

HUMAN RIGHTS ARE FOR EVERYONE:

A GUIDE TO TEACHING FOR POSITIVE CHANGE



**WOVEN
TEACHING**
A PROGRAM OF THE BYLO CHACON FOUNDATION

TABLE OF CONTENTS

INTRODUCTION

Who We Are	4
Foreword.	5
Acknowledgments	5
Human Rights Education (HRE)	6
Goals	7
Overview	8
Instructional Strategies.	10
Considerations for Teaching Ethically and Effectively	12

PART 1: INTRODUCTION TO HUMAN RIGHTS

Lesson: Principles of Human Rights	14
Lesson: Being a Human Rights Defender	18
Lesson: Global Human Rights Movements	22

PART 2: UNIVERSAL DECLARATION OF HUMAN RIGHTS

Session 1: The United Nations, The UDHR, and Pre-Assessment	34
Session 2: Articles 1, 2, and 3.	40
Session 3: Articles 4, 5, and 6.	43
Session 4: Articles 7, 8, and 9.	47
Session 5: Articles 10, 11, and 12.	54
Session 6: Articles 13, 14, and 15.	59
Session 7: Articles 16 and 17	67
Session 8: Articles 18, 19, and 20.	73
Session 9: Articles 20 and 21	82
Session 10: Articles 23, 24, and 25	86
Session 11: Articles 26 and 27	90
Session 12: Articles 28, 29, and 30, Final Reflections, Post-Assessment, and Evaluation	94

APPENDIX

Universal Declaration of Human Rights	100
Glossary	105
Setting Ground Rules.	107
Group Roles	108
Lesson: Human Rights Throughout History.	109
Lesson: What is Genocide?.	126
Lesson: Human Rights and Sustainable Development	128
Human Rights Defenders	137
Pre- and Post-Assessment	141
Evaluation	142

WHO WE ARE

BYLO CHACON FOUNDATION

Built on the premise that all people should be seen, heard, believed, and supported, the Bylo Chacon Foundation invests in organizations that are making positive change at all levels of society around the world. Our understanding of the basic human rights that all people deserve is grounded in the Universal Declaration of Human Rights.

We center our focus on the wellbeing and success of young people and seek to partner with organizations that support:

- Children and their parents or caregivers in the home, in whatever form that takes
- Students and teachers, especially those in under-resourced schools
- Helping communities thrive, including through community building, reforming justice systems in the US, and fighting extremism globally

We invest in local leaders and teams across the world with lived experience in key issue areas and a deep understanding of a community's strengths. Our priorities are interwoven and grant partners often affect change across multiple areas.

WOVEN TEACHING

Woven Teaching is the human rights education practice of the Bylo Chacon Foundation. Through a combination of original programming and grantmaking, Woven Teaching advances the foundation's focus on long-term change towards a widespread acceptance of basic human rights for all.

Our programmatic work is dedicated to supporting classroom teachers with practical help for ethical and effective instruction. We believe that by weaving human rights education into the curriculum, we can help educators create socially responsible global citizens.

Woven Teaching envisions a world in which every student's education includes:

- A sense of historical perspective
- The development of critical thinking skills
- A feeling of global citizenship
- The ability to identify bigotry—understanding its negative effects on both individuals and society—and the analytical tools to combat it

CONTACT



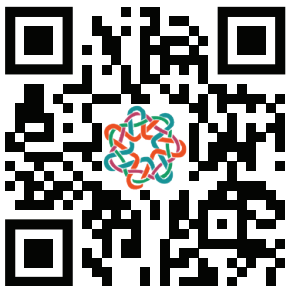
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1600 Bush Street, Ste 300, San Francisco, CA 94109



Do you have feedback on this lesson or want to share how you implemented it in your classroom? We'd love to hear from you!

Please take our short evaluation at bit.ly/WT-eval or scan the QR code to the left.

FOREWORD

What has been expertly created in the following resource is a uniquely practical and adaptable training manual for teaching ethically and effectively. I founded Woven Teaching to support educators to use Human Rights Education as the prism through which we can get students and young people to make connections between communities, countries, ethnicities, identities, and time periods. These connections are vital in producing global citizens who can and will see their own roles in creating the worlds they envision.

Instructors will find here an incredible resource that they can adapt to the context they are teaching in, whether in North Kivu or San Francisco. The authors have included a variety of teaching strategies and guides for implementation; a valuable resource on its own. Beyond that, these lessons will enhance students' critical thinking skills and ability to work constructively with others, support the development of skills in understanding sources, and encourage them to expound on ideas with thoughtful rationale.

The students lucky enough to participate in these lessons will have experienced compassionate and respectful treatment throughout the learning process, practiced how to extend that treatment to others in large and small ways, and be exposed to a variety of effective lessons on engaging and personally meaningful topics. They will come away understanding what human rights are, know how to use those practices of respect for others in their everyday interactions, and have stepping stones for how to act in larger ways to bolster the rights of people anywhere in the world.

In order to help create a more just and humane world, it is our great hope that this curriculum is integrated far and wide.

ACKNOWLEDGMENTS

This project has been a dream of mine since I was a young teacher and graduate student. While Human Rights Education is often seen as a “nice to have,” I know it to be an essential way to engage students and grow their critical thinking, social, problem-solving, and communication skills.

This dream led to the creation of Woven Teaching and to connecting with Dunia Katembo Columba of *Vision Globale D'orientation Des Jeunes* (VIGLOJ) to develop a year of lessons for his extraordinary human rights trainings for youth in the eastern Democratic Republic of Congo, and finally to the founding of a philanthropic foundation based on the principle that all people are equally human and thus deserving of human rights protections. Since then, Nina Simone Grotch, Nikki Bambauer, and Aimable Mpayimana have worked tirelessly to create a resource that I believe is desperately needed: a manual on how to teach human rights that can be adapted to a wide variety of resource availability and cultural contexts.

I am so proud to be associated with the work of Woven Teaching and our remarkable, dedicated partners in Human Rights Education.

Jessica Bylo Chacon

Founder of Woven Teaching and the Bylo Chacon Foundation

HUMAN RIGHTS EDUCATION (HRE)

The [Universal Declaration of Human Rights](#) (UDHR) states that, “every individual and every organ of society [...] shall strive by teaching and education to promote respect for these rights and freedoms.” With this in mind, Woven Teaching believes that all educators have a responsibility to teach about human rights. Without knowledge of our rights, how can we hope to exercise and protect them?

Human Rights Education is built upon the following three ideas:

LEARNING ABOUT HUMAN RIGHTS – WHAT ARE THEY?

LEARNING THROUGH HUMAN RIGHTS – HOW CAN WE ENSURE THAT WE ARE TEACHING ABOUT HUMAN RIGHTS IN A WAY THAT REFLECTS HUMAN RIGHTS VALUES?

LEARNING FOR HUMAN RIGHTS – HOW WILL LEARNERS USE THIS INFORMATION TO MAKE POSITIVE CHANGE IN THE WORLD?

This framework provides the foundation for all of Woven Teaching’s work. This manual and training program aim to provide all three of these elements in each lesson and resource.

ABOUT

One of the many goals of Human Rights Education is to give learners a sense of global connectedness and interdependence. Too often, human rights are seen as issues taking place “over there” or to others. HRE aims to provide a context showing that we are all inextricably linked and that our challenges and solutions can be recognized by acknowledging these connections. By linking human rights issues between time periods and geographic locations, learners can get a better sense of their own place in the world and their connection(s) to movements, issues, and peoples both inside and outside of their community.

THROUGH

Human Rights Education is not only about the content we teach but is also about using the values of HRE to create a more equitable, student-centered classroom where learners work together to determine the path of their learning. Putting the values of Human Rights Education into practice in your classroom and curriculum is an important aspect of this work. This includes providing opportunities for cooperative work and

student-centered and student-led learning. By mirroring the values of HRE in the ways we teach, we model and uphold these values in both principle and action.

FOR

Encouraging engagement and activism is an important goal of HRE. Students learn about the foundations of human rights in order to defend and protect these rights for themselves and others. Providing opportunities for learners to identify with issues and movements they care about and to identify actions they can take to make their voice heard is an important element of Human Rights Education.

This manual and training provides educators with the resources and information to teach about, through, and for human rights. We begin with lessons that offer context and a brief history of human rights. The following 12 sessions cover the UDHR and its 30 articles. Students will learn more about the rights enshrined in the UDHR and then apply these concepts to real historical and current events around the globe. The goal is for students to learn about human rights and to learn ways to advocate for themselves and for those whose rights have been violated. Using critical thinking, reading analysis, and the methods of HRE, the manual aims to give educators a unique way to bring this important topic to life.



GOALS

GOALS OF THE MANUAL

Provide educators with:

- Resources to provide context for contemporary human rights
- 12 interactive lessons about all 30 articles of the Universal Declaration of Human Rights (UDHR)
- Additional resources for continued learning and engagement
- Practical suggestions for empowering students and participants to become human rights defenders

GOALS OF THE TRAINING

By the end of the 12 sessions, participants will be able to:

- Understand the history of the United Nations and the UDHR
- Explain the 30 articles of the UDHR and the rights and principles of modern human rights
- Take part in positive actions to become human rights defenders

OVERVIEW



Human Rights Are for Everyone: A Guide to Teaching for Positive Change provides lessons that offer an overview of human rights principles and the 30 articles of the Universal Declaration of Human Rights (UDHR). The training is intended to be used with an audience with little previous knowledge of human rights. These audiences may include:

- Youth engaged in after school education programs or clubs
- Students in high school classrooms
- Adults enrolled in peace education programs
- University students studying International Relations, Human Rights, International Development, or similar fields

Each of the manual's lessons work together to create a rich picture of human rights, but individual lessons may also be used on their own. One of the goals is to offer flexibility and creativity to put together a program that will meet the needs of your participants. The activities and lessons can be tailored for different settings, audiences, and levels of understanding. The order of the lessons and the timing of the activities are only suggestions; facilitators are encouraged to adapt these resources to best engage and inspire the learners they are working with. The lessons have suggested times but should be adapted to meet the needs of the participants.

In addition to engaging activities which encourage discussion and critical thinking about human rights,

each lesson includes a practical action that participants can take to make change in their communities.

The manual is divided into three parts:

PART 1: INTRODUCTION TO HUMAN RIGHTS

The first part of the manual provides important background information on human rights.

- **Principles of Human Rights:** The principles of human rights are briefly defined.
- **Becoming a Human Rights Defender:** A human rights defender is a person who acts to promote human rights, individually or with others. It is imperative to understand the work of human rights defenders and what they do in their communities to uphold principles of human rights. This lesson also highlights States' obligations to protect their work. The theme of human rights defenders is present in all of the manual's lesson plans.
- **Global Human Rights Movements:** Participants will learn about key human rights issues and movements and choose one that they will track throughout the training. These selected topics will be part of an ongoing journal-writing activity. Participants will continue to learn and write about the human right issue(s) that they are most interested in.

PART 2: LESSON PLANS ON 30 ARTICLES OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The second part of the manual provides opportunities for an in-depth examination of the UDHR and its 30 articles.

- Each session is designed to be used either in conjunction with the other lessons or as a stand-alone lesson. Depending on their needs, the facilitator may begin with any article in this section.
- Participants are invited to actively participate in each of the lessons. The suggested time for each lesson is 2 hours and includes background information as well as practical applications for upholding human rights in participants' respective communities.
- The manual invites the facilitator to be creative in making lessons interactive and constructive for all. All discussions should be positive and respectful and the facilitator should make this clear throughout the course of the lessons. Please see [Appendix pg. 107](#) for tips on setting ground rules.
- The introductory section of each lesson is the same. It allows time for participants to ask questions about the previous session or to share progress on any outstanding projects. Additionally, this section provides time for the facilitator to introduce new articles and outline the objectives for the session. As with all of the activities in the manual, the outline and the times provided are only suggested. Facilitators are encouraged to use their creativity and familiarity with the participants to make changes and adaptations to the lessons to make them work in their context.
- Active participation in discussions is always recommended. The structure of the lesson plans is intended to support facilitators in establishing a dynamic and vibrant community of learners.
- We encourage the facilitator to remain flexible and open in order to make sure all participants feel comfortable sharing their thoughts and asking questions.
- Each of the lessons includes a quote related to the articles being examined. If there is extra time, these quotes can be used with the lessons as writing prompts, as topics for discussion etc. For more information about the quotes' authors, please see Human Rights Defenders ([Appendix, pg. 135](#)).
- The use of audio-visual resources is also recommended. The facilitator is always welcome

to adapt their instruction and choose other resources to make sure the session meets the participants' needs.

PART 3: APPENDIX

This final section offers additional resources that can be used to supplement learning.











- **30 Articles of the UDHR Learner Version**
- **Glossary:** Definitions of key terms found in the manual may be useful in creating a common language.
- **Setting Ground Rules:** Brainstorming and agreeing upon ground rules or group norms is an important process for the participants to create a supporting space where ideas and feelings can be shared and discussed openly.
- **Group Roles:** Human Rights Education stresses the importance of cooperative learning. Therefore, all of the lessons include group work. The optional group roles define the different roles for small groups and provide each participant with a "job" for the activity.
- **Supplementary Lessons:** Three additional lessons on: human rights throughout history, the definition of genocide, and a lesson about human rights and sustainable development goals, and the Universal Declaration of Human Rights.
- **Human Rights Defenders:** Each lesson includes a quote from an individual or organization fighting for human rights. This resource provides more information on these defenders.
- **Assessment:** A pre- and post-assessment to be used during the first and last sessions of the training can be used to gauge the knowledge and progress of the participants.
- **Evaluation:** A brief evaluation for participants to complete at the end of the training is included to provide feedback to the facilitator. We also want to hear from you! The team at Woven Teaching [wants your feedback](#). Our goal is to update the guide periodically based on the feedback we hear from educators.







WOVEN TEACHING'S UDHR RESOURCES WEBPAGES

[WovenTeaching.org](#) is another resource for facilitators and participants. Users will find additional resources about protecting human rights as well as recent news stories highlighting human rights issues and violations (updated regularly to remain timely and useful).

INSTRUCTIONAL STRATEGIES

Human Rights Are for Everyone: A Guide to Teaching for Positive Change includes a wide range of instructional strategies. It was created with the knowledge that learners will arrive at each session with existing knowledge of human rights issues, gathered from their own experiences—whether or not they already have the vocabulary to describe these issues as such. The variety of activities is aimed at engaging many different types of learners and is based in theories of Human Rights Education. All of these activities can be adapted by the facilitator to better meet the needs of the participants.

	TYPE	STRATEGY	TITLE	DESCRIPTION
	Individual	Exit card	Final Thoughts	Participants consider what they have learned, what they still have questions about, and how the lesson applies to their lives.
	Individual	Writing	Let's Write about...	Participants engage in a short writing assignment.
	Individual, pair	Document analysis	Articles in Action	Participants analyze real-world case studies of human rights issues.
	Individual, pair, group	Graphic organizer	Making Connections	Participants analyze written/visual material or conditions in their local context and organize their ideas in a graphic organizer or in their notebooks.
	Individual, small group	Practical community activity	Being a Human Rights Defender	Participants engage in advocacy or activism in their communities.
	Pair	Think-pair-share	What Do You Think?	Participants first brainstorm, write, or review material on their own, then discuss with a partner. Pairs share responses with the class.
	Small group	Gallery walk	Gallery Walk	Participants work in groups to generate ideas on a poster. Then all participants review and add commentary to other groups' work.
	Small group	Reverse jigsaw	Collaborative Learning	Participants teach and learn from their peers in a reverse jigsaw, a small group activity in which a participant from one group joins other groups to share information.
	Small group	Presentation	Learn From Each Other	Working in small groups, participants prepare presentations for the class (can be informational, skits, performances, etc.).
	Individual, pair, small group, whole class	Comprehension check	Understanding...	Participants deepen their understanding of a lesson's basic concepts and have an opportunity to ask for clarity on the meaning of articles, vocabulary, etc.

	TYPE	STRATEGY	TITLE	DESCRIPTION
	Small group, whole class	Discussion	Let's Talk About It!	Participants engage in discussion, either in small groups or as a class.
	Whole class	Closing circle web	Final Reflections: Closing Web	Participants stand or sit in a circle and share their responses to a reflective prompt while also creating a web of yarn.
	Whole class	Education campaign	Teaching the Community	Participants organize an educational campaign in their school or neighborhood.
	Whole class	Fishbowl debate	Talk It Out	A small group of participants debates an issue in front of the class. The other participants provide feedback, commentary, and their own ideas in a post-debate discussion.
	Whole class	Movement	Let's Get Moving	Participants engage in an activity that provides an opportunity to get out of their seats and move.
	Whole class	Sharing	Sharing in Community	Participants engage in a short, reflective writing assignment, then share with the class. Participants continue sharing popcorn-style until all participants have shared.

CONSIDERATIONS FOR TEACHING ETHICALLY AND EFFECTIVELY

Woven Teaching encourages educators and facilitators to consider these suggestions for creating a harmonious and positive learning environment.

- Center learning on participants.
- Avoid comparisons of pain; there is no hierarchy of suffering.
- Acknowledge the sensitive nature of the topics. Plan for a variety of emotional responses from participants.
- Our identities and personal experiences inform our responses. Keep in mind that participants may have very different reactions to the material. Where differences arise, address them openly with participants.
- Discussions about race, class, gender, or other characteristics can make participants feel vulnerable and uncomfortable. Allow time to process the strong emotions that the activities might elicit from participants. Additionally, tell participants that they can expect to feel some discomfort.
- Caution participants against making assumptions about other people or groups based on their race, class, gender, nationality, or any other characteristic. No community is a monolith and members of the same group may have wildly different opinions about the same issues.
- Remind participants to speak from their own experience.
- Complicate thinking and avoid oversimplification by avoiding stereotypes and asking participants to be precise with their language.
- Promote participant activism and action.
- Allow time to process the material. Provide space for reflection.
- Graphic text or images can trigger trauma, so be sure to question whether the educational outcomes are served by using the materials. Preview all resources before sharing with participants.
- Support participants to engage critically with source material, particularly on the internet.
- Encourage participants to make connections between historical events and contemporary issues, as well as local and international contexts.
- Model humility, compassion, and kindness in all interactions with participants and facilitators.

IMAGE CREDITS

- “Protest is Our Human Right” poster, Samuel Regan-Asante (poster artist unknown)/Unsplash
- May Day illustration, Sanya Hyland/[Just Seeds](#)



PART 1:
**INTRODUCTION TO
HUMAN RIGHTS**

PRINCIPLES OF HUMAN RIGHTS



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Define “human rights”
- List principles of human rights and explain how they are connected
- Explain the relevance of human rights for all human beings

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Handouts:
 - [Principles of Human Rights](#)
 - [Universal Declaration of Human Rights – Learner Version](#)
- Video: [“What are the universal human rights?”](#)



I: SESSION OBJECTIVES (15 MINUTES)

- Post the session title and objectives on a screen or chart paper. Make sure to share the definition of interdependence:
Interdependence is the state of being dependent on one another. In the context of human rights, this means that each human right is dependent on the other rights; you cannot protect one without protecting the others.
- Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- Ask for a volunteer to read the session title and objectives.
- Instruct participants to find a partner and work with them to answer the following questions:
 - What do you expect from this session?
 - What questions do you have about human rights?
- After 5 minutes, ask participants to get into groups of four. Each group should be given a flip chart/poster paper and markers to write their expectations and questions.
- Once groups have finished their discussion (or 5 minutes has passed), ask them to hang their answers on the wall and share with the rest of the class.



II: WHAT DO YOU THINK?: WHAT ARE HUMAN RIGHTS? (15 MINUTES)

Participants will build their foundational knowledge of human rights.

- Ask participants to write down their own definition of “human rights” in their notebooks. Once they have finished, instruct participants to find a partner to discuss their answers with for 5 minutes, creating a definition of “human rights” that they can both agree on. Ask a few pairs to share their definition with the rest of the group.
- Distribute the [“Principles of Human Rights” handout](#) and ask participants to read Section 1 with their partner. After they finish, ask pairs to discuss: How does this definition differ from the definitions you wrote earlier?
- After 5 minutes, discuss as a class and ask a few pairs to share their thoughts. How did each pair’s definition differ from that of other pairs? Did most pairs write something similar to the definition provided?



III: LET’S TALK ABOUT IT!: THE HISTORY OF HUMAN RIGHTS (20 MINUTES)

The Universal Declaration of Human Rights was created in response to the atrocities of World War II and

the Holocaust. In this activity, participants will learn about the history of the UDHR and its articles.

- A. Show participants the following video: “What are the universal human rights?” (4:46)
Note: If technology is not available in your classroom, you may read the transcript aloud or distribute it to participants to read. See [pg. 16](#) for transcript.
- B. Instruct participants to take notes and answer the following questions as they watch the video:
 1. What did you learn about the history of human rights?
 2. What did you learn about the Universal Declaration of Human Rights?
- C. After watching the video, ask participants to get into groups of five to discuss their answers. After 10 minutes, ask groups to come back together as a class and share their responses with their classmates. What themes or contradictions were raised in their discussions?



IV: LET'S WRITE ABOUT THE UDHR (20 MINUTES)

Participants are introduced to all 30 articles of the Universal Declaration of Human Rights.

- A. Ask participants to read Section 2 of their “Principles of Human Rights” handout (“The Universal Declaration of Human Rights”).
- B. After they have finished reading independently, ask participants to write down any notes or questions they have about the UDHR, including: Why is a document like this important?
- C. After 5 minutes, bring the class together and ask participants to share their thoughts. Once finished, ask participants to take turns reading the Universal Declaration of Human Rights handout aloud, with each participant reading a different article of the UDHR.
- D. Wrap up this activity by asking participants to reflect on the articles of the UDHR as a class.
 - Which articles feel very important to you? To your community?
 - Which articles surprised you?Encourage them to explain their reasoning.



V: UNDERSTANDING THE PRINCIPLES OF HUMAN RIGHTS (30 MINUTES)

Participants will consider the interconnectedness of human rights.

- A. Ask participants to read Section 3 of the “Principles of Human Rights” handout in pairs, this time with a different partner. Instruct one participant to read the first definition, then ask their partner to try and explain this definition in their own words. Participants should take turns doing this until they have read the entire section.
- B. After everyone has finished, come together as a class and ask pairs to share what they learned from this activity.
 - How does one human right support others?
 - Why is this important?
 - What questions do participants have?



VI: LET'S TALK ABOUT IT! WHY LEARN ABOUT HUMAN RIGHTS? (20 MINUTES)

- A. Ask participants to get into groups of 4-5. Instruct the groups to discuss the following questions:
 1. Why do you think the Universal Declaration of Human Rights is one of the most widely accepted documents about human rights?
 2. Should we study human rights by only examining human rights violations? What is another way to study human rights?
 3. When reading the UDHR, did you learn about any human rights that you did not know you have?
 4. How do human rights complement or support each other?
- B. After 10 minutes, ask each group to share their reflections with the rest of the class.
 - What have they learned?
 - Did anything surprise them?
 - What questions do they still have?
- C. Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.

RESOURCES

Berti, Benedetta. “What are the universal human rights?” TedEd via YouTube. Video, 4:46. <https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti>.

Resources for further learning available at: www.woventeaching.org/udhr/resources

IMAGE CREDITS

- “Every Human has Rights” sticker, Markus Spiske/[Unsplash](#)

TRANSCRIPT WHAT ARE THE UNIVERSAL HUMAN RIGHTS?

The idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. Human rights are not privileges, and they cannot be granted or revoked. They are inalienable and universal. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights? Who gets to pick them? Who enforces them, and how?

The history behind the concept of human rights is a long one. Throughout the centuries and across societies, religions, and cultures, we have struggled with defining notions of rightfulness, justice, and rights. But one of the most modern affirmations of universal human rights emerged from the ruins of World War II with the creation of the United Nations. The treaty that established the UN gives as one of its purposes to reaffirm faith in fundamental human rights. And with the same spirit, in 1948, the UN General Assembly adopted the Universal Declaration of Human Rights. This document, written by an international committee chaired by Eleanor Roosevelt, lays the basis for modern international human rights law.

The declaration is based on the principle that all human beings are born free and equal in dignity and rights. It lists 30 articles recognizing, among other things, the principle of non-discrimination and the right to life and liberty. It refers to negative freedoms, like the freedom from torture or slavery, as well as positive freedoms, such as the freedom of movement and residence. It encompasses basic civil and political rights, such as freedom of expression, religion, or peaceful assembly, as well as social, economic, and cultural rights, such as the right to education and the right to freely choose one's occupation and be paid and treated fairly. The declaration takes no sides as to which rights are more important, insisting on their universality, indivisibility, and interdependence. And in the past decades, international human rights law has grown, deepening and expanding our understanding of what human rights are, and how to better protect them. So if these

principles are so well-developed, then why are human rights abused and ignored time and time again all over the world?

The problem in general is that it is not at all easy to universally enforce these rights or to punish transgressors. The UDHR itself, despite being highly authoritative and respected, is a declaration, not a hard law. So when individual countries violate it, the mechanisms to address those violations are weak. For example, the main bodies within the UN in charge of protecting human rights mostly monitor and investigate violations, but they cannot force states to, say, change a policy or compensate a victim. That's why some critics say it's naive to consider human rights a given in a world where state interests wield so much power. Critics also question the universality of human rights and emphasize that their development has been heavily guided by a small number of mostly Western nations to the detriment of inclusiveness. The result? A general bias in favor of civil political liberties over sociopolitical rights and of individual over collective or groups rights.

Others defend universal human rights laws and point at the positive role they have on setting international standards and helping activists in their campaigns. They also point out that not all international human rights instruments are powerless. For example, the European Convention on Human Rights establishes a court where the 47 member countries and their citizens can bring cases. The court issues binding decisions that each member state must comply with.

Human rights law is constantly evolving as are our views and definitions of what the basic human rights should be. For example, how basic or important is the right to democracy or to development? And as our lives are increasingly digital, should there be a right to access the Internet? A right to digital privacy?

What do you think?



HANDOUT PRINCIPLES OF HUMAN RIGHTS

SECTION 1: WHAT ARE HUMAN RIGHTS?

Human rights can be defined as rights that belong to all people. Human rights are inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, faith, or any other characteristic. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of speech and thought, the right to education, and much more. Everybody is entitled to these rights without exception.

SECTION 2: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights (UDHR) is a document that outlines basic human rights for all individuals. It was first drafted in 1946 as a result of the devastation and horrors of World War II. The UDHR's 30 articles were adopted by the United Nations General Assembly on December 10, 1948. This date is now celebrated around the world as Human Rights Day.

The UDHR outlines fundamental civil, political, economic, social, and cultural rights that must be protected for all people. Although the UDHR is not legally enforceable, its standards have become global measures worldwide.

SECTION 3: PRINCIPLES OF HUMAN RIGHTS

As defined in the Universal Declaration of Human Rights, human rights are designed to protect people's inherent dignity, regardless of their culture, gender, race or other characteristics. By definition, human rights are universal, meaning they apply to all people. Other principles of human rights include:

equality: The concept of equality means that all people deserve to be treated the same way. No one should have a poorer quality of life or fewer opportunities than others. As specified in Article 1 of the Universal Declaration of Human Rights, "All human beings are born free and equal in dignity and rights." Equality is the basis of human rights.

human dignity: Human dignity affirms that all people deserve to be valued and respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, color, sex, sexual orientation, gender identity, language, ability, social status, civil status, political convictions, or other characteristic, all individuals deserve to be treated fairly and with

respect.

inalienability: It is not possible to take away a person's human rights. They are inalienable, meaning that no person, government, or other power can deprive a person of these rights (except under clearly defined legal circumstances). For example, a person's right to freedom of movement could be limited if, at the end of a fair trial, they are found guilty of a crime by a court of law.

indivisibility: Human rights are indivisible, meaning that they cannot be given partially. All rights—including political, social, economic, and cultural rights—are equally important. The denial of one right invariably prevents other rights from being enjoyed, and the realization of one right often depends, in whole or in part, on the realization of other rights. For example, if a child is very malnourished, it is unlikely that they will be able to focus in school. As a result, they will be denied an education that would allow them to engage in civil society and the democratic process. Therefore, the right to education depends on securing the right to an adequate standard of living (including having access to enough food).

interdependency: Human rights are interdependent and interconnected; the denial of one right often leads to the violation of other rights. Similarly, the protection of human rights in one area supports human rights in other areas.

non-discrimination: Discrimination and non-discrimination are actions; non-discrimination means treating everyone the same way. Non-discrimination is integral to the concept of equality. It ensures that no one is denied their human rights based on particular characteristics, including (but not limited to): race, skin color, sex, language, religion, political or any other opinion, national or ethnic or social origin, property, birth, disability, age, or sexual orientation.

universality: Universality means that human rights must be the same for all people, everywhere in the world. Regardless of a country's political system, governments and societies must respect and protect human rights. Human rights should be recognized by all States and peoples, they should be applied to every person equally and indiscriminately, and they should be the same for everybody everywhere. Human rights cannot be taken away.

CONTEXT

BEING A HUMAN RIGHTS DEFENDER



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the rights and responsibilities of human rights defenders
- Discuss key actions one can take as a human rights defender
- Understand some of the efforts that should be taken by States to ensure protection of human rights defenders

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Handout: [Human Rights Defenders](#)

I: SESSION OBJECTIVES (10 MINUTES)

- A. Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives, then ask a few participants to share one thing that they would like to learn or one question they have.
- B. Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- C. Working in pairs, ask participants to answer the following questions:
 - What do you imagine when you hear the term “human rights defender”?
 - Would you describe yourself as a human rights defender? Why or why not?
 - What questions do you have about human rights?
- D. Divide participants into groups of three and distribute one copy of the Human Rights Defenders handout to each group.
- E. Ask each group to read Section 1 of the [handout](#) (“What is a Human Rights Defender?”), then discuss the following questions:
 1. Why is it dangerous for human rights defenders to ignore the universality of human rights? Can you think of an example where a focus on one human right might lead to the violation of a different human right?
 2. Do you agree that it is not important whether a human rights defender is correct, as long as they are advocating for human rights? Can you think of an example where HRDs in your community or country have been factually incorrect, but still worked to protect human rights?
 3. Do you agree that human rights defenders should remain peaceful in their actions? Why or why not?
- F. After 20 minutes, come together as a class and ask participants to share what they discussed in their small groups.



II: LET'S TALK ABOUT IT!: WHAT IS A HUMAN RIGHTS DEFENDER? (30 MINUTES)

Participants will explore what it means to be a human rights defender (HRD), according to the United Nations.



FACILITATOR'S NOTE

Explain to participants that they will return to these same groups of three for Activity IV. One participant should hold onto the Human Rights Defenders handout, as they will need to refer to it again in Activity IV.



III: GALLERY WALK: WHAT CAN YOU DO? (30 MINUTES)

Participants will work in small groups to brainstorm ways that ordinary people can defend human rights.

- Divide participants into groups of five, taking care to ensure each group contains participants with different strengths or perspectives. Give each group a piece of flip chart/poster paper and a marker.
- Instruct each group to discuss different ways that an ordinary person (such as themselves or their friend, or their neighbor) could be a human rights defender. Each group should list their ideas on the flip chart.
- After 10 minutes, ask each group to post their flip chart poster at a different location around the room.
- Instruct participants to spend the next few minutes moving around the room and reviewing the ideas from the other groups. Encourage participants to write comments, responses, or questions on their classmates' posters.
- After 10 minutes, instruct participants to return to their seats. Discuss the highlights from each poster, including commentary from classmates and the similarities and differences in their ideas.



IV: LET'S TALK ABOUT IT!: PROTECTING HUMAN RIGHTS DEFENDERS (30 MINUTES)

Participants will consider whether their country's government is meeting its responsibilities for protecting human rights defenders.

- Instruct participants to return to their original groups of three.
- Ask them to read Section 2 of the Human Rights Defenders [handout](#) ("Protections for Human Rights Defenders"), then discuss the following questions:
 - Do you believe that your country's govern-

ment is meeting expectations in terms of protecting human rights defenders? Why or why not? What evidence do you have?

