

John Humphrey Centre for Peace and Human Rights

Rights in the Sun: A Practical Guide for Human Rights Education





Rights in the Sun

A Practical Guide for Human Rights Education

The Human Knot

Age: Any age.

Time: 5 minutes

Resources: A group of people (3-approximately 20 people).

Potential: This is a great warm-up game that gets participants thinking about cooperation and teamwork.

Procedure:

- Have the group stand in a circle.
- Each participant will reach across the circle and hold hands with two different participants. (Each hand must hold the hand of a different participant. You cannot hold the hand of the person beside you.)
- Once the group has created their “knot,” they must work together to untangle the knot, and become a circle again. Occasionally the group will end up in more than one circle.
- The participants must not let go of hands as they are untangling their knot.

Debrief:

- As this is a warm-up game, not much debrief is needed.
- Point out and discuss the importance of cooperation, teamwork and communication to this game, and indicate that these values will be needed throughout the session.

The Taco Game

- Age:** All ages
- Time:** 10-15 minutes
- Resources:** A group of people.
- Potential:** This is a great energizing warm-up game.

Procedure:

- Have participants line up in a row.
- One person (the facilitator) will yell out a number of tacos. Each time they yell a number of tacos, the participants have to form groups of that number.
- Play music or give a count down so that the participants have limited time.
- The group(s) that have less or more than the number of 'tacos' required are out.
- Ask the participants who become out to tell everyone their name, age, a human right, etc.

Debrief:

- As this is a warm-up game, not much debrief is needed.

Adapted by Aaida Rajabli for the John Humphrey Centre for Peace and Human Rights, 2006.

Look Up Look Down

Age: Any age

Time: 10 minutes

Resources: A group of people.

Potential: This is a great warm-up game.

Procedure:

- The group stands in a circle with their shoulders touching.
- One designated person calls “look up!” Players must look at someone in the circle’s face. If you are looking at someone who is looking at you (making eye contact) you are out.
- The designated person then calls “look down!” Players look back down at the ground.
- The game continues until there are only two players left.

Debrief:

- As this is a warm-up game, not much debrief is needed.

The Amoeba Race

Age: 9-14

Time: 30 minutes

Resources: A large open space, a group of at least 15 participants.

Potential: This game demonstrates the idea that people have different strengths and can come together to use each person's individual strengths to achieve a goal. It builds cooperation between participants and shows how important it is to respect differences and similarities.

Procedure:

- Explain to the group what an amoeba is (a single celled organism made up of a nucleus- the control centre, cell wall- barrier to the outside world and cytoplasm- the body of the cell). Tell the participants that they are going to make their own amoeba.
- Begin by assigning positions. One person will be the nucleus, many the cytoplasm, and enough to go around the whole group will be part of the cell wall.
- Tell the different cell parts about their traits; the nucleus is the eyes of the cell and is responsible for directing it, the cytoplasm must be comfortable squishing very close together to make up the body of the cell and the cell wall must be strong and rigid to act as a barrier to keep the cell together.
- Now that the participants know their jobs, have them form a cell with the wall around it and the nucleus at the front on someone's shoulders.
- Ask them to try to move around together as a cell. Try timing their "sprints".

***Hint: You may have to suggest a method of counting or singing to get the cell coordinated together so it moves as a unit.

Debrief:

- How did it feel when you were assigned a role? Did you like your role? Did you like being different from the majority? The same as everyone?
- Was it hard to co-ordinate at first? Was it difficult to coordinate everyone's individual goals to achieve the group's goal? What made it easier?
- If all of the people in your group had the same position (for example, all cytoplasm) would the game have been easier? Would it have been less fun? Would it have been harder to stay together or direct yourself as an amoeba?

*** Variation: If the group gets very good try splitting them into two amoebae and running an amoeba race.

Neil, James. "The Amoeba Race." *The Wilderdom Store: Gear for Adventurous Learning*. Updated 2 Oct. 2005. Accessed 23 June 2006. <<http://www.wilderdom.com/games/descriptions/AmoebaRace.html>>

Cultures Game

Ages: 6 - 11

Time: 20 minutes

Resources: A copy of each of the culture cards that is found below. Enough coloured tags or stickers for each member of the group-these stickers or tags must be colour coordinated with each of the six culture cards.

Potential: Through this activity, participants explore their reactions when faced with behaviors and characteristics different from their own. The game can be used as a tool to begin a discussion about the way in which stereotypes and discrimination develop.

Procedure:

- Divide the participants into six groups. Hand out the coloured tags or stickers and the instructions cards to each “culture group”. Give each group time to go over their cultural instructions. Warn participants that the groups are not allowed to tell others about their cultural characteristics.
- Once everyone is ready, ask all participants to walk around the room and communicate with the members of the other cultures according to the instructions they have been given. With larger groups, a structured “meet and greet” activity may be necessary to ensure that people are interacting.
- After ten minutes, or whatever time feels appropriate, ask everyone to stop.

Debrief:

- What did your group think of the game? How did you feel towards members of the other cultures?
- Were you frustrated at any time? Was there one culture in particular with whom it was easy to communicate? Was there one with whom it was difficult to communicate?
- What methods could you have used to allow you to better understand the members of the other cultures?
- Participants will often name characteristics of groups (ex: the red team is unfriendly) which are NOT on the cards. This can be a good way to lead into a discussion of how stereotypes develop.

***Hint: If rubbing noses is too intimate for the group, choose another salutation for the Yellow culture.

Cultures Game

Blue Culture

This card tells you which culture you belong to. During the game, you must act according to the values of your culture.

Taboo (impolite): Never use your left arm or left hand.

Salutation: Cross your arms.

Attitude towards the Yellow Culture: You feel sorry for them and try to defend them.

Yellow Culture

This card tells you which culture you belong to. During the game, you must act according to the values of your culture.

Taboo (impolite): Never communicate *without* touching: always touch the other person when you are talking to them.

Salutation: Rub noses.

Attitude towards the Green culture: You feel inferior to them.

Green Culture

This card tells you which culture you belong to. During the game, you must act according to the values of your culture.

Taboo (impolite): Never use your right hand or arm

Salutation: Gently touch the other person on the shoulder

Attitude towards the Red culture: You feel superior to them

Early Contact

Red Culture

This card tells you which culture you belong to. During the game, you must act according to the values of your culture.

Taboo (impolite): Never touch others, and it is very impolite for others to touch you.

Salutation: Double wink.

Attitude towards the Orange culture: You think they are funny and strange.

