



The Universal Declaration of Human Rights Poster Series and Teacher's Guide



Introduction

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

FIRST ADOPTED BY THE MEMBER STATES OF THE UNITED NATIONS IN 1948, THE THIRTY ARTICLES OF THE UDHR SET OUT THE HUMAN RIGHTS FUNDAMENTAL TO THE DIGNITY AND DEVELOPMENT OF EVERY HUMAN BEING. THESE RIGHTS RANGE FROM ECONOMIC, SUCH AS THE RIGHT TO WORK AND TO AN ADEQUATE STANDARD OF LIVING, TO POLITICAL, SUCH AS FREEDOM OF OPINION, EXPRESSION AND ASSOCIATION. THEY INCLUDE CIVIL RIGHTS, SUCH AS EQUALITY BEFORE THE LAW, AND SOCIAL AND CULTURAL RIGHTS, SUCH AS THE RIGHT TO EDUCATION AND TO PARTICIPATE IN THE CULTURAL LIFE OF THE COMMUNITY.

THE UDHR IS THE STANDARD FOR INTERNATIONAL HUMAN RIGHTS. IT IS THE CORNERSTONE UPON WHICH THE WORK OF AMNESTY INTERNATIONAL IS BASED, AND IT SERVES AS THE FOUNDATION FOR MANY INTERNATIONALLY RECOGNIZED HUMAN RIGHTS CONVENTIONS. MUCH HAS BEEN ACHIEVED IN THE ARENA OF INTERNATIONAL HUMAN RIGHTS IN THE YEARS SINCE THE UDHR WAS INTRODUCED, BUT FOR MANY AROUND THE WORLD ITS PROMISES REMAIN UNFULFILLED.

Why Human Rights Education?

Education for and about human rights is essential for young people to become globally aware and civically conscious. Analyzing human rights helps students develop skills of empathy and advocacy, and it empowers them to take action for change.

However, for human rights values to become truly a part of the consciousness of the young, the philosophy needs to be integrated throughout their education and not just taught as an “add on.” Human rights are relevant to so many aspects of life and education that they can be woven naturally into the fabric of existing curriculums.

The Teacher’s Guide provides a model for the inclusion of human rights education in the existing curricula of a wide range of school subjects. The intention is to demonstrate how, in an Economics class, for example, the right to work (Article 23 of the Universal Declaration of Human Rights) may be considered in a discussion of labor unions; in an English Literature class, the right to marry (Article 16) may be looked at during a discussion of love and marriage in *Romeo and Juliet*. The aim is to not burden busy teachers with additional content, but to help them integrate a compelling and important human rights frame of reference into their respective subjects.

The Teacher’s Guide

With thirteen lesson plans, one to support each of twelve posters plus an introductory lesson on the UDHR, this guide is designed for teachers of a wide range of subjects, including social studies, drama, visual arts, language arts and mathematics. The lessons are written specifically for education of high school students, but may be adapted for use with other age groups. The time required for the lessons is flexible, but to complete all of the activities in full, a two-three period time slot should be allowed.

PLEASE NOTE: This Teacher’s Guide is intended to provide a model for the inclusion of human rights education into various school subjects; it does not provide a comprehensive curriculum for any of those subject areas.

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“EVERYONE HAS THE RIGHT TO EDUCATION . . . EDUCATION SHALL BE DIRECTED TO THE FULL DEVELOPMENT OF THE HUMAN PERSONALITY AND TO THE STRENGTHENING OF RESPECT FOR HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS. IT SHALL PROMOTE UNDERSTANDING, TOLERANCE, AND FRIENDSHIP AMONG ALL NATIONS, RACIAL AND RELIGIOUS GROUPS.”

– Article 26, United Nation’s Declaration of Human Rights, December 10, 1948

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AMNESTY INTERNATIONAL

Amnesty International's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

In pursuit of this vision, AI's mission is to undertake research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights.

AI is independent of any government, political ideology, economic interest or religion. It does not support or oppose any government or political system, nor does it support or oppose the views of the victims whose rights it seeks to protect. It is concerned solely with the impartial protection of human rights.

AI has a varied network of members and supporters around the world. At the latest count, there were more than 1.5 million members, supporters and subscribers in over 150 countries and territories in every region of the world. Although they come from many different backgrounds and have widely different political and religious beliefs, they are united by a determination to work for a world where everyone enjoys human rights.