- Are there any other ways that governments can protect human rights defenders? Be specific.
- After 20 minutes, come together as a class and ask participants to share what they discussed in their small groups.
 - Where do the groups agree or disagree?
 - How could the government of their localities or country improve in their protection of HRDs?



V: SHARING IN COMMUNITY: TAKING ACTION TO DEFEND HUMAN RIGHTS (20 MINUTES)

Participants will reflect on what it means to be a human rights defender.

- Instruct participants to spend 10 minutes thinking about what they have learned and writing in their notebooks. They should answer at least two of the following questions and be as specific as possible, providing concrete examples:
 - What actions do you feel like you could take to become a human rights defender in your community today?
 - Who is one human rights defender that you admire and why?
 - What did you learn today that will support you in your daily work of being a human rights defender?
 - What other thoughts or ideas are you taking away from today's lesson?
- After 10 minutes, ask for a volunteer to share something that they wrote.
- After the participant has shared, ask other participants to raise their hand if what the volunteer said resonates with them. The participant who shared what they wrote should then choose one of the participants with their hand raised to share a reflection. The process continues until everyone in the class has had the opportunity to share their thoughts.
- Close the session by reminding participants that anyone is capable of being a human rights defender, and just by showing up to class today, they too are engaging in the promotion of human rights.
- Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.

RESOURCES

General Assembly resolution 53/144. *Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms*. A/RES/53/144 (9 December 1998). Available from <https://www.ohchr.org/EN/ProfessionalInterest/Pages/RightAndResponsibility.aspx>.

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Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Protest, Gayatri Malhotra/[Unsplash](https://www.unsplash.com)

HANDOUT HUMAN RIGHTS DEFENDERS

SECTION 1: WHAT IS A HUMAN RIGHTS DEFENDER?

In December 1998, the United Nations adopted the *Declaration on Human Rights Defenders*. This declaration states that human rights defenders (HRDs) are people who promote and protect human rights, either on their own or as part of a group, association, or organization. HRDs are active in all parts of the world. They address a variety of human rights issues, including (but not limited to): discrimination, land rights, arbitrary arrest and detention, gender equality, the right to food and water, and more.

The majority of human rights defenders work in their local and national contexts, supporting human rights in their own communities. To do this, HRDs might engage in a variety of activities, including (but not limited to): gathering data and information about human rights abuses, advocating for and bringing public attention to an issue, disseminating information, or lobbying for cases of human rights violations to be prosecuted in a court of law. Other HRDs support victims of human rights violations by providing legal services, counseling, housing, etc.

Human rights defenders are a critical component in the spread of Human Rights Education around the world. By spreading information about human rights to students, families, communities and the general public, HRDs contribute to a collective understanding about the rights that all of us have simply for being human.

Anyone can be a Human Rights Defender, but there are three key issues that all HRDs should understand and acknowledge:

1. Human rights defenders must accept the universality of all human rights. They cannot promote one right by violating a different right. For example, human rights defenders promoting workers' rights cannot undermine women's right to equal pay.
2. It is not essential that a human rights defender have a valid argument, as long as they are defending human rights. For example, HRDs may advocate for the right of a rural community to own the land that they have worked for decades. They may stage boycotts and advocate against large agricultural companies who claim to own the land. Although the defenders may be incorrect about who legally owns the land, if their concerns fall within the scope of human rights, they are genuine human rights defenders.

3. Human rights defenders must be peaceful in order to comply with the Declaration on Human Rights Defenders.

SECTION 2: PROTECTIONS FOR HUMAN RIGHTS DEFENDERS

Countries have duties to protect human rights and human rights defenders. The Declaration on Human Rights Defenders states that countries must:

- Promote, protect, and implement all human rights, ensuring all people in the country enjoy and understand their social, political, economic, and other rights;
- Adopt legal measures to effectively implement rights and freedoms;
- Conduct full and impartial investigations of alleged human rights abuses and provide effective remedy (i.e. access to the legal system) to people whose rights have been violated;
- Ensure a safe and supportive environment where everyone is effectively protected, and where it is possible to defend and promote human rights without fear of punishment, reprisal, or intimidation;
- Promote and facilitate the teaching of human rights at all levels of formal education; and
- Take all necessary measures to ensure that human rights defenders—and all people—are protected from violence, threats, retaliation, discrimination, or any other action arising from their exercise of and advocacy for human rights.

CONTEXT

GLOBAL HUMAN RIGHTS MOVEMENTS



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Understand what various human rights movements are fighting for
- Undertake the process of creating a “Movement Journal”

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Handouts: [Global Human Rights Movements](#)

I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today’s lesson, check in with participants about any activities or projects that they are working on from previous sessions.
 - Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have from any of the previous sessions.
 - Review group agreements (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
 - Wrap up by explaining that during this session, participants will have the opportunity to explore real-world movements for human rights.
- place each at a different location in the classroom. Each page includes two movements. Additionally, place a piece of chart paper and some markers at each location for participants to write comments.
 - Begin by explaining that many groups around the world are striving for human rights on behalf of a certain group of people or a particular cause.
 - Divide participants into six groups and ask each group to move to one of the handout stations. Instruct participants to read through the case studies on the handouts, then write any comments and questions they have about the movement on the chart paper. Ask each group to reflect on who the victims are or who is most impacted by this issue. Participants should be encouraged to make connections to local issues, where possible.

II: GALLERY WALK: STRIVING FOR HUMAN RIGHTS (90 MINUTES)

Participants will examine case studies to familiarize themselves with global movements for human rights.

- Preparation before class: Print one copy of each [Global Human Rights Movements](#) handout and



FACILITATOR'S NOTE

If technology is available in the classroom, encourage participants to review some of the video and news content included with each case study.

- D. After 10 minutes, instruct groups to rotate to the next station. This process should be repeated until participants have visited each station.
- E. After one hour, bring class back together and spend a few minutes talking about each case study. What comments and questions did the participants have? What are they eager to learn? Are there human rights issues that overlap? In discussing who is impacted, were there any themes?



III: LET'S WRITE ABOUT GLOBAL MOVEMENTS (20 MINUTES)

Participants will reflect on movements they are passionate about.

- A. Instruct participants to spend 10 minutes thinking about what they have learned and writing in their notebooks. They should answer the following questions and be as specific as possible, providing concrete examples:
 1. Where have you seen these movements in your own community? In your country?
 2. Which of these movements interests you the most, and why?
 3. Are there other movements that you are interested in learning more about?
- B. After 10 minutes, ask for a few volunteers to share something that they wrote.
- C. Introduce participants' long-term assignment, explaining that participants will choose the movement that they are most passionate about and make connections to that movement over the course of the training.
 1. Participants should choose one of the global movements from the previous activity (or another that was not included).
 2. Over the course of the training, participants should keep a "Movement Journal," adding entries after each session. In this journal, participants should reflect on their feelings about the lessons and make connections between the UDHR articles and the global movement they have chosen. The primary goals of this activity are to draw connections

between movements and nations, to show how the articles of the UDHR are interdependent and intersectional, and to provide an outlet for participants to research and reflect independently. Journal entries might include:

- News clippings and reflections on a recent news stories
- A short piece of fiction or poetry
- An interview with a human rights defender
- A letter to an elected official
- The text for a social media campaign
- A drawing or other artwork
- A list of topics of interest for future research
- A reflection on how the session's content made them feel
- Photographs from a movement-related protest or action they attended
- Anything else participants want!

Example: If a participant chooses the Indigenous Rights Movement, each week they will write about this topic as it relates to the week's session. If the session deals with the presumption of innocence, for example, the participant might choose to write about the unequal treatment of Indigenous individuals in their country's court system.

- 3. Explain that participants will have an opportunity to share from their journals at the beginning of each session.
- D. Close the session by reminding participants that they are capable of making change. By keeping these movement journals, participants will learn about important issues around the world and will deepen their own understanding of the UDHR and its articles.

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Resources for further learning available at:
www.woventeaching.org/udhr/resources

HANDOUT GLOBAL HUMAN RIGHTS MOVEMENTS

DISABILITY RIGHTS

Issue: People with disabilities often face discrimination, exclusion, and inhuman or degrading treatment. Individuals and groups active in the Disability Rights movement advocate for the full rights and inclusion of disabled people around the world.

Case study: In many elder care facilities in Australia, seniors with dementia are chemically restrained—given unnecessary and harmful medication to control their behavior—in place of treatment. Family members of loved ones with dementia and disability advocacy groups continue to push for increased staffing at care facilities and a ban on chemical restraints.

Learn more: [Fit and Healthy After Getting Off Chemical Restraints \(2:29\)](#), [“Fading Away:” How Aged Care Facilities in Australia Chemically Restrain Older People with Dementia](#) (report by Human Rights Watch)



STATE VIOLENCE

Issue: Police and other State security forces around the world often perpetrate violence. Individuals and groups active in the movement against police and other forms of State violence advocate for an end to abuses by police, increased accountability, and in some cases, the abolition of policing.

Case Study: In 2017, young people in Nigeria launched a digital activism campaign using the hashtag #EndSARS. SARS, Nigeria’s Special Anti-Robbery Squad, regularly commits violence and human rights abuses against Nigerians with impunity. In October 2020, Nigerians took to the streets to demand the dissolution of this notorious police force.

Learn more: [Police Brutality in Nigeria: what is the #EndSars movement? \(5:49\)](#), [“#EndSars Movement: from Twitter to Nigerian streets”](#) (article by Amnesty International)



HANDOUT GLOBAL HUMAN RIGHTS MOVEMENTS

ECONOMIC JUSTICE

Issue: Every day, poor people around the world struggle to maintain an adequate standard of living. Individuals and groups active in the movement for economic justice advocate for every person to have their basic needs met in a way that allows them to live dignified lives and freely develop their personality.

Case study: In September 2020, Indian Prime Minister Narendra Modi passed laws to deregulate the agriculture industry and make space for private corporations. Farmers around the country rose up in protest, arguing that these laws will make it impossible for them to earn a living adequate to take care of themselves and their families.

Learn more: [Why are India's farmers angry? | Start Here \(7:05\)](#), ["What Prompted the Farm Protests in India?"](#) (article in *The New York Times*)



LGBTQ+ RIGHTS

Issue: LGBTQ+ refers to Lesbian, Gay, Bisexual, Transgender, Queer, and other marginalized gender identities and sexual orientations. Around the world, LGBTQ+ people are discriminated against; they are often denied the same rights as other people. Individuals and groups active in the movement for LGBTQ+ rights advocate for equality and full rights for all LGBTQ+ people.

Case study: Same-sex relations are criminalized in Malawi. Every day, LGBTQ+ people in the southern African country face discrimination, arbitrary arrest, and the denial of services such as health care. Activists in the movement for LGBTQ+ rights in Malawi have filed criminal charges against politicians who have allegedly incited violence against LGBTQ+ people.

Learn more: [Gift Trapence - Malawi \(TCEN\) \(5:04\)](#), ["Let Posterity Judge": Violence and Discrimination against LGBT people in Malawi](#) (report by Human Rights Watch)



HANDOUT GLOBAL HUMAN RIGHTS MOVEMENTS

WOMEN'S RIGHTS

Issue: In many countries, women and girls do not receive the same treatment as men and boys. They often face discrimination in their access to education and employment. They also face violence from within their families and from the society at large. Typically, women and girls do not have the same rights as their male counterparts when it comes to accessing care for physical and mental health, family planning, and forced marriage. Individuals and groups active in the movement for women's rights advocate for legal equality, an end to gender violence, and more.

Case study: In Argentina, non-governmental organizations estimate that one woman is killed every 26 hours. The #NiUnaMenos ("Not One Less") movement was born out of this reality. For the past several years, women and their allies have protested against widespread gender violence and femicide (the killing of a girl or woman on the basis of her gender) in the country.

Learn more: [Femicide in Argentina: Not One Less protest held despite lockdown \(2:41\)](#), ["#NiUnaMenos five years on: Latin America as deadly as ever for women, say activists"](#) (article in *The Guardian*)



CLIMATE JUSTICE

Issue: Climate change is an issue that will eventually affect every person on earth. In many places around the world, people are already feeling the effects of higher tides and increasingly unpredictable weather. Individuals and groups working towards climate justice advocate for protection of the environment, focusing on how climate change often affects the most historically marginalized communities first and with the most devastating impacts.

Case study: In the Brazilian Amazon, deforestation—cutting down trees to make room for agriculture and development—is progressing rapidly. These actions not only affect the wildlife and the Indigenous peoples living in the rainforest, but also impacts the health of people nearby and the global climate.

Learn more: [Amazon Deforestation \(4:34\)](#), ["The Air is Unbearable": Health Impacts of Deforestation-Related Fires in the Brazilian Amazon](#) (report by Human Rights Watch)



HANDOUT GLOBAL HUMAN RIGHTS MOVEMENTS

REFUGEE AND MIGRANT RIGHTS

Issue: The right of asylum—to seek protection from another country if you are being persecuted in your own country—is a fundamental human right. Despite this, governments around the world limit or deny people the opportunity to apply for asylum. Individuals and groups working for refugee and migrant rights advocate for freedom of movement and humane treatment of migrants and refugees.

Case study: In 2021, the Belarusian government encouraged asylum-seekers to enter Poland, a European Union Member State. Poland will not let the refugees cross the border, and Belarusian forces will not let the refugees back into Belarus. The refugees are trapped at the border of the two countries, surviving on very little food and water and braving temperatures below freezing. Several migrants have died.

Learn more: [Migrants freezing to death on Belarus-Poland border \(6:48\)](#), [“Die Here or Go to Poland”: Belarus’ and Poland’s Shared Responsibility for Border Abuses](#) (report from Human Rights Watch)



FREEDOM OF EXPRESSION

Issue: Many governments around the world limit what their populations are allowed to say. In many places, certain types of comments are punishable with imprisonment or even death. Individuals and groups in the movement for freedom of expression advocate for people’s right to express themselves, even if that includes criticism of the government.

Case study: In Thailand, it is illegal to insult or defame the monarchy. People convicted under *lèse-majesté* (“to do wrong to majesty”) laws can be sentenced to decades in prison for criticizing the monarchy. Activists in Thailand and around the world are pushing for an end to these laws, stating that Thailand cannot be a true democracy until these laws are abolished.

Learn more: [Thailand’s lese-majeste law ‘stifling dissent’ \(2:47\)](#), [To Speak Out is Dangerous: Criminalization of Peaceful Expression in Thailand](#) (report by Human Rights Watch)



HANDOUT GLOBAL HUMAN RIGHTS MOVEMENTS

RACIAL JUSTICE

Issue: Racism is a global issue. In many places around the world, people are discriminated against because of the color of their skin or their national origin. Individuals and groups in the movement for racial justice seek to end white supremacy and systemic racism worldwide.

Case study: In May 2020, police in Minnesota (United States) killed George Floyd, a Black man. Floyd's death sparked protests against racism and police violence around the world. In many countries, Black people and other marginalized groups are disproportionately killed by police. The global Black Lives Matter movement seeks to end violence against Black people and ensure equitable treatment.

Learn more: [George Floyd killing sparks worldwide protests against racism](#) (6:01), ["George Floyd Protests: A Timeline"](#) (article in *The New York Times*)



CHILDREN'S RIGHTS

Issue: Children's rights are violated in many places around the world. The global demand for cheap labor is met by families who are faced with the reality of having to force their children to leave school in order to work. The places where children work are often highly dangerous, exploitative and unregulated. Although the United Nations' Convention on the Rights of the Child states that children should be protected from discrimination, exploitation, and unhealthy or unhygienic conditions, millions of children are exposed to these things every day. Individuals and groups working for children's rights advocate for the safety and wellbeing of all children.

Case study: In the Philippines, thousands of children are forced to mine gold. This requires them to work underground, underwater, and with toxic substances like mercury. Some children have died from these practices. Activists in the Philippines are working to try to end the practice of child labor in the country.

Learn more: [Kids Risk Death Diving for Gold in Philippines](#) (7:15), ["What ... if Something Went Wrong?: Hazardous Child Labor in Small-Scale Gold Mining in the Philippines"](#) (report by Human Rights Watch)



HANDOUT GLOBAL HUMAN RIGHTS MOVEMENTS

INDIGENOUS RIGHTS

Issue: Indigenous peoples around the world continue to struggle against the legacy of colonialism. Over the past several centuries, Indigenous peoples have been displaced from and dispossessed of their lands. Individuals and groups working for Indigenous rights advocate for the self-determination of Indigenous peoples and the recognition of their rights.

Case study: Members of the Wet'suwet'en Nation, an Indigenous people of Canada, have been protesting against a proposed gas pipeline across their territory. According to Wet'suwet'en hereditary chiefs, the nation never gave consent for the project to move forward, stating that it could have devastating health and environmental impacts. Wet'suwet'en land defenders have been met with violence from police.

Learn more: [Thousands Rally for Wet'suwet'en Solidarity \(3:07\)](#), "[Understanding the Wet'suwet'en struggle in Canada](#)" (article from Al Jazeera)



DEMOCRACY

Issue: In many places around the world, people do not have the ability to participate in their government. They are not allowed to vote, to protest, or to express themselves freely. Individuals and groups active in the movement for democracy advocate for the end to authoritarian regimes and for an increase in democratic freedoms worldwide.

Case study: In 2011, many Syrians rose up in protest against the government, demanding democratic reforms. They called for an end to the authoritarian regime of Bashar al-Assad, who has served as Syrian president since 2000. The government attempted to repress the protests, but the opposition grew. Eventually, the country exploded into full-scale civil war.

Learn more: [The Syrian Catastrophe, Explained in 3 Minutes \(3:01\)](#), "[Why has the Syrian war lasted 10 years?](#)" (article from BBC News)



PART 2:

UNIVERSAL DECLARATION OF HUMAN RIGHTS

SESSION 1

THE UNITED NATIONS, THE UDHR, AND PRE-ASSESSMENT



TRAINING OBJECTIVES

By the end of the 12 sessions, participants will be able to:

- Understand the history of the United Nations and the UDHR
- Explain the 30 articles of the UDHR and the rights and principles of modern human rights
- Take action in their communities and become human rights defenders

MATERIALS

- Name tags or blank paper to make signs for participants to put on their desks or table
- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Handout: [Pre-Assessment](#)
- Video: [“What are universal human rights?”](#)

This first session provides an introduction to the facilitator(s), the participants, and to the goals of the training (12 sessions). It also includes a brief introduction to the Universal Declaration of Human Rights (UDHR) and the United Nations (UN).

I: INTRODUCTION AND OBJECTIVES (45 MINUTES)

- To begin the training, introduce yourself to the participants. Share a few sentences about your background and why you are excited to share this training.
- Post the training objectives (for the entire 12-week training) on a screen or chart paper. Ask for a volunteer to read the objectives aloud.
- Go around the room and have participants introduce themselves. Ask them to share their names, one thing that they would like to learn, one question that they have, and anything else that they think is relevant and important to know about them.
- Close this activity by thanking everyone for their participation in this program.

II: GROUND RULES/GROUP AGREEMENTS (10 MINUTES)

Setting ground rules is a simple way to create an open and respectful space for participants. Participants create and agree upon this set of guidelines that will set the tone in this and future discussions.

- Explain to participants that agreeing on a set of ground rules or group norms is important to set the tone of the sessions, particularly when discussing sensitive or personal information.
- Write Ground Rules or Group Agreements at the top of a sheet of chart paper or on the board.
- Ask participants to think of rules that they would like to set in place in order for them to feel comfortable to share and participate. You might want to begin by writing a couple of examples: Respect confidentiality, One person speaks at a time, Use “I” statements.
- Chart the answers from the participants. Whenever possible, try and frame each ground rule in the

positive; for instance, “Don’t interrupt when someone is speaking” can be changed to “One person speaks at a time.”

- E. When the class feels that this list is complete, spend a few minutes reviewing it as a group to make sure everyone understands the rules and commits to respecting them. Ask for confirmation from each participant that they will respect the ground rules. This list should remain posted and briefly reviewed in every session going forward.



III: PRE-ASSESSMENT (10 MINUTES)

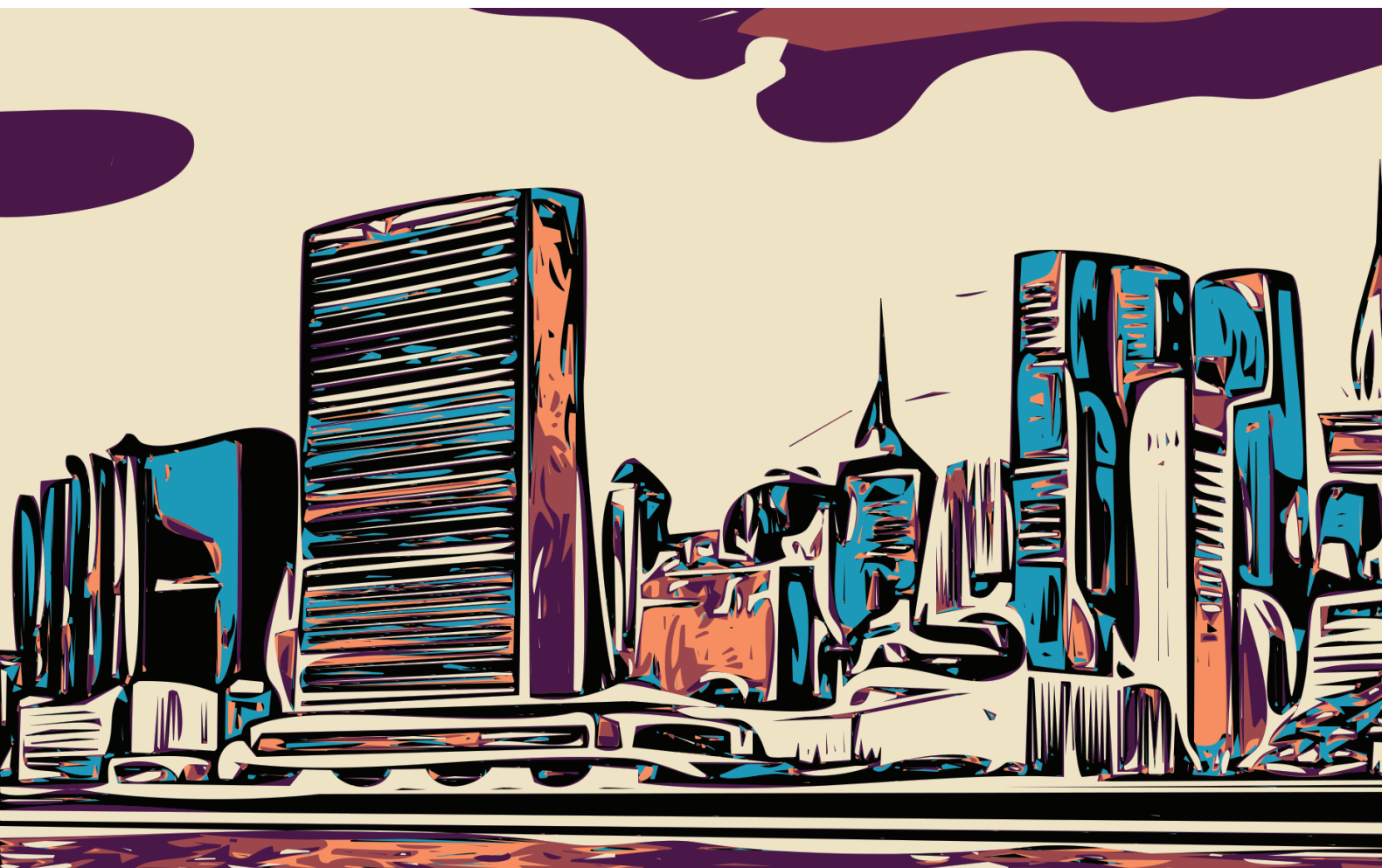
Explain to participants that their feedback is important and that this pre-assessment will be used to plan future sessions and to evaluate the program at its conclusion.

- A. Pass out [pre-assessment forms](#) and briefly review with the class to answer any questions.
- B. Give participants 10 minutes to complete the pre-assessment.
- C. After 10 minutes, collect the pre-assessment forms to review later.
- D. Keep these forms on file to compare with the post-assessments completed at the end of the trainings. This data can be [shared with Woven Teaching](#) and evaluated later.



WE, THE PEOPLES OF THE UNITED NATIONS, DETERMINED TO SAVE SUCCEEDING GENERATIONS FROM THE SCOURGE OF WAR, WHICH TWICE IN OUR LIFETIME HAS BROUGHT UNTOLD SORROW TO MANKIND, AND TO REAFFIRM FAITH IN FUNDAMENTAL HUMAN RIGHTS, IN THE DIGNITY AND WORTH OF THE HUMAN PERSON, IN THE EQUAL RIGHTS OF MEN AND WOMEN AND OF NATIONS LARGE AND SMALL... DO HEREBY ESTABLISH AN INTERNATIONAL ORGANIZATION TO BE KNOWN AS THE UNITED NATIONS. ”

– UNITED NATIONS CHARTER





IV: WHAT DO YOU THINK ABOUT THE UNITED NATIONS? (20 MINUTES)

Participants gain a basic understanding of the United Nations and its founding.

- A. Explain to participants that they will be learning about the modern human rights movement which cannot be understood without recognizing the importance of the United Nations. Participants will probably have a range of understanding and familiarity with the work of the UN.
- B. Because participants may or may not be familiar with the UN, read the following information from the UN website aloud:

As World War II was about to end in 1945, nations were in ruins, and the world wanted peace. Representatives of 50 countries gathered at the United Nations Conference on International Organization in San Francisco, California from 25 April to 26 June 1945. For the next two months, they proceeded to draft and then sign the UN Charter, which created a new international organization, the United Nations, which, it was hoped, would prevent another world war like the one they had just lived through.

Four months after the San Francisco Conference ended, the United Nations officially began, on 24 October 1945, when it came into existence after its Charter had been ratified by China, France, the Soviet Union, the United Kingdom, the United States and by a majority of other signatories.

Now, more than 75 years later, the United Nations is still working to maintain international peace and security, give humanitarian assistance to those in need, protect human rights, and uphold international law.

At the same time, the United Nations is doing new work not envisioned in 1945 by its founders. The United Nations has set sustainable development goals for 2030, in order to achieve a better and more sustainable future for us all. UN Member States have also agreed to climate action to limit global warming.

With many achievements now in its past, the United Nations is looking to the future, to new achievements.

The history of the United Nations is still being written.

- C. Ask participants to find a partner to discuss the questions below. Explain that they will have 10 minutes for this activity.
 1. What do you already know about the United Nations?
 2. After over 75 years, the UN is working on new issues. What are some of these? Examples: Climate change, refugees, vaccine distribution, etc.
 3. Do you think that the UN is still needed in today's world? Why or why not?
- C. After 10 minutes, ask for volunteers to share any of their answers.
- D. Conclude this activity by explaining that the primary document of modern human rights movements came out of the UN. It is the Universal Declaration of Human Rights, or UDHR.



V: LET'S WRITE ABOUT HUMAN RIGHTS (20 MINUTES)

Participants will learn about the Universal Declaration of Human Rights (UDHR), an aspirational document that serves as the moral compass for the international community.

Note: This activity uses the same introductory video as Activity II in the Principles of Human Rights lesson (pg. 14). If you have already watched the video as a class, you may wish to adjust this activity accordingly.

- A. Begin by asking participants to spend a few minutes writing a response to the following prompt in their notebooks:

A right is a moral or legal entitlement to have something or act in a certain way. Why is it important for people to have rights? What are two rights that you think every human should have, and why?

- B. After a few minutes, ask a few participants to share their ideas with the class. Record their answers on the board.
- C. Before watching the video below, explain that human rights are rights which all people have, without exception, just for being human. These rights are:
 - **inalienable:** unable to be revoked or taken away;
 - **indivisible:** unable to be separated;
 - **interdependent:** they work together, each one needed for the exercise of other rights; and
 - **universal:** applicable to all people.

- D. Watch “[What are the universal human rights?](#)” (4:46) then discuss the following questions:
1. Why did the United Nations believe that the Universal Declaration of Human Rights (UDHR) was needed?
e.g. Devastation caused by World War II, persecution of Jews, Roma, and others during the Holocaust, etc.
 2. What are some of the criticisms of the UDHR mentioned in the film?
e.g. Too Western-focused, extremely difficult to enforce and prosecute, etc.
 3. Are there connections between the words and actions of regular people to the struggle for human rights? If so, are there ways that you can help create a better and more inclusive climate in your community? At school? In their workplace?
e.g. Participants’ raised awareness of jokes and slurs demeaning other groups, teaching others about human rights, etc.



FACILITATOR’S NOTE

If technology is not available in your classroom, you may read the transcript aloud or distribute it to participants to read. See [pg. 16](#) for transcript.

RESOURCES

Berti, Benedetta. “What are the universal human rights?” TedEd via YouTube. Video, 4:46. <https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti>.

Engle, Jeremy. “Lesson of the Day: ‘What Is the United Nations? Its History, Its Goals and Its Relevance.’” *The New York Times*. 26 September 2019. <https://www.nytimes.com/2019/09/26/learning/lesson-of-the-day-what-is-the-united-nations-its-history-its-goals-and-its-relevance.html>.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- United Nations flag, slon.pics/[FreePik](#)
- UN headquarters in New York, the blowup/[Unsplash](#) (original photo)



VI: BEING A HUMAN RIGHTS DEFENDER (15 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Conclude the session by going around the room and asking each participant to answer one (or more) of the following questions:
 - What is one question you have?
 - Why is learning about human rights important? Be specific.
 - How can we support each other during the 12-week training?
 - What is one goal you have for yourself to become a human rights defender?
- B. Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.

HANDOUT PRE AND POST ASSESSMENT

	PRE-ASSESSMENT				POST-ASSESSMENT			
	ABSOLUTELY, YES	I THINK SO, PROBABLY	I'M NOT SURE	NO	ABSOLUTELY, YES	I THINK SO, PROBABLY	I'M NOT SURE	NO
I understand the concept of human rights.								
I am familiar with the history of the United Nations.								
I am familiar with the Universal Declaration of Human Rights (UDHR).								
I understand the rights and privileges outlined in the UDHR.								
I understand what a human rights defender is.								
I understand how to take action and become a human rights defender.								
I am likely to take action to uphold the rights enshrined in the UDHR.								
I am likely to continue learning about human rights even after the training has finished.								
I am likely to share what I have learned about human rights with others in my community.								

NOTES

HANDOUT WHAT ARE HUMAN RIGHTS?

WHAT IS A RIGHT?

A right is an entitlement to do something or to be protected from something. Rights are different than privileges, which are special benefits granted to a specific person or group of people.

WHAT ARE HUMAN RIGHTS?

Human rights are basic rights and freedoms which every single human being is entitled to, regardless of their race, religion, birthplace, gender, sexual orientation, or other characteristic. This means that they are universal—rights apply to everyone. Human rights are also inalienable, meaning that they cannot be taken away.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Throughout history, different cultures have developed ideas about justice and human rights, but it was not until 1948 that these ideas were adopted by the international community.

In the wake of World War II and the Holocaust, the international community struggled to figure out how it could prevent such atrocities from happening again. At the end of the war, a new organization, the United Nations, gathered experts from around the world to draft a document outlining the basic human rights.

Adopted by the UN General Assembly in 1948, the Universal Declaration of Human Rights (UDHR) contains 30 articles. Its core principle is that all human beings are born free and equal in dignity and rights. The document contains positive freedoms (the freedom to do something, such as the freedom to get married) and negative freedoms (the right to be free from something, such as the right to be free from slavery). The document contains both civil/political rights and social, economic, and cultural rights.

CIVIL AND POLITICAL RIGHTS

restrict the government from interfering with an individual or their freedom. Examples:

- Freedom of speech
- Right to a fair trial

SOCIAL, ECONOMIC, AND CULTURAL RIGHTS

require the government to provide support or protections. Examples:

- Right to education
- Right to medical care

The UDHR does not claim that one type of right is more important than the other. Instead, it says that all rights are interdependent and that one type of right cannot exist without the other.