Henley, T.: *Rediscovery: ancient pathways new directions; Outdoor activities based on native traditions*: pp. 114-116.
<<http://www.ghostriverrediscovery.com>>

Orange Culture

This card tells you which culture you belong to. During the game, you must act according to the values of your culture.

Taboo (impolite): You can't look someone in the eyes.

Salutation: Shake hands with the right hand only.

Attitude towards the Pink culture: You think they are interesting and idolize them.

Pink Culture

This card tells you which culture you belong to. During the game, you must act according to the values of your culture.

Taboo (impolite): No negativity! You are very appreciative and everything is beautiful to you!

Salutation: Shake hands with your left hand only.

Attitude towards the Blue culture: You subtly try to avoid them.

Advantages and Disadvantages

Age: 9-15

Time: One hour

Resources: Pens and paper.

Potential: This activity helps students to examine their own attitudes and perceptions about the differences between the way men and women are treated in society.

Procedure:

- Ask the class to form small groups of males and females. Ideally, there will be an equal number of male and female groups. Explain that each group will be asked to make a list and that this will be used for a discussion.
- Ask each group of **males** to make a list of the advantages and disadvantages of being **female**. Females do the same for males. Allow ten minutes for this.
- The lists should have an equal number of advantages and disadvantages.
- Now pair each group of males with a group of females. Each female group reports its list to a male group and responds to the male group's reactions.
- Now each male group reports its list to a female group and responds to the female group's reactions.
- If necessary, use the following questions to start a discussion.

Debrief:

- Was it easy to think of the advantages and disadvantages of being a male or female? Why? Why not?
- Did you find yourselves listing things which could be called sexist?
- Do you think these sorts of generalizations about people are realistic? Do they apply to the people you know?
- Was it a useful activity? Why? Did you learn anything that you did not know before?
- This activity can also be used to examine other differences apart from gender, such as ethnicity, social class, religion etc.

4 Corners

Ages: 6-9

Time: 20-30 minutes

Resources: None Required

Potential: This is an exercise that both young people and adults enjoy. It allows young people to experience what it is like to be in a minority group.

Procedure:

- Have the participants stand in a circle.
- Explain that you are going to whisper an animal in every child's ear.
- Randomly whisper "cow" in most participant's ears, whisper "pig" in several ears, whisper "cat" in only a few ears, and whisper "bird" in only one participant's ear.
- Ask the participants to close their eyes and make the sounds of their animal. Then ask them to walk around and try to find and link arms with other like animals.
- Allow them to do this for a few minutes, or until you notice that all like animals are together.

Debrief:

- What was it like when you found out there were a lot of cows? How did you feel when you found your first cow? What was it like when you realized there were only a few other cats? When you realized you were the only bird, how did it make you feel?
- Explain to the group that being the bird or the cat can be somewhat representative of being a minority group member. Depending on the group, you can choose a particular emphasis (e.g. skin colours; religion; language). Sometimes people who are different are tempted to join the majority in order to feel less alone (isolated) and more accepted.

Gallagher, Molly. *Games for Girl Guides and Girl Scouts: Games to Teach Values*
<www.geocities.com/Heartland/plains/3029/values.html>

Discriminativ

Ages: 7-12

Time: 15-20 minutes

Resources: None required

Potential: Children experience being treated unequally for arbitrary reasons. Participants reflect on what it feels like to be rejected because one is different.

Procedure:

- A minimum of 16 participants (the more the better) is required for this game. Four leaders are chosen from the group, and everyone is told these four leaders will pick teams for the game. Secretly, each of these 4 leaders is told a characteristic that he or she will use when picking people to join her team. This characteristic should be something semi-obvious (for example: only people wearing jeans, only people with blond hair).
- Each leader goes to a corner.
- The remaining participants (IN SILENCE,) walk around and pass each of the leaders extending their hands, as if to shake. The leaders shake their heads yes or no as to whether or not the person gets to join their group.
- When a participant joins the group, that participant must stand behind the leader so that the leader may see the person that is coming next in line.
- Ideally, a few of the people will not be chosen at all. Let the participants pass all 4 leaders several times so that some participants are rejected by the leaders twice.
- Call an end to the game.

Debrief:

- How did it feel for the leaders to have to reject people?
- How does it feel to be accepted?
- How does it feel not being chosen?
- Ask each team if they can figure out why they were accepted to the teams. (Before this point, do not tell the group that it is a physical characteristic.) Sometimes the participants can figure it out, sometimes they cannot.
- What are some reasons why children (or humans in general) might be rejected by others?
- How might this affect the person who is rejected?
- How does being rejected affect someone's human rights? (Ask this if you have already discussed human rights- or if you wish to lead into a discussion of human rights.)

Schneidewind, N., and Davidson, E.. *Open Minds to Equality. A Sourcebook of Learning Activities to Promote Race, Sex, Participants and Age Equity.* New Jersey: Prentice-Hall, 1983.

Count Your Losses

Ages: 6-12

Time: 10 minutes

Resources: Blindfolds.

Potential: This activity allows children to experience what it feels like to be excluded from a group.

Procedure:

- A planning group of about one-fifth of the participants is brought together and secretly briefed to run around the playground pretending to 'tick' (or 'tag') the other participants.
- As the 'game' goes on they are to make more and more noise so it sounds as though the number doing the ticking is increasing. In fact, they are to touch nobody.
- When the planning is over, the rest of the participants are blindfolded and told to sit cross-legged on the ground far enough away from each other so that they cannot touch with outstretched arms. They are asked not to remove the blindfolds, speak or stand up until ticked by having both their hands held and squeezed. At that point they can join the 'tagging' group.
- The planning group then runs around pretending to play. After about five minutes blindfolds are removed and it becomes clear that nobody has been ticked.

Debrief:

- Begin by asking the group how it felt to be excluded from the secret planning group and not to know what was being planned.
- What did it feel like not to be ticked when they thought others were being ticked?
- The planning group, for their part, might wish to reflect upon how comfortable or uncomfortable they felt in their privileged, manipulative role.
- This discussion can eventually be broadened to compare the experience of the game with situations in society and the world. What groups have been subject to discrimination in the world? How might this affect people in these groups?

Youth Pride Inc.
"What You Can Do"
*Creating Safe Schools
for Lesbian and Gay
Participants: A Re-
source Guide for
School Staff.*
<[http://
mem-
bers.tripod.com/-
twood/guide.html](http://members.tripod.com/-twood/guide.html)>

Power and Privilege– Participant Race Exercise

Ages: 14 and up

Time: 30 minutes

Resources: A large, open room or a field outside.

Potential: This game asks participants to examine how we may or may not be discriminated against and how we might do the discriminating. It also allows participants to discover how and when they are part of dominant groups and what privileges this might give them.