HUMAN RIGHTS EDUCATION PROGRAM MISSION STATEMENT

The Amnesty International USA Human Rights Education Program is identified by our promotion of the Universal Declaration of Human Rights and its inherent affirmation of human dignity. Our work is informed by critical pedagogy, reflective practice and compelling action. In partnership with our allies we contribute to the growth and development of human rights activists, thus transforming the culture of our organization.

We will therefore, within a framework of praxis:

- Strengthen our capacity for membership development and collaboration with allies in the classroom, in the community, and within Amnesty International
- Envision, create, support and administer programs that advance the Human Rights Education Mission Statement
- Develop and disseminate resources to realize the programmatic goals of Amnesty International

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Table of Contents

UDHR Introductory Activity

11 Article 2: Freedom from Discrimination

LESSON TITLE: Criticisms of Darwin's Theory of Evolution

SUBJECT AREA: Science / Biology

13 Article 4: Freedom from Slavery

LESSON TITLE: Comparing Slavery of the Past with Slavery Today

SUBJECT AREA: Visual Arts

15 Article 9: No one Should be Subjected to Arbitrary Arrest, Detention or Exile

LESSON TITLE: Taking Part in Formal Debate

SUBJECT AREA: English Language Arts

17 Article 11: Everyone Has the Right to be Presumed Innocent Until Proven Guilty

LESSON TITLE: The Case of the September 11th Detainees

SUBJECT AREA: Drama / Theatre

19 Article 14: Everyone Has the Right to Seek Asylum from Persecution in Other Countries

LESSON TITLE: Statistical Analysis of Asylum Seekers and Refugees Worldwide

SUBJECT AREA: Mathematics

21 Article 16: Everyone Has the Right to Marry

LESSON TITLE: Love and Marriage in Romeo and Juliet

SUBJECT AREA: English Literature

23 Article 18: Freedom of Religion

LESSON TITLE: Religious Persecution and Human Rights

SUBJECT AREA: Comparative Religion

25 Article 20: Everyone Has the Right to Peaceful Assembly

LESSON TITLE: Learning about Cultures Through Modern Languages

SUBJECT AREA: Foreign Language

27 Article 21: Everyone Has the Right to Participate in Government and Free Elections

LESSON TITLE: Women's Voting Rights in the United States and Around the World

SUBJECT AREA: History

29 Article 23: Everyone Has the Right to Work

LESSON TITLE: Labor Unions: Struggle and Conflict

SUBJECT AREA: Economics

31 Article 25: Everyone Has the Right to an Adequate Standard of Living

LESSON TITLE: Comparing Standards of Living Around the World

SUBJECT AREA: Social Studies

33 Article 26: Everyone Has the Right to Education

LESSON TITLE: Illiteracy Rates in Different World Regions

SUBJECT AREA: Geography

Handouts

Teacher's Notes

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...

Articles

- 01: Right to Equality
- 02: Freedom from Discrimination
- 03: Right to Life, Liberty, Personal Security
- 04: Freedom from Slavery
- 05: Freedom from Torture and Degrading Treatment
- 06: Right to Recognition as a Person before the Law
- 07: Right to Equality before the Law
- 08: Right to Remedy by Competent Tribunal
- 09: Freedom from Arbitrary Arrest and Exile
- 10: Right to Fair Public Hearing
- 11: Right to be Considered Innocent until Proven Guilty
- 12: Freedom from Interference with Privacy, Family, Home and Correspondence
- 13: Right to Free Movement in and out of the Country
- 14: Right to Asylum in other Countries from Persecution
- 15: Right to a Nationality and the Freedom to Change It
- 16: Right to Marriage and Family
- 17: Right to Own Property
- 18: Freedom of Belief and Religion
- 19: Freedom of Opinion and Information
- 20: Right to Peaceful Assembly and Association
- 21: Right to Participate in Government and in Free Elections
- 22: Right to Social Security
- 23: Right to Desirable Work and to Join Trade Unions
- 24: Right to Rest and Leisure
- 25: Right to Adequate Living Standard
- 26: Right to Education
- 27: Right to Participate in the Cultural Life of Community
- 28: Right to a Social Order that Articulates this Document
- 29: Community Duties Essential to Free and Full Development
- 30: Freedom from State or Personal Interference in the above Rights

Universal Declaration of Human Rights



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The UDHR Introductory Lesson