CRITICISM OF THE UDHR

Since 1948, people around the world have continuously used the Universal Declaration of Human Rights as a tool to create a more equitable and peaceful world; however, the UDHR has also been the subject of a great deal of criticism. Some critiques include:

- Although it laid the foundation for modern human rights law, the UDHR itself is not legally binding. Human rights laws do exist, but they are extremely difficult to enforce and do not always prevent human rights abuses. While the United Nations monitors and investigates human rights abuses, it cannot force a government to change its policies.
- The UDHR was written under the leadership of the United States at the beginning of the Cold War. As a result, critics argue that it is biased toward Western values and ignores cultural differences that exist between societies.
- The UDHR privileges the rights of the individual over collective groups such as tribes, communities, or religious groups. This focus on the individual is in and of itself a reflection of Western values. By definition, genocide is the mass killing of people with certain characteristics or identities, so by not focusing on group rights, critics argue that the UDHR does not help to prevent this type of violence in the future.

Even with these limitations, the UDHR was an important step in outlining the rights of each person around the globe. It was the first document of its kind and continues to guide international law and values. At its core is the belief in the inherent dignity of each individual and the prevention of discrimination.

The UDHR has been translated into 500 languages and in 1999 it became the most translated document in history.

SESSION 2

ARTICLES 1, 2, AND 3



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Describe UDHR Articles 1, 2, and 3, particularly the principles of dignity, respect, and non-discrimination as they relate to the foundation of human rights
- Understand the practical applications of Articles 1, 2, and 3 and how these rights may be violated or protected
- Discuss and implement actions to uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils

I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have from any of the previous sessions.
- Review group agreements (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- Wrap up by explaining that the main objective of these articles is to recognize the dignity inherent to human beings. In this session, moreover, they will be exposed to various methods of how one can practice the ideals of Articles 1, 2, and 3 in their communities.



II: UNDERSTANDING ARTICLES 1, 2, AND 3 (15 MINUTES)

Participants will build their foundational knowledge of the first three articles of the UDHR.

- Post the text of Articles 1, 2, and 3 on a screen or

ARTICLE 1

RIGHT TO EQUALITY, DIGNITY, AND RESPECT

All humans are born free and equal. You have the same rights as anyone else and should be treated with dignity and respect.

ARTICLE 2

FREEDOM FROM DISCRIMINATION

You are entitled to all of the rights in the Universal Declaration of Human Rights, regardless of your race, sex, language, religion, political opinion, gender, or other characteristic. Additionally, you have rights everywhere, regardless of where you come from.

ARTICLE 3

RIGHT TO LIFE, LIBERTY, & SECURITY

You have the right to live freely and safely.

chart paper. Explain that these are the first three articles of the UDHR.

- B. Ask for a volunteer to read the text of Article 1 aloud.
- C. Check for understanding of vocabulary. Are there any questions? Are there any words that are unfamiliar?
- D. Repeat the process for Articles 2 and 3.



III: LET'S WRITE ABOUT EQUALITY & RESPECT IN PRACTICE (15 MINUTES)

Participants engage in writing to consider the importance of respecting others.

- A. Post the following three prompts on the board or on chart paper and explain that participants will have 10 minutes to write their responses to at least two of the questions in their notebooks. Assure them that their writing is private and that they can choose to share their responses or not.

Prompts:

- Imagine a world where no one respected the rights of others and people did not show common courtesy to one another. What would this look like? What might some of the consequences be?
 - Why is it important to care about others and treat others with respect if we want to stay free and equal ourselves?
 - What happens to our rights and freedoms when we do not respect others, even strangers? Include an example of how you can help other people experience equal rights.
- B. Ask for volunteers to share something that they wrote.
 - C. Wrap up with the following questions or with your own questions:
 1. What were some common themes?
 2. Why do you think studying this is important?
 3. What is one way you and your classmates can show respect to one another?



IV: GALLERY WALK: HUMAN RIGHTS IN ACTION (30 MINUTES)

Participants will identify examples of both upholding and violating human rights. Examples can be contemporary or historical.

- A. Begin by asking the class for an example of a violation of Article 1, 2, or 3 and an example of how one of these rights is upheld in their community. Example: Article 2 (non-discrimination) may be upheld in their community because people of all genders have equal opportunities to employment. The same article may be violated in their community because marriage between two people of the same sex is illegal.
- B. Divide the class into three groups. Hand each group a piece of flip chart paper and assign each group one of the articles. Explain that they will have 8 minutes to complete the group assignment.
- C. Working in their groups, ask participants to write the text of the article at the top of the page, then draw a line down the center of the page. Write "Upheld" at the top of the left column and "Violations" at the top of the right column.
- D. Groups should discuss and find three examples of upholding the right outlined in the article and three examples of violations of this right. These examples should be different from the example(s) discussed at the beginning of the activity.
- E. When they are done, ask them to post their sheet somewhere in the classroom and remain with their group.
- F. After 8 minutes, ask the groups to rotate and work on another article, adding to the examples that another group already brainstormed. Repeat the procedure after another 8 minutes, asking groups to rotate one last time.
- G. When the rotations are complete, ask each group to return to their original sheet. Each group will read the responses on their sheet to the class.
- H. When this is complete, wrap up with a few questions:
 1. How do these articles build upon each other?
 2. Were some rights easier to describe than others?
 3. Was it easier to think of examples of violations rather than examples of the right being upheld? If yes, why do you think that was?



TO DENY PEOPLE THEIR HUMAN RIGHTS IS TO CHALLENGE THEIR VERY HUMANITY. ”

– NELSON MANDELA



V: LET'S GET MOVING: EXAMINING FREEDOM & EQUALITY (20 MINUTES)

Participants will consider the concept of freedom and its meaning in their local context.

- A. Explain to participants that the next activity is a quick survey to see the differing views on the topic of freedom.
- B. Tell participants that you will read a series of statements. At the end of each statement, participants will be asked to stand up (or raise their hand) if they agree with the statement or remain seated if they disagree. Explain that they will sit and stand without talking or explaining their thinking. Remind the participants that there are no wrong answers and that they should stand or sit quickly without spending too much time thinking about the question.

Stand Up Statements – I believe that...

- everyone in my country is free
- everyone in my country is equal
- each person creates their own freedom
- each person creates their own equality
- the ability to vote makes everyone equal
- access to education makes everyone equal
- we cannot be free until everyone is free
- we cannot be equal until we are all treated equally

- C. After you have read all of the statements, debrief with the following questions:
 1. Were there differences of opinion? Why do you think that is?
 2. What does freedom look like in our country?
 3. What does equality look like in our country?
 4. What is the connection between freedom and equality?

ment. Provide time at the beginning of a future session for participants to present their findings.

- Create a short presentation based on Articles 1-3 and teach a parent/guardian, a friend, or a sibling.
 - Write a letter to the editor of a local newspaper about one way they have witnessed people being treated unfairly or unequally in their community. In their letter, explain the problem and provide a possible solution.
 - Create an Instagram post (on paper) explaining what Articles 1-3 are and how they are being upheld or violated in your community/society. The post should include a photo or drawing.
- B. Conclude the session by either asking a few participants to share their actions and/or closing with the following questions:
 1. What is one thing that you learned today?
 2. What is one action that you can take today to uphold the values of Articles 1-3?
 3. What are some of the challenges you might face?
 4. How can you look to each other or others in your community for support?
 - C. Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.

Resources for further learning available at:

www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Group of friends, RawPixel/FreePik.com
- Paper hands, FreePik.com
- Children jumping, fancycrave1/Pixabay



VI: BEING A HUMAN RIGHTS DEFENDER (30 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. For homework (or in class, time permitting), ask participants to consider how Articles 1-3 apply to their lives and their communities. They should complete one of the following activities, spending no more than 20 minutes to complete the assign-

SESSION 3

ARTICLES 4, 5, AND 6



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the meaning of Articles 4, 5, and 6 as they relate to slavery, cruel or degrading treatment and torture, and the recognition of personhood (status of being a person and having rights, responsibilities and protections) under the law
- Understand the practical applications of Articles 4, 5, and 6
- Discuss actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils

ARTICLE 4

FREEDOM FROM SLAVERY OR SERVITUDE

No one can hold you in slavery or servitude; slavery and the slave trade are prohibited in all their forms.

ARTICLE 5

FREEDOM FROM TORTURE OR CRUEL, DEGRADING, OR INHUMAN TREATMENT

No one can subject you to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6

RIGHT TO RECOGNITION UNDER THE LAW

You have the right to be legally protected everywhere in the same way as everyone else.



I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them

during the session.

- Wrap up by explaining that the main objective of the session is to examine Articles 4, 5, and 6 of the UDHR. These articles outline rights related to slavery, cruel or degrading treatment and torture, and the right to personhood (status of being a person and having rights, responsibilities, and protections) before the law.



II: UNDERSTANDING ARTICLES 4, 5, AND 6 (10 MINUTES)

Participants will build their foundational knowledge of the Articles 4, 5, and 6 of the UDHR.

- A. Post the text of Articles 4, 5, and 6 on a screen or chart paper.
- B. Ask for a volunteer to read the text of Article 4 aloud.
- C. Instruct participants to find a partner and work in pairs to review vocabulary. Pairs should write down any unfamiliar words and what they think they might mean based on context. After a few minutes, ask pairs to share any unfamiliar words or concepts. Spend a few minutes defining these words and providing examples. After the review of Article 4 is completed, repeat the process for Articles 5 and 6.



CRUELTY TOWARDS OTHERS IS ALWAYS ALSO CRUELTY TOWARDS OURSELVES. ”

– PAUL TILLICH



III: GALLERY WALK: FREEDOM FROM SLAVERY (45 MINUTES)

Participants will consider modern-day slavery and actions they can take to prevent it.

- A. Begin this activity with a short discussion about appropriate communication. In many nations and communities, slavery is seen as a problem from the past and not as something that still occurs. Also, the topic may be very painful for some participants. Remind participants about using “I” statements and about being sensitive to the feelings of others.
- B. Divide the participants into groups of four and provide each group with a written question to discuss as well as a piece of chart paper and markers.
- C. Ask groups to spend a few minutes discussing their question and writing down their responses on chart paper. When they are done, they should post the sheets with their answers around the classroom. Instruct participants to also post their question so the other groups can respond as well.
- D. After a few minutes, instruct participants to circulate around the room to read others’ answers and add their own comments and questions to the chart paper.
- E. Conclude the session by providing an overview of the group responses to each question.



Farm workers often face low wages, harsh conditions, and cruel or degrading treatment on the job

QUESTIONS

Group 1:

We have been discussing the meaning of freedom from slavery. Write a few examples of someone who might be considered to be enslaved and why. Examples should be taken from the present day and should include specific details and examples. Example: A domestic worker who is not free to leave their employer’s house without permission

Group 2:

Suppose you learn about a person in your community who is forced to work in a factory without suitable pay and under unfair conditions. Are there things that you could do to help this person either leave their job or change the situation in the factory? What actions could you take to address these human rights violations? How would you report this problem and to whom? Are there other solutions or actions that you could take?

Group 3:

What can the authorities do if in a given community there are employees who are forced to work without appropriate compensation? What can nongovernmental organizations (NGOs) and advocacy groups do to help?

Group 4:

Explain how Article 4 is relevant in our contemporary world. Is slavery still legal anywhere in the world?

Example: While slavery is illegal, it is still a worldwide issue. In 2019, the United Nations estimated that as many as 40 million people in the world are victims of exploitation and modern-day slavery.



IV: ARTICLES IN ACTION: WHAT IS TORTURE? (20 MINUTES)

Participants will analyze a real-world case study and create an argument for whether or not the case constitutes torture.

- A. Read the case study below aloud or post it on a screen or flip chart where it is visible to all participants.
- B. Instruct participants to carefully listen to/read the case study and answer the following four questions:
 1. Do you think what happened to Kalief Browder is inhuman/degrading treatment or torture? Why? Do you agree with the United Nations that solitary confinement is a form of torture?
 2. Explain what a public authority might do to prevent torture or inhuman or degrading treatment or punishment in jails and prisons. Examples: Issue regulations, inspect facilities such as jails and prisons, investigate claims of torture or inhuman or degrading treatment, etc.
 3. What can you do personally and/or as a group to advocate for people experiencing torture, degrading treatment or punishment? What are resources you can use? Examples: Education, the press, local government representatives, etc.
 4. What would you have done if you were the victim described in the case study? What would some of the obstacles be? Who could you contact for help?
- E. After everyone has completed their responses, lead a discussion about the case study. What is the issue being addressed? What are some of the challenges in fighting back? What are some of the solutions? Are there current examples of violations of this right? Examples: “Enhanced interrogation” techniques used by the U.S. government at Guantanamo Bay Prison, the 2018 torture and murder of Saudi journalist Jamal Kashoggi, etc.



Kalief Browder

CASE STUDY

In the United States, a 16 year-old named Kalief Browder was arrested for allegedly stealing a backpack. His family was unable to pay bail, so he had to spend three years in jail while waiting for his trial, even though he had not been convicted of any crime.

While in jail, Kalief was treated very badly. He was beaten by guards, starved, and put in solitary confinement. The United Nations defines solitary confinement—in which a person is held alone and cannot leave their jail cell for more than 1 hour per day—as a form of torture.

After nearly 1,000 days in jail, Kalief was released without an explanation.



V: LET'S TALK ABOUT IT!: RIGHT TO RECOGNITION AS A PERSON BEFORE THE LAW (20 MINUTES)

Participants will consider the right of recognition as a person before the law and brainstorm possible ways to protect this right.

- A. Ask for a volunteer to read Article 6 aloud and discuss the following questions as a class:
 1. Why it is important for all people to be treated the same in the legal system.
 2. What are some examples from world history of individuals not being recognized as people before the law?
 - Enforced disappearances of activists in Latin America
 - Unequal rights for men and women in some countries
 - Denial of citizenship and associated rights to “stateless” individuals (e.g. Rohingya people in Myanmar)
 3. Are there examples of individuals or groups denied this right in participants’ communities or countries? Be specific.
 4. How can individuals or groups protect this right?

- responses to a future session for review.
- E. Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.

RESOURCES

HuffPost Live. “16 Year Old Falsely Imprisoned For 3 Years on Rikers Island.” YouTube. 3 December 2013. Video, 13:03. <https://youtu.be/56zIBGd-HoZQ>.

Resources for further learning available at: www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Statue of chained feet, Gustavo La Rotta Amaya/[Flickr](#)
- Bed at Tuol Sleng prison in Cambodia, Evgeny Nelmin/[Unsplash](#)
- Statue of Justice, pixel2013/[PixaBay](#)
- Farm workers, Tim Mossholder/[Unsplash](#)
- Kalief Browder, Zach Gross/[New York Times](#)



VI: BEING A HUMAN RIGHTS DEFENDER (15 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Explain to participants that they will be interviewing at least three people from their communities about Articles 4, 5, and 6. To prepare for this, participants will write interview questions with a classmate. The goal of the interview is to determine if community members are aware of any violations of Articles 4-6 and if so, whether they have ideas about how to address these violations.
- B. Ask participants to spend 5 minutes brainstorming with a partner. Each pair should write a list of three interview questions—one about each article.
- C. Bring participants together and ask each pair to quickly share their list with the whole class. Give pairs another few minutes to revise their questions based on any ideas that were sparked by their classmates’ questions.
- D. As homework, participants should conduct interviews. Request that they bring their interview

SESSION 4

ARTICLES 7, 8, AND 9



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the meaning of Articles 7, 8, and 9 as they relate to equality and dignity in the legal system
- Understand the practical applications of Articles 7, 8, and 9
- Discuss actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Case studies

PREPARATION

Before this session, please research and put together:

- One case study related to legal protections in your country or locality (for use in Activity II)
- A short list of issues related to legal protections in your country (for use in Activity IV)



I: SESSION OBJECTIVES (10 MINUTES)

- A. Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- B. Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what

ARTICLE 7

RIGHT TO EQUALITY UNDER THE LAW

You have the right to be treated fairly under the law. The law cannot discriminate against you because of your race, gender, religion, sexual orientation, or other characteristic. You have the right to protection against violations of your human rights.

ARTICLE 8

RIGHT TO SEEK LEGAL HELP AND RECOURSE

You have the right to seek legal help if your rights are not respected.

ARTICLE 9

FREEDOM FROM ARBITRARY ARREST AND IMPRISONMENT

You have the right to freedom from arbitrary arrest, detention, and exile. You cannot be arrested, incarcerated, or thrown out of your country without a good reason.

- A. they have written.
- C. Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- D. Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- E. Wrap up by explaining that the main objective of the session is to explore Articles 7, 8, and 9 of the UDHR and their practical applications.



II: COLLABORATIVE LEARNING: LEGAL PROTECTIONS AND HUMAN RIGHTS (50 MINUTES)

Participants will use the reverse jigsaw strategy to both learn and teach their peers about the violation of legal protections around the world.

- A. Preparation before class: In order to help participants make local connections to these issues, the facilitator should research and write one case study related to legal protections in their locality or country.
- B. Read Articles 7, 8, and 9 aloud. Review the following vocabulary words that may be unfamiliar to the participants.
 - **arbitrary:** without any reason; subject to individual will
 - **detention:** the state of being held in official custody, especially as a prisoner
 - **discriminate:** the treatment (usually negative) of a person or group of people based on a group or category that they belong to (e.g. race, class, gender, etc.)
 - **exile:** the state of being banned or expelled from one's country
 - **incarcerate:** to imprison or confine
- C. Instruct participants to break up into five groups. Assign each group a different case study and ask them to choose one spokesperson for their group. Explain that the spokesperson for each group will be the only person in that group that moves and works with the other groups.
- D. Ask participants to read their case study and make notes. Then, they should write down their responses to the questions below. Tell them that they will have 15 minutes for this part of the activity:
 1. How are rights being violated in this case study?
 2. Whose rights are being violated, and who/what is violating their rights? (These might include rights covered in other UDHR articles.)
 3. Who could intervene in this case to make sure human rights are respected?
 4. What kind of world would be possible if the right to legal protection were respected for everyone?
- E. After 15 minutes, instruct the spokespeople to move in a clockwise direction to the next group. Remind participants that the spokespeople are the only people who should move.
 1. Each spokesperson will give a summary of their original group's case study to their new group.
 2. The new group will share about its case

study with the spokesperson.

3. After 5 minutes, instruct the spokespeople to move to the next group. The process should be repeated, with the spokespeople moving clockwise until they have worked with every other group.
- F. After working with each group, ask the spokespeople to return to their original group where they should spend a few minutes sharing new insights about their case study that they learned through discussion with the other groups.
- G. Debrief as a class, asking participants to share what they have learned.
 - What ideas do they have about protecting human rights?
 - What ideas or perspectives did they learn from a classmate?
 - How have Articles 7, 8, and 9 been violated in their own communities?
 - How should the community or government respond when this right is violated?

Encourage participants to offer realistic ideas about protecting these rights. As in all sessions, ideas generated during this session could allow participants to make tangible change in their communities.

See [page 52](#) for answer key.



ONCE YOU'VE TASTED FREEDOM, IT STAYS IN YOUR HEART AND NO ONE CAN TAKE IT. THEN, YOU CAN BE MORE POWERFUL THAN A WHOLE COUNTRY. ”

– AI WEIWEI



III: LEARN FROM EACH OTHER: WHAT CAN WE DO? (45 MINUTES)

Participants will work in groups to brainstorm ways of promoting legal protections in their communities.

- A. Divide participants into groups of four.
- B. Explain that each group should choose one of the three articles (7, 8, or 9) and create a 2-3 minute presentation about why the article is important and what regular people can do to make sure that this right is protected for everyone. Participants will have 20 minutes to prepare. Groups can choose how they would like to present their project: for example, a skit or role play, a speech, a fictional story, or a song. Each person in the group must contribute in a meaningful way.
- C. Allow 20 minutes for each group to prepare, then have each group present in front of the whole class. After each group presents, ask for two volunteers in the audience to share one thing that they learned or had a question about from the presentation.



IV: BEING A HUMAN RIGHTS DEFENDER (15 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Preparation before class: research issues related to legal protections in your country and put together a short list.
Examples: rights upon arrest, enforced disappearances, right to legal counsel, etc.
- B. Share the list with participants and describe the issues involved for each point.
- C. Ask participants to speak to at least three members
- D. of their family or community about one of these issues—what it is and why it violates human rights.
- E. Instruct participants to write some notes and submit them to the facilitator at a future session.
 - What did participants’ families or communities know about these issues?
 - What were there reactions to this information?
 - What are concrete actions that family/community members have committed to in order to protect these rights?
- F. To end the session, ask participants the following questions:
 - What is one thing that you learned today?

- What is one action that you can take today to promote these rights in your community?
- What are some of the challenges you might face in promoting these rights?
- How can you look to each other or others in your community for support?
- How well did we do as a class on being respectful and adhering to the ground rules?

RESOURCES

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Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Typewriter, Markus Winkler/[Unsplash](https://www.woventeaching.org/udhr/resources)
- Gavel with law books, Weiss Paarz/[Flickr](https://www.woventeaching.org/udhr/resources)
- Jail cell with shadow, Ye Jinghan/[Unsplash](https://www.woventeaching.org/udhr/resources)
- Justice illustration, misfitblue/[Vecteezy](https://www.woventeaching.org/udhr/resources)

COLLABORATIVE LEARNING - CASE STUDIES

CASE STUDY #1

Tursunay Ziawudun is a Uighur woman currently living in the United States. The Uighurs are a mostly Muslim ethnic group living in northwest China, near Kazakhstan. Over the past several years, the Chinese government has been detaining and imprisoning Uighurs for the purpose of “re-education.” Survivors and human rights organizations claim that the Chinese government is imprisoning and torturing Uighurs without charging them with a crime.

Ziawudun spent nine months in a detention center. When she arrived, police interrogated her and she was forced to hand over her clothes and shoes. They cut her hair, forcibly injected her with something that made her nauseated and numb, and withheld food. They also beat her. She says that women she knew were often beaten, electrocuted, and sexually assaulted. Some women were forcibly sterilized so that they will be unable to have children.

Everyone in the detention center was forced to attend classes where they would spend hours singing patriotic Chinese songs and watching patriotic TV shows. According to reports from human rights organizations, the purpose of the camps is to force Uighur people to forget their religion, language, and culture. Ziawudun was lucky to be released and able to flee to the United States. She shares her story so that the world knows what is happening in China.

CASE STUDY #2

Milan is a Roma man from Czech Republic who is currently living in Germany. The Roma are the largest minority group in Europe. Roma people like Milan often have little access to education, employment, or services like running water and sanitation services. Roma face discrimination in many areas, but most do not seek legal remedy.

Recently, German authorities took Milan’s grandson Denis away from him and put him in a children’s home. They said that Denis does not speak German well enough. Milan and Denis moved to Germany three years ago and both of them are still learning the language, so Milan does not understand why they took his grandson away.

Before they took Denis away, the authorities forced Milan to sign paperwork, but did not provide a translation in Czech, his primary language. They also subjected Denis to medical examinations but would not let Milan in the room. Milan says that none of it felt right, but he did not know what to do. A month later, they took Denis away and refused to tell Milan where he was.

Milan filed a formal objection with the court. They were supposed to provide him with a lawyer, but the lawyer never showed up to court. The judge denied Milan’s request to get his grandson back. Activists from the Sinti-Roma-Pride Initiative, a local activist group, are working hard to raise money so that Milan can hire a lawyer and get Denis back.

CASE STUDY #3

Farhad Bandesh is a Kurdish activist. He had to flee from his home in Iran in 2013 to avoid potential prison time for his activism. He came to Australia by boat. Due to the country’s “offshore processing” policy, refugees and asylum seekers like Bandesh are interned in detention centers on islands in the Pacific Ocean when they try to get into Australia. The government does this to try to keep refugees out of the country.

After six long years in detention on Manus Island, Bandesh was transferred to mainland Australia to get treatment for a shoulder injury and for his mental health. Once he got to the mainland, he was confined to a hotel room outside of Melbourne. There were 65 other men incarcerated in the hotel. While at the hotel, they were treated very poorly and had no access to fresh air or sunlight.

Under international law, the Australian government is required to help refugees, not imprison them. Many refugees die by suicide, experience mental health crises, and endure degrading treatment while in custody. After a lengthy legal battle, Bandesh was finally allowed to leave the hotel and was given a visa to work and live in Melbourne. But there are many others who are still stuck in detention.

CASE STUDY #4

Freddy Alberto Navas López is a peasant leader in Nicaragua. He is coordinator of the *Movimiento Campesino y Aliados de Nicaragua* (Peasant Movement and Allies of Nicaragua), which was founded in 2013 in opposition to a canal-building project through Nicaragua. He is a human rights defender that protects both land rights and the rights of peasants in his country.

In July 2021, the National Police arrested López along with two other peasant leaders and two student leaders. López and the other four detainees were not the only activists to be arrested for their opposition to the government and its projects. At least 21 others—including businesspeople, opposition leaders, activists, and journalists—were detained in the weeks after.

The National Police claim that these arrests are linked to crimes allegedly committed during protests in 2018, but the alleged crimes are very vague. López has not been able to contact his family since he was arrested. He has also not had access to a lawyer of his own choosing. Both the Organization of American States and the Office of the UN High Commissioner for Human Rights have called for the government of Nicaragua to end its human rights violations.

CASE STUDY #5

In order to encourage participants to make local connections, the facilitator should include a case study about legal protections from their local context.



COLLABORATIVE LEARNING – ANSWER KEY

Case Study #1: Tursunay Ziawudun

1. What rights are being violated?
What Ziawudun experienced violated Articles 7, 8, and 9. She reports being imprisoned with no trial, she was forced to give up her clothing, have her hair cut against her will, starved, and injected with a mysterious substance that made her ill. She was beaten and reported other similar stories of abuse, including sexual assault and forced sterilization.

Also, Article 2 of the UDHR prohibits discrimination based on race, religion, etc. which is being violated, as the Uighurs are being targeted because of their religion. Additionally, the UDHR prohibits torture and or cruel, inhuman, or degrading treatment or punishment in Article 5.

2. Whose rights are being violated and by whom or what?
The Uighurs, a minority group in China, are being targeted by the Chinese government because of their religion.
3. Who could intervene?
The outside world needs to become involved and pressure the Chinese State to end these practices immediately. Inside of China, others should speak out as well. Religious leaders from other faiths should demand an end to this. Tursunay Ziawudun is bravely telling her story to raise awareness of this violation of Uighur's rights, which is another way to fight back.
4. What would it look like if these rights were upheld?
People of all faiths could lead full and independent lives in China.

Case Study #2 Milan and Denis

1. What rights are being violated?
The rights of Milan and his grandson, Denis have been violated in many ways. They have both faced unequal treatment based on their ethnicity (Roma) and national origin. This violates Article 2 of the UDHR. The rights of Articles 7, 8, and 9 have also been violated. Neither of them were treated fairly under the law. Milan was forced to sign legal documents related to his case that he did not fully understand because of the language barrier.

The legal representation that he was due never appeared. Finally, the arrest and imprisonment of Denis violates Article 9.

2. Who/What are being targeted and by whom or what?
The rights of Milan and his grandson have been violated because of their ethnicity and their ability to speak the language of their new country. The German police, court system, and government are responsible.
3. Who could intervene?
Human rights organizations need to speak out and highlight this story to raise awareness. The case study mentions that the Sinti-Roma-Pride Initiative (an organization fighting for the rights of Roma and Sinti people) is working with Milan to resolve this case and reunite Milan and his grandson. As with many of the other scenarios, other government leaders and rights groups need to intervene and prevent such cases from ever happening. On a local level, Milan might have found someone to tell his story in the press and raise awareness of his case and how it violates many human rights.
4. What would it look like if these rights were upheld?
Minority groups would receive equal treatment under the law and be able to live freely without fear of detention, arrest, and imprisonment. Immigrant families could remain intact without interference.

Case Study #3: Farhad Bandesh

1. What rights are being violated?
Bandesh and others were detained twice—first on Manus Island, and then in a hotel on mainland Australia. This violates Article 9 of the UDHR.

Additionally, Articles 13 and 14 of the UDHR—freedom of movement and freedom to seek asylum—are violated by treating refugees this way.

2. Whose rights are being violated and by whom?
The rights of Bandesh and other refugees are being violated. The Australian state is responsible for these violations.
3. Who could intervene?
Like so many refugees around the world, Bandesh cannot fight for his freedom alone. Raising awareness of his personal story would

be one way to fight back. He could have written to the press to highlight these abuses. He could have tried to contact human rights groups to assist with his case. Bandesh worked within Australia's legal system and eventually won his freedom, but many are not so lucky. Other nation states also need to pressure countries like Australia (and so many other offenders) to assist and help to resettle refugees and asylum-seekers.

4. What would it look like if these rights were upheld?
Refugees like Bandesh would not face long detentions and exiles. They would be able to resettle sooner. Refugees could be helped by the State to learn a new language and customs, to obtain legal work, and receive financial assistance in this process.

Case Study #4: Freddy Alberto Navas López

1. What rights are being violated?
The rights of Freddy Alberto Navas López and others in his political movement have been violated. He is imprisoned in Nicaragua and unable to secure legal representation of his choosing. He has not been able to contact his family since his arrest. The rights enshrined in Articles 7, 8, and 9 have all been violated in this case.

2. Whose rights have been violated and by whom or what?

López's rights have been violated along with the rights of other activists, student leaders, businesspeople, opposition leaders, and journalists. These rights were violated by the Nicaraguan government, including the National Police.

3. Who could intervene?

Leaders of other countries and human rights organizations have spoken out against Nicaraguan human rights violations. López has allies in his fight, including journalists, community leaders, etc.; unfortunately, they are not able to stop these ongoing violations of human rights.

4. What would it look like if these rights were upheld?

If Nicaragua respected the rights of everyone equally, activists like López and the *Movimiento Campesino y Aliados de Nicaragua* could voice their opinions freely and could protect the land rights and the human rights of peasants.

SESSION 5

ARTICLES 10, 11, AND 12



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Describe UDHR Articles 10, 11, and 12, including what it means to have a fair trial, to be presumed innocent until proven guilty, and to have privacy
- Understand the practical applications of Articles 10, 11, and 12 and how these rights may be violated or protected
- Discuss and implement actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Case studies

PREPARATION

Before this session, please research and write one case study related to a violation of Article 10, 11, or 12 in your locality or country (for use in Activity IV).

ARTICLE 10

RIGHT TO A FAIR AND PUBLIC TRIAL

If you are accused of a crime, you have the right to a fair and public trial. The judges must be unbiased and must not be influenced by others.

ARTICLE 11

RIGHT TO PRESUMPTION OF INNOCENCE

If you are accused of a crime, you have the right to be considered innocent until you are proven guilty. You have the right to defend yourself or have a lawyer defend you. No one should be punished for something that was not illegal when they did it.

ARTICLE 12

RIGHT TO PRIVACY

You have the right to privacy. No one can enter your house, open your letters, or bother you or your family without a good reason. No one is allowed to harm your good name.



I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have from any of the previous sessions.
- Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- Wrap up by explaining that the main objective of the session is to examine Articles 10, 11, and 12, which outline rights related to a fair trial and to privacy, as well as look at their practical applications.



II: UNDERSTANDING ARTICLES 10, 11, AND 12 (15 MINUTES)

Participants will build their foundational knowledge of the Articles 10, 11, and 12 of the UDHR.

- A. Post the simplified text of Articles 10, 11, and 12 on a screen or chart paper.
- B. Ask for a volunteer to read the text of Article 10 aloud.
- C. Spend a few minutes discussing the following questions about each article, making a list on the board or chart paper:
 - Article 10: What makes a trial fair? What does “unbiased” mean? Are there other words that participants are not familiar with?
 - Article 11: What do “innocent” and “guilty” mean? Why is it important to start a trial with a presumption of innocence?
 - Article 12: What does “privacy” mean? Why should people have the right to privacy? What types of things might people want to keep private? From whom or what?



III: WHAT DO YOU THINK ABOUT ARTICLES 10, 11, AND 12? (15 MINUTES)

Participants will reflect on the meaning of Articles 10, 11, and 12 and the ways in which they are both violated and protected.