Procedure:

- Have everyone stand side-by-side in a straight line in the middle of the room facing one wall.
- Explain that this is the starting line for a race to get some well-paying jobs (located at the wall or finish line), which they need to get in order to take care of their families. Before the race starts, however, some adjustments are going to be made to everyone's starting positions.
- Ask the participants to take a step forward or backward depending upon the instructions. If a statement doesn't apply to them, they don't move. Participants decide for themselves whether or not the statement applies to them. They must keep their steps the same size throughout the exercise.
- Explain that the exercise will be done in silence, and with closed eyes, to allow participants to focus on the feelings that come up during the exercise and to make it safer for all participants.
- Choose a set of statements suitable for your group. Ensure you have a mix of forward and backward steps.
- Read out each statement one at a time, for each statement allow a few seconds for participants to adjust their positions if the statement applies to them:

If you feel that your primary ethnic identity is "Canadian" take one step forward.

If you have ever been called names or ridiculed because of your race, ethnicity or class background take one step backward.

If you have immediate family members who are doctors, lawyers, or other professionals take one step forward.

If you have ever tried to change your physical appearance, mannerisms, language or behavior to avoid being judged or ridiculed take one step backward.

If you studied the history and culture of your ethnic ancestors in elementary and secondary school take one step forward.

If, when you started school, you were speaking a language other than English take one step backward.

If you were taken to art galleries, museums or plays by your parents take one step forward.

If you have ever attended a private school or summer camp take one step forward.

If your parent(s) encouraged you to go to college/university take one step forward.

Unpacking the Privileges Game

If you grew up in a single parent household take one step backward.

If you have ever been taken on a vacation outside of your home province take one step forward.

If you have a parent who did not complete high school take one step backward.

If your parent(s) own their own house take one step forward.

If you were ever mistrusted or accused of stealing, cheating or lying because of your ethnicity, age or class take one step backward.

If you primarily use public transportation to get where you need to go take one step backward.

If you have ever felt afraid of violence directed toward you because of your ethnicity take one step backward.

If you have ever felt uncomfortable or angry about a remark or joke made about your ethnicity but it was not safe to confront it take one step backward.

If you or your close friends or family were ever victims of violence because of your ethnicity take one step backward.

If your parent(s) did not grow up in Canada or the United States take one step backward.

- After you read out the last statement, ask everyone to freeze in place and without looking around, to briefly notice where they are in relation to everyone else. Ask participants to think for a few minutes about what feelings they have and what patterns they notice.
- Then explain that they are in a race to the front wall/finish line for well paying and rewarding jobs. The participants should imagine that they need one of those jobs to support themselves and their family. When told to, the participants are to run towards the finish line as fast as they can. The first few to the front wall will get those jobs. Quickly say, "Ready, set, go," to start the race (and get out of the way!)

Debrief:

- Suggest to the participants that the winners of the race were declared before the race even started.
- How does the information added before it began affect people's commitment to the race? How does the information added affect how hard people might run?
- Given where everyone ended up in the room, how did that affect how hard you ran towards the finish line? Did some people not run at all?
- Point out that this exercise works well to demonstrate the power differences between dominant groups.
- The activity also serves well to illustrate the concepts of accessibility (some people do not have the same access to jobs, etc. in our society because they are in non-dominant groups and/or are not as privileged as others); our society's lack of a 'level-playing field'; the reasons for affirmative action; and the different reactions people have to an unequal system.

Based on: "Unpacking the Privilege Knapsack." Abboud, R., et.al. *The Kit: A Manual by Youth to Combat Racism Through Education. Canada: United Nations Association in Canada, 2002.*

Jellybeans to Feed the World

Age: 8 and up

Time: 30-45 minutes

Resources: Scissors, rulers, paper clips, glue, black felt-tipped markers and 8.5" x 11" sheets of construction paper in colours. Task Sheet for each group (Appendix A). Large envelopes to hold each group's resources as shown below:

- Group 1: scissors, ruler, paper clips, pencils. Two 4" squares of red paper and two 4" squares of orange paper.
- Group 2: scissors, glue and whole sheets of construction paper (two blue, two orange, two yellow).
- Group 3: felt-tipped markers and whole sheets of construction paper (two green, two orange, two yellow).
- Group 4: whole sheets of construction paper (green, yellow, blue, red, purple).

Potential: To provide an opportunity to observe the influence of inequality and competition on cooperation and conflict.

Procedure:

- Divide the participants into 4 groups with 1-6 members. The groups should sit far enough away from each other so that they cannot see each other's resources.
- Ask the groups to be seated and distribute an envelope and Task Sheet to each group.
- Ask the groups not to open their materials until you tell them to begin the task. Explain that each group has different materials but that each group must complete the same tasks. Groups may bargain for the use of materials and tools in any way that is mutually agreeable. The first group to complete all tasks is the winner.
- Give the signal to begin and attempt to observe as much group and bargaining behaviour as you can so that you can supply some of the feedback during the debriefing.
- Stop the process when winners have been declared and groups have been allowed to complete ongoing tasks.

Debrief:

- Analogies may be drawn between this experience and how minority groups or underdeveloped nations relate to those with more power.
- Observe the way resources were used, shared, and bargained for. How did the groups see each other? How did the groups see their own members?
- Was there competition between the groups? Was there cooperation between the groups?
- How might this game mimic the distribution of resources amongst countries? Amongst individuals?
- How does this help us understand Human Rights issues? How does this help us understand prejudice? Are countries or individuals sometimes measured by the same stick even though they have very different resources and abilities?

"Jellybeans to Feed the World." *Scouting Web*. Updated June 2006. Accessed 14 June 2006. <<http://www/scoutingweb.com/ScoutingWeb/SubPages/JellyBeans-Game.htm>>

The Scramble for Wealth and Power (Penny Game)

Appendix A

TASK SHEET

Each group is to complete the following tasks:

1. Make a 3" x 3" square of orange paper.
2. Make a 3" x 2" rectangle of yellow paper.
3. Make a 4-link paper chain, each link in a different colour.
4. Make a T-shaped piece 3" x 5" in green and orange paper.
5. Make a 4" x 4" flag, in any three colours.

The first group to complete all tasks is the winner. Groups may bargain with other groups for the use of materials and tools to complete the tasks on any mutually agreeable basis.

Sherry Kempf and David Shiman, Centre for World Education, University of Vermont. Adapted from S. Lamy, et al, *Teaching Global Awareness with Simulations and Games*, (Denver: Centre for Teaching International Relations, University of Denver, 1994).