SUBJECT	Human Rights Education
CONTEXT	An introduction to the <i>Universal Declaration of Human Rights</i> (UDHR)
OBJECTIVE(S)	Participants will examine the UDHR and become familiar with the rights it proclaims
RESOURCES	The plain language version of the <i>Universal Declaration of Human Rights</i> to be found at: http://www0.un.org/cyberschoolbus/humanrights/resources/plain.asp

INTRODUCE

1. Before distributing the plain language version of the *Universal Declaration of Human Rights*, the facilitator should introduce the text provided below or his/her own description.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS IS THE MOST WIDELY ACCEPTED STATEMENT OF HUMAN RIGHTS IN THE WORLD. ITS CORE MESSAGE IS THE INHERENT VALUE OF HUMAN BEINGS. THE UDHR WAS DRAFTED TO GIVE ORDINARY PEOPLE A BASIC MEASURE OF PROTECTION FROM THE ABUSE OF POWER BY THE STATE AND STATE ORGANIZATIONS. IT IS THE MOST IMPORTANT INSTRUMENT SUPPORTING THE WORK OF AMNESTY INTERNATIONAL, AND EVERYONE INTERESTED IN THE CAUSE OF HUMAN RIGHTS SHOULD BE FAMILIAR WITH THE PROMISES IT MAKES. THE DECLARATION WAS ADOPTED BY THE UNITED NATIONS GENERAL ASSEMBLY ON DECEMBER 10TH 1948. EVERY YEAR, THIS DATE IS OBSERVED AROUND THE WORLD AS HUMAN RIGHTS DAY. THE THIRTY ARTICLES OF THE UDHR ESTABLISH THE CIVIL AND POLITICAL RIGHTS, AND THE ECONOMIC, SOCIAL AND CULTURAL RIGHTS OF ALL PEOPLE. EVEN THOUGH IT IS THE INSPIRATION FOR MOST INTERNATIONAL HUMAN RIGHTS LAWS, THE UDHR IS ITSELF NOT LEGALLY BINDING – IT IS A STATEMENT OF PRINCIPLE. NEVERTHELESS, THE IDEALS IT EXPRESSES HAVE BECOME SO FIRMLY ENTRENCHED IN INTERNATIONAL LAWS THAT ITS PROVISIONS HAVE ACQUIRED REAL FORCE.

TEACH

2. Distribute the plain language version of the *Universal Declaration of Human Rights*.
3. Arrange the students in small groups. Ask each group to select a note-taker who will begin by creating three columns on a page – Civil and Political Rights, Economic Rights, and Social and Cultural Rights. Ask the group to use the UDHR to generate a list of rights for each category. The facilitator should give examples when necessary.
4. Create a master list and ask each group to provide examples for each category.
5. Pose the following questions for small group discussion:
 - What rights do you see protected in your school? Violated?
 - What rights do you see protected in your community? Violated?
 - Are there rights that you think the legal system of the U.S. tries to uphold?
 - Are there rights that you think the legal system of the U.S. does not try to uphold?
 - What rights in the UDHR surprise you?
 - Which ones do you think are particularly important?
 - Are there some rights that could be left out?
 - Do you think the rights in the UDHR only apply to certain countries/cultures?

CLOSE

6. Explain that the UDHR asserts that: **Human rights are held by all persons, equally, universally and forever.** This means human rights belong to all people regardless of their sex, race, color, language, nationality, age, class, religion, sexual orientation or political beliefs. Everyone around the world has the same human rights and these rights cannot be taken away.

Point out that the UDHR is not a legally binding document, but that it has achieved the status of *customary international law* because people regard it “as a common standard of achievement for all people and all nations.”

FURTHER STUDY

The UDHR has served as the foundation for many other internationally recognized human rights conventions. Have the students search the United Nations website to find out more about these subsequent human rights documents (<http://www.un.org/rights/>)

Freedom from Discrimination

From the Universal Declaration of Human Rights

No one should be discriminated against because of who they are in terms of race, gender, sexual identity or ethnicity. Forms of discrimination include racial profiling, lack of access to education or healthcare, killing or false imprisonment.