- A. Assign each participant a number—10, 11, or 12. This will be the article that they write about.
- B. Instruct participants to spend 10 minutes thinking about the article and writing in their notebooks. They should consider the following questions and be as specific as possible, providing concrete examples:
 1. Why do you think this right is important for all people to have? How does it benefit people?
 2. What would happen if this right was violated? Have you seen this right violated anywhere—in your own life, in your community, or in the news? If yes, please explain.
 3. How have you seen your community / country protect this right?
- C. After 10 minutes, ask participants to find a partner and spend a few minutes sharing their responses.
- D. Bring the class together and quickly debrief by asking a few participants to share their thoughts about each article.
 - Do the participants agree or disagree with

each other?

- What questions do they have?



IV: ARTICLES IN ACTION: HUMAN RIGHTS AROUND THE WORLD (25 MINUTES)

Participants will analyze case studies from around the world and consider similarities from their own communities.

- A. Preparation:
 1. In order to help participants make local connections to these issues, the facilitator should research and write one case study related to the right to fair trial, the presumption of innocence, or privacy in their locality or country.
 2. Write or print each **case study** on a separate sheet of chart paper. Hang each sheet at a different location in the room. If there are a large number of participants, hang more than one copy of each case study so that all participants have the opportunity to read all four cases.
 3. Write the following questions on the board or on another sheet of chart paper:
 - What article / right is described in the case study?
 - How was this right violated?
 - Did the person do anything to defend their rights? If yes, what did they do?
 - Name some examples of violations of this article in your community.
- B. Explain to participants that during this activity, they will read case studies of real people who have experienced human rights violations. Working with a partner, participants will move around the room, stopping to read each case study carefully, then work with their partner to answer the discussion questions about each case study in their notebooks.
- C. After 15-20 minutes, debrief as a class by asking participants to share their thoughts about each case study.
 - Did most participants come to the same conclusions?
 - If not, where were there differences?
 - What kinds of violations or protections have participants seen in their communities? Ask participants to be as specific as possible.

See [page 58](#) for answer key.



IT'S DANGEROUS WHEN PEOPLE ARE WILLING TO GIVE UP THEIR PRIVACY.”

– NOAM CHOMSKY



V: BEING A HUMAN RIGHTS DEFENDER (55 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Divide participants into groups of four.
- B. Explain that each group should choose one of the three articles (10, 11, or 12) and create a 2-3 minute presentation about why the article is important and what regular people can do to make sure that this right is protected for everyone. Participants will have 20 minutes to prepare. Groups can choose how they would like to present their project: for example, a skit or role play, a speech, a fictional story, or a song. Each person in the group must contribute in a meaningful way.
- C. Allow 20 minutes for each group to prepare, then have each group present in front of the whole class. After each group presents, ask for two volunteers in the audience to share something that they learned or had a question about from the presentation.
- D. Conclude the session by either asking a few participants to share their answers to the following questions:
 - What is one thing that you learned today?
 - What is one action that you can take today to promote these rights in your community?
 - What are some of the challenges you might face in promoting these rights?
 - How can you look to each other or others in your community for support?
 - How well did we do as a class on being respectful and adhering to the ground rules?



VI: EXTENSION ACTIVITY

In this activity, each participant's task is to organize an educational campaign at their school or in their

community about Article 10, 11, or 12.

- A. Explain that each participant will be responsible for planning an educational campaign in their school or community about Article 10, 11, or 12. The project must be focused on one article and must include both a written outline as well as a teaching aid, such as a poster or a short informational essay.
- B. The outline should include:
 1. Goal: What is your goal for the campaign?
 2. Audience: Who is the target audience for the campaign?
 3. Argument: What is the primary argument you are trying to make with your campaign?
- D. Participants will share their projects with the class at a future session.
- E. If practical, participants can vote on their favorite projects associated with each article. The top project from each article can be turned into a schoolwide or community-wide campaign, with all participants taking part in educating their friends, family, and community members.

RESOURCES

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Resources for further learning available at: www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Gavel, Tingey Injury Law Firm/[Unsplash](https://www.woventeaching.org/udhr/resources)
- Statue of Justice, Tingey Injury Law Firm/[Unsplash](https://www.woventeaching.org/udhr/resources)
- Wall painted with image of security camera, Tobias Tullius/[Unsplash](https://www.woventeaching.org/udhr/resources)

ARTICLES IN ACTION - CASE STUDIES

CASE STUDY #1

Degree Prasad Chouhan is an activist in India. He spent many years campaigning for human rights, focusing on the issue of homelessness. After the arrest and imprisonment of a fellow activist, he and others spoke out against what they perceived to be an illegal action. This made him unpopular with the government and other powerful groups. Chouhan was one of nine activists who were recently spied on.

Chouhan and other activists were tricked into downloading programs onto their phones and computers. They were unaware that any program had been added to their device. The program operated in secret and shared all of their communications with an unknown group. Chouhan believes that it might have been the government spying on them and collecting information.

Once the activists realized what happened, they had to be very careful in their communication. They didn't know who they could trust and it became hard to trust anyone, even their friends and fellow activists.

CASE STUDY #2

Aytac Unsal is a lawyer in Turkey. The law office where he used to work is well-known for taking on cases against the Turkish government and police. In 2017, Unsal and 13 other lawyers were arrested and charged with terrorism. The government said that they were assisting an armed resistance organization, but this was not true.

During the trial, the prosecution relied on secret witnesses. Unsal's lawyers were not allowed to see the evidence that was used against him and the other lawyers. He was sentenced to over ten years in jail. In protest, Unsal and other lawyers went on a hunger strike. One of the lawyers, Ebru Timtik, died 238 day after starting the hunger strike.

CASE STUDY #3

Amina Marković is from Bosnia-Herzegovina. She was arrested for a low-level crime that she did not commit. During her trial, the judge tried to get her to falsely confess to the crime.

The judge was impatient with her. He explained that there would be negative consequences if she continued with the trial. Marković did not know what to do. She asked the judge: "If I say that I am guilty, will this trial be over today?"

The judge immediately ended the trial and claimed that Marković had just confessed to committing the crime. Marković did not admit anything; she simply asked a question. The judge just assumed she was guilty. Marković did not think this was fair and made a formal complaint with her local government.

CASE STUDY #4

In order to encourage participants to make local connections, the facilitator should include a case study about fair trials, the presumption of innocence, or privacy from their local context.



ARTICLES IN ACTION – ANSWER KEY

Case Study #1: Degree Prasad Chouhan

1. What article/right is described in the case study?
Article 12: Right to Privacy
2. How was this right violated?
An unknown group, possibly the government, spied on Chouhan and other activists by tricking them into downloading spyware on their digital devices.
3. Did the person do anything to defend their rights? If yes, what did they do?
Once they realized what was happening, the activists changed their communication, being much more careful about how and what they shared with others.

Case Study #2: Aytac Unsal

1. What article/right is described in the case study?
Article 10: Right to a Fair and Public Trial
2. How was this right violated?
Unsal's lawyers were not given access to the evidence against their client; the prosecution kept the identities of witnesses a secret.
3. Did the person do anything to defend their rights? If yes, what did they do?
Unsal and others went on a hunger strike.

Case Study #3: Amina Marković

1. What article/right is described in the case study?
Article 11: Right to Presumption of Innocence
2. How was this right violated?
The judge forced Marković into pleading guilty, despite the fact that this was not her intention.
3. Did the person do anything to defend their rights? If yes, what did they do?
Marković filed a complaint with her local government.

SESSION 6

ARTICLES 13, 14, AND 15



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the meaning of Articles 13, 14, and 15 as they relate to the concepts of home, citizenship, and asylum
- Understand the practical applications of Articles 13, 14, and 15
- Discuss actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Handout: [Graphic organizer: Articles 13, 14, and 15](#)
- Video: [“Universal Declaration of Human Rights – Articles 13, 14, and 15”](#)



I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today’s lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- Review group norms (or create the list with the group if not already done) and ask for confirmation

ARTICLE 13 FREEDOM OF MOVEMENT

You have the right to travel within your country and choose where you live. You have the right to leave your country and to return to your country if you want.

ARTICLE 14 RIGHT TO ASYLUM

You have the right to seek asylum (protection) in another country if you are being persecuted in your own country. You may lose this right if you are being prosecuted for a non-political crime (e.g. murder, robbery, etc.).

ARTICLE 15 RIGHT TO NATIONALITY

You have the right to be a citizen of your country. No one can take away your citizenship or prevent you from changing your nationality.

that participants are willing to practice them during the session.

- Wrap up by explaining that the main objective of the session is to explore Articles 13, 14, and 15 of the UDHR and their practical applications.



II: UNDERSTANDING ARTICLES 13-15 (15 MINUTES)

Participants will build their foundational knowledge of Articles 13, 14, and 15 of the UDHR.

- A. Begin the activity by taking a few minutes to brainstorm the following questions as a class:
 1. What does “home” mean to you?
 2. What does it mean to feel at home in your own country?
 3. What are some reasons why your country might not feel like home?
- B. Post the simplified text of Articles 13, 14, and 15 on a screen or chart paper.
- C. Ask for volunteers to read the text of Articles 13, 14, and 15 aloud.
- D. Instruct participants to choose a partner and spend a few minutes discussing Articles 13-15 as they relate to the concept of “home.”
 - What are some reasons that a person might leave their home country?
 - How do you think it feels for someone to be allowed to travel and return to their home?
 - How do you think it feels for someone to need to leave their home in order to protect their safety or the safety of their family or community?
- E. After a few minutes, ask each pair to share highlights from their discussion with the class.

- discussion, going with their first instinct.
- C. After each statement, ask one person from each side of the room to explain why they made the choice that they did. After hearing their classmates’ explanations, participants may switch sides if they have changed their mind.

TRUE OR FALSE – STATEMENTS

1. Everyone has the right to seek asylum (protection) in another country if they are being persecuted or at risk of harm in their country.
2. People without citizenship have the same rights as citizens of their home country.
3. Countries are allowed to take away a person’s citizenship for no reason.
4. A refugee is someone outside of their country who is unable or unwilling to return to their home.
5. It is legal for countries to force refugees to return to their home country.
6. In most cases, a person can move and live anywhere they want within the borders of their home country.



III: LET’S GET MOVING: TRUE OR FALSE? (20 MINUTES)

Participants will demonstrate existing knowledge about the concepts of refugees, asylum, and citizenship.

- A. Review the following vocabulary words that may be unfamiliar to the participants.
 - **asylum:** protection given by a State to an individual who flees their country due to persecution or violence
 - **non-refoulement:** principle of international law that makes it illegal to forcibly return a person to a country or territory where they face threats to their life or freedom because of race, religion, nationality, membership in a particular social group, or political opinion
 - **persecute:** to harass or punish in a manner designed to injure, grieve, or afflict; to cause to suffer because of belief, identity, etc.
 - **refugee:** a person who has fled their country to escape war, violence, persecution, or a natural disaster
- B. Instruct participants to move to the middle of the room. Explain that you will read a series of statements that are either true or false. If they think the statement is true, participants should move to the right side of the room. If they think the statement is false, they should move to the left side of the room. Participants should move quickly and without

- D. After all participants have made their final decision, reveal the answer, providing some additional details to deepen participants’ understanding.
- E. Bring the class together and quickly debrief by asking a few participants to share some thoughts. How much of this information was new? Did anything surprise them?

See [page 66](#) for answer key.



THERE ARE MILLIONS OF PEOPLE, REFUGEES, WHO HAVE EXPERIENCED THE SAME CONFLICTS AND STRUGGLES I DID. THEY HAVE THE SAME POTENTIAL TO DEFY THE ODDS AND ACHIEVE GREAT THINGS. ”

– CLEMANTINE WAMARIYA



IV: MAKING CONNECTIONS: HUMAN RIGHTS THROUGHOUT HISTORY (40 MINUTES)

Participants will watch testimony of three Holocaust survivors and discover connections to present-day human rights violations.



FACILITATOR'S NOTE

Genocide is the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group. Before beginning this activity, review the meaning of “genocide” with the participants. See [Appendix pg. 126](#) for optional activity about the UN’s definition of genocide.

- A. Begin the activity by explaining that the UDHR was published in 1948, three years after the defeat of Nazi Germany in World War II. Many of its articles were written in direct response to the Nazis’ persecution of Jews and other groups during the Holocaust.

The Holocaust was the state-sponsored persecution and murder of six million Jews by Nazi Germany and its collaborators. The Nazis believed that Germans were “racially superior” to Jewish people.

Explain that participants will be listening to three stories from Holocaust survivors about their experiences in Nazi-occupied Europe. Using information from these testimonies, participants will complete the graphic organizer. Explain that these video clips are taken from [IWitness](#), a project capturing personal histories from genocide survivors from the Holocaust, the genocides in Rwanda and Guatemala, and more.

- B. Watch “[UDHR Articles in History: Testimony of Holocaust Survivors](#)” (11:01).
Note: If technology is not available in your classroom, you may read transcripts aloud or distribute them to participants to read. See [pg. 63](#) for transcripts.
- C. Distribute the [graphic organizer](#) to each participant (or draw it on the board and ask them to copy it into their notebooks).
- D. Introduce the first clip: We will be hearing from a Holocaust survivor, Esther Clifford. She describes being a Jewish girl in Germany in 1937 and the problems her family faced when trying to escape Nazi Germany.
- E. Play clip of Esther Clifford (0:00-3:26).

1. Stop the video and ask participants to complete the first row of the graphic organizer. Do they have questions? When Esther says “We could get out but we couldn’t get in,” what does she mean?
- F. Introduce the second speaker, Arnold Blum. Arnold was also a German Jew and describes the impact of the Nuremberg Laws, passed in 1935. Explain that the Nuremberg Laws were a set of statutes that were passed to exclude Jews from German society and strip them of their rights.
- G. Play clip of Arnold Blum (3:26-6:49).
 1. Stop the video and ask participants to complete the second row of the graphic organizer and answer questions about Arnold Blum.
- H. Introduce the last speaker, Jack Arnel, a Jewish man from Vilna (now Vilnius, Lithuania) who tells his story about Jews being forced into ghettos.
- I. Play clip of Jack Arnel (6:50-10:26)
- J. Ask participants to spend 5 minutes completing their graphic organizer, then check for understanding as a class, asking a few participants to share their thoughts. Can participants think of anything happening today, either in their country or somewhere else, that is also a violation of Article 13, 14, or 15?

See [page 66](#) for answer key.



V: BEING A HUMAN RIGHTS DEFENDER (35 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Preparation: Post the simplified text of Articles 13, 14, and 15 on the board (see page 1 of this lesson).
- B. Explain that each participant will choose an article that feels important to them. Their assignment is to write a persuasive letter to the leader of their country or a local official/ politician to explain why it is important for that right to be protected. Each letter should include: an introduction, why they care about that right, why it should be protected in their locality, and a conclusion. Remind participants to be specific and provide examples when possible.
- C. After participants have completed their letter or 20 minutes have passed, instruct participants to find a partner and share their letters. Each participant is responsible for reviewing their partner’s letter and sharing constructive feedback, including at least one thing they like about it and one suggestion for something that can be improved, such as some-

thing in their letter that needs clarification.

- D. Bring the class together and ask a few volunteers to share something they discussed, something they still have a question about, or one thing that they learned from their partner or from this process.
- E. Before concluding the session, instruct participants to revise their letters based on their partner's feedback and mail their letter to a local official. If participants receive a response, they should bring it to a future session and share it with the class.

Conclude the session by either asking a few participants to share their answers to the following questions:

- What is one thing that you learned today?
- What is one action that you can take today to promote these rights in your community?
- What are some of the challenges you might face in promoting these rights?
- How can you look to each other or others in your community for support?
- How well did we do as a class on being respectful and adhering to the ground rules?

RESOURCES

Woven Teaching. "Universal Declaration of Human Rights – Articles 13, 14, and 15." YouTube. Video, 11:01. 26 August 2021. <https://youtu.be/lrvk1WNLwN8>.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Airplane, onlyyouqj/[Freepik](#)
- Children getting off of a vehicle, Sam Mann/[Unsplash](#)
- Passport and map, jannoon028/[Freepik](#)
- Photos of Esther Clifford, Arnold Blum, and Jack Arnel courtesy of USC Shoah Foundation's Visual History Archive

**ESTHER CLIFFORD**

Jewish survivor from Frankfurt am Main, Germany

They started taking the situation seriously when my father couldn't continue working because then times got very bad. They had a very hard time. They just didn't have enough money to pay their rent, to pay for food. We all pitched in, but it wasn't enough. And that's when they said that "we have to go someplace." And they were always, "where can we go?"

They started going to the American consulate to take out number, a quota number, that was the first thing because they did want to go to America. That was their country. They were thinking of going to Palestine—I don't know why they didn't in those times. It seemed very hard. But they were hoping to go to the United States.

It was getting serious—they were seriously thinking of immigrating and then they tried and as a matter of fact, they—what we did then: my brother once brought home a telephone book from New York. I don't remember—he found it some place. He came home with this heavy book; we have never seen a telephone book like that in our life. And what we did, we were all sitting around that book and looking for Jewish names: Levy, Horowitz, all the Jewish names, Israel. And we wrote—we spent most of the little money that we had writing letters to Americans begging them to give us an affidavit. You needed an affidavit in order to immigrate to America. You needed a quota number, you needed to know someone who would give you an affidavit, which meant putting away a certain amount of money I think for one or two years. As far as I remember, that's how it was. And so we always said that we will not be—we all have professions, and we told them we can sew and we can do all kinds of things. And we begged, and we even enclosed a reply stamp, something like that, so it wouldn't cost them any money. We had a few responses, but no affidavits.

So we were—really—and this went on into '37. We were—but in '37, the situation of getting into... You could get out of Germany, but it seems that one country after the other closed their doors. They—because meanwhile, the Jewish pe—many of the Jewish people had gone to other countries and I guess many of the countries realized that they're getting a lot of Jewish people. And I remember it was very hard to go any place. And I remember my mother saying, "I'll go to the jungle

if I could just go any place and just live on bread and water."

But it was—we just couldn't go any place. We had no place to go to. And I remember especially in 1937, it was—we tried very hard to go away to any place, whoever would want to take us. We could not get in. We could get out, but we couldn't get in.

**ARNOLD BLUM**

Jewish survivor from Stuttgart, Germany

We knew that we could no longer stay in Germany because in 1935 in Nuremberg, the city of my birth, there was a Nazi Party Congress and they passed the laws which—called the Nuremberg laws, first of all that deprived Jews of their German citizenship, that was number one. Number two, it made illegal for a Jew and a non-Jew to marry or have extramarital relations. They also forbade German women to work as a maid in a Jewish household if they were less than 35 years old. So there were other restrictions imposed on Jews and—

Interviewer: Is there something that you individually experienced of restrictions, your family?

Well, the fact that Jews were no longer permitted to enter university meant that it was foolish to go to high school to prepare yourself for something that you could no longer do within Germany, which was to go to college.

Interviewer: Were Jewish students allowed to go to high schools at the time?

Up to that time. But then they were no longer permitted. And then, you might say, out of nothing, the Jewish community built up a Jewish school system. And it was amazing that they were able to do this on such short notice.

Interviewer: What year was that?

This was in the middle 30s—'35, '36. And I remember in Stuttgart they organized an elementary, a Jewish elementary school. And also there were other restrictions on us. For example, we could no longer go to a swimming pool. We would walk up to a swimming pool and there would be a sign: "Juden ist der Zutritt verboten."

Interviewer: Which means?

Jews is—Jews are not allowed to enter.

Interviewer: Were you able to go to a park?

Yes, you could. You could go to a park. But they had benches that were marked that you couldn't sit there. They had all kinds of restrictions.



JACK ARNEL

Jewish survivor from Vilna, Poland (present-day Lithuania)

Actually what happened was, they cleared a certain section in the center of Vilna. It was—where most of the Jewish people lived. They took all the inhabitants out of this section and they disappeared. They took them away, they took them to the *Lukiškės* prison from where we found out later they were all taken to Ponary [execution site] and shot dead over there.

And so this area that they cleared of inhabitants, they also had—some Polish people had to move out of there and they formed the ghetto. Actually they formed two ghettos next to each other where they—one street, *Niemecka* street, which is actually translated “German Street,” in between as a border dividing the ghetto number one and ghetto number two. And then the order came that all the Jews from the entire city of Vilna must move to the ghetto, to the designated area,

and they can only take with them only the things that they can carry with them. You're not allowed to have any—any horse, any wagon, or any kind of other transportation. Only what you can carry on your back [...]

September 6, 1941 was the day when the ghetto was established and all the Jews had to go. Now, the tragedy was so great, all of a sudden, when we walked out of our—of our apartment, and we left all our possessions there. The Polish neighbors of ours, we had given them away some things rather than leave it there. They stood there crying, a lot of them, bemoaning our fate. And some of them didn't show at all, were hiding in their apartments.

But when we walked out the gate, we noticed a stream of people walking with bundles on their backs. Mothers holding onto children, and fathers, and everybody, with tears rolling down their eyes. And there were a lot of Polish, I guess, and Lithuanian hooligans who would actually jump at some of the people and grab their bundles away at a time like that.

A lot of them were sickly and could not carry this heavy load, and would drop to the street, and open up and the contents spilled out. It was a scene that has made a very, very great impact on me. I just was walking around with a big pain in my heart. Couldn't understand it. Couldn't understand it. I used to turn around with tears in my eyes to my mother and my father. And say “Why? What have we done wrong?”

I was only 12 years old.

HANDOUT GRAPHIC ORGANIZER: ARTICLES 13, 14, AND 15

<p>ESTHER CLIFFORD</p> <hr/> <p>What did she experience?</p>	<p>Which of her rights were violated?</p>	<p>Are there examples of these rights being taken away in other countries today?</p>
<p>ARNOLD BLUM</p> <hr/> <p>What did he experience?</p>	<p>Which of his rights were violated?</p>	<p>Are there examples of these rights being taken away in other countries today?</p>
<p>JACK ARNEL</p> <hr/> <p>What did he experience?</p>	<p>Which of his rights were violated?</p>	<p>Are there examples of these rights being taken away in other countries today?</p>

LET'S GET MOVING – ANSWER KEY

1. TRUE. Article 14 of the UDHR states that everyone has the right to seek asylum in another country if they are at risk of harm or violence in their own country. This is a fundamental human right.
2. FALSE. In many cases, non-citizens do not have the same rights as citizens. They often do not have the same access to health care, education, or basic services as citizens do.
3. FALSE. Article 15 of the UDHR says that States cannot take away a person's citizenship without a good reason. The right to a nationality is a basic human right.
4. TRUE. Refugees are people who are unable or unwilling to return to their home countries. Most refugees are forced to leave their homes due to war, persecution, or violence.
5. FALSE. The basic principle of refugee law, non-refoulement, says that countries may not return a refugee to their home country if the refugee will be persecuted or harmed there.
6. TRUE. Article 13 of the UDHR states that except under certain circumstances, people have the right to travel freely and live wherever they would like within the borders of their home country.



Arnold Blum

1. What did he experience?
Blum experienced discrimination and persecution at the hands of the Nazi government of Germany. He was stripped of his citizenship and was not allowed to attend university. He also was not allowed to use the same public facilities as non-Jewish Germans.
2. Which of his rights were violated?
Article 15 (Right to Nationality) and Article 26 (Right to Education), among others.
3. Are there examples of these rights being taken away in other countries today?
Beginning in 1982, the government of Myanmar stripped the Rohingya, a mostly Muslim ethnic group, of their citizenship. They are considered stateless, despite having lived in Myanmar for generations.

Jack Arnel

1. What did he experience?
Arnel experienced discrimination and persecution at the hands of the Nazi Germany, as well as from his Polish and Lithuanian neighbors. He was forced from his home and made to live inside of a ghetto.
2. Which of his rights were violated?
Article 13 (Right to Freedom of Movement) and Article 2 (Freedom from Discrimination), among others.
3. Are there examples of these rights being taken away in other countries today?
Uighurs, a mostly Muslim ethnic group from northwest China, have recently been taken away from their communities and forced into detention centers.

MAKING CONNECTIONS – ANSWER KEY

Esther Clifford

1. What did she experience?
Clifford experienced discrimination and persecution at the hands of the Nazi government of Germany. Her family was not able to afford to pay for food or rent. She and her family wanted to emigrate out of Germany, but no country would take them.
2. Which of her rights were violated?
Article 13 (Right to Freedom of Movement), Article 14 (Right to Asylum), and Article 25 (Right to an Adequate Standard of Living), among others.
3. Are there examples of these rights being taken away in other countries today?
Many countries around the world try to prevent refugees from entering. Recent examples include the United States, Turkey, and Poland.



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Understand the meaning of Articles 16 and 17 as they relate to the concepts of consent, marriage, and property rights
- Identify the practical applications of Articles 16 and 17
- Discuss actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Case studies

PREPARATION

Before this session, please research and put together:

- One case study related to the right to marry in your country or locality (for use in Activity II)
- A short list of issues related to marriage, domestic and civil unions, divorce, or family life in your country (for use in Activity IV)



I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their [Movement Journal](#)

ARTICLE 16

RIGHT TO MARRY AND START A FAMILY

As a consenting adult, you have the right to get married and start a family. Both you and your spouse are entitled to equal rights during the marriage and its dissolution. The family is the fundamental unit of society and is therefore entitled to protection by the State.

ARTICLE 17

RIGHT TO OWN PROPERTY

You have the right to own property alone or with other people. Your property cannot be taken away without a good reason.

- entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- Wrap up by explaining that the main objective of the session is to explore Articles 16 and 17 of the UDHR and their practical applications.



II: COLLABORATIVE LEARNING: THE RIGHT TO MARRY (50 MINUTES)

Participants will use the reverse jigsaw strategy to both learn and teach their peers about marriage and family rights around the world.

- A. Preparation: In order to help participants make local connections to these issues, the facilitator should research and write one case study related to the right to marry in their locality or country.
- B. Read Article 16 aloud. Review the following vocabulary words that may be unfamiliar to the participants.
 - **consent:** permission or agreement for something to happen
 - **dissolution:** the termination of a partnership or group; divorce
 - **spouse:** a partner in a marriage; gender-neutral word for husband or wife
- C. Instruct participants to break up into five groups. Assign each group a different case study and ask them to choose one spokesperson for their group. Explain that the spokesperson will be the only person in that group that moves and works with the other groups.
- D. Ask participants to read their case study and make notes. After this, they should discuss and write down their responses to the questions below. They will have 15 minutes for this part of the activity.
 1. Whose rights were violated? In what way(s)? Who/what violated these rights?
 2. Who might have been able to intervene to ensure that human rights were upheld? Examples: family members, friends, community members, church leaders, government officials, etc.
- E. After 15 minutes, instruct the spokespeople to move in a clockwise direction to the next group. Remind participants that the spokespeople are the only people who should move.
 1. Each spokesperson will give a summary of their original group's case study to their new group.
 2. The new group will share about its case study with the spokesperson.
 3. After 5 minutes, instruct the spokespeople to move to their next group. The process should be repeated, with the spokespeople moving clockwise until they have worked with every other group.
- F. After working with each group, ask the spokespeople to return to their original group where they should spend a few minutes sharing new insights about their case study that they learned through discussion with the other groups.
- G. Debrief as a class, asking participants to share about what they have learned.
 - What ideas do they have about protecting human rights?
 - What ideas or perspectives did they learn from a classmate who was not in their original group?
 - Has Article 16 been violated in their own communities? If so, how and when?
 - How should the community or government respond when this right is violated?
 - What should happen when the laws of a state or country conflict with the rights enshrined in the UDHR?
 - What kind of world would be possible if the right to get married and start a family was respected for everyone? Are people of certain gender identities or sexual orientations generally more negatively impacted than others by the violation of this right?

Encourage participants to offer realistic ideas about protecting these rights. As in all sessions, ideas generated during this session could allow participants to make tangible change in their communities.

See [page 72](#) for answer key.



MARRIAGE CAN WAIT. EDUCATION CANNOT... BECAUSE A SOCIETY HAS NO CHANCE OF SUCCESS IF ITS WOMEN ARE UNEDUCATED... NO CHANCE. ”

– KHALED HOSSEINI



III: TALK IT OUT: WHO HAS THE RIGHT TO PROPERTY? (45 MINUTES)

Participants will engage in a fishbowl debate to discuss the right to property and Indigenous land rights.

- A. Read Article 17 (above) aloud. Review the following vocabulary words that may be unfamiliar to the participants.
 - **arbitrary:** without any reason; subject to individual will
 - **deprive:** to deny someone the use or possession of something; to take away
 - **property:** thing(s) that belongs to someone; any item that a person or group legally owns
- B. Read the scenario aloud twice (see below). Ask participants to spend 5 minutes reflecting on the following questions in their notebooks:
 - How is this scenario related to the right to property?
e.g. It forces us to consider the question of Indigenous landownership and what this might mean for land that has a legacy of colonialism, settlers, and land theft.
 - What other rights are connected to the land/property in this scenario?
e.g. Cultural rights (Article 27), freedom of movement (Article 13), etc.
- C. When participants have finished writing, ask for six volunteers to participate in a fishbowl debate. From those volunteers, create three pairs. Instruct the volunteers to move their chairs to the front of the room, facing the other participants. Each volunteer should sit next to their partner.
- D. Assign each pair of volunteers a role: Ogiek tribal leaders, leaders of private logging companies, and current landowners (descendents of settlers).
- E. Explain that each pair will work as a team to debate the following question from the perspective of that role: If the government gave your group the rights to the land, how would this increase human rights for everyone in the region, including those from other groups?
- F. Give participants 5 minutes to brainstorm (including participants in the audience, who should brainstorm individually in their notebooks), then open the debate. Each pair will have 2 minutes to explain why giving them ownership of the land will benefit everyone.
- G. After each role has argued their position, each pair will have 2 minutes to respond to the other pairs.
- H. When all pairs have had a chance to rebut the other pairs' arguments, open discussion to all participants.
 - Which role made the most compelling argument?
 - Do participants have ideas that were not discussed during the debate? Did they change their mind during the debate?
 - Is there a compromise that would ensure everyone's rights are respected?
 - How has Article 17 been violated in participants' own communities?
 - How should the community or government respond when this right is violated?

SCENARIO

During the colonial occupation of Kenya, the colonial government forced the Ogiek—an Indigenous people that live in the forest—from their homelands. Many people had to move to new places that they had never been before and had to adapt to new ways of life. The colonial government did this for two reasons: to increase the land available for logging and to increase the land available for housing for new settlers to Kenya. The present-day Kenyan government continues this policy of dispossessing Ogiek people of their land.

Now, members of those tribes are demanding the return of their land. They want to move back to the forest so that they can re-establish their traditional ways of life and their customs. The descendants of settlers do not want to give up their homes or land, and the forest provides much revenue for private logging companies.

ROLES

- Ogiek tribal leaders
- Leaders of private logging companies
- Current landowners (descendents of settlers)



Ester Sitomik, an Ogiek woman, speaks about conservation of the Mau Forest, the ancestral land of the Ogiek



IV: BEING A HUMAN RIGHTS DEFENDER (15 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Preparation: Research issues related to marriage, divorce, or family life in your country and put together a short list.
Examples: child marriage, forced marriage, unequal divorce laws, etc.
- B. Share the list with participants and describe the issues involved for each point.
- C. Ask participants to speak to at least three members of their family or community about one of these issues—what it is and why it violates human rights.
- D. Ask participants to report back to the group at a future session.
 - What did participants’ families or communities know about these issues?
 - What were there reactions to this information?
 - What are concrete actions that family / community members have committed to in order to protect these rights?
- E. To close out the session, ask participants the following questions:
 - What is one thing that you learned today?
 - What is one action that you can take today to promote these rights in your community?
 - What are some of the challenges you might face in promoting these rights?
 - How can you look to each other or others in your community for support?
 - How well did we do as a class on being respectful and adhering to the ground rules?

RESOURCES

Decisions Denied: Women’s Access to Contraceptives and Abortion in Argentina. Human Rights Watch. 14 June 2005. <https://www.hrw.org/report/2005/06/14/decisions-denied/womens-access-contraceptives-and-abortion-argentina>.

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Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Rings, Zoriana Stakhniv / [Unsplash](#)
- House with hands, jcomp / [Freepik](#)
- Members of the Ogiek community, CIFOR / [Flickr](#)

MAKING CONNECTIONS – CASE STUDIES

CASE STUDY #1

Latifa is a 15-year-old from Tanzania. When she was younger, her family did not always have enough money to eat or meet other needs. As a young child, she loved going to school and dreamed of becoming a doctor.