Active Listening

Age: 10 +

Time: About 30 minutes

Resources: The boxes "What helps us to listen?" and "What prevents us from listening?" from the next pages.

Potential: This listening activity helps students to improve their listening skills and to think about what makes "good" and "bad" listening and why some conflicts or misunderstandings arise.

Procedure:

- Form the class into pairs.
- Explain that, in a moment, one person in each pair will have to speak without stopping while the other person listens as carefully as they can. The speaker can speak about anything they want to. For example, themselves, their family, or an interesting experience.
- Allow a moment for the pairs to decide who will talk and who will listen.
- Give the signal for the speakers to begin speaking.
- Allow the speakers a minute or two of uninterrupted speech. Then, before they begin to run out of things to say, clap your hands and ask them to stop.
- Ask the listeners to repeat back to their partner the last two sentences that person said. This request is usually a big surprise - few people will be able to remember the two sentences perfectly!
- The pairs exchange roles, the listener now speaks and the speaker listens.
- After a couple of minutes, stop the speakers again. It is likely that the listeners this time will have been listening more carefully - so ask them to repeat the last THREE sentences which their partner said!
- Use the questions below to draw out the learning points.

Debrief

- Could you remember the sentences?
- Was it easier to remember them the second time? Why?
- What did you do to help you to listen? Did you do anything special with your body? Or with your face? What about your mind?

Active Listening

- What prevented you from listening?
- Now show the class the information in the boxes "What helps us to listen?" and "What prevent us from listening?" from the next pages. Is there anything in these boxes which they did not think of? Why?
- Listening is an important skill for respecting and protecting human rights. It is especially important for Article 12 of the Convention on the Rights of the Child, and Article 19 of the Universal Declaration of Human Rights, but also for all of the other Articles. Why is this so? What do we gain from listening to each other? Have you ever been in a situation where no-one would listen to you? How do we feel when our opinion is ignored? Do you agree with the idea that we can improve our listening skills by practice?

***Variations:** If you wish, you can continue the game, maybe swopping partners or increasing the number of sentences which the listener must remember each time. It can be fun to repeat the game, making it harder every time, over several days or weeks, so that the students can see their listening improve.

What prevents us from listening?

- On-off Listening
People think faster than they talk. This means that when you listen to someone, you have a lot of spare time for thinking. Often, we use this time to think about lunch, or what we did last night, instead of thinking about what the other person is saying!
- Prejudice Listening
In every part of the world, there are words or phrases which cause people to stop listening. Words like "capitalist", "communist", "fundamentalist". When people hear these words, they stop listening and start to plan their defence, or a counter-attack.
- Closed Mind Listening
Sometimes, we decide quickly that the person (or the subject) is boring, wrong, or not relevant, or that we know what they are going to say. Then we stop listening.
- Distracted Listening
Noise, lights, temperature, other things in the room, or what you ate for breakfast can all prevent us from listening to what people are saying. However, with practice, we can still listen well in these circumstances.

Active Listening

What helps us to listen?

We listen with our bodies as well as with our minds...

- face the speaker
- have good eye contact
- have an open posture (don't fold your arms, turn your back.....)
- lean towards the speaker
- relax

Listen to **what** is being said...

- listen for the central theme, not just the "facts"
- keep an open mind
- think ahead
- analyze and evaluate
- don't interrupt

Listen to **how** it is being said...

- non-verbal signs (for example face expressions, body posture)
- tone of voice

Listening is important because...

- It shows people that you value their experience and what they say
- It encourages people to talk honestly and freely
- It can help you to identify areas where people agree or disagree, and helps you to think of solutions to these disagreements

Bully Survivor

bullies?

A-They like their personalities.

B-They are scared into being nice to them.

26. Does anyone deserve to be the victim of bullying?

A-Yes

B-No

27. What is a “bully” box?

A-A box that bullies like to shove their victims inside.

B-A box where participants put notes about what is happening.

28. Is a “bully” likely to continue to bug you if you show that you do not care?

A-Yes

B-No

29. Are most bullies stronger and/or bigger than their victims?

A-Yes

B-No

30. If you choose to fight back against the bully, it means:

A-The bully deserved to get a taste of their own medicine.

B-You’ve now become a bully also.

31. If the bully is trying to take your money or possessions, what should you do?

A-Give it to them.

B-Fight to keep them.

*Property can be replaced, you can’t!

32. Bullies like to spread lies about their victims and often the victims begin to believe the lies themselves.

A-True

B-False

33. Does having some planned replies help when a bully insults you?

A-Yes

B-No

34. Your replies to a bully should be:

A-Very aggressive and rude.

B-Straight to the point and not rude.

35. If you are being bullied, should you try to plan to be around more people more often?

A-Yes

B-No

36. Are bullies likely to pick on you when you are in a group?

A-Yes

B-No

37. Does “walking tall” sometimes prevent bullies from choosing these people as their victims?

A-Yes

B-No

38. Is keeping a diary of what the bully does to you, and of when and where they do it a good idea?

A-Yes

B-No

The Ambassadors-Modified Version

Age: 15 and up

Time: 30 minutes

Resources: Role descriptions for Dr. Gagnon and Dr. Harper.

Potential: In this activity, participants experience a conflict situation, and must find a creative way to resolve it. Participants are also asked to make important value judgments.

Procedure:

- Divide the group into 2 (or 4) sub-groups of 4-5 persons. Half of the group will receive a copy of Dr. Gagnon's role, and the other half will receive a copy of Dr. Harper's role.
- After all participants have read their roles, teams will have 5 to 10 minutes to define a strategy for the debate that will take place between Dr. Gagnon and Dr. Harper. They must decide how they will convince the other sub-group (holding the opposite point of view) that they should be the ones to get the "veginot" cultivation.
- Bring the "Dr. Gagnon" team and the "Dr. Harper" team together. The groups have 20 minutes to resolve the conflict.
- In reading both role descriptions, you will notice that there is a solution to the conflict: one group needs the peel of the fruit, and the other needs the seeds. However, the participants don't know that. At the end of the 20 minutes, stop the discussion, even if the groups were unable to find the solution. Start the debriefing by giving the group some clues as to the solution.

Debrief:

- Were you able to agree on a solution? If so, what is it?
- What made it difficult to resolve the conflict? What helped you to find a solution?
- In a cross-cultural context, what are the factors that can make conflict resolution more difficult?
- What factors can facilitate conflict resolution?
- How did you feel during the activity?
- What were your reactions during the discussion? How did you react to the conflict?
- Do you think the problem you discussed is related to facts, values, methods, or goals?