Article 02



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Criticisms of Darwin's Theory of Evolution

SUBJECT	Science / Biology
CONTEXT	To follow study of Charles Darwin's theory of evolution
OBJECTIVES	To clearly illustrate the meaning of the term "discrimination" To encourage debate about moral and ethical criticisms surrounding Darwin's theory of evolution
RESOURCES	Article 2 poster Handout 1 – Darwin's Dangerous Idea Poster paper and markers, masking tape

- INTRODUCE**
1. Use the "UDHR Introductory Lesson" to acquaint the students with the *Universal Declaration of Human Rights*.
 2. Organize the students into small groups. Ask each group to come up with its own definition for the term *discrimination*, write it out on a large poster paper and tape it to a classroom wall.
 3. Read each definition out loud, highlighting the similarities and differences. Sum up by emphasizing that discrimination in today's world exists on many levels. For example, people may be discriminated against because of their race, gender, religion, color, sexual orientation, age, opinions, nationality or status.
- TEACH**
4. Briefly recap the key aspects of Darwin's theory on evolution (covered in previous lessons). Point out that although Darwin's theory on evolution is often presented as unquestionable, his ideas are not universally accepted and are frequently criticized.
 5. Organize the class into small groups or pairs and give out Handout 1 – Darwin's Dangerous Idea. Explain that the statements and quotes shown on this handout represent some of the main criticisms of Darwin's ideas on evolution. The students should read the handout carefully and try to identify the criticisms.
- To help students analyze the criticisms of Darwin and their own views on the validity of these criticisms, each group should complete a table such as the one shown below:

CRITICISM OF DARWIN'S IDEAS	DO I THINK THIS CRITICISM IS VALID?	WHY OR WHY NOT?

- CLOSE**
6. When the students have completed their tables in as much detail as they can, reconvene as a larger group. Ask individuals for their thoughts about the criticisms of Darwin's theory and encourage class debate on these issues.
 7. Ask the class to break up into their small groups to discuss the following:
 - To what extent do you think Darwin should be criticized for promoting discrimination on the basis of race?
 - To what extent do you think Darwin should be criticized as being against religion?
 - Some people believe theories of evolution like Darwin's should not be taught in schools today on moral and ethical grounds. To what extent do you agree with this?
 - Should Darwin's theory be held in any way accountable for the actions of racists such as Hitler and other white supremacists?
 8. Point out to the class that despite the criticisms, Darwin's ideas have laid the foundation of modern evolutionary theory, often referred to as neo-Darwinism.
 9. As a follow-up activity, assign a journal entry: Imagine you are Darwin. Write a half page response to your class discussion.
- FURTHER STUDY**
- Continue to explore theories on evolution by investigating the following:
- The timeline for evolution theory (see PBS website: <http://www.pbs.org/wgbh/evolution/religion/revolution/>)
 - Creationist views on evolution (visit the website of the National Center for Science Education for more information: <http://www.ncseweb.org/>)
 - Social Darwinist views on human evolution and eugenics (see PBS evolution website: <http://www.pbs.org/wgbh/evolution/darwin/nameof/index.html>)
 - Topics on eugenics (visit the Facing History and Ourselves website: www.facing.org)

Freedom from Slavery

From the
Universal Declaration
of Human Rights

Slavery and the slave trade
should be banned around the
world, in all their forms.

Article 04



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Comparing Slavery of the Past with Slavery of Today

SUBJECT	Visual Arts
CONTEXT	Select and use mediums that communicate the intended meaning in artwork
OBJECTIVES	To study artists' paintings and photos of slavery To compare and contrast historical and present day images of slavery To produce a pencil/charcoal drawing to inform and incite action on modern day slavery
RESOURCES	Article 4 poster Handout 2 – Slavery Today Poster paper for sketching Prior to the lesson print out a variety of images from the following websites MODERN DAY IMAGES OF SLAVERY: http://www.iabolish.com/today/photo.htm http://www.antislavery.org/homepage/resources/africagallery/gallery.htm HISTORICAL IMAGES OF SLAVERY: http://www.pbs.org/wgbh/aia/part1/index.html (Look down to sections 3b and 4b to find a selection of images depicting slavery in the United States) EXAMPLES OF ARTISTS' WORK ON SLAVERY http://www.eezyart.com/artpage.html http://www.colorsofmoney.com/Exhibit_3.htm