At age 12, Latifa had to stop going to school. Her father had arranged for her to marry Salum, a 35 year-old man who paid to marry her. She was forced to move to Dar es Salaam, the capital of Tanzania, with Salum and had to do all of the cooking and cleaning. Latifa got pregnant soon after they were married. That is when Salum kicked her out of the house and disappeared. She and her baby were homeless for a few months, but luckily they now have a place to live.

CASE STUDY #2

Irina Shipitko and Irina Fedotova are women from Russia who are in a long-term romantic relationship. They submitted a marriage application in Moscow, but it was denied because marriage between two women is illegal in Russia. They fought the decision in a Russian court, but the judge dismissed the case, stating that marriage requires the “voluntary agreement of a man and a woman.”

Shipitko and Fedotova, along with two other same-sex couples, took their case to the European Court of Human Rights (ECHR). In July 2021, ECHR ruled that Russia has an obligation to ensure respect for all people by providing a legal framework to acknowledge and protect same-sex relationships. The Russian government rejected this ruling and continues to deny the right to marriage for same-sex couples.

CASE STUDY #3

Amy is from the Philippines, the only UN Member State where divorce is illegal. When her son was born, her husband left and never returned. When Amy first tried to get the marriage annulled (declared invalid), she was denied. When she was finally successful, ten years later, she told the court that she was psychologically unwell. This was not true but it was the only way she could legally end her marriage.

Trying to get an annulment was also very costly for Amy. She spent nearly half a million Philippine pesos (\$10,000 USD) on legal fees. Amy was able to pay these fees, but many other women in the Philippines cannot afford the cost of an annulment to separate from abusive husbands or end unhappy marriages.

CASE STUDY #4

Romina is a 46-year-old mother of seven from Argentina. Her husband is physically abusive. Romina did not want to have that many children, but her husband would not allow her to use contraceptives. She started taking birth control pills while he was away, but when he returned, he hid the medication from her. She feels like she was forced to have this many children.

It is not easy to access contraceptives in Argentina. Women seeking contraceptives have to take time off of work to go to the hospital early in the morning and wait for hours before their appointment. Many of them use public transportation, and the cost of the travel is expensive. Those who use hormonal contraceptives (birth control pills) have to repeat this process every month.

CASE STUDY #5

In order to encourage participants to make local connections, the facilitator should include a case study about marriage, divorce, or family planning from their local context.

MAKING CONNECTIONS – ANSWER KEY

Case Study #1: Latifa

1. Whose rights were violated? In what way(s)? Who/what violated these rights?
Latifa's father violated her right to an education (Article 26) when he forced her to leave school. He also violated her right to choose to marry (Article 16) by forcing her to marry a man in exchange for money. At 12 years old, Latifa was not a consenting adult. Latifa's husband Salum violated her rights by forcing her to do all of the cooking and cleaning. When Latifa was forced into homelessness after Salum left, her right to an adequate standard of living (Article 25) was also violated.
2. Who might have been able to intervene to ensure that human rights were upheld?
Many people in Latifa's community might have helped to uphold her rights. Other adult family members, teachers and school officials, community members and religious and/or government leaders might have been able to help her uphold her rights.

Case Study #2: Irina Shipitko and Irina Fedotova

1. Whose rights were violated? In what way(s)? Who/what violated these rights?
The Russian State violated the right to marry of Irina S. and Irina F. (Article 16) when it denied their marriage application. The judge in their court case violated their right to legal remedy—Article 8—when they dismissed their case. Even after their marriage application was defended by the European Court of Human Rights, their right to marriage was still denied.
2. Who might have been able to intervene to ensure that human rights were upheld?
Marriages of same-sex couples in Russia are not legally recognized. The ability to overturn this law might not be possible in the short term, but the following people or groups might have the ability to challenge perceptions and prejudice about same-sex marriage: religious groups or organizations, local politicians, human rights groups and other thought leaders, as well as leaders from other countries and governments.

Case Study #3: Amy

1. Whose rights were violated? In what way(s)? Who/what violated these rights?
Amy's right to a legal divorce (Article 16) was violated by her government. Because divorce is illegal in the Philippines, she was forced to remain married even after she and her son had been abandoned by the baby's father, Amy's husband. Since a divorce was impossible, Amy claimed that she was psychologically unwell in order to obtain an annulment
2. Who might have been able to intervene to ensure that human rights were upheld?
The government of the Philippines prohibits divorce. While changing this law might not be possible in the short term, there are ways to change attitudes and policies about divorce. Religious and government leaders can speak out against this law and advocate to protect the rights of its citizens. World leaders and bodies can also speak out against this prohibition on divorce.

Case Study #4: Romina

1. Whose rights were violated? In what way(s)? Who/what violated these rights?
Romina's right to an equal marriage was violated by her husband. He physically abused her, forced her to have more children than she wanted and deceived her and hid her birth control pills, a violation of Article 16. Argentinian society also violated Romina's rights by making contraception difficult and expensive to obtain. Women are forced to take time off of work and travel long distances monthly to access contraceptives.
2. Who might have been able to intervene to ensure that human rights were upheld?
Many people and groups could have assisted Romina. Doctors and healthcare providers in Argentina and abroad could speak out against policies and laws that unfairly target women and girls in gaining access to contraceptives. Human rights organizations and religious groups can also speak out and draw the world's attention to this problem.

SESSION 8

ARTICLES 18, 19, AND 20



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the meaning of Articles 18, 19, and 20 as they relate to the concepts of freedom of religion, speech, and assembly
- Understand the practical applications of Articles 18, 19, and 20
- Discuss actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- News articles
 - “UN human rights panel concludes ISIL is committing genocide against Yazidis”
 - “Myanmar: ‘Brute force terror campaign’ targeting rights defenders, UN experts say”
 - “UN rights chief calls for prompt release of protestors held in Cuba”
- Handout: [Graphic organizer: Articles 18, 19, and 20](#)

I: SESSION OBJECTIVES (10 MINUTES)

- A. Before reviewing the learning objectives for today’s lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- B. Remind participants about their [Movement Journal](#)

ARTICLE 18

FREEDOM OF THOUGHT, RELIGION, AND BELIEF

You have the right to practice your religion freely, to change it, and to practice it either on your own or with other people.

ARTICLE 19

FREEDOM OF OPINION AND EXPRESSION

You have the right to think what you want and to say what you like, and nobody should forbid you from doing so. You also have the right to share both information and your ideas with other people.

ARTICLE 20

FREEDOM OF ASSEMBLY AND ASSOCIATION

You have the right to participate in and organize peaceful protests or meetings. No one can force you into joining a group or organization.

- A. Participants will write their own entries and give them an opportunity to share what they have written.
- C. Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- D. Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- E. Wrap up by explaining that the main objective of the session is to explore Articles 18, 19, and 20 of the UDHR and their practical applications.



II: UNDERSTANDING ARTICLES 18-20 (20 MINUTES)

Participants will build their foundational knowledge of Articles 18, 19, and 20 of the UDHR.

- A. Begin the activity by taking a few minutes to brainstorm answers to the following questions as a class:
1. What does “freedom” mean to you?
 2. Why is freedom of religion important? Does your country have an official religion? If so, what are the rights of those who practice other religions or who do not practice any religion?
 3. Does your country’s government sometimes punish people for things that they say? What kinds of statements can be punishable? Are there certain places where a person can say anything? What are some examples?
 4. What kinds of protests have you seen in your community?
Examples: Labor protests, protests against war, protests about certain laws or policies
 5. Why are protests used as a tool?
Examples: To get the attention of the people, of the press, to get international attention, etc.
 6. What are some of the reasons a government might not allow protest?
Examples: To prevent dissent or rebellion, public safety, etc.
- B. Post the simplified text of Articles 18, 19, and 20 on a screen or chart paper.
- C. Ask for volunteers to read the text of Articles 18, 19, and 20 aloud.
- D. Ask participants to choose a partner and spend a few minutes discussing Articles 18-20 as they relate to “freedom”.
- What are some freedoms that are highly valued in your culture?
 - How does freedom of speech protect other human rights?
 - Why is the right to practice any religion fundamental to human rights?
- E. After a few minutes, ask each pair to share highlights from their discussion with the class.



III: LET’S GET MOVING: EXAMINING FREEDOM (15 MINUTES)

Participants will consider the concept of “freedom” and its meaning in their local context.

- A. Explain to participants that the next activity is a

quick survey to see the differing views on the topic of freedom.

- B. Tell participants that you will read a series of statements. At the end of each statement, participants will be asked to stand up (or raise their hand) if they agree with the statement or remain seated if they disagree. Explain that they will sit and stand without talking or explaining their thinking. Remind the participants that there are no wrong answers and that they should stand or sit quickly without spending too much time thinking about the question.

Stand Up Statements – I believe that...

- everyone should be free to practice any religion they want or to practice no religion
- governments have the right to promote one religion over others
- each person can say whatever they want, unless they incite violence or hatred
- people have the right to protest against policies that they think are unfair
- there is true freedom of religion in my country
- there is true freedom of speech in my country
- there is true freedom of assembly in my country

- C. After you have read all of the statements, debrief with the following questions.
1. Were there differences of opinion for each of the statements? Why do you think that is?
 2. What do the rights to freedom of religion, freedom of speech, and freedom of assembly look like in your country?
 3. What is the connection between freedom and expression?



WHEREVER MEN AND WOMEN ARE PERSECUTED BECAUSE OF THEIR RACE, RELIGION, OR POLITICAL VIEWS, THAT PLACE MUST AT THAT MOMENT BECOME THE CENTER OF THE UNIVERSE. ”

– ELIE WIESEL



IV: MAKING CONNECTIONS: HUMAN RIGHTS AROUND THE WORLD (45 MINUTES)

Participants will read news stories about human rights violations since the 1990s and complete a graphic organizer.



FACILITATOR'S NOTE

Genocide is the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group. Before beginning this activity, review the meaning of “genocide” with the participants. See [Appendix pg. 135](#) for optional activity about the UN’s definition of genocide.

- A. Divide participants into groups of six. Explain that each participant will work with a partner inside of their group and read one news article about UDHR Articles 18, 19, or 20. Using information from these articles, participants will complete the graphic organizer and present their findings to the rest of their group.
- B. Distribute the [graphic organizer](#) to each participant (or draw it on the board and ask them to copy it into their notebooks).
- C. Provide context for the articles by reading the following items aloud to the class:
 1. **Article 1:** Beginning in 2014, the Islamic State of Iraq and the Levant (also known as ISIS, ISIL, or Daesh) carried out a genocide against the Yazidi people in Iraq, a country in west Asia. The Yazidis are a religious group from northern Iraq who have been persecuted because of their religious beliefs.
 2. **Article 2:** In early 2021, a military junta overturned the democratically-elected government of Myanmar, a country in southeast Asia. When its citizens began protesting and speaking out publicly against the government, they were often met with brutality and even violence.
 3. **Article 3:** This last piece describes the Cuban government’s 2021 response to protesters who were demanding greater access to food, medicine, and other necessities. Protesters were met with violence, arrests and some were denied access to any forms of communication.
- D. Ask participants to find a partner from within their group. Provide each pair with one of the above articles, ensuring that each pair has a different

- article than the other pairs in their group.
- E. Instruct participants to read the article, take notes, writing down any unfamiliar words or vocabulary. When all pairs have completed reading and taking notes, spend a few minutes reviewing any unfamiliar words or phrases for the class. After this, ask participants to work with their partners to fill out the first row of the graphic organizer.
 1. When all participants have completed the first row of the graphic organizer, each pair will take turns presenting a summary of their article to their group. Participants in the group should complete the graphic organizer section for that article.
 2. Repeat the process of presenting a summary and completing the graphic organizer until all three pairs have shared and the graphic organizer is complete.
- F. Bring the class together and check for understanding by asking participants to share some of their answers.
 - Did they notice any common themes?
 - What questions do they still have?
 - Can participants think of any current event(s) that is a violation of Article 18, 19, or 20?
 - Are there any examples of these articles being upheld or violated in their own communities?

See [page 81](#) for answer key.



V: BEING A HUMAN RIGHTS DEFENDER (30 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Preparation: Write the simplified text of Articles 18, 19, and 20 on the board (see page 1 of this lesson).
- B. Explain that each participant will choose an article that feels important to them. Their assignment is to write 3-5 “tweets” that explain why the article is important. Remember: Twitter allows a maximum of 280 characters, so each tweet must be 280 characters or fewer.
- C. After participants have completed their tweets or 10 minutes have passed, instruct participants to find a partner and share their tweets. Each participant is responsible for reviewing their partner’s tweets and sharing constructive feedback, including at least one thing they like about them and one suggestion for something that can be improved,

such as something in their tweets that needs clarification.

- D. Bring the class together and ask a few volunteers to share something they discussed, something they still have a question about, or one thing that they learned from their partner or from this process.
- E. Before concluding the session, instruct participants to revise their tweets based on their partner's feedback. After participants have revised their writings, collect their tweets. Post the paper "tweets" outside of the classroom or on a school or community bulletin board.
- F. Conclude the session by either asking a few participants to share their answers to the following questions:
 - What is one thing that you learned today?
 - What is one action that you can take today to promote these rights in your community?
 - What are some of the challenges you might face in promoting these rights?
 - How can you look to each other or others in your community for support?
 - How well did we do as a class on being respectful and adhering to the ground rules?

RESOURCES

"Myanmar: 'Brute force terror campaign' targeting rights defenders, UN experts say." UN News. 19 July 2021. <https://news.un.org/en/story/2021/07/1096072>.

"UN human rights panel concludes ISIL is committing genocide against Yazidis." UN News. 16 June 2016. <https://news.un.org/en/story/2016/06/532312-un-human-rights-panel-concludes-isil-committing-genocide-against-yazidis>.

"UN rights chief calls for prompt release of protestors held in Cuba." UN News. 16 July 2021. <https://news.un.org/en/story/2021/07/1096002>.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Wall with religious symbols, Noah Holm/[Unsplash](#)
- "The Thinker" statue, Tingey Injury Law Firm/[Unsplash](#)
- Protest, Sushil Nash/[Unsplash](#)

MAKING CONNECTIONS – NEWS ARTICLES

ARTICLE 1: UN HUMAN RIGHTS PANEL CONCLUDES ISIL IS COMMITTING GENOCIDE AGAINST YAZIDIS

The Islamic State of Iraq and Al-Sham (ISIS) [also known as ISIL and Da'esh] is committing genocide against Yazidis that amounts to crimes against humanity and war crimes, a United Nations-mandated human rights inquiry reported today.

“Genocide has occurred and is ongoing,” Paulo Sérgio Pinheiro, Chair of the Independent International Commission of Inquiry on Syria, emphasized in releasing the report *They Came to Destroy: ISIS Crimes against the Yazidis*.

“ISIS has subjected every Yazidi woman, child or man that it has captured to the most horrific of atrocities,” he said in a press statement issued by the Office of the UN High Commissioner for Human Rights (OHCHR).

Per the Commission’s mandate, the report focuses on violations committed against Yazidis inside Syria, where it found that thousands of women and girls are still being held captive and abused, often as slaves.

The Commission also examined how the terrorist group forcibly transferred Yazidis into Syria after launching its attacks on northern Iraq’s Sinjar region on 3 August 2014. The information that was collected documents evidence of intent and criminal liability of ISIS’s military commanders, fighters, religious and ideological leaders, wherever they are located, the Commission said.

The findings are based on interviews with survivors, religious leaders, smugglers, activists, lawyers, medical personnel, and journalists, as well as extensive documentary material, which corroborate information gathered by the Commission.

“ISIS has sought to erase the Yazidis through killings; sexual slavery, enslavement, torture and inhuman and degrading treatment and forcible transfer causing serious bodily and mental harm; the infliction of conditions of life that bring about a slow death; the imposition of measures to prevent Yazidi children from being born, including forced conversion of adults, the separation of Yazidi men and women, and mental trauma; and the transfer of Yazidi children from their own families and placing them with ISIS fighters, thereby cutting them off from beliefs and practices of their own religious community,” according to the report.

ISIS separated Yazidi men and boys older than 12 years old from the rest of their families, and killed those who refused to convert, in order to destroy their identity as Yazidis. Women and children often witnessed these killings before being forcibly transferred to locations in Iraq, and thereafter to Syria, where the majority of captives remain, the Commission found.

Thousands of women and girls, some as young as 9 years old, have been sold in slave markets, or souk sabaya, in the Syrian governorates of Raqqah, Aleppo, Homs, Hasakah and Dayr Az- Zawr. ISIS and its fighters hold them both in sexual slavery and in slavery, the report says, with Yazidi women and girls being constantly sold, gifted and willed between fighters.

“Survivors who escaped from ISIS captivity in Syria describe how they endured brutal rapes, often on a daily basis, and were punished if they tried to escape with severe beatings, and sometimes gang rapes,” said Commissioner Vitit Muntarbhorn.

The Commission also heard accounts of how some Yazidi women and girls committed suicide to escape the cruel torment.

The report noted that ISIS, which considers the Yazidis to be infidels, has publicly cited the Yazidis’ faith as the basis for the attack of 3 August 2014 and its subsequent abuse of them.

The Commission said that ISIS has referred to the Yazidi as a “pagan minority [whose] existence [...] Muslims

should question”, adding that “their women could be enslaved [...] as spoils of war.”

“ISIS has made no secret of its intent to destroy the Yazidis of Sinjar, and that is one of the elements that allowed us to conclude their actions amount to genocide,” said Commissioner Carla del Ponte.

Mr. Pinheiro stressed that there must be no impunity for crimes of this nature, recalling States’ obligations under the Genocide Convention to prevent and to punish genocide. The Commission repeated its call for the Security Council to urgently refer the situation in Syria to the International Criminal Court, or to establish an ad hoc tribunal to prosecute the violations of international law committed during the non-international armed conflict.

The Commission further noted that, with no path to international criminal justice available, it is likely that the first such prosecution of ISIS crimes against the Yazidis will take place in a domestic jurisdiction. It is essential, that States enact laws against genocide, crimes against humanity and war crimes, the Commission stated.

The Commission also urged international recognition of the genocide, and said that more must be done to assure the protection of the Yazidi religious minority in the Middle East, as well as the funding of care, including psycho-social and financial support, for victims of the genocide.

The Commission, which in addition to Mr. Pinheiro, Ms. del Ponte and Mr. Muntarhorn also includes Karen Koning AbuZayd, Special Adviser on the Summit on Addressing Large Movements of Refugees and Migrants, was mandated by the UN Human Rights Council in March 2011 to investigate and record all violations of international law in Syria.

ARTICLE 2: MYANMAR: ‘BRUTE FORCE TERROR CAMPAIGN’ TARGETING RIGHTS DEFENDERS, UN EXPERTS SAY

Human rights defenders in Myanmar are being targeted under a “brute force terror campaign” by the military junta, United Nations independent experts said on Monday, calling again for a stronger international response to the coup.

In a statement, Tom Andrews, Special Rapporteur on the human rights situation in Myanmar, and Mary Lawlor, Special Rapporteur on human rights defenders highlighted credible reports of activists forced into hiding after having arrests warrants issued against them, under Section 505 (a) of the Penal Code.

Their homes were raided, possessions seized, and family members threatened and harassed, they said, noting that many others who were unable to flee, have been arbitrarily arrested.

Lawyers representing those detained after the coup have themselves been detained, as have journalists covering the protests, the statement added.

Citizens ‘held hostage’

Special Rapporteur Andrews said that the people of Myanmar appreciate the expressions of concern from the international community, “but what they desperately need, is action”.

“It is critical that nations stand with and for the besieged people of Myanmar who are being held hostage by an illegal military junta. It is time for strong, focused and coordinate action that includes economic sanctions and an arms embargo.”

“A more determined, unified international solidarity with human rights defenders in Myanmar is required to avoid further attacks”, Mr. Andrews added, reiterating his call for an Emergency Coalition for the People of Myanmar to stop what he described as the junta’s “reign of terror” in the country.

More than 892 men, women and children have been killed and countless more wounded by security forces in

a brutal crackdown since the 1 February coup.

According to humanitarians, thousands of people across Myanmar have also been displaced due to clashes between the military and regional armed groups, and the situation is further complicated by the worsening COVID-19 situation, which risks overwhelming health and medical services across the country.

'Astonishing' bravery

Mary Lawlor, Special Rapporteur on human rights defenders, applauded the bravery of rights defenders, in the face of massive risks for their own safety.

"Women human rights defenders are particularly at risk in remote rural areas and are often beaten and kicked before being sent to prison where they can face torture and sexual violence with no medical care provided", Ms. Lawlor said.

"We have heard from women human rights defenders from different ethnic groups in various areas of the country. Their bravery in continuing to speak out against the human rights violations being perpetrated by the military against the country's population, coming as it does in the face of threats of gender-based violence and massive risks for their safety, is astonishing."

The Special Rapporteurs and Working Groups are part of what is known as the Special Procedures of the Human Rights Council. The experts work on a voluntary basis; they are not UN staff and do not receive a salary. They are independent from any government or organization and serve in their individual capacity.

ARTICLE 3: UN RIGHTS CHIEF CALLS FOR PROMPT RELEASE OF PROTESTORS HELD IN CUBA

The UN High Commissioner for Human Rights on Friday called for the prompt release of protestors and journalists detained during anti-government demonstrations in Cuba, some of whom are being held incommunicado.

The massive protests began on Sunday and are the biggest in decades, with thousands taking to the streets across the Caribbean island nation to demand the lifting of economic measures which have restricted access to basic goods, including food, medicine and COVID-19 vaccines.

More than 100 people have been arrested, according to media reports.

Use of excessive force

UN rights chief Michelle Bachelet said she was very concerned at the alleged use of excessive force against protestors, and the large number of arrests.

"It is particularly worrying that these include individuals allegedly held incommunicado and people whose whereabouts are unknown. All those detained for exercising their rights must be promptly released," she said.

Ms. Bachelet also lamented the death of one person in protests in the capital, Havana. She underlined the importance of conducting "an independent, transparent, effective investigation" into the incident, and for those responsible to be held accountable.

Address grievances, lift sanctions

"I urge the Government to address the protesters' grievances through dialogue, and to respect and fully protect the rights of all individuals to peaceful assembly and to freedom of opinion and expression," she said.

The High Commissioner also urged the authorities to fully restore access to the Internet and social media. She reiterated her appeal for the lifting of sectoral sanctions, which have had a negative impact on human rights, including the right to health.

HANDOUT GRAPHIC ORGANIZER: ARTICLES 18, 19, AND 20

ARTICLE 1: UN HUMAN RIGHTS PANEL CONCLUDES ISIL IS COMMITTING GENOCIDE AGAINST YAZIDIS		
What did the Yazidis experience?	Do you agree that the right to freedom of religion is an important right? Why or why not?	Are there examples of these rights being taken away in other countries today, to a greater or lesser extent?
ARTICLE 2: MYANMAR: 'BRUTE FORCE TERROR CAMPAIGN' TARGETING RIGHTS DEFENDERS, UN EXPERTS SAY		
What is happening to those speaking out against their government in Myanmar and why?	Do you agree that the right to freedom of speech is an important right? Why or why not?	Are there examples of these rights being taken away in other countries today, to a greater or lesser extent?
ARTICLE 3: UN RIGHTS CHIEF CALLS FOR PROMPT RELEASE OF PROTESTORS HELD IN CUBA		
How were protesters' rights violated in Cuba?	Do you agree that the right to assembly is an important right? Why or why not?	Are there examples of these rights being taken away in other countries today?

MAKING CONNECTIONS – ANSWER KEY

Article 1: UN human rights panel concludes ISIL is committing genocide against Yazidis

1. What did the Yazidis experience?
ISIS destroyed many Yazidi homes and villages. The group detained Yazidi women and children, abusing them and forcing them into servitude, violating Article 3, 4, 5, and 9. Among other human rights violations, ISIS also forced Yazidis to convert from their religion to Islam, a violation of Article 18.
2. Do you agree that the right to freedom of religion is an important right? Why or why not?
Answers will vary.
3. Are there examples of these rights being taken away in other countries today, to a greater or lesser extent?
The Uighur population in China is being persecuted because of their religion. They are Muslim which is a minority in China. Reports show that Uighurs have been imprisoned without trials, forced into “reeducation camps” and physically and psychologically tortured.

Article 2: Myanmar: ‘Brute force terror campaign’ targeting rights defenders, UN experts say

1. What is happening to those speaking out against their government in Myanmar and why?
The government of Myanmar has raided the homes of activists and arbitrarily arrested many people. These actions are violations of Articles 9 and 12. In retaliating against activists, the government of Myanmar is violating Articles 19 and 20 of the UDHR, which guarantee the right to share one’s opinion and to protest peacefully.
2. Do you agree that the right to freedom of speech is an important right? Why or why not?
Answers will vary.
3. Are there examples of these rights being taken away in other countries today, to a greater or lesser extent?
PEN America (U.S.-based group fighting censorship and protecting freedom of speech) Freedom to Write Index 2020 is a list of imprisoned writers and thinkers around the globe who are held behind bars because they shared opinions in opposition to their governments. The index also includes the ten nations that are the worst offenders: 1. China, 2. Saudi Arabia, 3. Turkey, 4. Iran, 5. Belarus, 6. Egypt, 7. Vietnam, 8. India, 9. Eritrea, 10. Myanmar.

Article 3: UN rights chief calls for prompt release of protestors held in Cuba

1. How were protesters’ rights violated in Cuba?
Protestors have been detained and their whereabouts have not been shared with their loved ones or the public. This is a violation of Article 9. The Cuban government has cracked down on protestors who are demanding that their basic needs be met, a violation of Article 20.
2. Do you agree that the right to assembly is an important right? Why or why not?
Answers will vary.
3. Are there examples of these rights being taken away in other countries today?
The American Civil Liberties Union is a U.S.-based NGO working on protecting freedom of expression, including the right to protest. The ACLU recently argued that the recording and livestreaming of incidences of police violence and brutality by witnesses falls under this legal protection. They cite the many cases of footage captured by bystanders and witnesses to prove that the police were at fault. Some of these cases include the police beating of Rodney King in the 1990s, the case of the police murder of Philando Castile in Minnesota captured by his girlfriend, Diamond Reynolds, and most recently, the video footage of the murder of George Floyd in Minneapolis. This video showing the murder of George Floyd played a large role in the Black Lives Matter protests of 2020 and beyond.



SESSION 9

ARTICLES 20 AND 21



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the meaning of Articles 21 and 22 as they relate to the concepts of civic participation, responsibilities, and social security.
- Understand the practical applications of Articles 21 and 22
- Discuss actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Handout: [Graphic organizer: Article 21 and 22](#)
- Index cards or small pieces of paper

ARTICLE 21

RIGHT TO PARTICIPATE IN GOVERNMENT

You have the right to take part in your country's government, either by serving as an elected representative or choosing people to represent you in elections (voting). You also have the right to vote in elections in which your vote is secret and counts the same as anyone else's vote. The primary job of a government is to do what its people want it to do.

ARTICLE 22

RIGHT TO SOCIAL SECURITY

You have the right to social security—to have your basic needs met. You are entitled to the economic, social, and cultural rights needed to live with dignity and freely develop your personality.

I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their Movement Journal entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- Review group norms (or create the list with the group if not already done) and ask for confirmation

that participants are willing to practice them during the session.

- Wrap up by explaining that the main objective of the session is to explore Articles 21 and 22 of the UDHR and their practical applications.



II: MAKING CONNECTIONS: VOTING RIGHTS IN YOUR COUNTRY (25 MINUTES)

Participants will work together to complete a graphic organizer about voting in their country.

- Review the following vocabulary words that may be unfamiliar to the participants.

- **democracy:** a system of government in which citizens have the right to choose elected representatives or have the authority to decide on legislation themselves
 - **election:** a formal decision-making process in which people choose individuals to hold public office
- B. Instruct participants to break up into groups of four. Distribute the [graphic organizer](#) to each group (or draw it on the board and ask them to copy it into their notebooks).
- C. Ask groups to complete the graphic organizer. See notes below for suggested actions participants can take in their own communities.
- D. After 15 minutes, bring the class back together and debrief. Are there any topics that participants were unsure about? If so, how can they find out more information about voting in their country?

ACTIONS PARTICIPANTS CAN TAKE IN THEIR COMMUNITIES:

- Learn about current voting rights issues in their region/country
- Help people register to vote
- Teach people about their rights as voters
- Write a letter to an elected official
- Run for local office
- Attend local city government meetings



III: LEARN FROM EACH OTHER: HOW CAN WE HELP MEET OTHERS' NEEDS? (50 MINUTES)

Participants will work in groups to imagine what they can do to support people in their community who need help.

- A. Begin the activity by asking participants to brainstorm things that a person in their society needs to survive (e.g. food, housing, etc.). Write their answers on the board or chart paper. Ask participants to collectively choose the five most important needs.
- B. Explain that social security is something that a government is responsible for providing to people who are unable to work due to disability, illness, maternity, old age, unemployment, or other life circumstances. Ask participants: Who, besides the government, provides support to people in your community who need help?
- Note: A government's social security programs should help people meet many of the needs that the class brainstormed together, but sometimes

these programs are not sufficient, so regular people and organizations—family members, friends, neighbors, churches, schools, etc.—must step in to help others in their community.

- C. Instruct participants to get into five groups and assign each group one of the needs (i.e. one group will be assigned housing, one will be assigned food, and so on).



FACILITATOR'S NOTE

If you are working with a large number of participants, you may create more groups and add more needs or assign the same need to more than one group.

- D. Explain that participants will work in groups to design a program which will ensure that the need that they have been assigned is met for all members of their community. They will be expected to present an overview of their program to the rest of the class.
- E. Each group must create:
1. An outline identifying:
 - a. the problem/need;
 - b. the desired outcome of the program;
 - c. an overview of how the program would work;
 - d. a list of officials or organizations in the community that might support this program
 2. A promotional poster or drawing to promote the program in the community
- F. Allow 25 minutes for groups to work on their projects.
- G. Bring the class together and ask each group to explain their program in 2-3 minutes.
- H. Debrief as a class.
1. What were some of the challenges in designing a program?
 2. Are there similar programs in your community? If so, how would your program be different? Be specific.
 3. How could your community support this program—financially and in terms of other resources and support?
 4. Why would your program be a benefit to your community? Be specific.



IV: BEING A HUMAN RIGHTS DEFENDER (25 MINUTES)

Participants will make the programs they outlined in Activity III a reality.

- A. As a class, review the program ideas generated in Activity III. Ask participants to vote on their favorite one or two programs. Participants will work together to bring the program(s) to fruition.
- B. Working as one large group or two groups (depending on the number of programs chosen), participants will determine what tasks are needed to start the program in their community and will assign the tasks to members of the group.
- C. Participants will share updates on their projects with the class at future sessions.



WHERE YOU SEE WRONG OR INEQUALITY OR INJUSTICE, SPEAK OUT, BECAUSE THIS IS YOUR COUNTRY. THIS IS YOUR DEMOCRACY. MAKE IT. PROTECT IT. PASS IT ON. ”

– THURGOOD MARSHALL

- B. Before distributing the exit cards, ask participants to brainstorm ways that ordinary people can become involved in protecting the freedoms of Articles 21 and 22. Write their responses on the board.
- C. Provide each participant with an “exit card” and ask them to answer at least two of the following questions. Remind them to be specific:
 - What is one thing that you learned today?
 - What is one action that you can take today to promote these rights in your community?
 - What are some of the challenges you might face in promoting these rights?
 - How can you look to each other or others in your community for support?

Remember to review these cards and make changes as necessary before planning the next session.

Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Ballot box, Element5 Digital/[Unsplash](https://unsplash.com/)
- Handing out food, Joel Muniz/[Unsplash](https://unsplash.com/)



V: FINAL THOUGHTS (10 MINUTES)

Participants will provide feedback on today’s session and the progress of their learning.

- A. Explain to participants that they will be ending today’s session with an “exit card.” This is an index card or small sheet of paper that participants need to complete before leaving the session. These cards provide valuable feedback to the facilitator about participants’ comprehension and about planning for future sessions.