One-way Two-way Communication

Doctor Gagnon's character

You are a scientist doing research on a vaccine that prevents the “stache,” an infantile disease that can permanently disfigure a victim and cause cerebral lesions. The disease is usually so rare that your research was considered to have no particular value. At this moment, however, there is an epidemic in a small community and a lot of children are in danger if they don't receive the vaccine. Not administering the vaccine creates the risk of a national or even global epidemic.

If the company for which you are working is able to produce enough vaccine to control the epidemic, the vaccine will be well known and will receive a governmental grant. You will be able to continue your research. Even better, you will be world-renown for your contribution to humanity. You will be a star!

Unfortunately, the “veginots” that you use for the vaccine are very rare. The “veginot” is a kind of melon that has a toxic peel when it is ripe. It takes 4 months to produce the toxin. You need this toxin for your vaccine. Your latest crop was destroyed by an early frost just before the outbreak of “stache”. You need to have the peel of the “veginots” immediately, if not it will be too late to prevent the epidemic.

Your research has shown that only one other crop of ripe “veginots” exists. This crop is large enough to produce the quantity of vaccine you need to prevent the epidemic, but you won't have any to spare. The owner of the “veginots” crop will only sell to the best offer.

Doctor Harper, a scientist researching for a rival company, also needs the “veginots”. You are not sure of the type of research he is doing, but you know that it is related to national security. Doctor Harper is competing for the same crop of “veginots” as you.

Your company has authorized you to bid for the “veginots” crop and gives you a budget of 3 million dollars. However, you have decided to talk to Doctor Harper before approaching the owner of the “veginots” with a purchase offer. You hope to be able to convince Doctor Harper to give you priority over the crop.

The NESAs Activities Handbook for Native and Multicultural Participantsrooms, Sawyer & Green, pp.36-40.

One-way Two-way Communication

Doctor Harper's character

You are a scientist that does research on a top-secret project for national security. By accident, you and your group have discovered “zeno”, a substance that has the power to neutralize the radioactive particles emitted by a nuclear explosion. By the time you made this discovery, you had almost run out of “zeno”. The ingredients necessary to recreate “zeno” are not too difficult to obtain, except for the seed of the “veginot”. The “veginot” is an experimental melon that takes four months to produce.

There has been confirmation that there is a nuclear threat within the next few days in a conflict zone. Even though you don't know exactly where the bomb will explode, you have narrowed it down to a particular region. If you have enough “zeno,” you can create “zeno” clouds to protect these countries. Your research is conclusive: the clouds will produce rain that will protect an area from radioactive particles. Obviously, the knowledge of this project must be kept top secret.

Your research has shown that only one crop of ripe “veginots” exists. This crop is large enough to produce the quantity of “zeno” you need to protect the entire conflict zone, but you won't have any to spare. The owner of the “veginot” crop will sell to the best offer.

Doctor Gagnon, a scientist working at a rival company, also needs the “veginots” for his research into a very rare disease. Doctor Gagnon knows of the existence of the crop and also wants to buy it.

The federal government is not totally convinced of the value of “zeno.” It has authorized you to spend 3 million dollars to obtain the “veginots”. However, you have decided to speak with Doctor Gagnon before approaching the owner of the “veginots” with a purchase offer. You hope to be able to convince Doctor Gagnon to give you priority over the crop.

How Do You See It?

Ages: 11 and up

Time: 30 minutes

Resources: A model design, the supplies necessary for groups to redesign such a model, and a space large enough that groups can build a model without other groups seeing.

Potential: This game gives each participant an opportunity to contribute ideas to the group. It also demonstrates the different perceptions that people may have of the same object and how we must work to communicate and understand each other.

Procedure:

- Find a spot where you will set up the model design and split the participants into groups of approximately 5 people. Send them to different areas so that they cannot see each other's model.
- Tell the group that using the supplies that they have they will have to recreate the model design that you have. However, they can't look at the model while they are creating their design.
- Tell them that each person from their group may only come up and see the model once, and that group members must view the model individually. Each participant is to instruct the group on the design the group is to create, when the group is unsure to do the next participant should go look at the model.
- Declare that the game will end in two minutes once all of the participants have seen the model design.
- Have the groups share their design with the rest of the participants and compare it to the model design.

Hint: This game can be done using a picture, shapes or even Lego; just make sure each group has enough supplies to recreate the original design.

Debrief:

- What did you think of this game? Was it hard for you to take directions on how to create or change your design if you didn't know what the original looked like or had a different idea of what it looked like?
- Did you learn anything about communicating effectively when two people had different opinions? Did you notice that different people see things differently?
- How did you work through a solution to this problem?
- Can you relate this type of problem solving to situations in the real world?

Adapted from: Neil, James. *The Wilderdom Store: Gear for Adventurous Learning*. Updated 2 Oct. 2005. Accessed 23 June 2006. <<http://www.wilderdom.com/games/descriptions/AmoebaRace.html>>

What Characterizes Human Beings

Age: 8-12

Time: 30 minutes- 1 hour

Resources: Craft paper, scissors, art papers, pencils, pens, paste, crayons/ colored pencils, masking tape.

Potential:

In order to be a human, individuals must possess all the qualities that contribute to their human dignity — the totality of being human. When any of these qualities that comprise the totality of human dignity is missing in an individual, it means a violation of one's dignity as human being. This craft encourages participants to think about these qualities.

Procedure:

- Divide participants into groups. Ask each group to discuss the following:
 - 1) Their concept of human beings and the qualities of human beings.
 - 2) Important elements that individuals must have and enjoy in order to enhance the qualities of human beings.
- After they have discussed, ask each group to draw human beings at the center of their craft paper, indicate the qualities that characterize them as human beings and surround them with the elements that they must have to fully experience these qualities as human beings.
- Let each group explain their drawing in a plenary.

Debrief:

- After the presentation of all groups, process the activity. Ask: What is your reaction to the activity?
- Deepen discussion on the contents of the drawings. Ask the following questions:
 - What does it mean to be a human being?
 - What do we need as human beings?
 - Why have some individuals been denied of the elements necessary to be fully human?
 - How do you define human rights?
- Highlight key points in the discussion and provide a short input based on key points surfaced in the discussion.

Barrameda, Teresita V. & Espallardo, Lea L. "What Characterizes Human Beings." *Learning, Reflecting and Acting for a Human Rights Future: A Training Manual for the Education of the Human Right to Housing in Urban Communities*. People's Decade of Human Rights Education. Accessed 23 June 2006. <<http://www.pdhre.org/materials/learning.html>>

The Urban Poor

Ages: 14 and up

Time: 30 minutes

Resources: Paper, pencil, copy of handout (Appendix 9A).