- | | |
|---------------|---|
| INTRODUCE | <ol style="list-style-type: none">1. Use the “UDHR Introductory Lesson” to acquaint the students with the <i>Universal Declaration of Human Rights</i>.2. Ask the class to study the poster illustrating Article 4 of the UDHR – Freedom from slavery. Then pose the following questions for class discussion:<ul style="list-style-type: none">▪ What image is used on this poster?▪ Why do you think this image has been used?▪ How have color, composition, shading been used to express a message?▪ What type of mood/feeling is created in the poster?3. Handout pieces of poster paper. Tell the students they are to work together in pairs to sketch (using pencil or charcoal) their immediate visions or images of what slavery is about. When these quick sketches have been completed, ask the students to show their work to the rest of the class. Highlight some of the students work for brief discussion. |
| TEACH | <ol style="list-style-type: none">4. Carry out a class vote to determine whether the students think slavery continues to exist today. Ask individual students to explain their views.5. Explain that although slavery has been officially abolished and is illegal under international law, millions of people around the world continue to be exploited as slaves today. Most people think of slavery as an issue in history and very few are aware of the extent of the problem today. Give out Handout 2 – Slavery Today and have the class read about the various forms of slavery that exist today.6. Display around the classroom the images of slavery you printed off prior to the lesson. Ask the students to study each of the images very carefully, noting the differences and similarities between slavery of the past and today. |
| CLOSE | <ol style="list-style-type: none">7. Ask the students to go back to their original drawing and analyze with their partner the extent to which they have created a modern day image or a historical image of slavery (or a combination of both).8. With the knowledge they now possess, ask the students to work alone to draw a picture of slavery. Remind them to think about ideas discussed earlier in the lesson, such as color, composition, use of light and dark, etc. |
| FURTHER STUDY | Using the historical and modern day images of slavery as stimuli, design a poster that will: <ul style="list-style-type: none">▪ Inform people of the existence of slavery today; illustrate its various forms▪ Motivate people into doing something about the problem of slavery today |



No One Should be Subjected to
Arbitrary Arrest, Detention or Exile

From the
Universal Declaration
of Human Rights

The government should not
arrest, detain or deport someone
without a valid reason.

Article 09



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PENTAGON DESIGN

Taking Part in Formal Debate

SUBJECT	English language arts
CONTEXT	Take part in formal oratory and debate
OBJECTIVES	To formulate well researched arguments on arbitrary arrest
RESOURCES	Article 9 poster Access to the Internet or print out the information from the following websites in advance of the lesson: http://www.amnestyusa.org/usacrisis/ashcroftraids.html http://www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/a_right_5.shtml http://www.cnn.com/2001/US/10/22/inv.civil.rights/

INTRODUCE

1. Use the “UDHR Introductory Lesson” to acquaint the students with the *Universal Declaration of Human Rights*.
2. Ask the students to look at the poster illustrating **Article 9** of the UDHR – **No one should be subjected to arbitrary arrest, detention or exile.** Make sure everyone understands the meaning of these key terms.

Point out that following the events of September 11th, many countries tightened their national security measures, and human rights groups are concerned that some of these changes may have infringed on civil liberties. In the United States, for example, the arrests of hundreds of people were deemed to be unlawful. And in the UK, a new plan to detain terrorist suspects without trial has been heavily criticized.

TEACH

3. Explain to the class that they will take part in a formal debate about whether it is acceptable that the assertions of **Article 9** have been relaxed in the United States following the events of September 11th 2001. Take a class vote for or against the relaxation of **Article 9**.

4. Divide the class into two groups, one “for” and one “against.” Students should research their arguments by looking at websites listed in the Resources section above, and write the arguments on different colored pieces of paper, making them easily distinguishable.

5. Have each group exchange their colored papers and resources and write arguments to support the opposing view point. This will give the students the opportunity to understand the issues surrounding both sides of this argument.

Bring the class back together and divide into four different groups:

- Group 1 will form the “for” team.
- Group 2 will form the “against” team.
- Group 3 will be responsible for delivering the rebuttal to the arguments of the “for” team.
- Group 4 will be responsible for delivering the rebuttal to the arguments of the “against” team.

6. The students should plan their speeches and prepare rebuttals in advance of the debate using the arguments formulated earlier in the lesson.

RULES OF DEBATE

All speeches will be no more than 3 minutes in length. Time for rebuttals will not exceed 4 minutes.

The opening speaker for the “for” team will go first, followed by the opening speaker for the “against” team. There will be no opportunity for rebuttals following these opening speeches.

The second speaker for the “for” team will then deliver his or her speech. This will be followed by rebuttals from the “against” team. The second speaker for the “against” team will then deliver his or her speech. This will be followed by rebuttals from the “for” team. The speakers and rebuttals will continue in this order.

After all speakers have finished, each group will have 8 minutes to write its closing arguments. There will be no opportunity for rebuttals following each closing argument.

CLOSE

7. After the debate, take another class vote to determine the extent to which opinions have changed. Ascertain why some students have changed their viewpoints.