HANDOUT GRAPHIC ORGANIZER: ARTICLE 21

In _____ :
Country

Who can vote? (e.g. citizenship status, age)	Who cannot vote? (e.g. age, status, criminal record)	Where, when, and how does someone vote?
What kinds of decisions do voters make?		
Is voting important? Why or why not?		
Do you believe that voting and participating in government should be a human right? Why or why not?		
What is something that you and your classmates can do in your community to ensure all people have the right to participate in their government?		

SESSION 10 ARTICLES 23, 24, AND 25



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the meaning of Articles 23, 24, and 25 as they relate to the concepts of work, rest, and well-being
- Understand the practical applications of Articles 23, 24, and 25
- Discuss actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Case studies

I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.

ARTICLE 23

RIGHT TO WORK AND JOIN A UNION

You have the right to work, to freely choose your work, and to receive a wage or a salary that allows you to live and support your family. If different types of people do the same work, such as a man and a woman, they should get the same pay. All people who work have the right to join a union to protect their interests.

ARTICLE 24

RIGHT TO REST AND LEISURE

You have the right to rest and relaxation, which includes limiting the number of hours you have to work, and receiving paid holidays once in a while.

ARTICLE 25

RIGHT TO AN ADEQUATE STANDARD OF LIVING

You have the right to an adequate standard of living. This means having whatever you need so that you and your family: do not fall ill; do not go hungry; and have clothes and a place to live. Both a pregnant person and their baby should get special help. All children have the same rights, whether or not their mother is married.

- Wrap up by explaining that the main objective of the session is to explore Articles 23, 24, and 25 of the UDHR and their practical applications.



II: UNDERSTANDING ARTICLES 23, 24, AND 25 (15 MINUTES)

Participants will explore Articles 23, 24, and 25 of the UDHR.

- A. Review the following vocabulary words that may be unfamiliar to the participants.
 - **leisure:** time free from work and duties
 - **salary:** a fixed amount of money given regularly to an employee as payment for their work
 - **standard of living:** how well or poorly a person or community is living in terms of having their wants and needs met
 - **union:** an organization of workers formed to advance and protect members' interests in respect to wages, benefits, and working conditions
- B. Post the text of Articles 23, 24, and 25 on a screen or chart paper.
- C. Ask for volunteers to read the text aloud.
- D. Ask participants to spend a few minutes brainstorming examples of how Articles 23-25 might be protected or violated. Remind them to be specific.
- E. After a few minutes, participants should share their ideas with a partner.
- F. Debrief as a class by asking participants to share takeaways from partner discussions.
 1. What happened / what are the issues in the first case study? How might these be fixed or resolved?
 2. What is the second case study in India about? What problems are being addressed? Could this be replicated in other countries?
 3. What kinds of workers' rights or rights violations have you seen in your own community? Be specific.
 4. Why is protecting workers' rights so important? What are other ways that your government either protects or does not protect people from abuse?

See [page 89](#) for answer key.

CASE STUDIES

Case Study #1

In the United States, tens of thousands of undocumented immigrants (those without legal immigration paperwork) are held in detention centers to wait for their immigration trial. The staff of these detention facilities force the incarcerated immigrants to work jobs such as cleaning bathroom stalls, folding linens, and stocking shelves. They are paid as little as 13 cents an hour for this work (1.7% of the federal minimum wage). There have also been reports of workers being paid nothing. In some cases, people who refuse to work are moved into solitary confinement, which the United Nations considers a form of torture.

Case Study #2

Shipbreaking, in which ships are demolished, is one of the world's most dangerous jobs. Shipbreaking workers are often injured on the job and are exposed to poisonous chemicals that can make them sick. India's Alang Soshiya Ship Recycling and General Workers Association (ASSRGWA), a union, has contributed to improving wages, safety measures, and social security for shipbreaking workers. It makes sure workers are aware of their rights, ensures that all workers receive safety training, and bargains with shipbreaking companies, even ensuring that workers were paid during the COVID-19 lockdowns.



III: ARTICLES IN ACTION: WORKERS' RIGHTS ARE HUMAN RIGHTS (25 MINUTES)

Participants will analyze two case studies about workers around the world and discuss the state of workers' rights in their own communities.

- A. Preparation: Write the following questions on the board or chart paper:
 1. Were workers' rights violated in this case study? If so, how?
 2. Did the worker(s) in this case study defend their rights? If so, how?
- B. Remind participants that Article 23 is about workers' rights—the right to fair and equal wages, the right to choose employment, and the right to join a union (an organization of workers formed to protect the rights and interests of the workers).
- C. Ask participants to find a partner, then read Case Study #1 aloud to the class.
- D. Give each pair 5 minutes to discuss the questions on the board, then discuss briefly as a class.
- E. Repeat the process for Case Study #2, asking



IV: LET'S WRITE ABOUT ENVISIONING A BETTER FUTURE (30 MINUTES)

Participants will consider the importance of labor unions, rest/leisure, and an adequate standard of living.

- A. Instruct participants to spend 20 minutes answering at least two of the following questions in their notebooks:
1. Why do you think workers organizing a labor union might be helpful for individual workers? For the workplace?
 2. What are the consequences of people working long hours without a break?
 3. What elements are necessary for an adequate standard of living?
 4. Does everyone in your community have an adequate standard of living? If not, what could be improved? What groups or organizations should or could help people in your community obtain food, housing, childcare, etc.?
 5. What would your community look and feel like if everyone had a living wage and good working conditions, time for rest/leisure, and an adequate standard of living? What would be possible?
- B. After 20 minutes, bring the class together and debrief by asking participants to share one of their responses.



HUMAN RIGHTS ARE NOT ONLY VIOLATED BY TERRORISM, REPRESSION, OR ASSASSINATION, BUT ALSO BY UNFAIR ECONOMIC STRUCTURES THAT CREATES HUGE INEQUALITIES. ”

– POPE FRANCIS



V: BEING A HUMAN RIGHTS DEFENDER (40 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. For homework (or in class, time permitting), ask Begin the activity by explaining that many organizations, such as the United Nations, Amnesty International, and Human Rights Watch dedicate their time and resources to documenting and collecting data about human rights violations. This information helps local and national governments to implement changes to protect human rights. In this activity, participants will work together to create a survey to gather data in their communities about Articles 23-25.
- B. Divide participants into groups of five. Instruct each group to brainstorm a list of five questions that they think would help them determine whether Articles 23-25 are being upheld in their community. One member of the group should write down the questions, as well as which article it pertains to, and one member should prepare to be the spokesperson during the class report-back. Examples:
- How many hours per day do you work? (Article 24)
 - If someone in your family gets sick, do you have access to medical care? (Article 25)
- C. After 15 minutes, bring the class together and ask each group's spokesperson to report on their questions. Record their questions on the board or chart paper, pausing after each suggested question to ask if other groups came up with a similar question. If yes, group spokespeople should not include that question in their report-backs (in order to save time and prevent duplication).
- D. When all groups have shared, work as a class to choose the ten questions that seem the most important, ensuring that Articles 23, 24, and 25 are all represented.
- E. After the class's top ten questions have been finalized, instruct each participant to write down the questions in their notebook.
- F. Explain that before the next session, each participant should interview three people in their community to record their responses to the survey. Participants can interview teachers, adult family members, religious leaders, etc. Remind participants to try and elicit specific answers.
- G. Instruct participants to bring their data to a future session and review as a class. Are there rights that are consistently being protected or violated? If rights are being violated, how can participants

- work together to help protect them?
- H. Conclude by asking participants why getting this input from the community is so important. Also, ask the class to consider ways that they might use this data to make change. Who could it be shared with?
 - I. Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.

RESOURCES

Industriall Global Union. "PROFILE: Shipbreaking workers' union moves forward in India." *Global Worker*, no. 1. 1 May 2021. <https://www.industriall-union.org/profile-shipbreaking-workers-union-moves-forward-in-india>.

Urbina, Ian. "Using Jailed Migrants as a Pool of Cheap Labor." *The New York Times*. 24 May 2014. <https://www.nytimes.com/2014/05/25/us/using-jailed-migrants-as-a-pool-of-cheap-labor.html>.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Trade union rally in India, ILO Asia-Pacific/[Flickr](#)
- Boy resting with umbrella, sasint/[Pixabay](#)
- Children smiling, Larm Rmah/[Unsplash](#)

ARTICLES IN ACTION – ANSWER KEY

Case Study # 1: Immigrants in the U.S.

1. Were workers' rights violated in this case study? If so, how?
 Workers' rights were violated in this case because the immigrants being held in detention facilities were not paid (or were paid very low wages) for their labor. People who refused to work were punished.
2. Did the worker(s) in this case study defend their rights? If so, how?
 Some workers defended their rights by refusing to work for no/low pay.

Case Study # 2: Shipbreakers' Union in India

1. Were workers' rights violated in this case study? If so, how?
 Workers' rights were not obviously broken in this case study. The work of the union contributes to the protection of workers' rights.
2. Did the worker(s) in this case study defend their rights? If so, how?
 By unionizing, the workers are better able to defend their rights.



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the meaning of Articles 26 and 27 as they relate to the concepts of education, culture, and equitable access to science
- Understand the practical applications of Articles 26 and 27
- Discuss actions that will uphold the rights outlined in these articles

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils

PREPARATION

Before this session, please write each Gallery Walk question from Activity III on a separate sheet of chart paper. When finished, display each sheet at a different location in the classroom.

ARTICLE 26 RIGHT TO EDUCATION

You have the right to an education. Education should be free in elementary school and other fundamental stages. It should be mandatory for all children, but parents/guardians should be able to choose the kind of education their children receive. Promoting tolerance and understanding, as well as strengthening respect for human rights, should be important goals of every individual's education.

ARTICLE 27 RIGHT TO PARTICIPATE IN CULTURAL, ARTISIC, AND SCIENTIFIC LIFE

You have the right to participate in and enjoy culture—art, music, books, and more. You also have the right to benefit from any advancements in science and technology and to get credit for and profit financially from something you have created or discovered.



I: SESSION OBJECTIVES (10 MINUTES)

- Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their *Movement Journal* entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- Wrap up by explaining that the main objective of the session is to explore Articles 26 and 27 of the UDHR and their practical applications.



II: UNDERSTANDING ARTICLES 26 AND 27 (15 MINUTES)

Participants will build their foundational knowledge of Articles 26 and 27 of the UDHR.

- A. Review the following vocabulary words that may be unfamiliar to the participants.
 - **culture:** a group or population's way of life, including language, dress, customs, rituals, etc.
 - **equitable:** fair and impartial
 - **intellectual property:** creations of the mind to which the creator has rights (e.g. artwork, a technological invention, music, literature, etc.). For example, a painting is the intellectual property of the artist who created it.
 - **mandatory:** obligatory (something that must be done) or is required by law
 - **tolerance:** the ability or willingness to accept or allow the existence of something that one does not necessarily like or agree with
- B. Post the text of Articles 26 and 27 on a screen or chart paper.
- C. Ask for a volunteer to read the text of Article 26 aloud.
- D. Check for understanding. Are there any questions? Why might the authors of the UDHR have included this article in the document?
- E. Repeat the process for Article 27.



**ONE BOOK, ONE PEN, ONE CHILD,
AND ONE TEACHER CAN CHANGE THE
WORLD. ”**

– MALALA YOUSAFZAI



III: GALLERY WALK: THE IMPORTANCE OF EDUCATION (35 MINUTES)

Participants will work in small groups to reflect on the importance of education. Then, participants will reflect individually on their classmates' questions and comments.

- A. Preparation before class: Write each of the questions below on its own sheet of chart paper. Dis-

play each sheet in a different area of the classroom. Make sure that extra paper is available so there is room for each group to write down their answers.

Gallery Walk Questions

1. Think about your own education. In what ways has this education helped you? In what ways has your education helped your family?
 2. What are some of the ways that educating people helps our community?
 3. What are the consequences of a child being out of the education system? For the child? For their family? For the community?
 4. What are some of the obstacles to keeping children in school?
 5. What can parents or guardians do to make sure that children have the opportunity to get an education? What can schools do? What can the government do? What can regular people in the community do?
- B. Break class into five groups. Ask each group to move to the location of a different question.
 - C. Give groups 10 minutes to discuss their question and leave comments and questions on their chart paper. They should be sure to leave room for other participants' comments and questions.
 - D. After 10 minutes, instruct participants to move around the room and review the other questions and answers. Ask them to add their comments or questions. Allow 15 minutes for this process.
 - E. Bring all participants together and review the five questions and responses as a class. Conclude this activity with the following questions:
 - How does access to education affect other aspects of a person's life?
 - Why is the right to education an important part of the UDHR?



FACILITATOR'S NOTE

Depending on the class size, more groups may be needed to ensure all groups members actively participate. If more groups are needed, display questions on additional pieces of chart paper, repeating questions or creating your own based on your local context.



All children have the right to a quality education



IV: TALK IT OUT: INDIVIDUAL VS. COMMUNITY (40 MINUTES)

Participants will engage in a fishbowl debate to discuss Article 27 as it applies to the international responses to the COVID-19 pandemic.

- A. Explain that Article 27 has two components: free access to knowledge, art, technology, etc. as public goods and the right of the individual to benefit from their creations. Tension exists between these two components, as one highlights the community benefits of knowledge-sharing and the other highlights the individual benefit of profiting off of one's own creations or inventions.
- B. Read the scenario aloud twice. Ask participants to spend 5 minutes reflecting on the following questions in their notebooks:
 - Where is the tension in this scenario?
 - Other than Article 27, what other rights are impacted when people do not have access to scientific and medical advancements?
- C. When participants have finished writing, ask for six volunteers to participate in a fishbowl debate. From those volunteers, create two groups of three. Instruct the volunteers to move their chairs to the center of the room, with one group facing the other. Other participants should move their chairs to form a circle around the debaters.
- D. Assign each group one of two roles:
 1. Public health officials in a low-income country
 2. Representatives of a pharmaceutical company in a high-income country that has developed the COVID-19 vaccine
- E. Explain that each group will work as a team to debate the following question from the perspective of their role: Has the rollout and distribution of the COVID-19 vaccine violated human rights?
 - F. Give participants 10 minutes to brainstorm (including participants in the audience, who should brainstorm individually in their notebooks), then open the debate. Each group will have 3 minutes to explain whether or not the rollout and distribution of the COVID-19 vaccine has violated human rights.
 - G. After both sides have argued their positions, each group will have 3 minutes to respond to the other group.
 - H. When both groups have had a chance to rebut the other group's arguments, open discussion to all participants.
 1. Which group made the most compelling argument?
 2. Do participants have ideas that were not discussed during the debate? Did they change their mind during the debate?
 3. Is there a compromise that would ensure everyone's rights are respected?
 4. How has Article 27 been violated in participants' own communities (either related to COVID-19 or not)? How should the community or government respond when this right is violated?

SCENARIO

During the global COVID-19 pandemic, scientists around the world worked quickly to develop a vaccine. By December 2020, vaccines had been approved in the United States, China, and elsewhere; however, by August 2021, while nearly 50 percent of adults in high-income countries had received the COVID-19 vaccine, only two percent of people in low-income countries were fully vaccinated.

The crisis of vaccine inequity highlights the tension present in Article 27 of the UDHR. The article states that all people have the right to access scientific advancements—such as vaccines—but it also states that the developers of those advancements also have the right to benefit from their creation. Some pharmaceutical companies and governments in high-income countries thought it was important both to profit financially from the vaccines and to ensure that the adults in their own countries received their doses before people living elsewhere.

Roles:

1. Public health officials in a low-income country
2. Representatives of a pharmaceutical company in a high-income country that has developed the COVID-19 vaccine



V: BEING A HUMAN RIGHTS DEFENDER (20 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. As Ask participants to answer one of the following questions in their notebooks:
- Why is the right to education an important part of life in your community?
 - Why is the right to access knowledge and benefit from creating knowledge an important part of life in your community?
 - Going forward, how are you going to use your knowledge about human rights and the UDHR to help your community?
- B. After 10 minutes, instruct participants to move into groups of three and briefly share what they have written. Explain that each group will then work together to create a persuasive speech or artistic poster based on what they wrote in their notebooks.
- Note: Depending on time, this can be done in class or can be assigned as homework.
- C. When speeches/posters have been completed, a representative from each group will meet with a school, village, or city administrator to ask about giving their speech or displaying their art publicly.
- D. Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Children in classroom, Annie Spratt/
[Unsplash](#)
- Gloved hand holding vaccine, Towfiqu
Barbhuiya/[Unsplash](#)
- School children in Osaka, Japan, Note
Thanun/[Unsplash](#)

SESSION 12

ARTICLES 28, 29, AND 30, FINAL REFLECTIONS, POST-ASSESSMENT, AND EVALUATION



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Explain the meaning of Articles 28, 29, and 30 as they relate to the concepts of culture, responsibility, and community
- Understand the practical applications of Articles 28, 29, and 30
- Reflect on the last 12 weeks of training and lessons learned
- Complete a post-assessment of the training
- Complete an evaluation of the workshops

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Ball of yarn (multicolored if possible)
- Handouts
 - [Post-Assessment](#)
 - [Evaluation](#)



I: SESSION OBJECTIVES (5 MINUTES)

- Before reviewing the learning objectives for today's lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what they have written.
- Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives.
- Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- Wrap up by explaining that the main objectives of the session are to explore Articles 28, 29, and 30 of the UDHR and their practical applications, as well as to conclude and reflect back on the training series.

ARTICLE 28

RIGHT TO A FREE AND FAIR WORLD

You have the right to live in the kind of society and world where your rights are respected.

ARTICLE 29

OUR DUTY TO EACH OTHER

You have a duty to your community and the people around you. When people look out for each other, everyone can become the type of person they want to be. There have to be laws in place in order to make sure everyone's rights are respected. You should not use your rights to cause harm or go against the spirit of the United Nations.

ARTICLE 30

HUMAN RIGHTS BELONG TO YOU

Nothing in the Universal Declaration of Human Rights implies that any State, group, or person can weaken or take away your human rights.



II: UNDERSTANDING ARTICLES 28, 29, AND 30 (20 MINUTES)

Participants will examine Articles 28, 29, and 30, the final three articles of the UDHR. They will also review the UDHR in its entirety.

- Post the simplified text of Articles 28, 29, and 30 on a screen or chart paper.
- Ask for volunteers to read the text of Articles 28 and 29 aloud.
- Instruct participants to consider the differences between Article 28 and 29.
 - Are there differences between a “society” and a “community”?
 - How do these two articles differ?
 - What are we talking about when we discuss the “spirit of the United Nations”?
- Ask participants for examples of what it would look like if these two articles were upheld? Ask for examples of what it would look like if these two articles were violated?
- Identify a volunteer to read the text of Article 30 aloud.
- Instruct participants to identify the main point of Article 30.
- Ask participants for examples of upholding Article 30 and examples of violations of this article.
- Ask participants to revisit Articles 1, 2, and 3 and read these aloud (see [Appendix pg. 100](#)). How are these first three articles similar to the last three and how do they differ?
- To close this activity, ask participants to consider why the writers of the UDHR ended with Article 30.



INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE. WE ARE CAUGHT IN AN INESCAPABLE NETWORK OF MUTUALITY, TIED IN A SINGLE GARMENT OF DESTINY. WHATEVER AFFECTS ONE DIRECTLY, AFFECTS ALL INDIRECTLY. ”

– DR. MARTIN LUTHER KING, JR.



III: BEING A HUMAN RIGHTS DEFENDER (20 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- As a class, quickly review the UDHR’s 30 articles with participants (see [Appendix, pg. 100](#)). During the review, participants should take notes about a few articles that they feel are especially important or relevant to their community.
- Instruct participants to choose one of the articles they have marked as important and write in their notebooks using each of the following prompts:
 - If everyone respected my right to _____, I would feel _____. In order to make this happen, I need to...
 - If everyone at school respected the right to _____, students would feel _____. In order to make this happen, I need to...
 - If everyone in the community respected the right to _____, my neighbors would feel _____. In order to make this happen, I need to...
- After 10 minutes, ask participants to find a partner and share what they have written. Each participant should give feedback to their partner about which of their partner’s ideas they liked, how their plans could be strengthened or made more realistic, etc.
- When pairs have finished sharing, bring the class back together. Ask each participant to read one of their responses aloud. Give each participant the opportunity to hear praise and feedback from their peers after they have read their response. Record their answers on the board or chart paper.
- Before the Final Reflection, explain that the items on the board are the class’s Human Rights Defender Goals. In the future, participants should reach out to their classmates for help in achieving these goals if needed.



IV: FINAL REFLECTIONS: CLOSING WEB (55 MINUTES)

Participants will share their final reflections about the training. This is an adaptation of a closing circle but uses yarn as a way to share the floor and to see the connections between participants.

- Begin by explaining that this activity will serve as a closing for the workshop. Ask participants

to either sit or stand in a circle facing each other. Show participants the yarn and share one piece of information.

- What they have learned
- What they liked about the training
- How they can support each other
- An action that they have taken or will take because of the training, etc.
- Anything related to the training that the participants want to share

Explain that the only speaker should be the person holding the ball of yarn. When you are done, hold on to the end of the yarn and throw the ball of yarn to another participant and ask them to share one response.

- Remind participants to be brief with their answers so everyone has time to share. Also, remind them to hold on to their piece of yarn and keep holding it until the end of the activity.
- Each speaker will respond to one of the prompts above, then give the yarn to someone who has not yet shared. Always offer the option of passing for participants who do not want to share.
- Once everyone has spoken, ask participants to take a moment to look around the room and look at the web that has been created. Ask participants what this web might represent.
Example: A network of human rights defenders, a community of activists, etc.
- Conclude this activity by thanking participants for their participation and share any concluding remarks.



V: POST-ASSESSMENT AND EVALUATION (20 MINUTES)

- Explain to the participants that their feedback and assessment is a critical part of the training. Remind them that when the program began, they completed a pre-assessment form about their level of understanding of the UDHR and human rights. Explain that they will now complete a brief survey to look back and reflect on what they have learned.

- Pass out participants' pre- and post-assessment forms, remind them that they answered the same questions during Session 1. Participants should now complete the "post-assessment" columns, reflecting on how much they have learned over the course of the training. Check for understanding and answer any questions.
 - Data from Pre- and Post-Assessment Forms can be shared with Woven Teaching via [the evaluation form](#).
- Explain to participants that their feedback about the training will also be captured in a brief evaluation form. Tell them that this form will ask them to reflect on the training as a whole and will ask them to evaluate the strengths of the program as well as areas for improvement. Remind participants that this evaluation is anonymous and that they should be as candid and specific as possible.
- Distribute one copy of the evaluation to each participant and ask them to briefly review. Check for understanding and answer any questions.
- After 15 minutes, collect the evaluation forms. Themes from Evaluation Forms can be shared with Woven Teaching via [the evaluation form](#).

Resources for further learning available at:

www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Hands giving peace sign, Priscilla Du Preez / [Unsplash](#)
- Pedestrians, Jack Dylag / [Unsplash](#)
- UN building in Geneva, Jonathan Ansel Moy de Vitry / [Unsplash](#)

HANDOUT UDHR TRAINING EVALUATION

One thing I learned:

One thing I still have a question about:

One lesson or idea I will use:

One thing I liked or appreciated (and why):

One thing I didn't like (and why):

One suggestion I have for improving the training:

APPENDIX

The background features a light gray gradient with several large, overlapping, wavy shapes in a slightly darker shade of gray. There are also several white circles of varying sizes scattered across the page. The overall aesthetic is clean and modern.

UNIVERSAL DECLARATION OF HUMAN RIGHTS FOR LEARNERS

ARTICLE 1: RIGHT TO EQUALITY, DIGNITY, AND RESPECT

All humans are born free and equal. You have the same rights as anyone else and should be treated with dignity and respect.

ARTICLE 2: FREEDOM FROM DISCRIMINATION

You are entitled to all of the rights in the Universal Declaration of Human Rights, regardless of your race, sex, language, religion, political opinion, gender, or other characteristic. Additionally, you have rights everywhere, regardless of where you come from.

ARTICLE 3: RIGHT TO LIFE, FREEDOM, AND SAFETY

You have the right to live freely and safely.

ARTICLE 4: FREEDOM FROM SLAVERY OR SERVITUDE

No one can hold you in slavery or servitude; slavery and the slave trade are prohibited in all their forms.

ARTICLE 5: FREEDOM FROM TORTURE OR CRUEL, DEGRADING, OR INHUMAN TREATMENT

No one can subject you to torture or to cruel, inhuman, or degrading treatment or punishment.

ARTICLE 6: RIGHT TO PERSONHOOD BEFORE THE LAW

You have the right to be legally protected everywhere in the same way as everyone else.

ARTICLE 7: RIGHT TO EQUALITY BEFORE THE LAW

You have the right to be treated fairly under the law. The law cannot discriminate against you because of your race, gender, religion, sexual orientation, or other characteristic. You have the right to protection against violations of your human rights.

ARTICLE 8: RIGHT TO SEEK LEGAL HELP AND RECOURSE

You have the right to seek legal help if your rights are not respected.

ARTICLE 9: FREEDOM FROM ARBITRARY ARREST AND IMPRISONMENT

You have the right to freedom from arbitrary arrest, detention, and exile. You cannot be arrested, incarcerated, or thrown out of your country without a good reason.

ARTICLE 10: RIGHT TO A FAIR AND PUBLIC TRIAL

If you are accused of a crime, you have the right to a fair and public trial. The judges must be unbiased and must not be influenced by others.

ARTICLE 11: RIGHT TO PRESUMPTION OF INNOCENCE

If you are accused of a crime, you have the right to be considered innocent until you are proven guilty. You should always have the right to defend yourself or have a lawyer defend you. No one should be punished for something that was not illegal when they did it.

ARTICLE 12: RIGHT TO PRIVACY

You have the right to privacy. No one can enter your house, open your letters, or bother you or your family without a good reason. No one is allowed to harm your good name.

ARTICLE 13: FREEDOM OF MOVEMENT

You have the right to travel within your country and choose where you live. You have the right to leave your country and to return to your country if you want.

ARTICLE 14: RIGHT TO ASYLUM

You have the right to seek asylum (protection) in another country if you are being persecuted in your own country. You may lose this right if you are being prosecuted for a non-political crime (e.g. murder, robbery, etc.).

ARTICLE 15: RIGHT TO NATIONALITY

You have the right to be a citizen of your country. No one can take away your citizenship or prevent you from changing your nationality.

ARTICLE 16: RIGHT TO MARRY AND START A FAMILY

As a consenting adult, you have the right to get married and start a family. Both you and your spouse



are entitled to equal rights during the marriage and its dissolution. The family is the fundamental unit of society and is therefore entitled to protection by the State.

ARTICLE 17: RIGHT TO OWN PROPERTY

You have the right to own property alone or with other people. Your property cannot be taken away without a good reason.

ARTICLE 18: FREEDOM OF THOUGHT, RELIGION, AND BELIEF

You have the right to practice your religion freely, to change it, and to practice it either on your own or with other people.

ARTICLE 19: FREEDOM OF OPINION AND EXPRESSION

You have the right to think what you want and to say what you like, and nobody should forbid you from doing so. You also have the right to share both information and your ideas with other people.

ARTICLE 20: FREEDOM OF ASSEMBLY AND ASSOCIATION

You have the right to participate in and organize peaceful protests or meetings. No one can force you to join a group or organization.

ARTICLE 21: RIGHT TO PARTICIPATE IN GOVERNMENT

You have the right to take part in your country's government, either by working as an elected representative or by choosing people to represent you in elections (voting). You also have the right to vote in elections in which your vote is secret and counts the same as anyone else's vote. The primary job of a government is to do what its people want it to do.

ARTICLE 22: RIGHT TO SOCIAL SECURITY

You have the right to social security—to have your basic needs met. You are entitled to the economic, social, and cultural rights needed to live with dignity and freely develop your personality.

ARTICLE 23: RIGHT TO WORK AND JOIN A UNION

You have the right to work, to freely choose your work, and to receive a wage or a salary that allows you to live and support your family. If different types of people do the same work, such as a man and a woman, they should get the same pay. All people who work have the right to join a union to protect their interests.

ARTICLE 24: RIGHT TO REST AND LEISURE

You have the right to rest and relaxation, which includes limiting the number of hours you have to work, and receiving paid holidays once in a while.

ARTICLE 25: RIGHT TO AN ADEQUATE STANDARD OF LIVING

You have the right to an adequate standard of living. This means having whatever you need so that you and your family: do not fall ill; do not go hungry; and have clothes and a place to live. Both a pregnant person and their baby should get special help. All children have the same rights, whether or not their mother is married.

ARTICLE 26: RIGHT TO EDUCATION

You have the right to an education. Education should be free in elementary school and other fundamental stages. It should be mandatory for all children, but parents should be able to choose the kind of education their children receive. Promoting tolerance and understanding, as well as strengthening respect for human rights, should be important goals of every individual's education.

ARTICLE 27: RIGHT TO PARTICIPATE IN CULTURAL, ARTISTIC, AND SCIENTIFIC LIFE

You have the right to participate in and enjoy culture—art, music, books, and more. You also have the right to benefit from any advancements in science and technology and to get credit for and profit from something you have created or discovered.

ARTICLE 28: RIGHT TO A FREE AND FAIR WORLD

You have the right to live in the kind of society and world where your rights are respected.

ARTICLE 29: OUR DUTY TO EACH OTHER

You have a duty to your community and the people around you. When people look out for each other, everyone can become the type of person they want to be. There have to be laws in place in order to make sure everyone's rights are respected. You should not use your rights to cause harm or go against the spirit of the United Nations.

ARTICLE 30: HUMAN RIGHTS BELONG TO YOU

Nothing in the Universal Declaration of Human Rights implies that any State, group, or person can weaken or take away your human rights.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

ORIGINAL TEXT

PREAMBLE

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,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

ARTICLE 1

All human beings are born free and equal in dignity

and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 3

Everyone has the right to life, liberty and security of person.

ARTICLE 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6

Everyone has the right to recognition everywhere as a person before the law.

ARTICLE 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

ARTICLE 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or

by law.

ARTICLE 9

No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

ARTICLE 11

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

ARTICLE 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 13

Everyone has the right to freedom of movement and residence within the borders of each state.

Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 14

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE 15

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 17

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.

ARTICLE 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

ARTICLE 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE 20

Everyone has the right to freedom of peaceful assembly and association.

No one may be compelled to belong to an association.