Potential: To develop an understanding of the difficulties experienced by refugees. This activity helps children understand the privileges they have living in Canadian society.

Procedure:

- Give each participant a copy of the handout and allow them time to reflect. Ask them to read the handout and answer the questions.
- After everyone has finished the handout, divide them into small groups and have them discuss their answers with the group.

Debrief:

- Which questions were the hardest? Why?
- Ask the group to look at their answers again. What picture do they create? Would the host family enjoy your visit and find you kind and friendly? Why or why not?
- Ask the children whether they can think of any of the difficulties that refugees might face when coming to Canada. Stress that making adjustments and learning a new culture can be very hard on refugee children who have already faced a lot of hardships and stress in fleeing their homes.

Barrameda, Teresita V. & Espallardo, Lea L. "The Urban Poor." *Learning, Reflecting and Acting for a Human Rights Future: A Training Manual for the Education of the Human Right to Housing in Urban Communities*. People's Decade of Human Rights Education. Accessed 23 June 2006. <<http://pdhre.org/materials/learning/html>>

Tao...Bahay...Lupa...

Appendix I.9A

Refugees – Handout

Read the following story, and then answer the questions that follow.

One August you go to a summer camp in Alaska. One afternoon, the sky turns a strange colour of green and the air begins to smell foul. The radio crackles then dies, and all of the camp leaders begin to look worried.

Eventually a message comes through a park ranger who arrives in a small light plane. He can take ten campers out immediately and fly them to Russia. Apparently, there was a nuclear explosion and all of the United States and southern Canada has been declared a nuclear disaster area, and no one can return.

You arrive in Russia with only the clothes you are wearing. You receive a care package and you are sent to a small town to live with a Russian family. The other campers go to other towns.

1. The host family of eight (six children, two adults) offer you a bunk bed in one of the rooms with the four youngest children. Do you:

- Smile and thank them?
- Feel hurt because you are not put with the two oldest children?
- Offer to sleep in the living room by yourself?
- Run out of the house and try to find another place to live?

2. The food they serve is very greasy and the meat is almost totally fat. Instead of potatoes or rice, they eat porridge three times a day. Do you:

- Eat as much fat and porridge as you can and tell them you like it?
- Look for potatoes and rice in import stores?
- Ignore the meat and tell them you are a vegetarian?
- Eat only the dessert?

3. The care package contains two pairs of grey canvas pants and shirts. Do you:

- Wear them with a smile and make the best of it?
- Rip up the clothes in disgust?
- Ask your foster family to take you shopping?
- Borrow clothes from the children in the family?

4. A friend in Hawaii sends you a pair of jeans. Do you:

- Hide them away in a memory box?
- Rip them up and put on the overalls you've been given so you blend in with everyone else?
- Wear them only on festival days at school?
- Wear them even though everyone ridicules you?

5. The family does not speak any English. Do you:

- Try to learn their language as quickly as possible?
- Offer to teach them English?
- Look for your camping friends and talk to them as much as possible?

Barrameda, Teresita V. &
Espallardo, Lea L.
"Tao...Bahay...Lupa..."
*Learning, Reflecting and
Acting for a Human Rights
Future: A Training Manual for
the Education of the Human
Right to Housing in Urban
Communities. People's Dec-
ade of Human Rights Edu-
cation. Accessed 23 June
2006. <[http://pdhre.org/
materials/learning/html](http://pdhre.org/materials/learning/html)>*

Rights in the Sun

6. School is very boring. You have to sit in desks all day and memorize long passages of Russian words. You don't have any friends. Do you:

- a) Try to learn the passages as well as possible?
- b) Doodle during class and keep up your English in secret?
- c) Become a clown to win friends?
- d) Beat up anyone who is mean to you?

7. Your family asks you to forget about Canada and learn to be a good Russian. Do you:

- a) Get rid of your Canadian flag and magazines, and put up a Russian flag in your room?
- b) Tell them you intend to return home as soon as possible?
- c) Tell them to mind their own business; you hate it here anyway?
- d) Join a club where you can talk to other Canadians and keep your culture alive?

Racism, Discrimination and Multiculturalism

Ages: 12-17

Time: 10-15 minutes

Resources: Several copies of the instructions.

Potential: This activity simulates the emotional and practical decisions a refugee must face and the unforeseen consequences of these decisions. The activity also helps develop an understanding of the difficulties experienced by refugees.

Procedure:

- Read/explain this scenario:
You are a teacher in _____. Your partner disappears and is later found murdered. Your name appears in a newspaper article listing suspected subversives. Later you receive a letter threatening your life for your alleged political activity. You decide you must flee. PACK YOUR BAG: you can only take five categories of things and only what you can carry. List what you would take.
- After the participants have had time to absorb this information, have them (alone or in teams) write down a list of things that they will try to take with them as they ask for refugee status in Canada. Tell them that they will read out this list and you will deny or give them their refugee status.

Debrief:

- After a few minutes, call on participants to read their lists aloud. For every list (usually 95%) that does not include the newspaper article or the threatening letter, say, "asylum denied!"
- Read the legal definition of a refugee. Discuss how this definition is applied in real life and why most participants were denied "asylum" because they had no proof of well-founded fear of persecution to qualify for refugee status.
- Discuss making decisions under pressure, reasons for personal choices, and emotions evoked by the decision-making process. Conclude by explaining the purpose of this activity.
- Discuss the hardships faced by refugees. What kinds of human rights violations do refugees face in their home country? What kinds of potential human rights violations do refugees face when they flee their country?

Conflict Resolution

Definitions:

- Racism is a set of beliefs that asserts the superiority of one racial group over another- at the individual level as well as the institutional level. Through their racist beliefs, individuals or groups exercise power that abuses or disadvantages others on the basis of skin colour and racial or ethnic heritage. At the same time, discriminatory practices protect and maintain the advantageous position of the dominant group(s).
- Discrimination occurs when someone makes a distinction between people because of their class or category. It is treatment or consideration that does not have anything to do with their individual merit. Examples include racial, religious, sexual, disability, ethnic, age and physical appearance related (height, etc.) discrimination.
- The Canadian Heritage website defines multiculturalism as being fundamental to the belief that exists in Canada that all citizens are equal. Multiculturalism ensures that citizens can keep their identities, and can take pride in their ancestry but also have a sense of belonging in their new home. Acceptance gives Canadians a feeling of security and self-confidence. It is believed that multiculturalism encourages racial harmony and cross-cultural understanding and discourages discrimination.

Examples of Multiculturalism in Canada:

- Multiculturalism is important in Canada because we are one of the most ethnically and culturally diverse countries in the world!
- 45% of Canadians have at least one origin other than British, French, Canadian or Aboriginal (In Alberta that number jumps to 60%). 50% of Canadians identified a strong sense of belonging to an identifiable cultural group.
- Just over 1 out of every 6 Canadians was born somewhere other than Canada. There are more than 3 million first-generation Canadian immigrants.
- In 1971, Canada became the first country anywhere in the world to adopt a multiculturalism policy. In 1988 the *Canadian Multiculturalism Act* became law. Its aim is to promote multiculturalism generally, and racial diversity in particular, within government workplaces.
- On June 27th of every year, Canada celebrates Multicultural Day.

Examples of Racism and Discrimination in Canada:

- After September 11, 2001, the number of hate crimes in Canada grew. The Canadian Race Relations Foundations noted, for instance, that within three weeks of the September 11th attacks, 16 bomb threats and three acts of arson were committed

Conflict Resolution

against mosques in Canada.

- Canada has a long history of intolerance towards Aboriginal culture that has resulted in individual acts of racism as well as systemic racism. The commonly cited example is the residential schools that existed until the late 1970s (early 1980s in some places). These schools were designed to assimilate Aboriginal children into mainstream Canadian society. They left long-term emotional and physical scars on many Aboriginal people.
- Canada is one of the top five exporters of holocaust denial materials to Germany (where this type of publication is a criminal offence). Canada hosts many hate sites on the Internet, and is the headquarters of one of the world's largest production companies for racist magazines and CDs.
- 36% of Canadians who identify themselves as visible minorities say they have experienced serious discrimination or unfair treatment. This number jumps to 50% with people who identify themselves as black. 8% of people from visible minorities in the Canadian prairies experience discrimination regularly.
- Other examples of racism in Canada include the internment of Japanese Canadians in detention camps during World War 2; the Chinese Exclusion Act of 1923 which banned Chinese immigration from 1923 to 1947; and the segregation of black people in the armed forces during World War 12.
- There has been progress in Canada in recent decades in combating racism. Besides the Multiculturalism Act in 1976, the Immigration Act was amended to preclude discrimination on the basis of race and nationality. Finally, in 1982, the Charter of Rights and Freedoms was passed, which prohibits legal discrimination of people based upon their race, sex, language or other factors.

Aboriginal Peoples in Canada:

- Perhaps the group who has experienced the most racism in Canada is First Nations peoples. Since the first contact between European and Aboriginal cultures there has been constant misunderstanding and conflict between the two groups.
- The present situation of First Nations can be greatly understood by examining the Indian Act, first passed in 1876. This law promoted forceful assimilation, and demanded that First Nations give up their own traditions, values and languages to adopt those of the Europeans. While the act has subsequently been amended, it continues to intrude upon Aboriginal control over land and resources, methods of choosing chiefs and band councilors, and even the community's ability to define what an Aboriginal person is. It is argued that the continued existence of an act with racist origins undermines the lives and cultures of Aboriginal peoples today.
- One of the root causes of much of the current despair that aboriginal people face

Guide to Human Rights Documents

is the residential school system. This policy, which was in place between 1820 and 1969 forced aboriginal children to be educated away from their families. Children were often forbidden from speaking their own language or practicing their culture.

- Aboriginal people face harsh social conditions. For example, while First Nations people compose 3% of the Canadian population, they make up 90% of child and teen prostitutes. 21% of women and 17% of men in Canada's federal prisons in 1999 were aboriginal. At least 40% of the aboriginal population lives under the poverty line. First Nations people often lack good representation when they face the justice system: they are more likely than the Canadian average to not have a lawyer present with them in court.
- Aboriginal people also have less access to education. For example, only 7.4% of people living on reserves have at least some university education. This is compared to 20.8% of the national population. Considering the educational discrepancies, it is not surprising that aboriginal people have about half the average national income.

Want to Know More?

For more information, or for ideas about what you can do please see these websites!

World Conference on Racism: <http://www.un.org/WCAR/>

World Racism: <http://www.worldracism.com>

Assembly of First Nations: <http://www.afn.ca>

Indian and Northern Affairs Canada: <http://www.ainc-inac.gc.ca>

Some Games that Compliment This Theme:

Play a Relay
Discrimatick
Cultures Game
The Oppression Game
The Masking Tape Activity
Power and Privilege
Refugees

What Now?

The Facts:

- About half the victims of armed conflict are children.
- There are more than 20 million child refugees who have fled their homes as a result of armed conflict and human rights violations and are living in neighbouring countries or are internally displaced within their own country.
- In the last ten years, more than 2 million children have died because of armed conflict.
- At least 6 million children have been permanently disabled or seriously injured as a result of armed conflict in the past decade.
- Sadly, more than 1 million children have been orphaned or separated from their families because of war.
- It is thought that between 8 000 and 10 000 children are killed or maimed by landmines every year. A few examples of countries with a large problem with landmines are Afghanistan, Cambodia and Mozambique.
- There are an estimated 300 000 child soldiers who are involved in more than 30 conflicts worldwide. Child soldiers are used as combatants, messengers, porters, cooks and sadly are all too often forced to provide sexual services. Some children are forcibly recruited or abducted, while others are driven by poverty, abuse and discrimination, or by the desire to seek revenge for violence conducted against themselves and their families.

Want to Know More?

For more information, or for ideas about what you can do please see these websites!

Unicef: <http://www.unicef.ca>

War Child: <http://www.warchild.ca>

Amnesty International: <http://www.amnesty.org>

Some Games that Compliment This Theme

Refugees

No Place Like Home

Landmines

Tug of Rights

The Facts:

- 1.2 billion people worldwide live in extreme poverty on less than U.S. \$1 per day. These people are unable to afford the basic necessities to ensure survival. 8 million people die each year from absolute poverty.
- Over half of the world's population (3 billion people) lives on less than U.S. \$2 per day.
- Every year, 6 million children die from malnutrition before their fifth birthday.
- Over 11 million children die each year from preventable causes like malaria, diarrhea and pneumonia.
- Poverty rates have been falling in recent years in all regions except Sub-Saharan Africa.
- There are 125 million children who never go to school. Another 150 million children of primary school age start school but have to drop out before they can read or write.
- One in four adults in the developing world (872 million people) is illiterate, and the numbers are growing. This is because the average child in many countries can expect to go to school for only 2 or 3 years. In North America, we go to school for an average of 17 years.
- 800 million people go to bed hungry every night.
- Poverty is also a major problem in wealthy countries such as Canada. In our country, 1 in 6 children lives in relative poverty. This means that their families are less able to meet their basic needs than most families in our country. They have lower quality housing, clothing and food, have fewer or no toys, and have less access to educational materials such as books.

Want to Know More?

For more information, or for ideas about what you can do please see these websites!

Unicef: <http://www.unicef.ca>

Amnesty International: <http://www.amnesty.org>

Feed the Children: <http://www.feedthechildren.org>

Oxfam: <http://www.oxfam.ca>

Some Games that Compliment This Theme

Refugees

No Place Like Home

Landmines

The Urban Poor

The Facts:

- There are an estimated 246 million children worldwide who participate in some form of child labour.
- It is thought that about three-quarters of these children (171 million) work in hazardous situations or conditions, such as working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery.
- There are millions of girls who work as domestic servants and unpaid household help and are especially vulnerable to exploitation and abuse.
- There are millions of other children who work under horrific conditions.
- For instance, an estimated 1.2 million children are victims of trafficking. Approximately 5.7 million children are forced into debt bondage or other forms of slavery. 1.8 million are involved with prostitution and pornography. 300 000 children are participating in armed conflict. Most child labourers (70%) work in agriculture.
- In the Asian and Pacific regions 127.3 million children work, which is approximately 19% of the child population.
- Sub-Saharan Africa has an estimated 48 million child workers. 29% of children 15 and younger works.
- Latin America and the Caribbean have nearly 17.4 million child labourers, which comprises about 16% of the continent's children.
- 15% of the children in the Middle East and North Africa are working.
- Even in rich countries such as Canada children work. There are nearly 2.5 million children working in industrialized (Canada, United States, western Europe) and transition (eastern Europe) economies.

Want to Know More?

For more information, or ideas about what you can do please see the following websites!

UNICEF – Child Labour website: http://www.unicef.org/protection/index_childlabour.htm

Child Labor Coaliton: <http://www.stopchildlabor.org>

Human Rights Watch – Child Labour: <http://www.hrw.org/children/labor.htm>

The Facts:

There is a strong connection between the environment and human rights. Environmental damage can contribute directly and indirectly to human rights violations. Some examples include:

- Air and water-borne pollution can lead to the development of serious illness and long-term health problems. Studies have demonstrated that people who are marginalized or live in poverty are much more likely to live in areas where pollution is prevalent. For example, upstream from a factory or near/in garbage dumps. These same people are thus more likely to suffer from very serious health problems.
- Individuals have a right to their own language, culture, and religion, and environmental destruction can directly or indirectly lead to the denial of these rights. Environmental damage can destroy eco-systems which communities have traditionally relied upon for sustenance or income, thus forcing these communities to change their way of life. For example, the loss of traditional farmland to large water dam projects or because necessary water is being diverted elsewhere, can force minority groups to move to cities, or put them in a position of isolation or poverty where they are susceptible to human rights abuses.
- Overpopulation leads to environmental destruction, such as the destruction of rain forests, and can result in too much stress being placed upon the land. This is not a sustainable practice and is one factor that could help explain the world's growing inequalities and absolute number of people living in poverty. The deprivations caused by poverty lead to many denials of human rights.

Want to Know More?

For more information, or for ideas about what you can do please visit the following websites!

The United Nations Environment Program: <http://www.unep.org>

Greenpeace International: <http://www.greenpeace.org>

The Sierra Club: <http://www.sierraclub.org>

The World Wildlife Fund: <http://www.worldwildlife.org>

UNDP Climate Change website: <http://climatechange.unep.net>

Games That Compliment This Theme

Needs

Play and Relay: adapted version

The Facts:

- Children with disabilities tend to have much more difficulty than adults because as children they have very little voice, and less importance in society.
- Girls with disabilities suffer the most discrimination. They are more likely than girls without disabilities and boys with or without disabilities to be abandoned, to be excluded from education, and to not survive.
- In every country, disabled people are the poorest people.
- In developing countries, 97% of disabled people are without any form of rehabilitation, and 98% are without education.

Want More Information?

For more information, or for ideas about what you can do please visit the following websites!

Child Rights Information Network <http://www.crin.org>

Disabled Peoples International <http://www.dpi.org>

National Dissemination Centre for Children with Disabilities <http://www.childrensdisabilities.info>

Games That Compliment This Theme

Alligator Pond

Signals

Sculpting Blind

Sandpaper Letters

The Facts:

Causes of Conflict

- There are many causes and types of human conflict. In fact, causes of human conflict are one of the most-studied phenomena in the social sciences. What is clear is that conflict is a part of human nature and that there have been conflicts between people in all societies and during all phases of human history.
- One core human need is the need for security. The sense that you are safe is crucial for abating human conflict. In this curriculum, you will see that conflict is created in some games. This is partly because the participants begin to lose their sense of security, and are better able to understand their human rights.
- Meeting the other needs of human beings is also instrumental in reducing the likelihood of conflict.
- Security can also be viewed in a more holistic sense. Economic and social opportunities, education, freedom from various forms of oppression, etcetera, can help to create a sense of security as well as help to meet people's other basic needs. People who are denied their basic needs are more likely to violently challenge the status quo and create conflict within a society or between societies. Thus, the denial of the basic security that human rights provide can lead to conflict. The respect of human rights must be at the forefront of any conflict resolution strategy.

Human Rights and Conflict Resolution

- Human needs have to be met. These needs include the need for security, justice, and sense of empowerment over the direction of their lives and the future course of their society.
- These principles can also be extended to conflicts of a more personal nature. Conflicts between people can only be resolved in an environment of mutual respect, understanding, fairness and compassion. Coincidentally, these are the same values and ideals that human rights aim to promote.

Want to Know More?

For more information, or for ideas about what you can do please visit the following websites!

Document Title

The Carter Centre: <http://www.cartercentre.org>

The Conflict Resolution Information Source: <http://v4.crinfo.org>

Games that Compliment this Theme:

Bully Survivor

Conflict Lines

Doctor Gagnon and Doctor Harper

Document Title

This guide will direct you to the websites where you can find human rights documents.

Universal Declaration of Human Rights

<<http://www.un.org/cyberschoolbus/humanrights/resources/universal.asp>>

Simplified Version of the Universal Declaration of Human Rights

<<http://un.org/cyberschoolbus/humanrights/resources/plain.asp>>

United Nations Convention on the Rights of the Child

<<http://www.ohchr.org/english/law/crc.htm>>

Simplified Version of the United Nations Convention on the Rights of the Child

<<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>>

Canadian Charter of Rights and Freedoms

<<http://www.un.org/Overview/rights.html>>

Youth Guide to the Canadian Charter of Rights and Freedoms

<http://www.johnhumphreycentre.org/files/guide_e.pdf>