FURTHER STUDY

Write a newspaper article with the heading, “Post- 9/11 Counter-Terrorism Initiatives Invading Civil Liberties?” In this article, outline the measures that have been taken to prevent future terrorist attacks in different countries around the world and address the argument that these measures may be invading civil liberties.

Article 11

From the
Universal Declaration
of Human Rights

If you are blamed for a crime,
you should be thought of as
innocent until proven guilty.
Also, you shouldn't be punished
for something you did if it was
not illegal when you did it.

Everyone Has the Right to be Presumed Innocent Until Proven Guilty



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PHOTOGRAPHY: JEFFREY M. HARRIS

The Case of the September 11th Detainees

SUBJECT	Theatre / Drama
CONTEXT	Writing and performing plays and scenes to communicate ideas and feelings about real life situations
OBJECTIVES	To understand the rationale behind the UDHR assertion that everyone has the right to be presumed innocent until proven guilty and the relationship this has to the events following the September 11th 2001 attacks To collaborate in the development of an original work to reflect real life events and experiences relating to Article 11 of the UDHR
RESOURCES	Article 11 poster Copies of Handout 3 – The September 11th Detainees Copies of Handout 4 – The Case Study of September 11th Detainee, Muhammed Mehmood

INTRODUCE

1. Use the “UDHR Introductory Lesson” to acquaint the students with the *Universal Declaration of Human Rights*.
2. Ask the students to look at the poster illustrating Article 11 of the UDHR – **Everyone has the right to be presumed innocent until proven guilty**, and read aloud the information in the top left-hand corner of the poster.
3. In small groups or pairs, have the students think about an occasion(s) when they, or someone they know, were blamed for something they did not do. They should discuss what happened.
 - How did it make them feel? Was the situation resolved? If so, how?

TEACH

4. Explore with the class the rationale behind the UDHR assertion that everyone has the right to be presumed innocent until proven guilty.
 - Why is it important to assume someone is innocent until they are proven guilty?
 - What processes do we follow in this country in order to try to ensure people are presumed innocent until proven guilty?
 - Do we always succeed in our aim to ensure people are presumed innocent until proven guilty?
5. Give out Handout 3 – **The September 11th Detainees** and take turns reading the case aloud.
6. Organize the students into small groups to discuss the following aspects of the case of the September 11th detainees:
 - Why were these people arrested?
 - To what extent were the September 11th detainees deprived of their Article 11 rights?
 - Were the detainees deprived of any other of their human rights?
 - How should the detainees have been treated so that their human rights would be protected?
 A designated speaker from each group should share the group’s findings with the class.

CLOSE

7. Give the students a copy of Handout 4 – **The Case Study on September 11th Detainee, Muhammed Mehmood**. Point out that this case study is based on the experiences of September 11th detainees who were helped by Amnesty International. Ask them to read the information carefully, again taking turns to read aloud.
8. In small groups, have the students reflect and discuss this case study. What are the key issues? Why was Muhammed Mehmood detained? What are the human rights issues involved? To what extent was United States and international law violated?
9. **Act it out.** Each group should design a scenario in which Article 11 is at issue. Ask them to create dialogue for a 2–3 minute skit about the experiences of Muhammed Mehmood.
10. Ask each group to perform their skit. After each performance, class members may interview the characters about their feelings and opinions.

FURTHER STUDY

Script a monologue for another detainee in an Amnesty International case.
Research this piece by visiting the Amnesty International website at:
http://web.amnesty.org/web/web.nsf/pages/IOT_action



United States
of America

Everyone Has the Right to Seek Asylum in Other Countries from Persecution

From the
Universal Declaration
of Human Rights

If a government is harassing
or mistreating someone, that
person has the right to seek
safety in another country.
Other governments have an
obligation to help people
threatened with persecution in
their own countries.

Article 14

Support of the
Republic of China

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PHOTOGRAPHY DESIGN

Statistical Analysis of Asylum Seekers and Refugees Worldwide

SUBJECT	Mathematics
CONTEXT	To follow study of statistical methods, including measures of central tendency and standard deviation
OBJECTIVES	To use measurement in both metric and English to link mathematics to the real world in order to describe and compare objects and data
RESOURCES	Article 14 poster Handout X – Asylum Seekers and Refugees Worldwide Population statistics from: http://www.gazetteer.de/home.htm World Refugee Survey from: http://www.refugees.org/world/statistics/wrs01_table2.pdf Atlases

- INTRODUCE**
1. Use the “UDHR Introductory Lesson” to acquaint the students with the *Universal Declaration of Human Rights*.
 2. Ask the students to look at the poster illustrating **Article 14** of the UDHR – **Everyone has the right to seek asylum in other countries**, and read aloud the information in the top left-hand corner.
- TEACH**
3. Have the students make a copy of the table below. Take a class vote to determine students’ assumptions about the number of asylum seekers and refugees existing in the world today and add this information to the table.

