the issue of sex trafficking and what's taking place in MN's American Indian communities. Cost: Free. RSVP to [mhunt@advrights.org](mailto:mhunt@advrights.org)

**Lawyers Changing Lives: Volunteering for Human Rights.** Thursday, June 19th, 12-1pm. Fredrikson & Byron, P.A., U.S. Bank Plaza, 200 South Sixth Street, Suite 4000, Mpls, MN. Come and be inspired by local attorneys who have used their legal skills to promote and protect human rights. Cost: Free. RSVP to [jkashaeva@advrights.org](mailto:jkashaeva@advrights.org).

**The Past, Present, and Future of Immigration Policy Enforcement.** Wednesday, June 25th, 11:30-1pm. Robins, Kaplan, Miller & Ciresi LLP 2800 LaSalle Plaza, 800 LaSalle Avenue, Mpls, MN. This lecture will cover immigration policy enforcement since 9/11 and its impact on employers and communities and legal remedies. Cost: Free. RSVP to [jkashaeva@advrights.org](mailto:jkashaeva@advrights.org).

**Human Rights Film Series: "Cambodia: Year Zero" and "Cambodia: Year One."** Wednesday, June 25th, 7-10pm. Rm 25 Mondale Hall, U of M Law School, Mpls. Portrays the brutality and suffering brought on by the Pol Pot/Khmer Rouge regime. Cost: Free and open to the public.

**Women as Collateral Damage in War and Genocide.** Saturday, June 28th, 8:30am-3:30pm. Guthrie Theater, 818 South Second Street, Mpls. Details the role of women as victims, perpetrators, and witnesses of genocide, includes survivor testimonies and discussions of ways to help victims and prevent future genocide. Followed by a performance of the play *After a Hundred Years*. CEU credit available for teachers, CLE credit available for lawyers. Cost: \$20 for the workshop and lunch; \$26 for the play.

**Sixth Annual Human Rights Law and Policy Conference: Human Rights and the U.S.: The Past, Present and Future of Dignity and Justice for All.** Monday, June 30th, 8:30am-4pm. Dorsey and Whitney, LLP, 50 South Sixth Street 15th Floor, Mpls. A retrospective look at the human rights movement that has brought us into the 21st century and what the future holds for human rights in the U.S. and around the world. Keynote, William F. Schulz, former Executive Director of Amnesty International USA and Senior Fellow at the Center for American Progress, will discuss "Restoring America's Credibility: The Future of Human Rights." Cost: \$125 (general); \$50 (non-profit/government); \$30 (student); \$15 (low-income with lunch). Register online at: <http://www.discoverhumanrights.org/Registration2008.html>

## JULY

**Waterbourne Witness: Elegies for My New Orleans.** July 17th-August 29th. Bloomington Art Center, 1800 W. Old Shakopee Rd., Bloomington. An exhibit of paintings by former New Orleanian writer and artist Shelley Holl. She responds to

Hurricane Katrina in collages of fabric and oil that draw inspiration from media images, and combines paintings she made while living in New Orleans with new imagery. Proceeds from the sale of paintings and her accompanying book will benefit continuing relief efforts in New Orleans. The closing reception will be held on the third anniversary of Hurricane Katrina. Cost: Free and open to the public.

## AUGUST

**The Revolution will not be Televised.** July 31st-August 30th. Altered Esthetics, 1224 Quincy St. NE., Minneapolis. Artwork in response to global and socio-political topics. Cost: Free and open to the public. FFI: [www.alterredesthetics.com](http://www.alterredesthetics.com)

**Seventh Annual Hmong Arts and Music Festival: Hmongland.** August 16th, Western Sculpture Park, Marion St., St. Paul. How does a population without a country identify itself? How do residents of a displaced community respond to definition inside and outside the community? Hmongland, a celebration of Hmong art and music with original paintings, sculpture, dance, theater, and music, and traditional games and food, seeks to provide answers to these questions. Cost: Free and open to the public. FFI: [www.aboutchat.org/arts.html](http://www.aboutchat.org/arts.html)

**Minnesota State Fair.** August 21st-September 1st. 1265 North Snelling Ave., St. Paul. Check out The Advocates for Human Rights booth at the State Fair in the Grand Stand. Cost: Adults, \$11, Seniors, \$9, Youth, \$8, Children under 5 are free. FFI: [www.mnstatefair.org](http://www.mnstatefair.org)

## The Advocates for Human Rights Education Program

**Colleen Beebe**  
Director  
[cbeebe@advrights.org](mailto:cbeebe@advrights.org)

**Aysem Senyurekli**  
Program Associate  
[asenyurekli@advrights.org](mailto:asenyurekli@advrights.org)

**Emily Farell**  
Program Associate  
[efarell@advrights.org](mailto:efarell@advrights.org)

**Julia Kashaeva**  
Program Assistant  
[jkashaeva@advrights.org](mailto:jkashaeva@advrights.org)

**Kathy Seipp**  
Program Associate  
[kseipp@advrights.org](mailto:kseipp@advrights.org)

**Kim Condon**  
Americorps VISTA  
[kcondon@advrights.org](mailto:kcondon@advrights.org)

Rights Sites News is published quarterly by the Education Program at The Advocates for Human Rights to promote human rights education in the classroom and highlight the achievements of its Rights Sites Teachers. We welcome suggestions and comments.

Contact: 612-341-3302  
612-341-2971 (fax)  
[www.theadvocatesforhumanrights.org](http://www.theadvocatesforhumanrights.org)

To sign up for our list-serv and receive periodic e-mail updates about opportunities related to human rights education, please send your name and your e-mail address to: [efarell@advrights.org](mailto:efarell@advrights.org).

## The Advocates for Human Rights Education Program would like to thank our supporters:

U.S. Human Rights Fund; Best Buy Children's Foundation; Education Minnesota Foundation; Otto Bremer Foundation; Minneapolis Foundation; Elmer L. & Eleanor J. Andersen Foundation.



650 Third Avenue South  
Suite 550  
Minneapolis, MN 55402