ARTICLE 21

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Everyone has the right of equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

ARTICLE 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

ARTICLE 23

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

ARTICLE 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE 25

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

ARTICLE 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

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 or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

ARTICLE 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

RESOURCES

Universal Declaration of Human Rights. United Nations. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

GLOSSARY

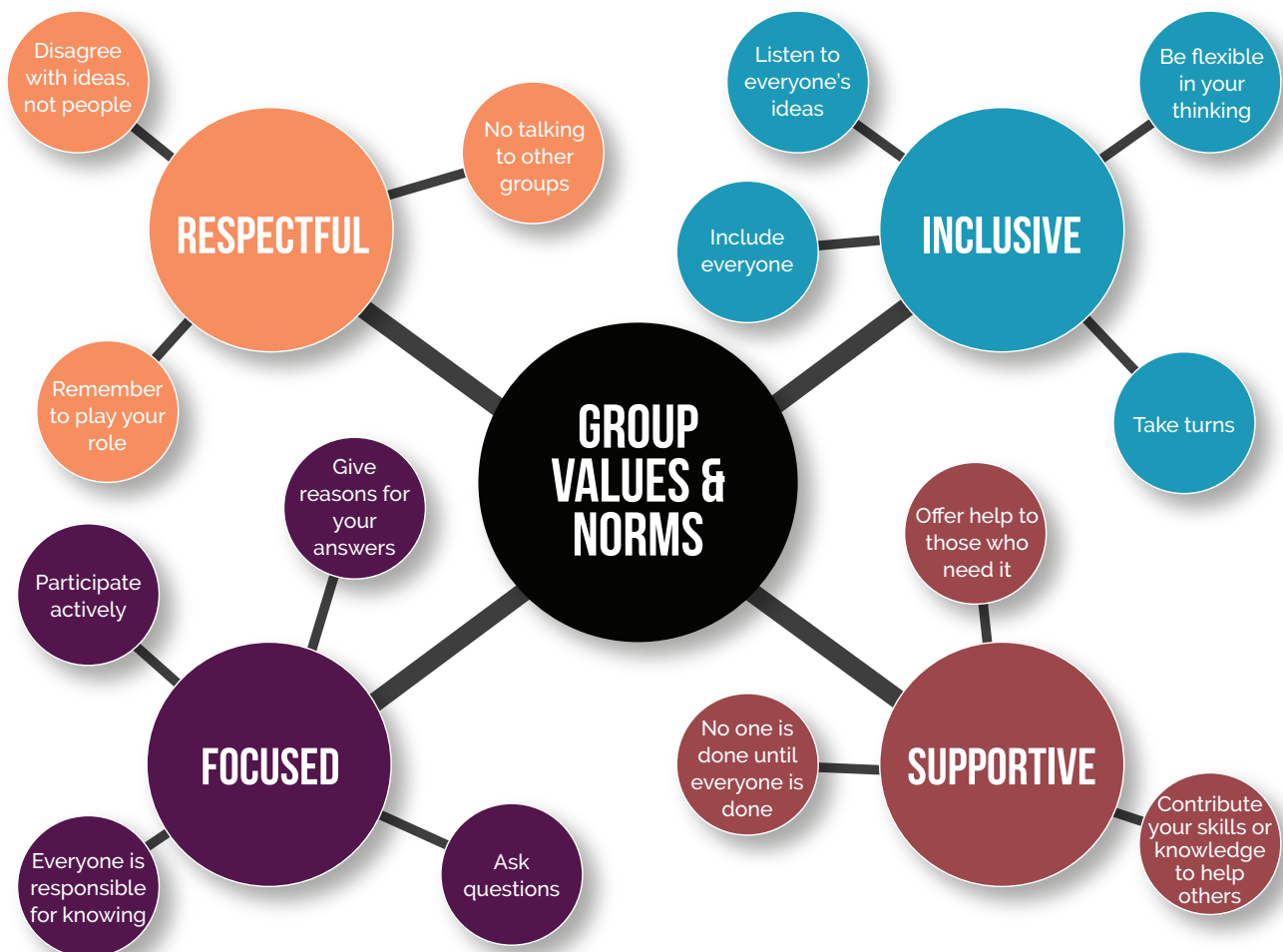
- **advocacy:** activities by an individual or a group that aim to influence decisions within social, economic, or political institutions
- **arbitrary:** without any reason; subject to individual will
- **asylum:** protection given by a State to an individual who flees their country due to persecution or violence
- **civil and political rights:** rights that restrict the government from interfering with an individual or their freedom
- **consent:** permission or agreement for something to happen
- **counsel:** lawyer(s) or legal advice
- **culture:** a group or population's way of life, including language, dress, customs, rituals, etc.
- **degrading:** humiliating or causing a loss of self-respect
- **democracy:** a system of government in which citizens have the right to choose elected representatives or have the authority to decide on legislation themselves
- **deprive:** to deny someone the use or possession of something; to take away
- **detention:** the state of being held in official custody, especially as a prisoner
- **dignity:** the quality of being valued and respected simply because of being human
- **discriminate:** the treatment (usually negative) of a person or group of people based on a group or category that they belong to (e.g. race, class, gender, etc.)
- **dissolution:** the termination of a partnership or group; divorce
- **election:** a formal decision-making process in which people choose individuals to hold public office
- **enforced disappearance:** the abduction or illegal imprisonment of a person, followed by a refusal to acknowledge that person's fate (usually perpetrated by State actors)
- **equality:** the state of treating all people the same way
- **equitable:** fair and impartial
- **exile:** the state of being banned or expelled from one's country
- **genocide:** the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group
- **global development:** the development of a greater quality of life for people all over the world. Global development is often measured by the relative wealth or poverty of a country.
- **guilty:** responsible for a wrongdoing or a crime
- **Holocaust:** the state-sponsored persecution and murder of six million Jews by Nazi Germany and its collaborators
- **human rights:** basic rights and freedoms which every single human being is entitled to, regardless of their race, religion, birthplace, gender, sexual orientation, or other characteristic
- **human rights defenders (HRDs):** people who promote and protect human rights, either on their own or as part of a group, association, or organization
- **inalienable:** unable to be revoked or taken away
- **incarcerate:** to imprison or confine
- **innocent:** not guilty of an offense or a crime
- **intellectual property:** creations of the mind to which the creator has rights (e.g. artwork, a technological invention, music, literature, etc.). For example, a painting is the intellectual property of the artist who created it.

- **interdependent:** to be mutually dependent on something or someone else
- **indivisible:** unable to be separated
- **leisure:** time free from work and duties
- **mandatory:** obligatory (something that must be done) or is required by law
- **non-discrimination:** treating everyone the same way. Non-discrimination is integral to the concept of equality. It ensures that no one is denied their human rights based on particular characteristics, including (but not limited to): race, skin color, sex, language, religion, political or any other opinion, national or ethnic or social origin, property, birth, disability, age, or sexual orientation.
- **non-governmental organization (NGO):** a nonprofit organization that works independently of any government to address a social or political issue. NGOs are sometimes referred to as civil society organizations.
- **non-refoulement:** principle of international law that makes it illegal to forcibly return a person to a country or territory where they face threats to their life or freedom because of race, religion, nationality, membership in a particular social group, or political opinion
- **persecute:** to harass or punish in a manner designed to injure, grieve, or afflict; to cause to suffer because of belief, identity, etc.
- **privacy:** the state of freedom from being observed or disturbed by other people
- **property:** thing(s) that belongs to someone; any item that a person or group legally owns
- **refugee:** a person who has fled their country to escape war, violence, persecution, or a natural disaster
- **right:** a moral or legal entitlement to have something or act in a certain way
- **salary:** a fixed amount of money given regularly to an employee as payment for their work
- **servitude:** the state of being under the control of someone else, usually providing labor for free or for little money
- **slavery:** a system of enslavement, whereby enslaved people are considered the property of another person and provide free labor
- **social security:** the protection that a society provides to ensure that everyone has access to health care and to guaranteed income security
- **social, economic, and cultural rights:** rights that require the government to provide support or protections
- **spouse:** a partner in a marriage; gender-neutral word for husband or wife
- **standard of living:** how well or poorly a person or community is living in terms of having their wants and needs met
- **sustainable:** able to be maintained at a certain rate or level; able to be upheld or defended
- **Sustainable Development Goals (SDGs):** According to the United Nations, the Sustainable Development Goals are “a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere.”
- **tolerance:** the ability or willingness to accept the existence of something that one does not necessarily like or agree with
- **torture:** the act of inflicting pain or suffering on another person as a punishment or as a means to force them to do or say something
- **unbiased:** impartial; free from all prejudice or favoritism
- **union:** an organization of workers formed to advance and protect members’ interests in respect to wages, benefits, and working conditions
- **universal:** applicable to all people

SETTING GROUND RULES

Ground rules are a simple way to create an open and respectful space for participants' discussions. It is useful to take a few minutes and have the participants brainstorm and agree upon this set of guidelines. Ground rules should remain posted in the classroom and briefly reviewed at the beginning of each following session. This list can also be an important resource when conversations become heated; you can remind participants that these rules have been agreed upon and need to be respected by everyone.

1. Explain to participants that agreeing on a set of ground rules or group norms is important to set the tone of the discussions, particularly when discussing sensitive or personal information.
2. Write Ground Rules or Group Norms at the top of a sheet of chart paper or on the white board.
3. Ask participants to think of rules that they would like to set in place in order for them to feel comfortable to share and participate. You can begin by writing a few examples:
 - Respect confidentiality
 - One person speaks at a time
 - Use "I" statements
4. Chart the answers from the participants. Whenever possible, try and frame each ground rule in the positive; for instance, "Don't interrupt when someone is speaking" can be changed to "One person speaks at a time."
5. When the class feels that this list is complete, spend a few minutes reviewing it as a group to make sure everyone understands the rules and commits to respecting them.
6. Let participants know that the Group Agreements list is a living document. Participants can propose changes and additions to the document, should the need arise.



GROUP ROLES

Cooperative learning is an instructional strategy in which students work together in small groups. It promotes accountability, connectivity, and feelings of interdependence. Cooperative learning is an important component of Human Rights Education. The following roles may be helpful for participants when working in groups.



CREATIVE DIRECTOR

- Comes up with theme and style for presentation
- Helps members practice their roles and determines the order they will present in
- Illustrates presentation with charts, graphs, cartoons, props, etc.



FACILITATOR

- Makes sure everyone in the group is included in discussions and work and understands the assignment
- Keeps group focused and on-task
- Makes sure all parts of the project are completed



FACT CHECKER

- Asks facilitator for clarification when needed and communicates the answer to the group
- Checks assignment for accuracy
- Checks the facts to make sure questions during presentation are answered with accurate information



HEAD WRITER

- Wordsmith
- Helps check for grammar and spelling in individual parts of the presentation
- Organizes order of information presented



REPORTER

- Speaks for the group during gallery walks
- Shares group summary/findings during all-class discussions
- Partners with Head Writer to ensure that the presentation is easily understood



RESOURCE MANAGER

- Gathers supplies for group, puts away supplies at end
- Is mindful of time and keeps group on track
- Helps all group members with their tasks

SUPPLEMENT

HUMAN RIGHTS THROUGHOUT HISTORY



SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Understand how the concept of human rights has evolved over time and place
- Identify key documents throughout history that preceded the Universal Declaration of Human Rights
- Recognize how these key documents help to shape our understanding of human rights

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Handouts:
 - [Graphic organizer: Human Rights Milestones](#)
 - [Human Rights Throughout History \(Documents\)](#)
- Index cards or small pieces of paper



I: SESSION OBJECTIVES (15 MINUTES)

- Post the session title and objectives on a screen or chart paper. Instruct participants to read these objectives, then ask a few participants to share one thing that they would like to learn or one question they have from any of the previous sessions.
- Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what they have written.
- Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- Working in pairs, ask participants to answer the following questions:
 1. What do you expect from this session?
 2. What questions do you have about the history of human rights?
- Ask each pair to share their expectations and questions they have with the whole group.



II: LEARN FROM EACH OTHER: HUMAN RIGHTS THROUGHOUT HISTORY (95 MINUTES)

Participants will work in groups to examine important human rights documents from throughout history. Each group will create a short presentation to teach their classmates about a different document.

Note: It is worth mentioning that most of these documents were written in the West. This can be a point of discussion with the class.

- Begin by explaining that:

The idea of human rights originates from a rich history. It is not the property of any single country, region of the world, or any political system. Human rights originated from many places, societies, religious and secular traditions, and cultures over many centuries. Some human rights principles also emerged as a response to injustices, violent abuses, brutal atrocities, war, and revolutions. These principles draw upon centuries of ideas and visions for how human dignity should be protected.
- Choose one of the human rights milestones and

read aloud or distribute copies of the associated handout to each participant. If distributing copies to the class, instruct each participant to read individually, marking important details or things that they have questions about.

- C. After 10 minutes (or when everyone has finished) discuss the following questions as a whole class:
1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
 2. What is the purpose of this document? What problem(s) is being addressed?
 3. What human rights are addressed in this document? Why are these rights important today?
 4. What questions do you have about this document?
- E. After the facilitator has modeled the activity with the class, participants will replicate the activity in small groups.
- F. Write the list of human rights milestones on a flipchart or whiteboard so that it is visible to all participants.
- G. Divide participants into eight groups. Ask each group to pick one milestone to examine in-depth. Distribute handouts for the chosen milestone, a large sheet of chart paper, and markers to each group.
- H. Instruct participants to read the document then complete the graphic organizer by answering the discussion questions listed above (and included on their graphic organizer).
- I. Explain that participants will work in groups, using the information from the handout and the conclusions from their discussion to create a short presentation (3-4 minutes) about the document. Presentations should be brief and include basic information about the document and what human rights the document contains. They should also include a visual aid (flip chart or poster).



FACILITATOR'S NOTE

This activity can also be done as a gallery walk in which the groups create large graphic organizers or posters in place of the presentations.

- J. After 30 minutes, each group will present to their classmates. Assign presentations in chronological order of when the document was written so that the class may see the development of human rights over time. All group members must contribute to the presentation. Allow time for participants to ask questions after each group presents their

document.

- K. Conclude the session with the following questions:
1. Did you learn anything that surprised you?
 2. Why is it important to acknowledge who is not included in the creation of these documents?
e.g. To show how marginalized groups are often not considered in relation to human rights, a process that continues today.
 3. Are there issues or problems that are not addressed in these documents?
 4. Why did the facilitator have you present in chronological order?
e.g. To show how the history of human rights history has evolved and built upon the earlier documents.

See [page 124](#) for answer key.



III: BEING A HUMAN RIGHTS DEFENDER (10 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Explain to participants that they will be ending today's session with an "exit card." This is an index card or small sheet of paper that participants need to complete before leaving the session. These cards provide valuable feedback to the facilitator about participants' comprehension and about planning for future sessions.
- B. Provide each participant with an "exit card" and ask them to answer at least one of the following questions. Remind them to be specific:
1. What is one thing that you learned today?
 2. What is one action that you can take today to spread this knowledge in your community?
- C. Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.
- D. Collect exit cards as participants leave the classroom.

RESOURCES

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The Editors of Encyclopaedia Britannica. “Petition of Right.” Encyclopaedia Britannica. 14 August 2019. <https://www.britannica.com/topic/Petition-of-Right-British-history>.

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Shaw, Malcolm. “Geneva Conventions.” Encyclopaedia Britannica. 4 March 2020. <https://www.britannica.com/event/Geneva-Conventions>.

“U.S. Declaration of Independence.” Woven Teaching. <https://www.woventeaching.org/us-declaration-of-independence-1776>.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Globe, Benigno Hoyuela/[Unsplash](#)
- Stele depicting Hammurabi, [Wikimedia Commons](#)
- Cyrus Cylinder, [British Museum](#)
- Magna Carta, [British Library](#)
- Petition of Right, Parliamentary Archives/[British Library](#)
- *The Ratification of the Treaty of Münster*, Gerard ter Borch/[Rijksmuseum](#)
- U.S. Declaration of Independence, [Wikimedia Commons](#)
- *Declaration of the Rights of Man and of the Citizen*, Jean-Jacques-François Le Barbier/[Wikimedia Commons](#)
- Signature of the Geneva Convention of 22 August 1864, Armand Dumaesq/[ICRC Archives](#)
- UN Charter, [Wikimedia Commons](#)

HANDOUT GRAPHIC ORGANIZER: HUMAN RIGHTS MILESTONES

<p>Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?</p>	<p>What is the purpose of this document? What problem(s) is being addressed?</p>
<p>What human rights are addressed in this document? Why are these rights important today?</p>	
<p>What questions do you have about this document?</p>	

HANDOUT CODE OF HAMMURABI

Hammurabi, a Babylonian king, ruled in central Mesopotamia (present-day Iraq) from 1792-1750 BCE. During Hammurabi's reign, his army conquered surrounding areas, eventually controlling all of Mesopotamia. As Hammurabi expanded his empire, he recognized the need to create a set of laws that diverse communities could abide by.

In 1754 BCE, Hammurabi introduced his famous code of 282 laws. This document is known as the Code of Hammurabi. It is one of the world's earliest and most complete written legal codes. It is also an early example of retributive justice, or justice focused on punishment. This type of justice is often associated with the concept of "an eye for an eye."

The Code of Hammurabi covers a broad range of issues, including: contracts, judicial procedures, family relationships, inheritances, theft, and aspects of what we might today call human rights. It also establishes different standards of justice for different genders and social classes.

The code includes some of the earliest examples of the right to a fair trial by judges, the right to present evidence at trial, and the right to a minimum wage. Despite these more positive aspects, it also inflicted many harsh punishments and penalties.

EXCERPTS

"If anyone accuses another of murder but cannot prove it, then the accuser shall be put to death." (Law #1)

"If anyone be too lazy to keep his dam in proper condition, and if the dam then breaks and all the fields get flooded, then whoever let the dam break shall be sold for money (enslaved), and the money shall replace the crops which he has caused to be ruined." (Law #53)

"If a man should blind the eye of another man, they shall blind his eye." (Law #196)

"If a builder constructed a house and that house collapsed and killed the homeowner, that builder shall be put to death." (Law #229)

"If any one hire a field laborer, he shall pay him eight [units] of corn per year." (Law #257)



A sculpture depicting King Hammurabi at the top, with his code etched underneath

HANDOUT CYRUS CYLINDER

Cyrus the Great ruled over the first Persian Empire (present-day Iran) from 559-530 BCE. Most of western and central Asia came under Cyrus II's control through conquest during his reign. It was the largest empire the world had ever seen up to that point. People of many cultures, languages, and religions lived under his control, so Cyrus needed to develop a legal system to rule over diverse groups of people. After his armies conquered Babylon in 539 BCE, Cyrus commissioned the creation of the Cyrus Cylinder—a baked clay cylinder inscribed in Akkadian, an ancient Mesopotamian language.

Historians today describe the Cyrus Cylinder as a piece of propaganda. It was created to praise Cyrus and shame the deposed King Nabonidus. Despite this, many historians also consider the Cyrus Cylinder to be one of the earliest human rights documents. The cylinder declares that under Cyrus, enslaved peoples were freed, communities were allowed to choose their own religions, and subjects of all races would be treated equally. For many, his reign symbolizes pluralism and tolerance. Despite these more positive aspects, some historians argue that Cyrus II was just as brutal as the rulers who came before him, exploiting his people and imprisoning or punishing rebels harshly.

A replica of the Cyrus Cylinder is displayed at the United Nations headquarters in New York, N.Y. to remind all generations of the ideals and values that humanity should cherish.

EXCERPTS

"[King Nabonidus] did yet more evil to his city every day; ... his [people], he brought ruin on them all by a yoke without relief. [...]"

"and the population of the land of Sumer and Akkad who had become like corpses, and took pity on them. He inspected and checked all the countries,

"seeking for the upright king of his choice. He took the hand of Cyrus, king of the city of Anshan, and called him by his name, proclaiming him aloud for the kingship over all of everything. [...]"

"My vast troops were marching peaceably in Babylon, and the whole of [Sumer] and Akkad had nothing to fear.

"I sought the safety of the city of Babylon and all its sanctuaries. As for the population of Babylon [..., w]ho as if without div[ine intention] had endured a yoke not decreed for them,

"I soothed their weariness; I freed them from their bonds. Marduk, the great lord, rejoiced at [my good] deeds [...]"



The Cyrus Cylinder, a baked clay cylinder inscribed in the Akkadian language with cuneiform script

HANDOUT MAGNA CARTA

The Magna Carta (“Great Charter”) is one of the most famous documents in the world. Many historians consider it to be one of the earliest Western legal developments in the area of human rights. Signed by King John I of England on 15 June 1215 CE, the Magna Carta served as a peace agreement between the King and a group of barons (the lowest class of English nobility) who wanted to limit taxation and protect their rights.

The document guarantees certain individual rights to English noblemen, including the right to trial by jury. Despite the fact that these rights were not extended to the common people, the Magna Carta remains one of the earliest Western documents to include the principle that everyone, including the monarch, is subject to the rule of law.

The Magna Carta has great relevance in the modern world of human rights. For example, the right to fair treatment from the judicial system, freedom from arbitrary arrest and detention, and the presumption of innocence until proven guilty are all included in the Magna Carta. These clauses are still valid in modern English law. Even the concept of “no taxation without representation”—which was an important factor in the American Revolution more than 500 years later—is rooted in this important document.

EXCERPTS

“For a trivial offence, a free man shall be fined only in proportion to the degree of his offence, and for a serious offence correspondingly, but not so heavily as to deprive him of his livelihood. [...]

“In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it.

“No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

“To no one will we sell, to no one deny or delay right or justice.”



One of four surviving original copies of the Magna Carta, written on parchment in medieval Latin

HANDOUT PETITION OF RIGHT

In 1628 CE, the English Parliament sent a petition known as the Petition of Right to King Charles I. The king believed that he could govern without consulting Parliament, and that he could force his subjects to pay loans. If someone refused to pay, Charles I believed he had the right to imprison them.

Parliament disagreed. The Petition of Right outlines specific individual protections from the State. The petition asked the king to recognize four principles: no person should be forced to provide a gift or loan (taxation) without Parliament's consent, no imprisonment without cause, no quartering of soldiers in people's homes without the homeowner's consent, and no martial law (military control over civil functions) during peacetime.

The king not recognizing these principles would imply that the monarch or the State could deprive any individual of their rights or freedoms without needing to justify it. Parliament forced King Charles I to accept the petition, though he later ignored its principles and dissolved Parliament soon thereafter.

Many legal scholars believe that the Petition of Right is one of England's most important constitutional documents, and it remains in force in the United Kingdom. It has influenced other documents throughout history, including the United States Constitution.

EXCERPTS

"[...] no tallage or aid shall be laid or levied by the king or his heirs in this realm, without the good will and assent of the archbishops, bishops, earls, barons, knights, burgesses, and other the freemen of the commonalty of this realm; and by authority of parliament holden in the five-and-twentieth year of the reign of King Edward III, it is declared and enacted, that from thenceforth no person should be compelled to make any loans to the king against his will, because such loans were against reason and the franchise of the land; and by other laws of this realm it is provided, that none should be charged by any charge or imposition called a benevolence, nor by such like charge; by which statutes before mentioned, and other the good laws and statutes of this realm, your subjects have inherited this freedom, that they should not be compelled to contribute to any tax, tallage, aid, or other like charge not set by common consent, in parliament. [...]"

"III. And whereas also by the statute called 'The Great Charter of the Liberties of England,' [the Magna Carta] it is declared and enacted, that no freeman may be taken or imprisoned or be disseized of his freehold or liberties, or his free customs, or be outlawed or exiled, or in any manner destroyed, but by the lawful judgment of his peers, or by the law of the land."



The Petition of Right

HANDOUT PEACE OF WESTPHALIA

The Peace of Westphalia is a series of peace treaties signed between May and October 1648 CE. These treaties ended the Thirty Years' War (1618-1648) in Europe, during which the Habsburgs and their Catholic allies fought against the Holy Roman Empire's Protestant powers. Approximately eight million people died during the Thirty Years' War.

The Peace of Westphalia does several things. It:

- gives state leaders the right to determine the official religion of the state;
- guaranteed the right for Christians of any denomination to practice their religion. For example, this meant that Protestants (and others) were allowed to practice their religion in Catholic states; and
- established the principles of state sovereignty and national self-determination—the right of a people or nation to determine its own political arrangement or form of government without outside influences.



*The Ratification of the Treaty of Münster, 15 May 1648
by Gerhard ter Borch*

The idea of state sovereignty, while positive in many ways, can also be detrimental to human rights. The principle of sovereignty means that no outside power can interfere in another state's domestic affairs. As a result, if a government perpetrates human rights abuses against its own people, there is not much the international community can do to stop it.

EXCERPTS

“34 [Toleration for Religious Minorities] It has been agreed that the subjects of Catholic Estates adhering to the Augsburg Confession and vice versa, the subjects of Estates in the Augsburg Confession adhering to the Catholic faith, who at no time in the year 1624 possessed the right to the public or private exercise of religion, as well as those who subsequent to the conclusion of this Peace shall adopt a confession of faith different from that of their territorial lord, shall be tolerated with clemency and not hindered by their territorial overlord to practice their observance privately, within their homes, and in the perfect freedom of conscience, without any interference or impairment, to participate in public religious services in their neighborhood wherever and as often as they wish, and to have their children educated either at foreign schools or at home by private tutors. In addition, moreover, all domiciled inhabitants, vassals, and subjects shall fulfill their duty in all proper obedience and not give cause to any disturbance [...]”

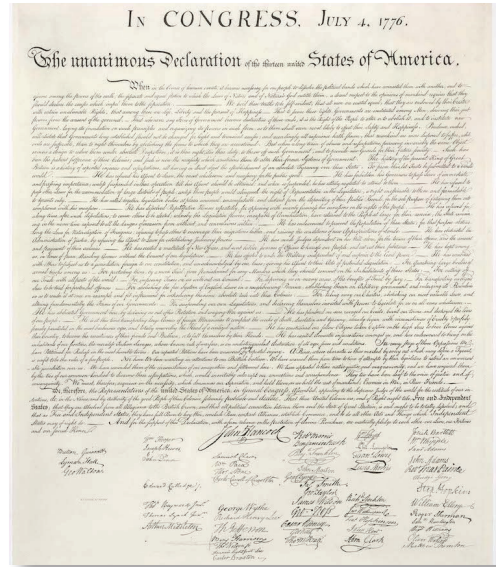
“1 [Confirmation of Rights]. To prevent for the future any differences arising in political matters, all and every one of the Electors, Princes and Estates of the Holy Roman Empire, are so established and confirmed in their ancient rights, prerogatives, liberties, privileges, free exercise of territorial right both in ecclesiastical and in political matters, in their lordships and sovereign rights, by virtue of this present transaction: that they never can or ought to be molested therein by any whomsoever upon any manner of pretence.”

HANDOUT U.S. DECLARATION OF INDEPENDENCE

The U.S. Declaration of Independence formally announced the separation of the 13 American colonies from Great Britain. It was written primarily by Thomas Jefferson and was ratified by the Second Continental Congress on 4 July 1776, a year after the start of the American War of Independence. The document served three purposes: to air grievances against King George III, to explain why the colonies were declaring their independence from the British Empire, and to assert several natural rights, including “Life, Liberty and the pursuit of Happiness.”

The text of the Declaration focuses primarily on individual rights and the right to revolution when a government is no longer responsive to the needs of its people. It remains an historical milestone, stating that all people have the right to choose their government and affirming that all people are born equal and have inalienable rights. At the time of writing, however, these rights did not extend to women or people of color.

For the past 250 years, the Declaration has inspired people around the world, including the authors of the Declaration of the Rights of Man and of the Citizen during the French Revolution.



The U.S. Declaration of Independence

EXCERPTS

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. [...]

“We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved [...]

HANDOUT DECLARATION OF THE RIGHTS OF MAN AND OF THE CITIZEN

The Declaration of the Rights of Man and of the Citizen (French: *Déclaration des droits de l'Homme et du Citoyen*) is the foundational document of the French Revolution. Influenced by the U.S. Declaration of Independence, it was drafted by the Marquis de Lafayette—a French aristocrat and military officer who fought in the American Revolutionary War—and adopted by France's National Constituent Assembly in 1789. Its basic principle is that “men are born and remain free and equal in rights.”

The document takes its inspiration from Enlightenment philosophers like Baron de Montesquieu, who developed the idea of separation of powers, and Jean Jacques Rousseau, who developed the theory of the general will—meaning that the state must represent the collective desire of the people. The declaration contains 17 articles. It is based on natural laws, or the inalienable laws afforded to an individual as a birthright, including freedom to own property, liberty, and resistance to oppression.

The declaration also includes articles regarding freedom from arbitrary arrest or detention and freedom of expression. At the time of writing, these rights (and all rights contained in the declaration) were only extended to “active citizens”—French male property owners. Despite this, it still has significant influence on the ideals of democratic societies today.

EXCERPTS

“Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.

“The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.

“The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.

“Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. [...]

“No one shall be disquieted [anxious or worried] on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.

“The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.”



Declaration of the Rights of Man and Citizen by Jean-Jacques-François Le Barbier

HANDOUT GENEVA CONVENTIONS

The Geneva Conventions are the pillars of international humanitarian law, the type of law that regulates armed conflict and seeks to limit its effects. The Geneva Conventions aim to lessen suffering during war, particularly for those who are not taking part in hostilities (either wounded soldiers or civilians).

In 1859 CE, a Swiss businessman named Henry Dunant visited soldiers who had been wounded in the Battle of Solferino in Italy. Disturbed by the poor conditions of the medical facilities and a lack of medical personnel, Dunant proposed a two-part solution: an agency to provide humanitarian aid during war and an international treaty which would recognize the agency and allow it to provide aid in war zones. According to Dunant, medical personnel must be treated as a neutral part of the battlefield in order to help minimize the effects of war.



The signing of the Geneva Convention of 1864 by Armand Dumaressq

In 1863, Dunant and four other men created the International Committee for Relief to the Wounded. This organization would later become the International Committee of the Red Cross/Red Crescent (ICRC). Many nations embraced Dunant's vision and the Convention for the Amelioration of the Wounded in Time of War—which would later be called the Geneva Convention—was signed by 12 European states in August 1864. The Geneva Convention provides rules for the protection of the wounded and sick during conflict. It has been revised three times: in 1906 (Second Geneva Convention), 1929 (Third Geneva Convention), and in 1949 (Fourth Geneva Convention), following the horrors of World War II. Some critics claim that these Conventions are outdated and not applicable to modern armed conflict. Nevertheless, the Geneva Conventions continue to be recognized and have saved countless lives.

EXCERPTS

“Article 1. Ambulances and military hospitals shall be recognized as neutral, and as such, protected and respected by the belligerents as long as they accommodate wounded and sick. Neutrality shall end if the said ambulances or hospitals should be held by a military force.”

“Art. 2. Hospital and ambulance personnel, including the quarter-master's staff [people responsible for delivering supplies and rations], the medical, administrative and transport services, and the chaplains, shall have the benefit of the same neutrality when on duty, and while there remain any wounded to be brought in or assisted. [...]”

“Art. 6. Wounded or sick combatants, to whatever nation they may belong, shall be collected and cared for. Commanders-in-Chief may hand over immediately to the enemy outposts enemy combatants wounded during an engagement, when circumstances allow and subject to the agreement of both parties. Those who, after their recovery, are recognized as being unfit for further service, shall be repatriated. The others may likewise be sent back, on condition that they shall not again, for the duration of hostilities, take up arms. Evacuation parties, and the personnel conducting them, shall be considered as being absolutely neutral.”

HANDOUT DECLARATION OF THE RIGHTS OF MAN AND OF THE CITIZEN

The Charter of the United Nations is the foundational document of the United Nations (UN), the largest intergovernmental organization in the world. The UN was founded after World War II in order to maintain international peace and security.

The UN Charter was signed by representatives of 51 countries in April 1945. The document emphasizes the inherent dignity and equality of each individual, as well as their inalienable human rights. According to the charter, it is necessary for all UN undertakings to live up to these fundamental principles. It also mandates its Member States to maintain “higher standards of living” for their residents and to address problems related to economic, social, or health issues.

The charter established the six bodies of the UN: the General Assembly, the Secretariat, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the Security Council. The United Nations’ 193 member states (and 2 observer states) all belong to the General Assembly, the body which discusses, debates, and ultimately makes decisions about important matters of peace and security—though the UN often has no authority to enforce these decisions.

EXCERPTS

“WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom,

“AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbours, and

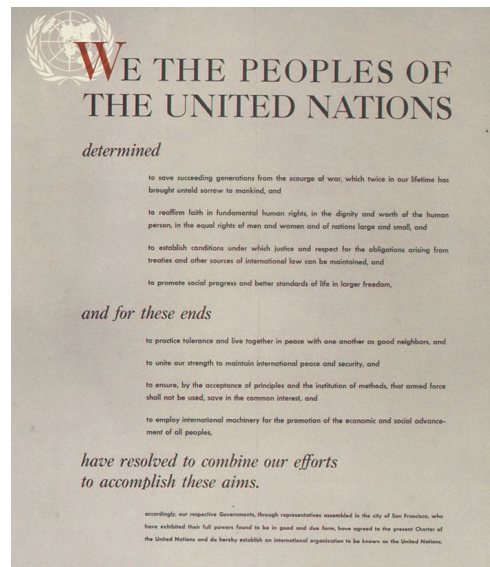
to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

“HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.”



Preamble to the UN Charter

TIMELINE OF HUMAN RIGHTS



CODE OF HAMMURABI

The Code of Hammurabi is one of the world's earliest and most complete written legal codes. It is also an early example of retributive justice, often associated with the concept of "an eye for an eye."