Number of Asylum Seekers and Refugees in the World Today (millions)	Frequency (number of student votes)	Cumulative Frequency
1-4		
4-8		
8-12		
12-16		
16-20		

After the vote, inform students that there are in fact over 14 million asylum seekers and refugees.

4. Have the students complete the cumulative frequency column of the table and then use all of the information in the table to calculate the mean, median and mode figures.
5. Give out copies of Handout 5 – **Asylum Seekers and Refugees Worldwide**, and ask the students to work through the following activities:
 - Construct a pie chart to show the percentage share each of the six regions has of the world asylum seeker and refugee total.
 - For each host country, calculate the percentage of asylum seekers and refugees in the total population.
 - What do you notice about the percentage in countries with a high human development index.
 - Choose one country from each region and draw a pie chart to show the origin of asylum seekers and refugees living in that country.
6. Provide copies of the population statistics for each country, as well as copies of the World Refugee Survey.
 - Using information for Africa and Europe, ask the students to calculate asylum seekers and refugees as a percentage of the total population in each country.
 - From the resulting data have the students calculate the mean and standard deviation for the two regions. (They may use a spreadsheet on a computer). When the calculations are complete have the students draw conclusions from these figures and discuss as a class.

- CLOSE**
7. Explain that contrary to popular belief it is the poorer countries of the world that provide protection to most asylum seekers and refugees. In the year 2000, there were more than four times as many refugees in Pakistan as in the United States and more than twenty times as many as in the United Kingdom. Many asylum seekers and refugees have fled from just five conflict areas: Rwanda, Liberia, former Yugoslavia, Afghanistan and Palestine.

FURTHER STUDY

Use the World Refugee Survey to make a list showing the numbers of asylum seekers and refugees from Afghanistan living in different countries around the world. Estimate the distance from Afghanistan to each of these host countries. Plot a graph showing the number of Afghan refugees as a function of the distance. From this graph construct a line of best fit and explain what this shows.

Everyone Has the Right to Marry

From the Universal Declaration of Human Rights

Men and women should have the right to marry whomever they choose and no one should be forced to marry someone against his or her will.

Men and women are entitled to equal rights before marriage, during marriage and if the marriage ends.

Article 16



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PENTAGRAM DESIGN

Love and Marriage in *Romeo and Juliet*

SUBJECT	English Literature
CONTEXT	To be included as part of study on love and marriage in William Shakespeare's <i>Romeo and Juliet</i>
OBJECTIVES	To discuss the link between the theme of marriage in <i>Romeo and Juliet</i> and human rights issues today
RESOURCES	Article 16 poster

- INTRODUCE
1. Use the "UDHR Introductory Lesson" to acquaint the students with the *Universal Declaration of Human Rights*.
 2. Ask the students to look at the poster illustrating Article 16 of the UDHR – Everyone has the right to marry, and read aloud the information in the top left-hand corner of the poster.
- TEACH
3. Organize the class into small groups. Ask each group to complete a table like the one below, giving examples of what they believe are people's rights, before marriage, during marriage, and if the marriage ends. Reinforce the UDHR assertion that men and women should have equal rights at all stages of marriage.

	BEFORE MARRIAGE	DURING MARRIAGE	IF THE MARRIAGE ENDS
The rights of men and women			

4. Remind students that Article 16 of the UDHR states that people "of full age" should "have the right to marry and have a family" and that "marriage shall be entered into only with the free and full consent of intending parties."
5. Assuming students have read or are currently reading *Romeo and Juliet* ask them to work in pairs to complete a chart like the one below. They should consider the extent to which Romeo and Juliet have been given or denied their Article 16 rights throughout the play.

	EVIDENCE TO SHOW ARTICLE 16 RIGHTS HAVE BEEN GIVEN	EVIDENCE TO SHOW ARTICLE 16 RIGHTS HAVE BEEN DENIED
Romeo		
Juliet		

6. When the students have completed their lists, reconvene as a larger group and ask individuals to give their views on the questions below.
- Overall, have Romeo and Juliet been mostly given or denied their Article 16 rights? Provide evidence to support your answer.
 - Have Romeo and Juliet been equally given or denied their Article 16 rights? If not, which character has been most denied these rights and why?
- CLOSE
7. Point out that arranged marriages were common in the time of *Romeo and Juliet* and continue to be common in many different countries around the world today. The pros and cons of arranged marriage are often debated; however, the human rights issue is not about arranged marriages themselves, where both the bride and groom are willing participants. It is about forced and under-age marriages, where people are denied the choice of who they are to marry or where they may be too young to make an informed decision.
- FURTHER STUDY
- Imagine *Romeo and Juliet* is set in modern times. Juliet is convinced that she is being denied her Article 16 rights and takes her case to the European Court of Human Rights. Write a speech for Juliet to help her convince the Court that she has been denied these basic human rights.

Freedom of Religion

From the
Universal Declaration
of Human Rights

People should be able to practice their religion wherever they live and have the right to change their religion if they want to. No one should be persecuted because of their religious beliefs.

Article 18



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PENTAGON DESIGN

Religious Persecution and Human Rights

SUBJECT	Social Studies / Comparative Religion
CONTEXT	To be included as part of study on comparative religion
OBJECTIVES	To explore issues surrounding religious persecution To examine ways in which religion can provide a spiritual basis for human rights
RESOURCES	Article 18 poster Copies of the "Map of religious freedom, 2000," enough for one between two students, to be found at: http://www.freedomhouse.org/religion/pdfdocs/rfiwmap.pdf Poster paper, enough for one between two students. Glue sticks. Access to the Internet. If this is not possible, provide resources detailing religious persecution in different countries of the world over the past 50 years. See the following websites: http://www.freedomhouse.org/religion/ http://www.religioustolerance.org/rt_overv.htm http://home.about.com/religion/index.htm?IAM=vpn000444_5 Handout 6 - Religion can provide a spiritual basis for human rights

INTRODUCE

1. Use the "UDHR Introductory Lesson" to acquaint the students with the *Universal Declaration of Human Rights*.
2. Ask the students to look at the poster illustrating Article 18 of the UDHR – freedom of religion, and read aloud the information in the top left-hand corner.

PEOPLE SHOULD BE ABLE TO PRACTICE THEIR RELIGION WHEREVER THEY LIVE AND HAVE THE RIGHT TO CHANGE THEIR RELIGION IF THEY WANT TO. NO ONE SHOULD BE PERSECUTED BECAUSE OF THEIR RELIGIOUS BELIEFS.

TEACH

3. Point out that perhaps the most well-known case of religious persecution was the extermination of the Jews during the Holocaust of World War 2. The *Universal Declaration of Human Rights* (UDHR) was created in 1948 to provide a clear and uniform definition of fundamental human rights in order to help prevent atrocities such as the Holocaust from ever happening again. However, despite the existence of the UDHR, religious persecution continues to be an issue in many different countries around the world today.
4. Divide students into pairs and distribute a copy of the map of religious freedom and poster paper to each pair (see Resources section). Have the students study the map carefully. Point out that religious persecution may take place anywhere around the world, even in those countries described on the map as religiously "Free" or "Partly Free."
5. Ask each pair to glue their map of religious freedom to the center of the poster paper. Explain that they are to use the Internet (or the paper-based resources if Internet access is not available) to research instances of religious persecution in various countries around the world over the past fifty years.

They should annotate the map with the findings of their research, using arrows to link the information to the relevant countries. They will then have a concise information source for display.

CLOSE

6. Display the completed maps. Have the students examine the other maps to find instances of religious persecution around the world that they may not have included on their own maps.
7. Have the students perform an active listening exercise. In pairs the students should take turns talking about ways in which harmony between the religious groups living in their neighborhoods can be ensured. Each person speaks for 2 minutes while the other person listens carefully without interrupting. The students then reverse roles and the first person now listens while the second person talks. Encourage each pair to share their ideas with the class.

FURTHER STUDY

Conflict can occur when multiple religious groups live within one geographic area. Carry out in-depth research about the religious conflicts that have occurred in one or more of the following countries: Bosnia, China, India, Indonesia, Northern Ireland, Philippines, Tibet.

Distribute Handout 6 – Religion can provide a spiritual basis for human rights. Have the students take turns reading quotes aloud and then have them discuss in small groups the different ways in which religion can provide a spiritual basis for human rights.