1754
BCE

539
BCE

The Cyrus Cylinder declares that under Cyrus II, enslaved peoples in Mesopotamia were freed, communities were allowed to choose their own religions, and subjects of all races would be treated equally. For many, his reign symbolizes pluralism and tolerance.

CYRUS CYLINDER



MAGNA CARTA

The Magna Carta guarantees certain individual rights to English noblemen, including the right to trial by jury. It one of the earliest Western documents to include the principle that everyone, including the monarch, is subject to the rule of law.

1215
CE

1628
CE

The Petition of Right asked King Charles II of England to recognize four principles: no person should be forced to provide a gift or loan without Parliament's consent, no imprisonment without cause, no quartering of soldiers in people's homes without the homeowner's consent, and no martial law during peacetime.

PETITION OF RIGHT



PEACE OF WESTPHALIA

The Peace of Westphalia gave state leaders the right to determine the official religion of the state; guaranteed the right for Christians of any denomination to practice their religion; and established the principle of state sovereignty.

1648
CE



DECLARATION OF THE RIGHTS OF MAN & OF CITIZEN

The Declaration of the Rights of Man and Citizen is based on “natural laws,” or the inalienable laws afforded to an individual as a birthright, including freedom to own property, liberty, and resistance to oppression. It also includes articles regarding freedom from arbitrary arrest or detention and freedom of expression.



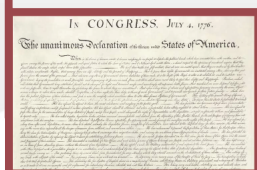
UNITED NATIONS CHARTER

The United Nations Charter established the six bodies of the UN. It emphasizes the inherent dignity and equality of each individual, as well as their inalienable human rights. According to the charter, it is necessary for all UN undertakings to live up to these fundamental principles. It also mandates its members states to maintain “higher standards of living” for their residents.

1776
CE

The U.S. Declaration of Independence served three purposes: to air grievances against King George III, to explain why the American colonies were declaring their independence from the British Empire, and to assert several natural rights, including “Life, Liberty and the pursuit of Happiness.”

U.S. DECLARATION OF INDEPENDENCE



1789
CE

1864
CE

The Geneva Conventions are the pillars of international humanitarian law, the type of law that regulates armed conflict and seeks to limit its effects. The Geneva Conventions aim to lessen suffering during war, particularly for those who are not taking part in hostilities – either wounded soldiers or civilians.

FIRST GENEVA CONVENTION



1945
CE

LEARN FROM EACH OTHER – ANSWER KEY

Code of Hammurabi

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
King Hammurabi issued this document. It was written in 1754 BCE in Mesopotamia (present-day Iraq). Nearly all of society was likely excluded from the drafting of this document.
2. What is the purpose of this document? What problem(s) is being addressed?
The purpose of this document was to establish a legal code for the various regions under Hammurabi's control.
3. What human rights are addressed in this document? Why are these rights important today?
Right to a fair trial (UDHR Article 10), right to a fair wage (UDHR Article 23)

Cyrus Cylinder

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
Cyrus the Great issued this document. It was written in Persia (present-day Iran) in 539 BCE. Nearly all of society was likely excluded from the drafting of this document.
2. What is the purpose of this document? What problem(s) is being addressed?
This document was likely created as propaganda in support of Cyrus' rule.
3. What human rights are addressed in this document? Why are these rights important today?
Freedom from slavery (UDHR Article 4), freedom of religion (UDHR Article 18), and freedom from discrimination (UDHR Article 2)

Magna Carta

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
King John I of England and barons wrote this document. It was issued in England in 1215 CE. Men without property or title, women, and other marginalized communities were excluded from the drafting process.
2. What is the purpose of this document? What problem(s) is being addressed?
This document secures certain individual rights to English noblemen. It was issued to limit the

power of the monarchy.

3. What human rights are addressed in this document? Why are these rights important today?
Right to equality under the law (UDHR Article 7)

Petition of Right

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
The English Parliament sent this petition to King Charles in 1628 CE. Common people were likely left out of the drafting process.
2. What is the purpose of this document? What problem(s) is being addressed?
This document establishes certain individual rights and protections from the State.
3. What human rights are addressed in this document? Why are these rights important today?
Freedom from arbitrary arrest and imprisonment (Article 9)

Peace of Westphalia

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
This series of treaties was signed by the Hapsburgs, the Holy Roman Empire, and various other European states in 1648 CE. Nearly the entire population of Europe was excluded from the drafting process.
2. What is the purpose of this document? What problem(s) is being addressed?
This document established the principle of state sovereignty. It officially marked the end of the Thirty Years' War.
3. What human rights are addressed in this document? Why are these rights important today?
Freedom of religion (UDHR Article 18)

U.S. Declaration of Independence

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
The Second Continental Congress issued the U.S. Declaration of Independence in July 1776. Thomas Jefferson was its primary author. Women, enslaved people, and other

marginalized populations were excluded from the drafting process.

2. What is the purpose of this document? What problem(s) is being addressed?
This document establishes certain individual rights. It was written to sever colonial ties between the 13 colonies of what is now the United States of America and Great Britain.
3. What human rights are addressed in this document? Why are these rights important today?
Right to participation in government (UDHR Article 21), right to social order in which rights can be realized (UDHR Article 28)

Declaration of the Rights of Man and of the Citizen

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
The Declaration of the Rights of Man and of the Citizen was adopted by France's National Constituent Assembly in 1789. Its primary author was Marquis de Lafayette. Women, people of color, and men without property were excluded from the drafting process.
2. What is the purpose of this document? What problem(s) is being addressed?
This document establishes certain individual rights. It was an attempt to address disagreements with the French monarchy.
3. What human rights are addressed in this document? Why are these rights important today?
Right to own property (UDHR Article 17), freedom of expression (UDHR Article 19), and freedom from arbitrary arrest and detention (UDHR Article 9)

Geneva Conventions

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?

The First Geneva Convention was signed by 12 European states in 1864. Although he was not the primary author of the Convention, Henry Dunant had the idea for its creation.

2. What is the purpose of this document? What problem(s) is being addressed?
This document aims to lessen suffering during war. It addresses the issues of a lack of medical care, the treatment of wounded soldiers, and the targeting of civilians during war.
3. What human rights are addressed in this document? Why are these rights important today?
Right to life (UDHR Article 3), right to an adequate standard of living (UDHR Article 25)

Charter of the United Nations

1. Who wrote or issued this document? When and where was this written? Who might have been excluded or left out of this process?
The representatives of 51 countries signed the UN Charter in April 1945. A large number of countries were not represented at signing, including many modern nations that were still colonized by European powers in 1945.
2. What is the purpose of this document? What problem(s) is being addressed?
This document established the United Nations. In the aftermath of World War II, many countries in the international community believed that an organization like the UN was needed to maintain international peace and security.
3. What human rights are addressed in this document? Why are these rights important today?
Freedom from discrimination (UDHR Article 2), right to a social and international order in which rights can be realized (UDHR Article 28)

SUPPLEMENT

WHAT IS GENOCIDE?

(20 MINUTES)

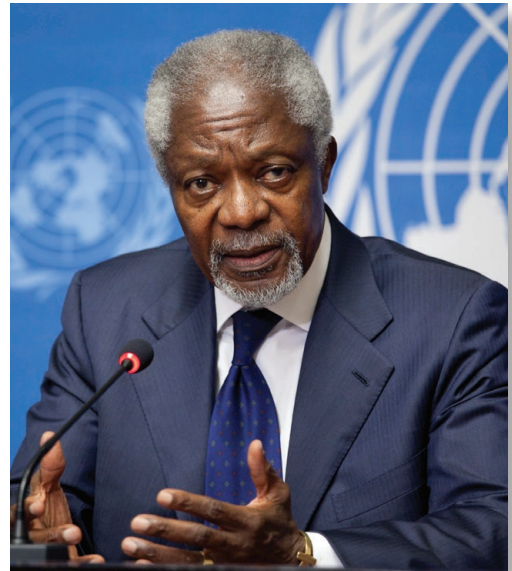
Before discussing specific historical instances of genocide, it is important for participants to have an understanding of “genocide” as a concept. If participants are not familiar with the term, consider using this activity in your classroom.

Note: This activity is featured in *Stages of Genocide: A Toolkit for Educators*, created by Woven Teaching in partnership with the Genocide Education Project.

A. Begin by posting the following quote by Kofi Annan, former Secretary-General of the United Nations:

“A GENOCIDE BEGINS WITH THE KILLING OF ONE MAN—NOT FOR WHAT HE HAS DONE, BUT BECAUSE OF WHO HE IS.”

– KOFI ANNAN, FORMER SECRETARY-GENERAL OF THE UNITED NATIONS



*Kofi Annan, former Secretary-General of the UN
United States Mission Geneva/Flickr*

- B. Ask for quick and brief responses to the quote.
- C. Debrief and check for understanding. What do participants think “genocide” is?
- D. Review the United Nations’ definition of genocide on the following page and consider as a class: How closely do participants’ initial responses match the legal definition?

HANDOUT WHAT IS GENOCIDE?

There is not just one definition of genocide. Scholars around the world continue to debate what kinds of actions or targeted groups should be included in the definition. The most commonly cited definition for genocide is the legal definition from the United Nations Convention on the Prevention and Punishment of the Crime of Genocide (1948):

[G]ENOCIDE MEANS ANY OF THE FOLLOWING ACTS COMMITTED WITH INTENT TO DESTROY, IN WHOLE OR IN PART, A NATIONAL, ETHNICAL, RACIAL OR RELIGIOUS GROUP, AS SUCH:

(A) KILLING MEMBERS OF THE GROUP;

(B) CAUSING SERIOUS BODILY OR MENTAL HARM TO MEMBERS OF THE GROUP;

(C) DELIBERATELY INFLECTING ON THE GROUP CONDITIONS OF LIFE CALCULATED TO BRING ABOUT ITS PHYSICAL DESTRUCTION IN WHOLE OR IN PART;

(D) IMPOSING MEASURES INTENDED TO PREVENT BIRTHS WITHIN THE GROUP;

(E) FORCIBLY TRANSFERRING CHILDREN OF THE GROUP TO ANOTHER GROUP.

Discussion:

1. What is the difference between genocide and murder?

2. This definition states that killing could be deemed a genocide if it is directed toward a national, ethnical, racial, or religious group. Are there other groups missing from the UN's definition? Examples: Political affiliation, gender identity, sexual orientation, etc.

3. Are you surprised by any of the acts that are listed? Do you think there are other ways of committing genocide?

HUMAN RIGHTS AND SUSTAINABLE DEVELOPMENT



I: SESSION OBJECTIVES (10 MINUTES)

- A. Before reviewing the learning objectives for today’s lesson, check in with participants about any activities or projects that they are working on from previous sessions.
- B. Remind participants about their [Movement Journal](#) entries and give them an opportunity to share what they have written.
- C. Post the session title and objectives on a screen or chart paper. Ask participants to read these objectives. Ask a few participants to share one thing that they would like to learn or one question they have.
- D. Review group norms (or create the list with the group if not already done) and ask for confirmation that participants are willing to practice them during the session.
- E. Wrap up by explaining that the main objective of the session is to explore the connection between human rights and the United Nations’ Sustainable Development Goals.

SESSION OBJECTIVES

By the end of the session, participants will be able to:

- Describe the content of the UN’s Sustainable Development Goals
- Explain the connection between Sustainable Development Goals and human rights

MATERIALS

- Flip chart/poster paper
- Markers, crayons, or colored pencils
- Index cards or small sheets of paper
- Video: “[What is Sustainable Development?](#)” with illustrations for younger learners
- Video: “[What is Sustainable Development?](#)” with photos for older learners
- Handouts:
 - [Universal Declaration of Human Rights \(UDHR\)](#)
 - [Graphic organizer: Sustainable Development Goals & the UDHR](#)



II: WHAT DO YOU THINK? WHAT IS SUSTAINABLE DEVELOPMENT? (20 MINUTES)

Participants will consider the importance of sustainable development.

- A. Share the following definitions:
 - **sustainable:** able to be maintained at a certain rate or level; able to be upheld or defended
 - **global development:** the development of a greater quality of life for people all over the world. Global development is often measured by the relative wealth or poverty of a country.
 - **Sustainable Development Goals:** According to the United Nations, the Sustainable Development Goals are “a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere.”
- B. Watch either of the following videos, depending on the age/education level of the participants:

- “What is Sustainable Development?” video with illustrations for younger learners (3:40)
- “What is Sustainable Development?” video with photos for older learners (2:08)

Note: If technology is not available in your classroom, you may read the transcript aloud or distribute it to participants to read. See [pg. 129](#) for transcripts.

- Instruct participants to spend 10 minutes reflecting on the video and writing in their notebooks. They should consider the following questions and be as specific as possible in their answers, providing concrete examples:
 1. Why do you think sustainable development is important?
 2. How does sustainable development support human rights?
 3. Does your community / country follow sustainable development practices? If not, how could it improve?
- After 10 minutes, ask participants to find a partner and spend a few minutes sharing their responses.
- Bring the class together and quickly debrief by asking a few participants to share their thoughts about each of the questions. Do the participants agree or disagree with each other? What questions do they have?



WE CAN'T SAVE THE WORLD BY PLAYING BY THE RULES, BECAUSE THE RULES HAVE TO BE CHANGED. EVERYTHING NEEDS TO CHANGE – AND IT HAS TO START TODAY. ”

– GRETA THUNBERG



III: MAKING CONNECTIONS: SUSTAINABLE DEVELOPMENT GOALS AND HUMAN RIGHTS (75 MINUTES)

Participants will work in groups to consider how SDGs support human rights.

- Explain that the next activity will make connections between SDGs and the 30 articles of the UDHR. Read the following aloud:

Adopted by all UN Member States in 2015, the 2030 Agenda for Sustainable Development asserts that support for human rights is one of the best ways to accelerate equitable and sustainable development around the world.

The Agenda’s goals include: providing decent housing, ensuring personal safety, protecting the environment, preventing disease, and ensuring access to clean and drinkable water

Each Sustainable Development Goal is reinforced by the principles of human rights.

Human rights are critical tools in the struggle for equality and dignity for all. An approach to development that is grounded in human rights treats all people as agents of development.

The 2030 Agenda is firmly grounded in international human rights standards, providing a new path that can be integrated into all countries’ domestic and international policies. Like the Universal Declaration of Human Rights’ 30 articles, SDGs are universal and indivisible. In order to be successful, they must be universally applied in all countries.

- Ask participants to get into groups of four and distribute a copy of the following handouts to each participant:
 - [Universal Declaration of Human Rights \(UDHR\)](#)
 - [Graphic organizer: Sustainable Development Goals & the UDHR](#)
 - Instruct groups to review both handouts then discuss and complete the “UDHR Articles” boxes on their graphic organizers, noting which articles of the Universal Declaration of Human Rights apply to each Sustainable Development Goal.
- During this time, be sure to check in with each group periodically to check for understanding, answer questions, and make sure that the group is staying focused.
- After 30 minutes, bring the groups together. As a class, go through each of the 17 SDGs and ask participants to share their answers. Is there agreement or disagreement between groups in regards to which UDHR articles apply?

As you discuss the list of Sustainable Development Goals, ask the participants how these goals and human rights are or are not supported in the community. Ask participants to provide specific examples. Instruct participants to complete the rest of their graphic organizers during the conversation.

- E. Close the activity by going around the room and asking participants to share which of the SDGs they think is most important and/or which SDGs interest them the most. Ask for ideas about actions they can take in their community to help make the goal a reality. Ask what other SDGs might also benefit from this work (i.e. how the Sustainable Development Goal they have chosen is interdependent with other SDGs).
- C. Provide each participant with an “exit card” and ask them to answer at least two of the following questions. Remind them to be specific:
1. What is one action that you can take today to promote these rights in your community?
 2. What are some of the challenges you might face in promoting these rights?
 3. How can you look to each other or others in your community for support?
- D. Before leaving for the day, ask participants how well they think they did as a class on being respectful and adhering to the ground rules.



IV: BEING A HUMAN RIGHTS DEFENDER (15 MINUTES)

Everyone has a role to play in promoting and protecting human rights for all. How can ordinary people help protect human rights? How will the participants be human rights defenders today?

- A. Explain to participants that they will be ending today’s session with an “exit card.” This is an index card or small sheet of paper that participants need to complete before leaving the session. These cards provide valuable feedback to the facilitator about participants’ comprehension and about planning for future sessions.
- B. Before distributing the exit cards, ask participants to consider the rights that were discussed in the previous activity.

RESOURCES

United Nations. “The Sustainable Development Agenda.” United Nations Sustainable Development Goals. <https://www.un.org/sustainabledevelopment/development-agenda/>.

Resources for further learning available at:
www.woventeaching.org/udhr/resources

IMAGE CREDITS

- Children playing with water, Abigail Keenan/[Unsplash](https://www.woventeaching.org/udhr/resources)

TRANSCRIPT “WHAT IS SUSTAINABLE DEVELOPMENT” – VIDEO WITH ILLUSTRATIONS

Hi guys! Do you have time for a few quick questions? I see you’re having a lot of fun. But do you ever stop and think if what you do is sustainable? And do you know what sustainable development means?

Sustainable development is to make the world a better place for everyone now without destroying the possibilities for the next generations. If you wonder if something is sustainable, you can ask yourself: can we do this over and over again forever?

Sustainable development means that we need to keep three things in mind at once: social progress, economic development, and climate and environment.

First of all, we have to take care of our planet. We have many natural ecosystems that must be in balance in order for us to live here. The climate system is one of them. This system ensures that the temperature is correct and that the atmosphere emits exactly the right amount of solar energy. When we emit harmful greenhouse gases such as CO₂, we clog the atmosphere. This changes the temperatures on Earth, which again affects our development.

How we produce and use energy is incredibly important. Oil and coal are examples of energy we may run out of. Water, wind, and sun, however, will always be here. Using the lasting sources of energy that renew themselves is good for the planet and can provide jobs for years to come.

Economics – Almost everything we develop, buy, and trade starts with nature. The smarter we use our natural resources and the better systems we create for a fair distribution, the more sustainable we are. One way to contribute to a more even distribution is to be more aware of what we buy and how it is produced.

A football is a good example. It travels far before it reaches the football players. First materials are made, then they print the logo somewhere else, before a third country sews it all together. One single football sees the whole world before it reaches its goal. This journey ties us together. If we are to win the battle for a sustainable future, we have to play with fair rules that apply to everyone.

Social progress – We humans are part of nature, but we’re also important resources for the world, just like water, the forest, and the sun. We have minds that can create the strangest and most creative things but for us to be the best versions of ourselves, there are certain things that must be in order, like having equal opportunities to education, safety, food, and medicine. This provides greater opportunities for us as human beings, but also for the planet. We just have to think in new ways.

These three must work together; that is sustainable development. And there is actually a plan for this. All the countries of the United Nations have agreed on a joint plan for sustainable development. But for the plan to work, we need to cooperate. And we need you to be on board. Are you with us?

TRANSCRIPT “WHAT IS SUSTAINABLE DEVELOPMENT” – VIDEO WITH PHOTOS

This September, 193 countries will meet at the UN to adopt new global goals. These 17 goals provide a roadmap that will help the world achieve sustainable development. But what exactly is sustainable development, and how does it affect us?

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. But what does that mean? Everyone understands the need to grow their economies. But not everyone takes into account the negatives that unbalanced economic growth can have on the environment and on people’s well-being. It’s time to change that by looking at the world in a different way. The Sustainable Development Goals will help us to do that.

Sustainable development is about the big picture. It’s about improving the lives of everyone everywhere and achieving all these things together, but it’s also about the details. That means we want economies to grow, companies to thrive, and people to have decent work. We want to create new, innovative technologies, but not by harming the environment. We want everyone to have access to nutritious food regardless of where they live. We want affordable and quality education for everybody, not just a few. We want freedom of speech, but we don’t want that to mean violence. But how can we achieve all of this and where do we even start?

Well, the 17 goals will mean member states alongside civil society stakeholders and major groups will be working together for the next 15 years looking at ways we can do business differently so that everyone gains. With these 17 global goals as our guide, we can achieve sustainable development and live in a world where people and planet benefit. But we have to act now. This is the time for global action. To find out how you can get involved and learn more about the goals, go to www.un.org/sustainabledevelopment.



UNIVERSAL DECLARATION OF HUMAN RIGHTS

30 ARTICLES

1 All human beings are born equal in dignity and in rights.	2 These rights belong to everyone . You should never be discriminated against.	3 You have the right to life, liberty, and safety .
4 No one can hold you in slavery .	5 No one can torture you or treat you in a cruel or degrading way.	6 Everyone has rights , no matter where they are.
7 Laws should be applied the same way for everyone.	8 You have the right to seek legal help if your rights are not respected.	9 You cannot be imprisoned or thrown out of a country without a good reason.
10 You have the right to a public trial .	11 You should be presumed innocent until proven guilty .	12 You have a right to privacy . No one can enter your home, read your mail, or bother you without good reason.
13 You have the right to move and travel within your country and internationally.	14 You have the right to seek protection from another country (asylum) if your country treats you poorly.	15 You have the right to be a citizen of a country (have a nationality).
16 Every adult has the right to get married and have a family .	17 You have the right to own property .	18 You have the right to practice any religion .
19 You have the right to express your opinion .	20 You have the right to gather with others and protest publicly .	21 You have the right to participate in the government of your country (e.g. vote).
22 You have the right to have your basic needs met (e.g. through social security programs).	23 You have the right to work, to receive equal pay for equal work, and to join a union .	24 You have the right to rest from work.
25 You have the right to an adequate standard of living , including housing, food, and medical care.	26 You have the right to an education .	27 No one can stop you from participating in your community's cultural life .
28 Everyone must respect the social order that allows these rights to exist.	29 Everyone must respect the rights of others .	30 No one can take any of the rights in this declaration away from you.

HANDOUT

SUSTAINABLE DEVELOPMENT GOALS AND THE UDHR

1 NO POVERTY

No poverty
End poverty in all its forms everywhere.



UDHR Articles:

In my community:

2 ZERO HUNGER

Zero hunger
End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.



UDHR Articles:

In my community:

3 GOOD HEALTH AND WELL BEING

Good health and well being
Targets include reducing maternal mortality; ending preventable child deaths; ending or reducing AIDS other diseases; universal health coverage; affordable essential medicines; sexual and reproductive health care; vaccine research; and access to medicines.



UDHR Articles:

In my community:

4 QUALITY EDUCATION

Quality education
Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.



UDHR Articles:

In my community:

5 GENDER EQUALITY

Gender equality
Achieve gender equality and empower all women and girls.



UDHR Articles:

In my community:

6 CLEAN WATER AND SANITATION

Clean water and sanitation
Ensure availability and sustainable management of water and sanitation for all.



UDHR Articles:

In my community:

HANDOUT SUSTAINABLE DEVELOPMENT GOALS AND THE UDHR (CONT.)

7 AFFORDABLE AND CLEAN ENERGY



Affordable and clean energy

Ensure access to affordable, reliable, sustainable and modern energy for all.

UDHR Articles:

In my community:

8 DECENT WORK AND ECONOMIC GROWTH



Decent work and economic growth

Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

UDHR Articles:

In my community:

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Industry, innovation and infrastructure

Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

UDHR Articles:

In my community:

10 REDUCED INEQUALITIES



Reduced inequalities

Reduce inequality within and among countries.

UDHR Articles:

In my community:

11 SUSTAINABLE CITIES AND COMMUNITIES



Sustainable cities and communities

Make cities and human settlements inclusive, safe, resilient, and sustainable.

UDHR Articles:

In my community:

12 RESPONSIBLE PRODUCTION AND CONSUMPTION



Responsible consumption and production

Ensure sustainable consumption and production patterns.

UDHR Articles:

In my community:

HANDOUT SUSTAINABLE DEVELOPMENT GOALS AND THE UDHR (CONT.)

13 CLIMATE ACTION



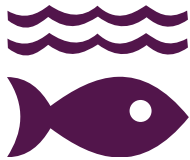
Climate action

Take urgent action to combat climate change and its impacts.

UDHR Articles:

In my community:

14 LIFE BELOW WATER



Life below water

Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

UDHR Articles:

In my community:

15 LIFE ON LAND



Life on land

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

UDHR Articles:

In my community:

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Peace, justice and strong institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

UDHR Articles:

In my community:

17 PARTNERSHIPS FOR THE GOALS



Partnership for the goals

Strengthen the means of implementation and revitalize the global partnership for sustainable development.

UDHR Articles:

In my community:

HUMAN RIGHTS DEFENDERS



SESSION 1

“We, the peoples of the United Nations
Determined to save succeeding generations from the scourge of war,
which twice in our lifetime has brought untold sorrow to mankind, and
To reaffirm faith in fundamental human rights, in the dignity
and worth of the human person, in the equal rights of men and
women and of nations large and small...”

Charter of the United Nations

SESSION 2

“To deny people their human rights is to challenge their very humanity.”

– Nelson Mandela

Nelson Mandela (1918-2013) was a South African politician and activist. He was a Black nationalist and the first Black president of South Africa (1994–99). He spent his life fighting against apartheid, a system of racial segregation and oppression. In 1964 Mandela was incarcerated at Robben Island Prison for his political activism. He was not released until 1982. His negotiations with South African President F.W. de Klerk in the early 1990s helped end the country’s apartheid system and ushered in a peaceful transition to majority rule. Mandela and de Klerk were jointly awarded the Nobel Prize for Peace in 1993 for their efforts.

SESSION 3

“Cruelty towards others is always also cruelty towards ourselves.”

– Paul Tillich

Paul Johannes Tillich (1886–1965) was a German-American Christian existentialist philosopher and Lutheran Protestant theologian. He is widely regarded as one of the most influential theologians of the twentieth century. Tillich taught at a number of universities in Germany before immigrating to the United States in 1933, where he taught at Union Theological Seminary, Harvard Divinity School, and the University of Chicago.

SESSION 4

“Once you’ve tasted freedom, it stays in your heart and no one can take it. Then, you can be more powerful than a whole country.”

– Ai Weiwei

Ai Weiwei (1957-) is the most famous Chinese artist living today. As an activist, he calls attention to human rights violations on an epic scale; as an artist, he expands the definition of art to include new forms of social engagement. In a country where free speech is not recognized as a right, the police have beaten him up, kept him under house arrest, bulldozed his newly-built studio and subjected him to surveillance. He is viewed as a threat to “harmonious society.”

SESSION 5

“It’s dangerous when people are willing to give up their privacy.”

– Noam Chomsky

Noam Chomsky (1928-) is an American political theorist, activist, and professor of linguistics at the Massachusetts Institute of Technology (MIT). Besides his work in linguistics, Chomsky is internationally recognized as one of the most critically engaged public intellectuals alive today.

SESSION 6

“There are millions of people, refugees, who have experienced the same conflicts and struggles I did. They have the same potential to defy the odds and achieve great things.”

– Clementine Wamariya

Clemantine Wamariya (1988-) is a Rwandan-American author, speaker, and human rights activist. Born into a Tutsi family, she was forced to leave her parents and her home in Kigali at the age of six due to the genocide in Rwanda. She sought refuge with her grandmother in the south of the country but was forced to flee again when the genocidaires targeted the family there, killing her grandmother. She escaped the country and spent several years travelling through Africa before being granted a refugee visa to the United States. After graduating from Yale University, she pursued a career as a public speaker. In 2018, she published a book recounting her life experiences titled *The Girl Who Smiled Beads*.

SESSION 7

Marriage can wait. Education cannot...Because a society has no chance of success if its women are uneducated... No chance.”

– Khaled Hosseini

Khaled Hosseini (1965-) is an Afghan-American novelist and a United Nations High Commissioner for Refugees (UNHCR) goodwill ambassador. His debut novel *The Kite Runner* (2003) was a critical and commercial success; the book, as well as his subsequent novels, have all been at least partially set in Afghanistan and have featured an Afghan as the protagonist.

SESSION 8

“Wherever men and women are persecuted because of their race, religion, or political views, that place must at that moment become the center of the universe.”

– Elie Wiesel

Elie Wiesel (1928-2016) was a Romanian-born American writer, professor, political activist, Nobel laureate, and Holocaust survivor. His first book, *Night*, recounts his suffering as a teenager at Auschwitz and has become a classic of Holocaust literature. In 1986, he was awarded the Nobel Peace Prize. Wiesel advocated tirelessly for remembering and learning from the Holocaust. His own experience of genocide drove him to speak out on behalf of oppressed people throughout the world.

SESSION 9

“Where you see wrong or inequality or injustice, speak out, because this is your country. This is your democracy. Make it. Protect it. Pass it on.”

– Thurgood Marshall

Thurgood Marshall (1908-1993) was an American lawyer and civil rights activist who served as Associate Justice of the Supreme Court of the United States from 1967 to 1991. Marshall was the Court’s first Black justice. Prior to his judicial service, he successfully argued several cases before the Supreme Court, including *Brown v. Board of Education*.

SESSION 10

Human rights are not only violated by terrorism, repression or assassination, but also by unfair economic structures that creates huge inequalities.

– Pope Francis

Pope Francis (1936-) was born in Argentina and is the first pope to come from the Americas. In 2014, he was nominated for the Nobel Peace Prize. Since being elected pope in 2013, Francis has embarked on a tenure characterized by humility and outspoken support of the world’s poor and marginalized people, and has been involved actively in areas of political diplomacy and environmental advocacy.

SESSION 11

“One book, one pen, one child, and one teacher can change the world.”

– Malala Yousafzai

Malala Yousafzai (1997-) is a Pakistani activist for female education and a Nobel Peace Prize laureate. She is known for human rights advocacy, especially the education of women and children in her native Swat Valley in Khyber Pakhtunkhwa (northwest Pakistan), where the Taliban had at times banned girls from attending school. She was shot by a gunman in retaliation for her advocacy, but survived and continued to speak out. Her advocacy has grown into an international movement.

SESSION 12

“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”

– Dr. Martin Luther King, Jr.

Martin Luther King, Jr. (1929-1968) was a Baptist minister and social activist who led the civil rights movement in the United States from the mid-1950s until his death by assassination in 1968. His leadership was fundamental to that movement’s success in ending the legal segregation of Black people in the South and other parts of the United States. King rose to national prominence as head of the Southern Christian Leadership Conference, which promoted nonviolent tactics, such as the massive March on Washington (1963), to achieve civil rights. He was awarded the Nobel Peace Prize in 1964.

HUMAN RIGHTS AND SUSTAINABLE DEVELOPMENT

“We can’t save the world by playing by the rules, because the rules have to be changed. Everything needs to change – and it has to start today.”

– Greta Thunberg

Greta Thunberg (2003-) is a Swedish activist fighting for the future of our planet. In 2018, Thunberg started a school strike for the climate outside the Swedish Parliament that has since spread all over the world and now involves over 100,000 schoolchildren. The movement is now called Fridays For Future. Thunberg has spoken at climate rallies in Stockholm, Helsinki, Brussels and London. In 2019, *TIME* magazine named her Person of the Year as well as one of the world’s 100 most influential people.

IMAGE CREDITS

- Nelson Mandela, Library of the London School of Economics and Political Science/[Wikimedia Commons](#)
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- Ai Weiwei, Jindřich Nosek/[Wikimedia Commons](#)
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HANDOUT PRE AND POST ASSESSMENT

	PRE-ASSESSMENT				POST-ASSESSMENT			
	ABSOLUTELY, YES	I THINK SO, PROBABLY	I'M NOT SURE	NO	ABSOLUTELY, YES	I THINK SO, PROBABLY	I'M NOT SURE	NO
I understand the concept of human rights.								
I am familiar with the history of the United Nations.								
I am familiar with the Universal Declaration of Human Rights (UDHR).								
I understand the rights and privileges outlined in the UDHR.								
I understand what a human rights defender is.								
I understand how to take action and become a human rights defender.								
I am likely to take action to uphold the rights enshrined in the UDHR.								
I am likely to continue learning about human rights even after the training has finished.								
I am likely to share what I have learned about human rights with others in my community.								

NOTES

HANDOUT UDHR TRAINING EVALUATION

One thing I learned:

One thing I still have a question about:

One lesson or idea I will use:

One thing I liked or appreciated (and why):

One thing I didn't like (and why):

One suggestion I have for improving the training: