

Canadian Women for Women in Afghanistan *Understanding Human Rights in Afghanistan*





Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens

TEACHERS' RESOURCE BOOKLET

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Introduction

“Understanding Human Rights in Afghanistan: *Canadian Students as Global Citizens*” is a resource kit for Canadian teachers to expand students’ understanding of human rights, particularly those of women and children in Afghanistan. This kit was developed by *Canadian Women for Women in Afghanistan* (CW4WAfghan) in partnership with International Development students from the University of Calgary and teachers from Grades 3 to 12; and was produced with the support of the Government of Canada through the Canadian International Development Agency (CIDA). *CW4WAfghan* is a volunteer solidarity network founded in 1996. Members from over ten chapters and affiliated groups across Canada are committed to raising awareness of the plight of women in Afghanistan.

Through the use of this resource, Canadian students will learn about their own basic human rights and the concept of universality of human rights. Using Afghanistan as a case study, they will examine how and why human rights need to be protected and see examples of what life is like when these rights are taken away. Students are then challenged to find ways in which they can assist oppressed people around the world in reclaiming those rights. They learn that even as individuals, their contributions can make a difference in a global environment.

The similarities between Afghan families and Canadian families are emphasized in order to help the students empathize with Afghan children and thus prompt them to want to contribute to a more secure, prosperous and equitable world for everyone. Students will learn that as a nation of peacemakers and peacekeepers, Canada plays an important role in the Global Village protecting and promoting human rights for all people worldwide.

The Teachers’ Resource kit comprises: this Resource Booklet which includes background information and resources; a Power Point presentation and script; interactive game cards and instructions; and lesson plans tied to provincial curricula.

Addressing the diverse needs of students and learning styles

The diverse needs and learning styles of students are addressed by providing teachers with a selection of teaching tools through various media. Visual images form a large part of this resource, through the slide presentation and web site references. Discussion of issues provides a forum for using and developing verbal skills and independent thought processes. The game portion of the kit allows students to play-act the part of an Afghan person and express their feelings and reactions to various real-life situations. Lesson plans and book suggestions provide material for further exploration of the issues.

Suggestions for follow-up actions allow an opportunity for the students to take a leadership role in effecting change and to receive real feedback from their positive actions.

Description of Resource

This teachers' resource kit consists of three main sections which can be used together or separately. Students will need some background knowledge to use the Interactive Game, but this can be acquired through resources other than the Presentation (eg. Deborah Ellis' book series "*The Breadwinner*"). All of the necessary materials can be downloaded from the web site www.w4wafghaneducation.ca.

Section 1: Presentation

The resource kit provides visual images through a PowerPoint presentation accompanied by a teacher's script (**Appendix A**). This portion introduces the concept of human rights and how they apply to all people. Life in Afghanistan before, during and after the rule of the Taliban regime is discussed. Women and children's human rights are highlighted and changes in accessibility to these rights can be discussed with the students. At the end of the script, suggested ***Questions and Answers*** are provided for further discussion.

This ***Resource Booklet*** also gives a brief recent history of Afghanistan and information on some of the issues. Many more resources can be found on the internet and in print.

Section 2: Interactive Game

This interactive game helps students identify with the plight of the Afghan people by allowing them to follow the lives of individuals through the pre- to post-Taliban time frame in Afghanistan. Character card preparation and instructions are provided in **Appendix B**.

Students work in groups of 2 or 3 and each group is assigned an Afghan character using a set of colour-coded ***Character Cards***. Although the characters themselves are fictitious, their stories represent real situations that Afghan people have actually experienced. The colour coding represents four profile categories: 1) blue - urban affluent population, 2) green - urban middle-class, 3) yellow - rural middle-class, and 4) red - urban and rural poor. The number of cards in each colour set reflects approximate percentages of the actual Afghan population in each grouping. A ***Human Rights Chart*** listing basic human rights is also given out to each student group.

The students are then instructed to gather in various parts of the room according to the colours on their character cards. This offers them a visual impression of the size of each profile category.

The teacher and the class work together to fill out a human rights chart based on their own access to human rights. The children may then read the card labeled "1994", representing life in Afghanistan before the rule of the Taliban. They are asked to identify some of the basic human rights that are represented in the life of their character and to record them on the human rights chart. They then move on to the card labeled "1996" and then the card labeled "present" representing the time frames during and after the reign of the Taliban. Discussion about the changes in access to human rights experienced

by the characters is encouraged and teachers are provided with key points for further exploration of the characters and their situations in the *Character Analyses* provided in **Appendix C**.

Section 3: Activity and Resource Materials

Suggestions for concrete actions that students can undertake either as individuals or as a group are provided in **Appendix D**. Resources in the form of printed materials, web addresses and suggested supplementary reading are also part of the kit.

Lesson plans have been designed for grades four and up (see **Appendix F**). These activities provide students and teachers with the opportunity to further explore the relevant issues with their class in the time frame available to them.

Curriculum Connections

The project is linked to provincial curricula in the promotion of responsible citizenship. The desired learning outcomes are: the understanding of human rights as a universal goal; recognizing that the freedom to exercise human rights is different for Afghan people than it is for Canadians; and challenging Canadian students to actively participate as global citizens. A chart showing ties to the Alberta, British Columbia, Ontario and Quebec provincial curricula is provided in **Appendix E**. More detailed connections and updates to curricula will be available on our web site.

Background Situation in Afghanistan

Afghanistan is a country of great beauty and rich history. The country, about the size of Saskatchewan is home to approximately 30 million people of various ethnic and tribal origins. The Afghan people are world-renowned for their hospitality, courage and deep faith. In the 1960's and earlier, Kabul, the capital was the Paris of Southeast Asia and the mountains and countryside were a trekker's paradise. Afghanistan's recent history however has been suffused with tragedy. Just as Afghan women were making progress on the path of emancipation and having their rights entrenched in the Afghan Constitution, the horrors of over 20 years of war began and sent the entire country back into the Stone Age.

In the 1960's women's rights were expanding. Women formed an important and integral part of Afghan society. Over 70% of teachers, 40% of doctors and 50% of government workers were women.

In the late 1970's a fledgling communist movement began to gain momentum and culminated in the invasion of Afghanistan by the Soviets in 1979. Opposition, supported by the United States, Iran and Pakistan, grew in the form of the Mujahideen or "soldiers of God". Civilians were caught in between these two forces, the Soviets endeavoring to eliminate opposition to their regime and the more extreme of the Mujahideen groups targeting women and the educated. Murder, rape, disappearances were common and could come from any front. The Soviets planted countless land mines throughout the country and destroyed entire villages in their endeavor to defeat the Mujahideen.

By 1989 however, the Soviets, bankrupted by the war and defeated by the tenacity of the Afghans, withdrew from Afghanistan. Unfortunately, the international community at the time did not acknowledge the huge amount of devastation and the political void left by the Soviets' departure, not to mention the large collection of arms they had supplied to the Mujahideen and the millions of land mines strewn across the country. In addition, because various factions had been supported by different sources outside the country, and were often pitted against each other for political gain, deep-seated hatred and fragmentation occurred within Afghanistan along tribal and ethnic lines. War was no longer confined to military personnel, but had spilled out into the population, deepening tensions and feelings of vengeance. Afghan civilians were left at the mercy these factions who fought against each other to gain power at the expense of the populace, to the point of almost completely destroying Kabul, the capital, between 1992 and 1994. Outside the capital, bandits and warlords ruled the roads and villages imposing tolls and 'taxes' at the residents' peril. Again, those who suffered most were women and children.

In 1994 a new movement began, that of the Taliban or "religious students". At first, the population welcomed them as their strict decrees brought order to the brutal chaos that had overtaken the country. But as the Taliban's laws became more and more restrictive in general and more and more brutal towards women, Afghans were once again thrown into turmoil and suffering. Many fled Taliban persecution to neighboring Pakistan and

Iran as well as to the West. In Kabul and other urban centers, the Taliban were particularly extreme in their punishments of the population as they cracked down on any apparent aspects of modernization.

Some of the Taliban's edicts were:

- ***Women and girls are not allowed to attend school.***
- ***Women are not allowed to work. (The many widows had no means of supporting themselves and their families.)***
- ***Women are not allowed to seek medical care, especially from a male doctor.***
- ***Women must wear the all-encompassing burqa outside their homes and are not allowed outside their homes without being accompanied by a close male relative.***
- ***Women must not wear shoes that make noise or wear white socks.***
- ***Women cannot wear makeup, nail polish or any kind of embellishment.***
- ***Men must wear beards at least the length of their fists.***
- ***Music, TV, movies, radio (except for religious programs) are not allowed.***

Any deviation from these rules could be punished by beating, jailing or even execution. Sharia law was interpreted to its extreme and weekly amputations and executions were required to be witnessed by the population on Fridays at the soccer stadium. Although many teachers and students defied the Taliban by running and attending secret schools, this was done at great risk. For over six years the Taliban imposed these brutal laws on the population of Afghanistan.

In October 2001, after the terrorist attacks on the World Trade Center, U.S. Coalition forces bombed Afghanistan and with Afghan Northern Alliance forces, ousted the Taliban regime. Thousands of Afghan civilian casualties were reported, and unexploded ordnance from cluster bombs added to the peril of mines. As with the previous conflicts in Afghanistan yet another wave of refugees was created. Some 6 million Afghans comprised the largest population of refugees and internally displaced people.

On December 22, 2001 a Transitional government of Afghanistan was appointed in Bonn, Germany including two women: Dr. Sima Samar, Vice Chair and Minister of Women's Affairs and Dr. Suhaila Siddiqi as Minister of Health. Then, in June of 2002 a Loya Jirga, or Grand assembly was called and another transitional government was formed by election of a President, Hamid Karzai who then appointed a new cabinet. Afghan women were keen to participate, despite threats and intimidation by conservative elements and fundamentalists. The Loya Jirga was a major step in the establishment of a central authority in Afghanistan; however the process was fraught with controversy and accusations of intimidation by various parties. The result was seen by many Afghans to have given undue power to the "warlords" or former commanders of the Mujahideen armies. One of the fears is that human rights in Afghanistan will once again take a back seat to power struggles between these opposing factions.

Afghanistan has not been spared natural disasters either. Earthquakes have ravaged the northern parts of the country. Years of drought have decimated crops and livelihoods.

Many farmers now rely on growing the opium poppy in order to support their families. Afghanistan has gone from supplying less than 2% of the world's opium in 2001 to over 75% in 2003.

The burqa, a symbol of oppression so often shown here in the West, is not the primary concern for Afghan women, insofar as it is a garment that they may or may not choose wear. The issue is that Afghan women do not yet feel secure enough to make that choice, because they still have reason to fear for their personal safety. More importantly, this insecurity is a major impediment to their freedom of movement and full participation in public life as well as their access to basic human rights such as health care, education and employment.

The presence of the International Security and Assistance Force (ISAF) in Kabul has been a stabilizing factor within the capital, but the civilian police forces are not trained and not well paid. The central government does not yet have the resources to exercise control over areas outside the city and these remain very dangerous. The presence and continuing power of warlords in Afghanistan perpetrates the violence and oppression against women. Some still exert control in the government while others control entire provinces within Afghanistan and impose strict Taliban-type edicts on the population. The international community must ensure that the perpetrators of these human rights abuses are dealt with appropriately and prevented from imposing further suffering on Afghan women.

Education is also a major concern for Afghan women. In March 2002, the Afghan school year re-opened and girls were once again attending classes after for some, a hiatus of six years. Education is seen as a priority in empowering women in Afghanistan and as an instrument for social change. The education of women has a direct positive impact on the physical and emotional health of the family as well as on national social-economic development. Afghanistan has one of the lowest literacy rates in the world at 15% for women and 47% for men. Even before the wars, access to education for rural women and girls was very restricted due to limited resources and access to educational facilities, as well as cultural barriers to girls' education.

Although many Afghan children have returned to school, the educational system has only limited capacity to accommodate them. Most schools lack such basics as desks, chairs, blackboards and textbooks, and many students cannot afford necessary supplies such as pencils and notebooks. Libraries, labs and technical shops were destroyed or looted during the wars. Afghan universities are in desperate straights as well with no textbooks or computers. Thousands more teachers are needed and many of those teaching at present have not been paid or have had to get second jobs to make ends meet.

Often, families cannot afford to send older children to school because they need them to work to help support the family. In some of the more conservative areas, women and girls are not considered to require education or are actively discouraged from pursuing it. Some remnants of extremist Taliban supporters have even threatened families not to send their daughters to school and have waged attacks on the schools themselves. In most

cases the schools have reopened or classes have been continued in peoples' homes as they were in the Taliban era.

The tragedies imposed by war also mean that Afghan children will need special classes such as mine awareness. Many of them have witnessed atrocities, some against their own family members, leaving scars that may never heal.

In the area of health care the statistics are also grim. Afghanistan has one of the highest maternal mortality rates in the world at 1600 deaths per 100,000 live births (compared to less than 5 in Canada). Today, only 10-12% of Afghan women have access to health care and this number is even lower outside of the cities. Infant mortality rates are 30 times higher than in Canada and one out of every four Afghan children will die before reaching the age of 5 years. Life expectancy in Afghanistan is 44 years, compared to 82 in Canada. Many families cannot afford life-saving procedures for their children. Often medicines must be purchased on the black market at exorbitant prices. Afghan children are dying every day from preventable diseases and from mines and unexploded ordnance left over from the wars.

In addition to physical health, mental health is of extreme concern for Afghan women. In a study conducted in 1998 by Zohra Rasekh for Physicians for Human Rights, it was found that 97% of the subjects, Afghan women living in Kabul or in refugee camps in Pakistan, met the criteria for major depression. Although the situation for some women has improved and people are generally more optimistic, this perception of hope for the future will not be maintained unless some real, tangible changes to Afghan women's lives are realized soon. The implications for future generations could be very serious if this issue is not addressed.

The misinterpretation of Islam by extremists is another major concern for Afghan women. The education of women regarding their rights within Islam is seen as an important factor in ensuring Afghan women's human rights in their society. The patriarchal structure of the family in Afghan society and the attitudes of some Afghan men were identified as another barrier to women's rights. Although women's rights have been entrenched in Afghanistan's new Constitution, implementation under the rule of law has not yet occurred.

Because most women in Afghanistan face crushing poverty, few have access to education and employment opportunities which could help alleviate their situations. The lack of infrastructure - safe roads, transportation systems and even reliable communication systems - is a huge barrier to their freedom of movement and their ability to access educational facilities and training.

Fair representation in the Afghan government will be an essential part of advancing women's rights in Afghanistan. The new Afghan constitution guarantees fair representation by women in the parliament. Again, although this has been set down on paper, reality differs from the ideal: threats and intimidation against women who speak out are common in Afghan politics. The international community must make women's

human rights a high enough priority to influence the government in Afghanistan to move decisively on this issue.

While all of these problems may seem overwhelming, there has, nevertheless been a lot of good news coming out of Afghanistan since the fall of the Taliban. Women's issues have played a role in the new constitution, and Afghanistan's Independent Human Rights Commission is headed by a woman – Dr. Sima Samar. After years of being imprisoned in their homes, some women are now demanding the right to full participation in the political processes of the country. In the presidential election held in October 2004, women were active not only as voters, but there was also a female candidate.

On October 9, 2004, millions of Afghans went to the polls to cast their vote for the future President of Afghanistan. The months leading up to this momentous day were filled with uncertainty, political maneuvering, threats and incidents of violence. This first-ever democratic process was definitely fraught with controversy. However, despite the risk to their lives and families, an estimated 10 million Afghans, 43% of them women, registered to vote and demonstrated their determination to have a voice in electing the leader of their country.

We know that the reconstruction of Afghanistan is needed – not just the physical reconstruction, but the redevelopment of the actual systems that make a society function, such as the education system, the health care sector, the judicial system, etc.

In January 2006, a conference co-chaired by Afghanistan, the United Nations and the United Kingdom was held in London, England to develop a framework for the engagement of the international community in Afghanistan over the next five years. The conference was attended by members of the International community including Canada, and the resulting agreement was called the Afghanistan Compact. The Compact seeks to establish lasting Afghan capacity and effective state and civil society institutions by building up the human capacity of both men and women. Three critical areas for action were identified for the period 2006 to 2011: security; governance, the rule of law and human rights; and economic and social development. Canada pledged its full support for the Afghanistan Compact which sets out detailed outcomes, benchmarks, timelines and obligations to ensure improved coordination of efforts between the Afghan government and the International community.

What are Canadians doing? Canadians have taken a central role in the reconstruction of Afghanistan. The Canadian government is taking a “whole of government approach”, working closely with the Afghan government to address the unique challenges facing Afghanistan. Priorities for reconstruction and development have been set by the Afghan Government through its National Development Strategy (ANDS). In September of 2003, Canada opened an embassy in Kabul after a hiatus of 24 years when it broke off diplomatic relations with Afghanistan following the Soviet invasion in 1979.

Canada also holds responsibility for the Kandahar Provincial Reconstruction Team (PRT) which combines military, diplomatic, police and development expertise. The

Afghanistan PRT's are part of the International Security Assistance Force (ISAF) which operates under the auspices of NATO.

As part of their engagement in Afghanistan, Canadian soldiers operate what is called a Civil-Military Cooperation Unit, which helps to funnel donations from Canada of warm clothes, books, shoes and food to needy Afghans. Canadian peacekeepers work within the communities in Afghanistan and are actively involved in building relationships with the Afghan people.

Canadian Forces are in Afghanistan as part of a UN-sanctioned mission at the request of the Afghan government. The goals of the mission are: to establish the security necessary to promote development; support the Afghan National Security Forces; help strengthen the Afghan government; facilitate the delivery of programs and projects; and assist in addressing humanitarian needs of Afghans by supporting Canadian governmental organizations and NGOs whose efforts meet Canada's objectives. Although there is some controversy amongst Canadians regarding the presence of Canadian troops in Afghanistan, evidence suggests that most Afghans, especially women, welcome their presence and dread the consequences of a complete troop withdrawal. Canadians need to decide in what capacity (i.e. combat, security, etc.) they wish to see Canadian troops operate in Afghanistan and make their thoughts known to their government representatives.

The Canadian International Development Agency (CIDA) provides reconstruction and development assistance in accordance with the priorities set out by the Afghan government in its National Development Framework. Through these national programs, CIDA is helping the Afghan government reach people and communities, not only in Kabul, the national capital, but across the nation. CIDA has a substantial and growing headquarters team in Canada dedicated to Afghan development programming, as well as officers based in Kabul and Kandahar. Canada's total allocation of development assistance to Afghanistan over the 2001 to 2011 period is almost \$1 billion.

For more information on the many ways Canadians are contributing to the reconstruction of Afghanistan through the Canadian government, visit:

Protecting Canadians, Rebuilding Afghanistan

<http://geo.international.gc.ca/cip-pic/afghanistan/menu-en.asp> and;

Canadians making a difference in Afghanistan (download PDF)

http://www.canada-afghanistan.gc.ca/pdf/Afghanistan_brochure_e.pdf

Non-governmental organizations have been providing long-term assistance to Afghanistan. Their presence is vital to fill the gap in education, health service, skills training and much more, until the government of Afghanistan is capable of providing these services.

Individual Canadians are also making a substantial difference. Sally Armstrong, award-winning human rights activist, and author was one of the first international journalists to bring the plight of Afghan women to the world's attention. Her book, *Veiled Threat, The Hidden Power of the Women of Afghanistan* demonstrates the need to provide long-term support and solidarity to Afghan women. Much help is still needed to erase the legacy of female oppression and poverty in Afghanistan, and to effectively address one of the greatest human rights crises of our times.

Another Canadian, the founder of Canadian Women for Women in Afghanistan, Deborah Ellis, is now internationally known for her best-selling books: *The Breadwinner*, *Parvana's Journey*, and *Mud City*. This trilogy provides young readers with a personal and heart-wrenching insight into what it has meant to be a child in Afghanistan in recent years. Deborah Ellis has donated 100% of the royalties from her books to improving the lives of Afghan women and children. These donated royalties have contributed over \$350,000 to projects for Afghan women and girls. When asked about this, Deborah writes:

"We all want to be brave; we all want to find it within us to stand up to tyranny and side with those who are being beaten down. Sometimes we look to literature to remind us of how great we can be. The money the books have raised has put women to work, children in school, and food in people's bellies. I've been frequently astonished at how easy it is to radically improve someone's life. It's an honour to be a part of it."

Breaking Bread for Afghan Women is a fundraising project designed by Susan Bellan in Toronto, and facilitated through Canadian Women for Women in Afghanistan. It was first launched in 2002. The idea is for individual Canadians to host potluck dinners in their homes with the aim of raising \$750 per dinner – about the cost of a teacher's salary for one year in Afghanistan. Between 2002 and 2006 the Breaking Bread project has raised over \$425,000, with 355 potluck gatherings being held across Canada. Most importantly, hundreds of Afghan teachers and tens of thousands of students have benefited from this support.

Many young people have also been instrumental in raising funds for Afghan women and for raising awareness about human rights issues. ***Students for Change***, a group started by high school students from George McDougall High School in Airdrie, Alberta were winners of the 2006 Y.M.C.A. Peace Award for their humanitarian work. They were inspired to become active in social justice issues when their teacher, Glyn Hughes, made them aware of the plight of Afghan women. The students now hold an annual pot-luck dinner on International Women's Day to raise funds for women-centered programs in Afghanistan. There are many other examples of young people working towards making a difference and improving the lives of Afghan people.

All these efforts DO MAKE A DIFFERENCE. Securing basic human rights for Afghan women will require much long-term support both from within Afghanistan and from all of us, as members of the international community.

As teachers, you have taken a very important step in sharing this educational material with your students. Your efforts are greatly appreciated by all of us who work in solidarity towards a more peaceful and equitable world.

Canadian Women for Women in Afghanistan

During over two decades of war, women in Afghanistan endured extreme oppression through the denial of their basic human rights. Under the imposed rule of the extremist Taliban regime, most women and children faced severe restrictions to their freedom of movement and were denied access to basic health care, education, security and employment. As a new era of hope is entered across boundaries of gender and ethnicity in Afghanistan, much support is needed to help Afghan women mend and redefine their shattered lives.

Afghan women are currently advocating for equal and active participation in all levels of peace building and reconstruction in their country. They continue to be the best source of knowledge, experience and expertise on the issues that affect them. Afghan women are well able to assess their own needs, contrary to the prevalent perception that they are merely victims and that external agents can best discern what assistance should be provided for them.

Canadian Women for Women in Afghanistan (CW4WAfghan) began in 1996 as a small volunteer network of women in Canada who joined with Afghan women to work together toward the goal of securing basic human rights for women across Afghanistan and by extension, their families.

We are now some thirteen volunteer chapters and affiliated groups working in solidarity across Canada.

The overall goals of CW4WAfghan are 1) to support the empowerment efforts of women in Afghanistan and the refugee camps in Pakistan, and 2) to raise awareness in Canada of the need to secure and protect human rights for Afghan women.

To support the efforts of women in Afghanistan, CW4WAfghan raises funds for projects in partnership with selected Afghan civil society grassroots organizations. These partnerships share the goals of assisting Afghan women in their struggles to end their oppression, to improve conditions of human rights, and to contribute as active members in Afghan society. Projects focus on women's education, health, refugee resettlement, employment, and women's human rights education.

Projects are funded in a variety of ways including individual donations, 'in-kind' support, and through financial partnerships with donors such as Rights and Democracy in Montreal (www.ichrdd.ca).

In Canada, CW4WAfghan has ongoing fundraising, education and advocacy projects. For more details, or to find a chapter near you, please visit our website at www.w4wafghan.ca or contact our National Office in Calgary at **CW4WAfghan, Bankview P.O. Box 32014, Calgary, AB, T2T 5X6, (403) 244-5625.**

Additional Resources

What are human rights?

Human rights are those rights that are necessary in order for us to live as human beings. Human rights give us dignity and equality. Human rights ensure that we all have adequate access to basic needs such as food and shelter. Human rights protect us from violence and abuse and work against ignorance and hatred. Human rights are inherent in all human beings and they should never be denied.

Human rights are universal. They transcend borders, cultures, political ideologies, and religious beliefs. No matter where you live in the world, who your parents are, or what kind of government you have, human rights are *your* rights.

Human rights allow us to fully develop our human abilities. They protect our right to participate in society, to work and provide for ourselves, to practice our culture and speak our language, to live in peace, and to be free from harm.

Most importantly, human rights are about respecting one another. They are about fulfilling our responsibility to ensure that no one's human rights are violated. For example, it is your right to be free from discrimination and it is your duty to not discriminate against others. When any person is denied human rights we are all affected.

Recognizing that human rights are only as strong as our willingness to treat one another as equals is the first step in achieving "freedom, justice and peace in the world".

Excerpted from: <http://www.unac.org/rights/actguide/questions.html>

The Universal Declaration of Human Rights

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

FAQ on the Universal Declaration of Human Rights

<http://www.un.org/cyberschoolbus/humanrights/qna/faqudhr.asp>

Q and A on Human Rights

<http://www.un.org/cyberschoolbus/humanrights/qna/alston.asp>

Declaration of the Rights of the Child (Plain language version)

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

The United Nations Association in Canada

<http://www.unac.org/en/index.asp>

Web Sites

For updates to this resource, check our web site at www.w4wafghaneducation.ca

Canadian Women for Women in Afghanistan (CW4WA)

For links to other humanitarian organizations and advocacy contact information, visit the CW4WAfghan website at www.w4wafghan.ca. This Teachers' Resource is also available in French.

Canadian International Development Agency (CIDA)

For information on what the Canadian Government is doing in Afghanistan, visit the CIDA web site: www.acdi-cida.gc.ca/index-e.htm

Also see:

Protecting Canadians, Rebuilding Afghanistan

<http://geo.international.gc.ca/cip-pic/afghanistan/menu-en.asp> and;

Canadians making a difference in Afghanistan (download PDF)

http://www.canada-afghanistan.gc.ca/pdf/Afghanistan_brochure_e.pdf

Want to know more about international development? Interested in finding how your skills can make a difference? Move your world.... because you can! Find out how on CIDA's **Youth Zone**

www.acdi-cida.gc.ca/youthzone

CIDA's **Teacher Zone** has been designed with educators in mind as a single on-line portal for high quality, curriculum-based educational resources, and new ideas to help you bring international development to the classroom.

www.acdi-cida.gc.ca/teacherzone

Arthur Kent

See short video clips about current and important issues in Afghanistan by award-winning Canadian journalist Arthur Kent at www.skyreporter.com and a series of short stories chronicling three decades of war in Afghanistan at www.ghostsandwarlords.com

Alberta Civil Liberties Research Centre

www.aclrc.com

BC Teachers' Federation - Global Education

<http://www.bctf.bc.ca/SocialJustice.aspx?id=6214>

Canadian Human Rights Act, Canadian Human Rights Commission

www.chrc-ccdp.ca/about/human_rights_act-en.asp

Cultivating Peace

This is an excellent web site with comprehensive resources and lesson plans in peace education. www.cultivatingpeace.ca

Global Education Network

www.global-ed.org/english/Human_Rights/

Ideaccess

The Ideaccess E-library provides a comprehensive, in-depth collection of articles on women's rights, human rights and development issues. www.ideaccess.org

Lesson Planet

www.lessonplanet.com/search/Social_Studies/Human_Rights

Human Rights Watch: Afghanistan

www.hrw.org/campaigns/afghanistan/

PBS – Afghanistan Unveiled

www.pbs.org/independentlens/afghanistanunveiled/edu.html

Peaceful Schools International

www.peacefulschoolsinternational.org

ROAR – Reach Out Against Racism

www.youthroar.org

Students 4 Change

www.rockyview.ab.ca/mcdougall

World Trek - the Odyssey

www.worldtrek.org/odyssey/asia/051300/051300teamafgan.html

Other useful sites:

www.nytimes.com/learning/teachers/featured_articles/20011003wednesday.html

www.aems.uiuc.edu/HTML/AfghanistanLinks.htm

www.tes.co.uk/afghanistan/secondary_activities.asp?id=12551

www.dangermines.ca

www.humanrights.gov.au/info_for_teachers/index.html

Evaluation Forms

Educators and other users, in an effort to improve this resource and to keep it current with your needs, we request that you please fill in this evaluation form after using this Teachers' Resource kit.

Please mail the completed form to: **CW4WAfghan, Bankview P.O. Box 32014, Calgary, AB, T2T 5X6.** An online form is also available at:
www.w4wafghaneducation.ca.

School: _____ City: _____ Province: _____

Number of classes in which this resource was used _____

Grade(s) _____ Subject(s) _____

	Very high	High	Average	Low	Very low
Ease of use					
Applicability to curriculum					
Interest level of students					

Through the use of this resource, do you believe that students gained a better understanding of human rights? Why or why not?

Were students motivated to take action to promote human rights or to help people less fortunate than themselves? In what way(s)?

Can you suggest ways in which this resource could be improved?

What were some of the things you liked or disliked about this resource?

Please use the back of this form for any further comments or suggestions. If you wish to receive a response, please include your contact information. Thank you for your time!

For Students: What Did You Learn?

Please answer the following questions before you complete the lessons in Understanding Human Rights in Afghanistan: Canadian Students as Global Citizens:

- | | | |
|---|---|---|
| 1. Can you locate Afghanistan on a map of the world? | Y | N |
| 2. Do you have a basic understanding of human rights? | Y | N |
| 3. Do you know about the human rights crisis in Afghanistan? | Y | N |
| 4. Are you aware of the work of the Canadian government to improve the human rights of Afghan people? | Y | N |
| 5. Are you aware of the work of Canadian citizens to improve the human rights of Afghan people? | Y | N |
| 6. Do you believe that Canadian students (you!) can help to improve the human rights of people in other countries? | Y | N |
| 7. Do you believe that Canadian students (you!) can influence our government to improve human rights for people in other countries? | Y | N |

After you have completed the lessons in “Understanding Human Rights in Afghanistan: Canadian Students as Global Citizens” please explain what you have learned based on the above questions.

(If necessary, please use the back of this sheet) Thank you for your time!

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Canadian Women for Women in Afghanistan

APPENDIX A

PRE-PRESENTATION ACTIVITY

and

POWERPOINT PRESENTATION SCRIPT



**Understanding Human Rights
in Afghanistan**

Canadian Students as Global Citizens



Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens

PRE- PRESENTATION ACTIVITY

Give the students 5 to 10 minutes to write down all that they know about human rights on a blank sheet of paper. Let them know that this is a brainstorming activity, and that they are not expected to have all of the answers at this time. You may choose to gather their lists at this point, depending on the age of the class or have them turn the sheet over to take notes during the presentation. For example, for older students, you may want to use the presentation as a note-taking exercise.

After the presentation, return the lists to the students and have them add what they have learned about human rights.

POWER POINT PRESENTATION SCRIPT

1. Human rights are something that all people have.
2. Unfortunately, not all of us have access to our rights. Throughout the history of human civilization, people have not always had or even known that they had human rights. In 1948, the United Nations proclaimed the Universal Declaration of Human Rights, which recognized the “dignity and equal rights of all members of the human family”. This presentation will highlight only a few of those rights. If you would like to see the rest of the declaration, you may visit the UN website.
3. We all have the right to food, clothing, and shelter.
4. We all have the right to go to school.
5. We all have the right to live without fear. ***How many of you walked to school this morning? Were you afraid to walk to school?*** Here in Canada, we might be afraid of bullies, or big dogs, but in Afghanistan children are afraid of men with guns, of stepping on a land mine or of being kidnapped.

Can you think of other rights that we enjoy here in Canada? What about the right to earn a living? Clean drinking water? Access to doctors and medicine? These are all things we enjoy in Canada and we don't usually even think about them.

As you will discover when we do some role-playing later, many Afghans do not enjoy the rights that many of us do, and haven't for a very long time.

6. (World map) *Point out Canada, China, Iraq, and various neighbours of Afghanistan.* Because of its central location between Europe, Asia, the Middle East, and the Indian Ocean, Afghanistan is at the crossroads of a number of important trade routes. Many countries have been fighting for control of Afghanistan for centuries. In 1979, the former Soviet Union – you are probably too young to know what the Soviet Union was, so I'll call it Russia – invaded Afghanistan and for many years Afghan rebel groups tried to fight them off. The United States and other countries also provided them with guns and anti-aircraft missiles – to shoot down Soviet helicopters. In 1989 that war ended with the Russians leaving, but the Americans and the rest of the world also withdrew their support, so Afghanistan fell into a state of lawlessness, with various groups fighting for control.
7. (Map of Afghanistan) Afghanistan is about the size of Saskatchewan, with a population of about 30,000,000. That's almost the entire population of Canada living in an area that is smaller than many Canadian provinces.
8. Slides 8 and 9 – (Landscape) when you see photographs of Afghanistan on the news or in the paper, you probably see a lot of bombed out buildings, soldiers with guns, and dusty, run-down city streets. It does have those things, but in fact, Afghanistan has a beautiful and varied landscape, just as Canada does. There are mountains, foothills, dry, desert-like areas, lakes, rivers, and of course, cities.
9. Included with Slide 8.
10. Facts about Afghanistan
 - Many different countries have been fighting for control of Afghanistan for centuries
 - Because of all the fighting, many things have been destroyed. Villages, homes, and schools have been ruined
 - Afghanistan is now one of the poorest countries in the world
11. *[Point out rocket launcher, the ruins of the gates to a city which had been destroyed by bullets and rockets, and the lower pair of photographs – these were taken by an American aid worker who had lived in Afghanistan in 1975 in the beautiful home on the left. When he returned to Afghanistan in 2002, he found the bombed-out skeleton of his former home and a landscape that had been devastated by years of drought and war. Not a single flower or blade of grass remained.]*
12. Before the wars, many aspects of life in Afghanistan were very much like ours, especially in the cities:
 - Boys and girls were allowed to go to school

- Women were allowed to go out on their own and to go to work
13. Many Afghan people went to work, listened to music, watched movies, and led lives very much like ours.
 14. However, during the wars in Afghanistan, life was very hard for everyone. Many people suffered and died, and many Afghans were forced to leave their homeland and relatives. When the Taliban took over in 1996, some things got even worse, especially for women and girls.
 15. People no longer had the freedom to do what they wanted
 - Girls could not go to school. ***How many of you make a habit of complaining to your parents, “I don’t want to get up? Why do I have to go to school?” Can you imagine not being allowed to go to school? What would you do all day? [Usually a dozen hands go up and kids say “play Nintendo”, “watch T.V.”, or “play outside”, at which point we tell them that their toys and T.V. would have been taken away, and their parents wouldn’t let them play outside because it is too dangerous.]***
 - Women were not allowed to leave their homes without a close male relative. By ‘close’ they meant a husband, father, brother, or grown son – a cousin or brother-in-law would not do.
 16. (Further to slide 15)
 - Women were not allowed to work. ***How many of you have moms who go out to work?*** Well, imagine that your mom was no longer allowed to go to work, and so of course she no longer had a paycheque. It might be tough for your family to buy groceries, let alone do anything fun like take a holiday or even go to a restaurant. For many Afghan families, especially for those in which the father, husband or older sons had been killed in the war, the ban on women working meant they didn’t have enough money to buy food or shelter.
 - Music, books, and TV were banned
 - People were harshly punished if they broke the rules. And by harshly punished, I don’t mean they received a ticket or were yelled at. Many were beaten, jailed, or even killed for things that we in Canada do every day, like wearing nail polish or flying a kite.
 17. Slides 17 and 18 – Refugees:
 - People who are forced to leave their homes and go and live somewhere else are called refugees.
 - People who moved to another part of Afghanistan in an attempt to keep their families safe are called internal refugees.

- Some refugees left Afghanistan to go to neighbouring countries, such as Iran or Pakistan.

Can you imagine packing only as much as you could carry in your backpack, then walking with your family for 300km? *[teachers may want to give a local example of this distance]*. **What would you take?** Don't forget that you would have to take all the food and water that you would need for several days. **Do any of you have babies or toddlers in your family? How would you carry them? How about elderly grandparents? Would they be able to walk that far?** These are the problems that millions of Afghan people have had to face in the past 20 years.

18. (Included with Slide 17)

19. Now:

- The Taliban have been removed from power *[briefly describe the events of September 11th. The amount of detail being dictated by the ages of your students]*, but there are still many problems.
- Women have more freedom, but are still afraid for their safety. When the Taliban were first removed from power a few brave women went out in public without their burqas, but men would yell at them in the street, telling them that they were indecent and to cover up. They are also still afraid that the Taliban may regain control, as there are still people who secretly support them.

20. Girls are allowed to go to school, but many still don't because of safety concerns, lack of supplies, too few teachers or even because their families don't believe it's necessary for girls. **Why is the education of girls important, especially in a country where most of them just get married anyways?** Education is a basic human right for everyone, but in addition, access to education for girls is important to the whole community. Children whose mothers are educated tend to be healthier and are more likely to be educated themselves, and therefore grow up to have better jobs. Girls who attend school tend to wait until they are older to get married and have fewer, healthier babies. Unmarried women or widows who have an education are better able to find work to support their families.

21. Most people in Afghanistan believe that education is extremely important; so much so, that children and teachers are willing to walk for more than an hour to get to school, sit amongst the ruins of their destroyed classrooms, and even hold classes outside. During the time of the Taliban, teachers risked their lives running secret schools and children risked being beaten to attend them.

22. Landmines are found all over Afghanistan. **Do any of you know what landmines are?** They are bombs that are disguised as other things, and

they are meant to explode when people pick them up or step on them. In Afghanistan, children are required to go to mine school, to learn about avoiding landmines. **Who do you think put the mines there?** Various armies - Soviets, Americans, even Afghans, as a weapon against their enemies.

- People risk their lives to remove the mines so that other people will not be injured. There are still 10 million land mines in Afghanistan. It costs between \$300 and \$1000 to remove *one* landmine.
- ***There are no land mines in Canada, but if there was even a rumor that there was a land mine in your garden or playground, would you feel comfortable going there? How do you think Afghan farmers feel about going out to grow food in their fields or grazing their animals in areas where there might be land mines?***
- ***Who do the land mines hurt the most?*** Ordinary people like you and me. People just going about their daily business. Some landmines are even designed to be small and smooth, and painted in bright colours to resemble toys.

23. The Future:

- Rebuilding Afghanistan will take many years and a lot of help from the rest of the world. ***Who do think should help to rebuild Afghanistan?***

24. Canadians making a difference:

- Through the Canadian International Development Agency (CIDA) Canada has been one of the leading countries in contributing money to reconstruction in Afghanistan.
- The money has been sent to the Afghan government and to aid organizations, especially those helping women and children.
- Canada has also sent people – experts to help with things like setting up a Justice system, a police force and running elections. ***Who else has Canada sent to help in Afghanistan?***

25. Canadian Peacekeepers:

- Canadian Peacekeepers have been helping to keep the people of Afghanistan safe from terrorists and remnants of the Taliban. They have also helped to train Afghanistan's own army to keep the peace in Afghanistan.
- Our peacekeepers also help to distribute donated goods to the Afghan people.

- The people of Afghanistan are very glad to have the peacekeepers in their country, so that they can concentrate on rebuilding and getting on with their lives.

26. Non-governmental Organizations (NGOs):

- Aid organizations or NGOs are hard at work in Afghanistan, helping to rebuild the country, running schools and medical clinics and helping Afghan women and men to start small businesses. These organizations help the Afghan people to make the most of the donations that people send to them. Someday, hopefully, most of these things will be done by the government of Afghanistan.

27. Who else can help?

- So, governments and international aid agencies can help, but what about regular people like us? ***Do you think that you are too young to help the people of Afghanistan?*** This little girl, who is nine, organized a potluck dinner to raise money to pay the salary of an Afghan teacher for one year. She raised \$750. Another child who is seven, made homemade Christmas gift labels, sold them for \$3 a sheet and raised \$110 dollars for a girls' orphanage in Afghanistan. Many school kids have written us to say that they have had bake sales, sold homemade comic books, or taken up a collection of loonies at school to help the people of Afghanistan.
- ***Aside from raising money, what are some other ways in which you can help the people of Afghanistan?*** You can tell your parents and other people what you learned about Afghanistan today, or you may want to write to the Prime Minister or your Member of Parliament asking them to keep the promises they've made to help rebuild Afghanistan. If someone in your class is a refugee from Afghanistan, or from anywhere in the world, you can be nice to them and help them to adjust to their new life in Canada.

28. Conclusion:

- Rebuilding Afghanistan will be neither quick, nor easy. It is our hope that in the next ten years, the children in this picture will have graduated from high school, perhaps gone on to university and found jobs, and that when they have children of their own, those children will never experience the fear, hunger, and oppression that their parents knew.

Further Explorations and Questions

Why didn't the Taliban want children to go to school? Why wouldn't they want people to be educated? How can someone who is educated be "dangerous" to groups like the Taliban?

The Taliban wanted children - and only boy children - to learn only the things that they believed in, not anything about the outside world. People who are educated about many things are more able to decide for themselves what they do or do not believe. The Taliban wanted people to believe only them, so they would have control over everyone.

People who are educated know what their human rights are and would be more likely to resist abuse. The Taliban wanted people to be desperate and frightened so that they would be more likely to listen to their orders.

People who are educated would be better equipped to start a resistance movement and to organize themselves against the Taliban. They would also be more likely to contact the outside world to get help.

Why did the Taliban target women especially? Why wouldn't they want women to be involved in society?

The Taliban, like anyone who craves power, wanted to control the people. By using their interpretation of religion and imposing it on Afghan men, they were able to control the women of Afghanistan. That meant that, relatively easily, they had control of over half the population of the country. The men would be busy fighting, and the women would be oppressed, so that no one would have the ability to oppose them.

Also, educated women would have more independence and influence over their family members and might be able to convince their husbands and sons not to follow the Taliban.

Do you think everyone in Canada has equal access to their human rights? Does everyone have enough to eat, a safe place to live, access to a good education, to a job?

Unfortunately, the fact is that even in Canada, one of the best places in the world to live, not everyone has equal access to their basic human rights. Many children go to school hungry, or don't have a safe place to live. We need to be constantly aware of our rights and of how easily they can be taken away from us. We need to speak out on behalf of others who are less fortunate than we are and do our best to help them.

What are some examples of instances in Canada's history (or the present) when people were deprived of their rights?

Aboriginal people in Canada have been fighting for their basic human rights for many years. From about 1874 to 1974, many Aboriginal children were taken away from their families and forced to go and live in “residential schools” where they were forbidden to speak in their native languages and were sometimes treated very poorly. Only since 1967, have aboriginal people been allowed to vote in elections.

During the Second World War, Japanese-Canadians were forced out of their homes, which were given or sold to someone else and were sent to internment camps for the duration of the war. The men were sent to work in road camps while the women and children were forced to move to small towns in the interior of British Columbia. All of them lived under terrible conditions. These families have received some financial compensation for what they lost, but nothing will ever be enough to make up for the pain, sorrow and loss that they had to endure. There are other examples (the Acadians, for example) that can be researched.

What year did Canadian women become “persons” as far as the government was concerned? In what year were women granted the right to vote in Canada?

Women were not considered to be “persons” in Canada, and so did not have the right to take part in government or to be judges, until 1929. After a long battle, women finally won the right to vote in all of Canada’s provinces by 1940.

Are women in Canada always treated equally to men, even now? What is the percentage of women in the Canadian Parliament? Do you think women have an equal voice to that of men in Canada?

Women’s salaries are still not up to par with men’s in Canada; there are far fewer women executives than men. Our latest parliament (2004) consists of only 21% women. Canada is rated 36th in the world in terms of the percentage of women we have in our parliament compared to other countries.

Do you think Afghan women are now “liberated” because the U.S. – led Coalition removed the Taliban from power by force? What problems still exist?

Just because the Taliban are no longer in power, doesn’t mean that conditions for Afghan women have gotten completely better. Many of the people who abused women’s human rights are still in power and many of the conditions that caused ordinary Afghans to suffer still exist. There is no electricity in many places, no suitable roads, not enough food and shelter; there are still many men with guns and no police to protect the people; there are not enough courts, judges or lawyers to settle disputes; women are still being abused, married against their wishes, not allowed any freedom by their husbands; and most importantly, there are not enough women in positions of power so that they can speak for other Afghan women. The world has a lot of work left to do in

Afghanistan to help rebuild the country and to educate the people so that they can help themselves.

Is it right for outside countries to support one side or the other in a conflict or to forcibly remove one leader and replace him/her with another? What sorts of problems could arise?

When one country interferes in the affairs of another, all kinds of problems can arise, because it is very difficult to know what will happen after a war. Also, the invading country usually has its own interest or its own “agenda” in mind when it goes into another country. For example, they may want more control over that country’s natural resources – oil, water, etc... The use of force in any situation usually leads to a violent reaction by the person or country being attacked. Balances may be upset, starting a civil war; one group may come out ahead and start abusing the human rights of another group; the government that the invading country installs may be worse than the one they got rid of, and so on. Is it right for one country to go into another, start a war, change the government and then leave? If a country chooses to participate in a war, should they be prepared to participate in the peace afterwards, even if it costs a lot of money?

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APPENDIX B

INTERACTIVE CARD GAME



Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens



Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens

PREPARATION FOR INTERACTIVE CARD GAME

Suggested materials:

- White card stock – 17 sheets
- White paper – 4 sheets
- 1 sheet adhesive labels (30 per sheet)
- 17 envelopes at least 4” by 6”

1. Download and print “Character Cards”, preferably in colour, on white card stock.
2. Cut cards apart and sort by colour and number. Ideally, the cards should be laminated so that they can be used again.
3. Download and print 4 copies of “Human Rights Charts” (regular paper is fine). Cut out the individual charts.
4. Download and print “Character Card Labels”, preferably in colour, on an adhesive label sheet.
5. Affix each label to an envelope and place each set of cards in an envelope along with one Human Rights Chart.
6. Download and print “Answer Cards”, preferably in colour, on white card stock. Cut cards apart, laminate if desired and place in the envelope labeled with “Answer Cards”.



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INSTRUCTIONS FOR CHARACTER CARD ACTIVITY

TIME: approx. 1 hour

SUPPLIES: Game card envelopes containing Character cards and Human rights charts; Answer cards; pen or pencil for each team.

- For this activity, the students will need to be ready to use their imaginations!
- Ask the students: When you are born, do you get to choose what your life is going to be like? Do you get to decide, for example:
 - Whether you will be a boy or a girl?
 - Which country you will be born in?
 - Whether you will be rich or poor?
- Let the students know that this activity is a bit like that: who they end up being is pretty much a matter of chance.
- Tell the students to partner up and give each team an envelope marked with a colour and a number, but ask them not to open the envelope YET!
- Designate an area of the classroom for each colour, keeping in mind that the “red” group will be quite large.
- Send the students to the designated parts of the room, according to the colour on their envelope.
- Explain to the students that in each of these envelopes is the story of an Afghan person’s life. Although the stories have been made up, they are based on *real things* that have happened to *real people* in Afghanistan. Ask them to use their imaginations to try to put themselves in that Afghan person’s place.
- Explain that inside the envelope, they will find two or more cards with the number of their group, a name and a year, such as “#1 Asif - 1994”. Each



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card describes their character's life during that particular year in Afghanistan. As they read the cards, ask them to keep in mind which year it is and that their ages will change as the years go by!

- **1994 represents the time in Afghanistan before the Taliban took power.**
- **1996 is the year the Taliban came into power. They were in power for 6 years.**
- **Present is now, after the defeat of the Taliban.**
- **The last card is a human rights chart for them to fill in.**
- **Ask the students to take turns reading the cards to their partners and to listen for clues as to whether or not their character has access to the basic human rights you've talked about and that are listed on their charts.**
- **Students then need to fill in their human rights charts – they may need to use deductive reasoning, as not all answers are given in so many words.**
- **When they have finished filling in the human rights, they need to add up the stars in each column and record the total number of stars in the row marked "TOTAL".**
- **Students may then go and ask the instructor for an answer card and compare their answers to those on the card. If their answers are different, students should try to figure out why that might be. In some cases, they needed to use deductive reasoning to reach the correct answer; in others, their answers may be just as valid as those on the answer card, provided they are backed up with sound reasoning.**

DISCUSSION:



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- 1. What changes did you notice in Afghans' access to human rights after the Taliban came to power? Was there a difference for men as opposed to women?*
- 2. Do you think what happened to the women in Afghanistan was fair?*
- 3. What similarities did you notice between Afghan people and yourselves?*
- 4. Did you see any similarities between the people described in this activity and the people in Deborah Ellis' book "The Breadwinner"?*
- 5. How do you think you would feel if some of your basic human rights were taken away?*
- 6. Can you think of ways that we, as Canadians might be able to help Afghan women and children regain access to their human rights?*
- 7. Use the statistics you gathered about human rights for each colour group to make charts and compare their human rights. Which groups had greater access to which human rights? Why?*

NOTE TO TEACHERS:

The activity cards are designed to reflect the demographics as well as to illustrate important aspects of life and human rights in Afghanistan. The cards describe a total of 16 characters and can accommodate a class size of 32. For smaller classes, you may wish to remove some of the characters, beginning with #1 YELLOW (i.e. for 30 students); then #4 RED (28 students); and finally #10 RED (26 students). For classes smaller than 26 students, we suggest you simply assign one student to some of the characters instead of two.

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APPENDIX C

CHARACTER ANALYSES



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Character Analyses

Asif (pronounced A - seef) #1 Blue card

Ask the student who represents Asif to raise her/his hand.

Ask the student who has Asif's character:

- What did Asif and his wife do for a living in 1994?
(Asif was a doctor and his wife was a social worker).
- To what human rights did Asif have access, relative to the average Canadian?
(He had the same rights that most of us have: Food, clean water, access to education and health care, a home).
- What sort of luxuries did Asif have?
(T.V., phone, car, holidays).
- What did Asif do when the Taliban gained power in Afghanistan in 1996?
(He left Afghanistan and took his family to England).

Question to class: Why do you think there is only one blue character?

Answer: *Because Asif is wealthy, and in Afghanistan as in most of the world, only a small percentage of the people are wealthy. In Afghanistan, even today, the majority of people live in what we would consider poverty, especially in rural areas where there is no electricity or running water.*

Question to class: How many of your characters left Afghanistan in 1996 and went overseas?

Answer: *Only Asif*

Question to class: Why do you think Asif was the only one who did that?

Answer: *Because he was the only one who could afford to. It is very expensive to arrange transportation for a family of five and to provide a home for them once they arrive.*

Question to class: Why do you think Asif felt it was necessary to leave?

Answer: *One of the reasons may have been that the Taliban persecuted many educated people. The Talibs were, for the most part, uneducated young men. They felt that educated people were a threat to their authority, and might persuade others to rebel, as well.*

- Ask the student what sort of work Asif and his wife do in England.
(*He works in a factory and his wife is a housekeeper in a hotel*)

Question to class: Do you think that Asif and his family enjoy the same standard of living in England as they did in Afghanistan?

Answer: No. *Sadly, it is very difficult for professionals from other countries to gain recognition for their education and experience in their new country. Many of them take whatever jobs they can get in order to support their families.*

Ask the student:

- Where do Asif and his family live now?
(*They've moved to Canada*).
- Does Asif plan to stay in Canada?
(*Asif and his wife would like to return to Afghanistan, but it will take them years to save enough money, and their children don't want to leave*)

To the class: *This is a very common scenario for many families who have been forced to leave their home countries. The parents aren't always able to work in the jobs for which are trained, they are forced to take lower paying jobs, and their children become accustomed to the lifestyle of their new country and don't want to leave.*

Asif also mentions that his relatives are scattered all over the world and they may never be together again. This is especially hard on Afghan families, as family ties are of the utmost importance to them. Ask the students to raise their hands if they have cousins that they hardly ever see, or whom they don't know very well – a few hands will go up. This situation is almost non-existent in Afghanistan, where extended families members are very close.

Mariam #1 Green card

Ask the student who represents Mariam to raise her/his hand.

Ask the student who has Mariam's character:

- What did Mariam do for a living in 1994?
(*Mariam was a math teacher.*)
- To what human rights did Mariam have access, relative to the average Canadian?
(*She had the same rights that most of us have: Food, clean water, access to education and health care, the right to earn a living, a home.*)
- What kinds of things did Mariam and her family enjoy doing?
(*Having friends and family over to share meals and watch videos.*)

- When the Taliban gained power in 1996, what were some of the things Mariam could no longer do?
(*Mariam couldn't teach school or go outside without her husband. She could not go to see a doctor or leave the house without a close male relative.*)

Question to class: Why do you think the Taliban wanted to stop women from working or going out?

Answer: *The Taliban felt that women had gained too much freedom and education in the previous two decades, especially under Soviet occupation. For the most part, the Taliban were uneducated, often illiterate young men and they distorted their religious teachings to support their position against the rights of women.*

- What fears does Mariam have after 1996 that she didn't have before that?
(*She is afraid to send her children to a secret school; she is afraid for the health of her unborn baby; and she is afraid that the Taliban might take away her teenage son and daughter.*)

Question to class: Do most of us in Canada have those sorts of fears?

Answer: No.

- What about now – is Mariam still in Kabul?
(*One wall of Mariam's house was destroyed, presumably by a rocket, but no one was hurt and the family had nowhere to go, so they stayed in the house.*)
- Has Mariam gone back to work?
(*She has gone back to work, but doesn't receive her pay regularly. Bombs destroyed her school, so the kids have classes outside.*)
- Do they have enough school supplies?
(*No, but they have received a donation from some school kids in Canada to buy more supplies.*)

Question to class: What do you think you and other kids could do to help school kids in Afghanistan?

Answer: (*Allow the students to use their imaginations, letting them know that even a small contribution can make a big difference in the lives of Afghan children.*)

Note to teachers: see Appendix D: Suggestions for Action.

Ahmed (pronounced Aw – med or Awk-med) #2 Green card

Ask the student who represents Ahmed to raise her/his hand.

Ask the student who has Ahmed's character:

- What did Ahmed do for a living in 1994?
(Ahmed was a University professor.)
- To what human rights did Ahmed have access, relative to the average Canadian?
(He had the same rights that most of us have: Food, clean water, access to education and health care, a home).
- What was one major difference between the city that Ahmed lived in and any Canadian city?
(Rockets were often heard falling on Kabul.)

Question to class: Which human right is being violated by the fact that rockets often fell on Kabul?

Answer: Security – feeling safe in going about one's daily life. Because of the continuous fighting between the different groups to gain control of the city, Afghans living in Kabul were under the constant threat of being killed by a rocket, gunfire or land mines.

- When the Taliban gained power in 1996, why did Ahmed and his family leave to go to a refugee camp in Pakistan?
(He left Afghanistan for the safety of his daughters – he had six daughters.)

Question to class: Why do you think Ahmed and his family would feel they had to leave for the safety of his daughters?

Answer: The Taliban were very brutal towards women and girls. They would sometimes take young girls away from their families and sell them, or take them as wives. Many were never heard from again. Also girls were not allowed to go to school or to go out of the house if they were teenagers.

- In the refugee camp, did Ahmed and his family have access to food, water, health care and education, like they did in Kabul?
(No, they had very little access to these rights.)
- After the Taliban left and Ahmed and his family moved back to Kabul, what did they find had happened to their house?
(Someone had taken over their house so they had to move into a small apartment).

To the class: This is not an uncommon occurrence in Afghanistan. Often, when people were forced to flee their homes they had to do so in a hurry and did not have time to obtain all their official documents. Other people might later move into the unoccupied house and claim it as their own by falsifying documents.

- Are Ahmed's wife and daughters able to walk in the streets without their burqas?
(No).

Question to class: Can anyone think of reasons why many of the women in Afghanistan still wear the burqa in public, even though the Taliban are no longer in power?

Answer: *There are many reasons. Some fear reprisal later on, if the Taliban regain control of the country. Some may have been yelled at by men in the street and accused of being indecent for going out in public uncovered. Some may simply feel too conspicuous (like they stand out too much) without the burqa. Here in Canada we may think it's odd that people think we are indecent just in our regular clothes, but imagine if you were living in a society in which you never saw women out in public wearing just their street clothes. If you did see a woman in the marketplace and she wasn't covered, it would be like someone here in Canada going grocery shopping in her bikini. We may not yell at her, but we certainly would not approve.*

Malalai (pronounced Ma'- la - lie) #3 Yellow card

Ask the student who represents Malalai:

- How old was Malalai in 1994?
(She was twelve).
- How does her family make a living?
(Her father sells vegetables at the market and her brother works for UNICEF).
 - Do she and her family live in the city or in the country?
(They live in a village near Kabul).
- So do you think they are rich or poor?
(Neither one. They have a nice house, presumably enough to eat, and some access to safe drinking water).
- Does Malalai go to school?
(Yes).

Ask the student who has Malalai's character:

- Do Malalai and her family leave their home when the Taliban come into power in 1996?
(Yes, they go to Kabul)
- Why do they leave their home?
(Because the Taliban took over their house.

This was fairly common. The Taliban would enter a village and set up headquarters in one of the larger or nicer homes. They would also kill whatever animals they needed for food and take anything they felt they 'needed' from the villagers).

- Did Malalai's brother go with the rest of the family?
(No. He went to Pakistan).

Question to class: Malalai's brother spoke English. So, based on what we discussed regarding Asif, why do you think Malalai's brother felt that he had to leave Afghanistan?

Answer: *Because people who spoke English were assumed to be educated, and therefore a target of the Taliban.*

- What happened to Malalai's father in the marketplace?
(He was beaten for selling vegetables to a woman who was out alone).

Question to class: Why would he have been beaten for that? After all, he wasn't the one out where he shouldn't be.

Answer: *Because the Taliban would punish anyone who ignored their edicts, or rules. Not only women were affected by the Taliban's harsh fundamentalism (briefly explain fundamentalism, if necessary).*

Men had to follow strict rules regarding the way they dressed – they were not allowed to wear a suit and tie because it was considered a western, non-Afghan image. They were also forced to grow beards, which had to be of a minimum length. If a man's beard were not long enough, he would be beaten. A man could also be imprisoned or beaten for not enforcing the Taliban's edicts in his own home. He could not allow his wife or older daughters to leave the house with wearing a burqa and without proper male accompaniment; he could not have any books in his home, other than religious texts, and he could not allow his female children to go to school.

- After the Taliban were removed from power, were Malalai and her family able to return to their home?
(They walked back to their village, but only found a large hole where their house had been bombed, so they walked back to Kabul.)

Question to class: Why do you think Malalai's home would have been the target of a bomb?

Answer: *Because it had become a Taliban headquarters.*

Even just the rumour that the Taliban were in an area could have caused that area to be a target of the Northern Alliance.

- Did Malalai go back to school?
(Yes, but she is the oldest student in her grade eight class).
- How did Malalai feel about being the eldest in her class?
(She was embarrassed).

After the Taliban were ousted from power, many girls wanted to go back to school but were prevented from doing so due to lack of schools, a shortage of school supplies and teachers, lack of security, or because of their age. How would you feel if you had to go to class with children who were up to six years younger than you?

Fatima (pronounced Fah'- tee -mah) #6 Red card

Ask the student who represents Fatima to raise her/his hand.

Ask the student who has Fatima's character:

- Fatima says that she is one of the oldest people around. How old is she?
(Fatima is 64).

Question to class: Do you think age 64 is old? How many of you have grandparents who are older than 64? In Canada, the life expectancy of the average person is over 80. That means that most of us will probably live to be 80. In Afghanistan the average life expectancy is only 46, so Fatima is indeed considered to be elderly. How many of you have parents who are over 40? Imagine that most people in Afghanistan will not live to be much older than your parents.

Why do you think that the life expectancy Afghanistan is so low? It could be due to war, the famine caused by war, drought, or lack of adequate housing and medical care.

Ask the student:

- Is Fatima's family rich or poor?
(Poor.)
- Do they have enough food to eat and clean water to drink?
(Not always).
- Where do Fatima and her family go in 1996 and why?
(They leave Kabul because they are afraid that rockets will hit their building. They go to a refugee camp in Pakistan).
- And are conditions better or worse for them in the refugee camp?
(Conditions are worse for them in the refugee camp. They all have to live in one small tent, they had to sell Fatima's prosthetic leg to pay for transportation to the camp, and they don't have enough to eat or drink).

To the class: Many men, women, and children lost limbs to landmines during the time of Soviet occupation, civil war, and Taliban rule over Afghanistan. Sadly, landmines will endanger the lives of Afghans for many decades to come. Prosthetic limbs are very expensive and during the Taliban rule it was not uncommon for families to sell the prosthetic limbs of their women. They thought that the women wouldn't need them, since women weren't allowed to work or leave their homes, anyhow.

- What happened to Fatima in the camp?
(She caught pneumonia and died, because the doctor had too many patients to see and couldn't get to her in time).

To the class: This type of scenario was a reality for millions of Afghans for over a decade, and sadly, still remains that way for many. Life in a refugee camp is extremely difficult. There is never enough food and clean water for everyone in the camps to maintain their health. Access to health care is limited due to an insufficient number of doctors, nurses, hospital beds, proper equipment, and medicine. Entire families must live together in very small tents with no water, electricity, or adequate heating and cooking equipment. It is easy to see how a person's health could deteriorate very quickly in such circumstances, and how it isn't uncommon to die from what we here in Canada see as easily curable illnesses.

Parvana (pronounced Par - vah'-nah) #10 Red card

Ask the student who represents Parvana to raise her/his hand.

Ask the student who has Parvana's character:

- To what rights does Parvana have access?
(She usually has enough food to eat and clean water to drink, but she does not have access to education or security).

Question to class: Those of you in the red group, raise your hand if you have access to fresh water. Enough to eat? Security? Education?

You can see that even within one group there is a lot of diversity in terms of their access to human rights.

- What happened to Parvana's family in 1996?
(Her father was arrested and Parvana had to dress like a boy and she and her brother had to go out and earn money for their family).

Some of you may have read Deb Ellis' "Breadwinner" series, in which a girl named Parvana has to dress like a boy to support her family. In the book, Parvana's father is also arrested. During the Taliban rule in Afghanistan, and before that, during the time of the Soviet occupation and Mujahideen rule, many people were arrested for holding a point of view that was different from the government's. In

fact, even now, in countries all over the world the same thing happens every day. Can you name some of the countries in which this happens?

NOTE to teacher: depending on the age of the students and the countries they have studied, please advise them as to other countries that are ruled by such repressive regimes.

- What about Parvana's mother? How is she coping with the difficulties in her life? *(She is very sad. Parvana's aunt says that she is depressed).*

To the class: Due to the overwhelming difficulties in their lives, many people in Afghanistan suffer from depression. A study conducted in 2002 in Afghanistan showed that 70% of people in Afghanistan displayed symptoms of clinical depression. Women and disabled people showed the worst signs of depression. Depression can make a person feel exhausted, sad, joyless, and hopeless. Can you imagine a society in which more than half of all adults feel this way?

- After the Taliban were removed from power, did things go back to normal for Parvana? *(No. Her father has not yet been released from prison and Parvana and her brother continue to work as tea boys to support their family).*
- Does the family have any other means of support? *(Yes. Their aunt and young cousin moved in with them after their uncle died. The aunt now works for a non-governmental agency).*
- Is Parvana's mother feeling better, now? *(Parvana's mother still looks sad a lot).*

It takes a great deal of time, counseling, and sometimes medication to overcome depression. Do you think Parvana's mother has access to any of these things? Another mental illness that many Afghans suffer from is post-traumatic stress disorder (PTSD). This is an illness that affects people after they have been through an emotional upheaval such as war, natural disaster, an accident, or an act of violence. It isn't just the physical effects of war that people have to deal with in the years after the conflict is over. There are emotional scars that need to heal, too. Sadly, the millions of Afghan people who suffer from depression or post-traumatic stress disorder have little access to adequate counseling and medication.

Canadian Women for Women in Afghanistan

APPENDIX D

SUGGESTIONS FOR ACTION!



Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens



Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens

Suggestions for Action

Spread the word!

Raising awareness about human rights is one of the most important things we can do to help those who don't have access to their rights. Talk about human rights to your friends and family. Tell them about what is happening in Afghanistan and how important it is that we help people who don't have access to their human rights.

Write letters!

Send a letter to the Canadian Prime Minister saying how important you think it is that we continue to help the people of Afghanistan. The government needs and wants to know what you think, even if you are not old enough yet to vote. Letter writing is an excellent way to make your thoughts known. Every letter that you write counts as 100 letters because the government estimates that out of every 100 people who have a certain opinion, only 1 person will bother to write to them. You can also send a copy of your letter to your Member of Parliament so that she/he knows what's important to the people in that she/he represents. The Prime Minister's email address is: pm@pm.gc.ca. Visit the web site of the Federal Government to find the email address of your M.P. at www.parl.gc.ca. A hand-written letter can be even more effective as it shows that you've put that much more effort into writing it – plus there's no postage charged if you are writing to the government!

Send a post card!

Canadian Women for Women in Afghanistan have printed post cards asking the Canadian government to continue supporting Afghan women and children by sending peacekeeping troops and aid money. Your teacher can contact CW4WAfghan and ask us to send enough post cards for your whole class.

Raise funds!

Fundraising can be a very satisfying activity, especially when you know that the money you raise will be used for a great cause. Even a small amount of money can make a big difference to someone's life in Afghanistan. Because Afghanistan is so far away, the best thing to send is money (as opposed to actual goods that need to be shipped). Canadian Women for Women in Afghanistan will make sure that the money gets to where it is needed most and is put to good use helping Afghan people. There are also many other great organizations that will help to get your money to Afghanistan. There are many fun ways to raise money for a good cause: a penny or looney drive at your school, a used book sale, a bake sale, a bottle drive – use your imagination, talk to your parents or teacher about your idea, then go for it! **For more ideas, visit www.w4wafghan.ca.**

Create a weblog/online journal

Let others in on what you know about human rights and the situation in Afghanistan. **Don't think you know anything?** You know a lot more than you did a few days ago, and you probably know more than many Canadians about human rights abuses in Afghanistan and other parts of the world.

Here are some ideas for your weblog:

- Over the course of several days, take away your own privileges one by one and describe in the experience in your blog. For example, on day one stop using electronics (except for your blog entries, of course). On day two, start boiling all your drinking water. On day three, don't read anything that isn't religious material. On day four, don't make or listen to any kind of music. Continue to deny yourself different privileges for the next few days. Explain how your experience did or did not trigger empathy with those who don't get to choose their own rights and privileges.
- Find fabulous photos of Afghanistan for your blog at www.lukepowell.com.
- Read one or more books from Deborah Ellis' The Breadwinner series and post a review.
- Create a piece of art expressing your perspective on human rights and/or what you've learned about Afghanistan. Post a photo of your piece along with an artist's statement on its meaning.
- Watch the movies "Kandahar" or "Osama" and post a review.
- Follow the news of Canada's military in Afghanistan in the news media or on the Department of National Defense website at http://www.forces.gc.ca/site/home_e.asp. Post your opinion about the Canadian military's role in Afghanistan.
- Invite feed back from other young people interested in international human rights issues. Exchange ideas as to what can be done in your community and elsewhere to raise awareness of international human rights.

Don't know how to create your own blog? Some blog hosts offer free hosting services, as well as step by step instructions on creating your own blog. The link below will take you to a review of free blog hosts.

<http://weblogs.about.com/od/weblogsoftwareandhosts/a/topfreeblogs.htm>

For a more in-depth lesson on blogging, try the free online tutorial at

<http://weblogs.about.com/c/ec/2.htm>

Once you have a blog, here are tips on increasing the quality of, and traffic to your blog

<http://mydiary.net/News/53858-7-Tips-for-Successful-Blogging.asp>

Important note: don't forget to practice safe blogging!

Safe Blogging Tips for Teens (from blogsafety.com)

- **Avoid postings that could enable a stranger to locate you.** That includes your last name, the name of your school or sports teams, the town you live in and where you hang out.
- **Check to see if your blogging service has a "friends" list that allows you to control who can visit your blog.** If so, be sure to allow only people you know and trust. Be very careful before adding strangers to your list and be extremely careful about the information you post that can be accessed by people outside your friends list.
- **Avoid getting together with someone you "meet" through a blog** unless you are certain of their actual identity. If you do meet them, arrange the meeting in a public place and bring some friends along.
- **Be very careful about photographs you put on your blog.** It's best to avoid photos that can make it easy for people to recognize you. It's a very bad idea to post photos that are suggestive or sexual in nature. Before uploading a photo, ask how you would feel if that picture were seen by your parents, a college admissions counselor, a potential employer, a future boyfriend/girlfriend or spouse or, perhaps, your grandparents. What if you were to run for office someday? What you post on the Internet can be downloaded by others and can hang around forever.
- **Avoid postings that could embarrass you, your friends or family members now or later.** Remember, what you post on your blog can be copied and stored and could come back to haunt you years later.
- **If you allow non-friends or strangers to post comments to your blog, check the comments regularly to make sure they're appropriate and, if not, remove them.** Never allow messages that are mean, threatening or embarrassing to you or others. Never respond to such messages either. Just delete them and, if possible, block that person from visiting your blog.
- **Do not lie about your age when you sign up for a blog.** Age limitations are there for a good reason. Claiming that you are older than you are could get you into trouble and put you at risk.

For more information about blogging and Internet safety, visit BlogSafety.com and SafeTeens.com.

Write a letter to President Hamid Karzai of Afghanistan at:

President Hamid Karzai
c/o Embassy of Afghanistan
246 Queen Street, Suite 400
Ottawa, ON
K1P 5E4

Encourage President Karzai to publicly speak out in protest of violence against women, to increase security for girls attending school in Afghanistan, and to work to ensure the safety of all NGO workers in Afghanistan.

Get connected with other youth activists:

Justice4Youth was established in 1999 by some Calgary youth that wanted to educate their peers about their rights as well as more about the issues that contributed to youth crime, youth rights, and young peoples' lives in general.

<http://www.justice4youth.com/main/index.php>

Rock Against Racism (RAR) is a collaborative effort of community organizations in Calgary to bring awareness to anti-racism initiatives through music, culture, and dialogue. It is presented by the Committee on Race Relations and Cross Cultural Understanding and [Youth Reach Out Against Racism](#).

Youth Reach Out Against Racism is a group of youth between the ages of 14 and 24 who are concerned about the presence of racism and prejudice in our society and wish to work for a positive change towards tolerance and understanding among people of different cultures:

<http://www.rockagainstracism.ca/main.html>

Amnesty International is a worldwide movement of “ordinary” people who work together to help protect - individuals and communities around the world whose human rights are under attack.

Amnesty International encourages and supports youth activism through the Youth & Student Program:

http://www.amnesty.ca/youth/youth_action_toolkit/

Mines Action Canada seeks to bring humanity one step closer to peace and social justice by eliminating the impacts of victim-activated weapons (landmines) and restoring the rights and dignity of affected individuals and communities:

<http://www.dangermines.ca/site/index.cfm?fuseaction=Start>

Canadian Women for Women in Afghanistan

Detailed Curriculum Connections for Alberta



Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens



Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens

Connections to Alberta Learning Social Studies Curriculum

Grade Four

Knowledge objectives:

- The availability and use of natural resources affects people and their environment. *(The presentation and question and answer session contain discussion as to how drought, lack of clean drinking water, and a decrease in arable farmland have affected the people of Afghanistan and how the same conditions might affect Albertans.)*

Locating/Organizing/Interpreting Information:

- Identify possible sources of information.
- Acquire information by reading, viewing, and listening to find the main idea and supporting details.
- Use computer programs to assist in the study of specific content areas. *(A list of recommended books, articles, and websites is provided, as is a PowerPoint presentation to be used by the teacher.)*

Geography/Mapping:

- Use and interpret maps of Alberta.
- Locate and describe major geographical regions and special geographical features such as lakes, rivers, mountain ranges and cities.
- Compare distances in kilometers to places under study.
- Identify cardinal and intercardinal directions, using the direction finder. *(A map of Alberta, comparing it to a map of Afghanistan, is included in the lesson plans; the landscape of Alberta is discussed in the PowerPoint presentation.)*

Communication Skills:

- Use simple illustrations, charts, and graphs to support written work. *(A Venn diagram activity and a backpack illustration activity are included in the lesson plans; human rights chart activities are included in the role-playing game and in the lesson plans.)*

Participation Skills:

- Make meaningful contributions to discussions, supporting ideas with facts and reasons.
- Participate in a small group discussion or activity by following established rules.
- Contribute to various functions of group work as recorder, reporter, or leader. *(Students will interact in large and small groups during the role-playing game; students will fulfill the roles of recorder and reporter in the game; the presentation is intended to engage the students in discussion as well as listening and viewing.)*

Grade Five

Knowledge Objectives:

- Exploration and settlement cause groups to have influence on each other, resulting in changes in the ways people live.
(Throughout the kit the historical importance of Afghanistan's geographical location and the influence that other cultures have had on its people is addressed; the students can compare the Afghan influences to those that immigrant cultures have had on Canadian society.)

Locating/Organizing/Interpreting Information:

- Acquire information on a specific topic by reading, skimming, listening and viewing.
- Gather information by interpreting relationships and drawing inferences from graphs, pictures, charts, pictures, and atlases.
- Distinguish between fact and fiction.
- Organize information by using different types of graphs, charts, and/or diagrams.
- Use computer programs to assist in the study of specific content areas.
- Gather information by identifying time and place relationships; identifying cause-effect relationships; calculating the length of time between two given dates; and using definite time concepts, such as decade and century.
(A list of recommended books, articles, and websites is provided, as is a PowerPoint presentation to be used by the teacher; a Venn diagram activity and a backpack illustration activity are included in the lesson plans; human rights chart activities are included in the role-playing game and in the lesson plans; students learn facts about Afghanistan through the fictional characters in the role-playing game; the passage of time is clearly marked in the role-playing game, with the children taking on roles that change over the course of a decade.)

Geography/Mapping:

- Choose the best map for a specific purpose, recognizing that there are many kinds of maps for different purposes.
- In kilometers, compare distances to places under study.
(A number of maps are used throughout the kit, including a map of the world, maps of Afghanistan, and a map of Alberta; distances between cities in Afghanistan and cities in Alberta are compared.)

Analyzing, Synthesizing/Evaluating:

- Draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution, and transportation.
- From physical geography and latitude, infer human activities and ways of living.
- Draw conclusions about the advantages and disadvantages of interacting with different countries.
(Various geographical features of Afghanistan are pointed out, with comparisons made to the geography of Alberta and how occupation, population distribution, and

transportation are affected; rural and urban lifestyles are compared; interaction with other countries is highlighted.)

Communication Skills:

- Make meaningful contributions to discussions, supporting ideas with facts and reasons.
- Take notes in point form, using various sources; oral, written, or viewed presentations.

(Students are encouraged to ask questions and engage in discussion that invites them to compare their own lives to the lives of Afghan people.)

Participation Skills:

- Participate in a small group discussion or activity by following established rules.
 - Contribute to various functions of group work as recorder, reporter, and leader.
- (Students will break out into smaller groups during the role-playing game; students will fulfill the roles of recorder and reporter in the game; the presentation is intended to engage the students in discussion as well as listening and viewing.)*

Grade Six

Knowledge Objectives:

- An individual has responsibilities and rights as a citizen, which begin at the local level.
 - The ways in which physical, social, and psychological needs are met have varied over time and from place to place.
 - Nations in the world are becoming increasingly interdependent.
- (The students will engage in discussion as to how we, as Albertans, exercise our civic duty by voting, helping our homeless, looking after our environment, etc. They will learn that the people of Afghanistan are now able to exercise some of those duties in their own communities, as well. Through the role-playing game and ensuing exploration of the characters, the students will learn that needs are met differently under different circumstances. They will also explore how the nations of the world are tied to one another economically and politically.)*

Locating/Organizing/Interpreting Information:

- Acquire information from a variety of sources; newspapers, news broadcasts, magazines, and pamphlets, recognizing the differences in purpose and coverage.
 - Distinguish between fact and opinion.
 - Distinguish between fact and historical fiction.
- (A list of recommended books, both fiction and non-fiction, articles, and websites is provided; students are shown ways in which many differing opinions can be formed from the same facts e.g., the Taliban opinion of the rights of women in Afghan society versus the opinion of the women themselves, versus the varying opinions in the international community; Deborah Ellis' *The Breadwinner* series is offered as an example of historical fiction about the plight of Afghan people in the late 20th and early 21st centuries.)*

Geography/Mapping:

- Choose the best map for a specific purpose, recognizing that there are many kinds of maps for different purposes.
- Estimate, and then compute distances between places studied.
- Compare distances in kilometers to places under study.
- Use two or more maps to gather information about the same area.

(A number of maps are used throughout the kit, including a map of the world, maps of Afghanistan, and a map of Alberta; distances between cities in Afghanistan and cities in Alberta are compared.)

Analyzing, Synthesizing/Evaluating:

- Analyze how government action can affect people, both positively and negatively.
- Draw conclusions about rights and responsibilities of citizens.

(Throughout the kit are numerous examples of how government and citizen action, both within Afghanistan and outside the country, has affected the lives of Afghan people. Students are invited to explore how they, as individuals and small groups, can effect change in their world.)

Communication Skills:

- Summarize information from a variety of sources
- Write a summary of main points encountered in oral, written, or viewed presentations.

(At various points in the lessons students are asked to summarize what they have learned about human rights and human rights violations first from their own background knowledge, then from the presentation, the UN website which outlines the Universal Declaration of Human Rights, and their readings from the Deborah Ellis The Breadwinner series.)

Participation Skills:

- Demonstrate respect for the rights and opinions of others.
- Participate in a small group discussion or activity by following established rules.
- Plan, carry out, and evaluate an action that would demonstrate responsible citizenship.

(Students will break out into smaller groups during the role-playing game and will be expected to respect the opinions of other group members; a “Suggestions for Action” section is included in the resource booklet, and students are encouraged to come up with their own plans for demonstrating global citizenship.)

Attitude Objectives:

Students will be encouraged to develop:

- Respect for opinions and rights of others.
- Responsibility for one’s own actions.
- Satisfaction in exercising one’s role as a citizen.
- Objectivity by examining one’s own ideas about what is a better way of meeting basic needs.
- Empathy for the problems faced in meeting one’s needs.

Grade Seven

Knowledge Objectives:

- Communication in all its forms is the means by which culture is learned.
 - Socialization is achieved through interaction with others.
 - Beliefs and values influence behavior.
 - Individuals assume a variety of roles.
 - Cultural transition occurs as a result of internal and external influences.
 - Change results from one or a combination of causes.
 - Change is a continuous process occurring unevenly within cultures.
 - Some aspects of culture are more enduring than others.
- (Students will be shown what happens when access to communication and media is curtailed, as well as the effects of the social isolation of a large group of a population; the effect of religious beliefs, cultural values, and their various interpretations on behavior is repeatedly demonstrated, as is how some aspects of culture endure regardless of outside influences and changes within a society.)*

Locating/Organizing/Interpreting Information:

- Identify and define topics.
 - Identify possible sources and locations of information.
 - Differentiate between main and related ideas.
 - Read and interpret maps to identify relationships between geography and culture.
 - Identify the purposes, messages, and intended audience of visual communications.
- (Topics and sub-topics relating to the inequitable access to human rights in Afghanistan and Canada are explored through a variety of media and from a variety sources e.g., various NGOs, the New York Times, the UN, etc.; maps are included with explanations of geographical features and how they dictate land usage, transportation, communication, etc.)*

Analyzing, Synthesizing/Evaluating:

- Compare information about a topic drawn from two or more sources to see if it is identical, parallel, or similar, or inconsistent, unrelated, or contradictory.
 - Draw conclusions about basic aspects of culture.
 - Identify and evaluate alternative answers, conclusions, solutions, or decisions regarding questions and issues used for inquiry and research on culture.
 - Categorize information to develop concepts – agents of change, transition, and cultural retention.
- (Students may be asked to listen to the presentation and read the New York Times article, then compare the information given in each for consistency and relativity; information on Afghan culture is presented from a variety of sources - students are invited to analyze and evaluate the information to develop their understanding of the concepts i.e., agents of change, transition and cultural retention.)*

Participation Skills:

- Converse with others in a variety of settings including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion such as speaking in turn, using appropriate tone, and giving feedback in a non-threatening manner.

- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

(Students will interact in large and small groups during the role-playing game; students will fulfill the roles of recorder and team members in the game and must work together to come to conclusions regarding the human rights of their character and those of Canadian schoolchildren; the presentation is intended to engage the students in group discussion as well as listening and viewing.)

Attitude Objectives:

Students will be encouraged to develop:

- Appreciation and respect for the worth of all people.
- Confidence in expressing their own ideas.
- Empathy for people experiencing change.
- Sensitivity to the customs and beliefs of cultural groups other than their own.

Grade Eight

Knowledge Objectives:

- The environment is constantly being changed by human and physical forces.
- Unequal distribution of resources between regions may lead to movement of goods, people, and ideas.
- The use of more than one official language results from a nation's unique history.
- The physical environment provides opportunity and at the same time imposes limitations.
- Modification of the physical environment can have both beneficial and detrimental effects.

(As discussed in the presentation and role-playing game, the environment of Afghanistan has been forever changed by warfare and the laying of landmines; with four official languages and unequal distribution of wealth and resources amongst the various ethnic groups, Afghanistan has had a long history of cultural divergence, which has also been exacerbated by its varied and sometimes harsh physical environment.)

Locating/Organizing/Interpreting Information:

- Identify possible sources and locations of information (print, non-print, interviews, surveys.)
- Differentiate between main and related ideas.
- Identify the purposes, messages, and intended audience of visual communications.
- Read and interpret maps to identify relationships between geography and culture.
- Acquire information to find answers to questions through listening, observing, reading, and utilizing community resources.

(Topics and sub-topics relating to the inequitable access to human rights in Afghanistan and Canada are explored through a variety of media and from a variety sources e.g., various NGOs, the New York Times, the UN, etc.; maps are included with explanations of geographical features and how they dictate land usage, transportation, communication, etc.; students will listen to and view the

presentation, read the supporting materials, and be encouraged to further explore human rights issues through various local, national, and international NGOs.)

Analyzing, Synthesizing/Evaluating:

- Compare information about a topic drawn from two or more sources to see if it is identical, parallel, or similar, or inconsistent, unrelated, or contradictory.
- Categorize information to develop concepts – regions, location, place, movement, and environmental interaction.
- Make generalizations by stating relationships among concepts about interactions of people with their physical environment.

(Students may be asked to listen to the presentation and read the New York Times article, then compare the information given in each for consistency and relativity; information on Afghan culture is presented from a variety of sources - students are invited to analyze and evaluate the information to develop their understanding of human rights and the interaction of people with their physical environments in times of peace and war.)

Participation Skills:

- Converse with others in a variety of settings including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion such as speaking in turn, using appropriate tone, and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

(Students will interact in large and small groups during the role-playing game; students will fulfill the roles of recorder and team members in the game and must work together to come to conclusions regarding the human rights of their character and those of Canadian schoolchildren; the presentation is intended to engage the students in class and group discussions as well as listening and viewing.)

Attitude Objectives:

Students will be encouraged to develop:

- Appreciation for consequences of people's interaction with their environment.
- Appreciation of interdependence as a common feature of life.
- Willingness to cooperate and work with others.
- Appreciation for the way in which knowledge of the past helps them understand the present and the future.
- Acceptance of the responsibility of the individual in the global community.
- Respect and tolerance for the rights, needs, opinions and concerns of others.
- Sensitivity to the points of view of cultural groups other than their own.

Grade Nine

Knowledge Objectives:

- Economic growth and technological change affect the quality of life.
- Quality of life is affected by changes in technology.
- Economic changes occur as a result of internal and external influences.
(Students will learn of ways in which quality of life in Afghanistan has been affected positively and negatively by changes in educational technology, healthcare technology, and warfare technology; they will be shown the economic effects of international influences, from the Silk Road through the Cold War and beyond, as well as the economic effect of factional conflict within the country.)

Locating/Organizing/Interpreting Information:

- Differentiate between main and related ideas.
- Identify the purposes, messages, and intended audience of visual communications.
- Identify and define topics.
- Acquire information to find answers to questions through listening, observing, reading, and utilizing community resources.
- Identify and critically evaluate the relationship among the purposes, messages, and intended audience of visual communications.
- Identify points of view expressed in cartoons, pictures, and photographs.
(Topics and sub-topics relating to the inequitable access to human rights in Afghanistan and Canada are explored through a variety of media and from a variety sources e.g., various NGOs, the New York Times, the UN, etc; students will listen to and view the presentation, read the supporting materials, and be encouraged to further explore human rights issues through various local, national, and international NGOs.)

Analyzing, Synthesizing/Evaluating:

- Compare information about a topic drawn from two or more sources to see if it is identical, parallel, or similar, or inconsistent, unrelated, or contradictory; detect bias.
- Identify and evaluate alternative answers, conclusions, solutions, or decisions regarding questions and issues used for inquiry and research on responding to change.
(Students may be asked to listen to the presentation and read the New York Times article, then compare the information given in each for consistency and relativity; information on Afghan culture is presented from a variety of sources - students are invited to analyze and evaluate the information to develop their understanding of human rights and how individuals and societies respond to political, social, and economic change.)

Participation Skills:

- Observe the courtesies of group discussion such as speaking in turn, using appropriate tone, and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

(Students will engage in group discussion during the role-playing game and subsequent character analyses; students will fulfill the roles of recorder and team members in the game and must work together to come to conclusions regarding the human rights of their character and those of Canadian schoolchildren.)

Attitude Objectives:

Students will be encouraged to develop:

- Acceptance that change is a common feature of life.
- Awareness that technology raises many ethical issues.
- Appreciation that social issues are complex and may take time to resolve.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Willingness to consider opinions and interpretations different from their own.
- Appreciation of the contributions of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.

Social Studies 10

Knowledge Objectives:

- Geographic factors influence a nation's sovereignty.
- The achievement of sovereignty has been a process shaped by internal and external forces.
- A nation's foreign policy must be balanced between its interests and the interests of other nations.
- The consequences of foreign policy can result in conflict or cooperation with other nations.
- The degree of citizen participation and the exercise of an individual's political power and responsibilities are influenced by a variety of factors.
- The citizen has a role in the political process.
- Political differences are resolved through a variety of approaches.
- Rights and responsibilities are associated with citizenship.
- There are basic human rights that need to be protected.

(Throughout the kit the sovereignty of Afghanistan is explained as having been in flux for decades, if not centuries. It's geographical position, external attempts at occupation, and factional infighting have all threatened the country's independence at various times in its history. The rights and responsibilities of the country's citizens and governments have been influenced by a variety of external and internal factors. In recent years especially, human rights issues have been brought to the attention of Afghanistan's general population, which in turn is beginning to pressure its governments.)

Process Skills:

- Acquire information from print and nonprint resources.
- Record and organize information in note form.
- Analyze and evaluate information, including detecting bias, and distinguishing fact from opinion.
- Interpret and summarize information.
- Recognize underlying assumptions on an issue.

(Information on human rights, sovereignty and citizenship, and internal and external conflict is supplied throughout the kit in the form of a PowerPoint presentation, an interactive role-playing game, Q&A and suggested print, film, and web resources. The lesson plans supply activities for the gathering, analyzing, and evaluating the information.)

Communication Skills:

- Express and defend ideas in written form.
- Present ideas through visual/multimedia materials.
- Report on research results.
- Present ideas effectively in class discussion.
- Defend a position in a short, written assignment.

*(The high school lesson plans include a number of research and writing assignments such as a K*W*L activity on political, economic, and social conditions in Afghanistan; a RAFT assignment on human rights in Afghanistan; and a current*

events scrapbook. Students are expected to present their research in a classroom setting.)

Participation Skills:

- Work at individual tasks in a group situation.
- Work together in proposing and discussing alternative solutions to issues.
- Choose appropriate strategies for bringing about change in society.
(Students will be required to work independently and in groups through various components of the kit. A “Suggestions for Action” section is included in the resource booklet, and students are encouraged to come up with their own plans for demonstrating global citizenship.)

Inquiry Strategies:

- Apply critical and creative thinking skills in problem solving and decision-making.
- Develop the ability to propose and discuss alternative solutions to issues.
- Use appropriate inquiry models to answer questions, solve problems, and resolve issues.
- Develop further the creative and critical thinking skills necessary for responsible citizenship.
(Students are encouraged to look at human rights issues from a variety of perspectives and to critically examine their own and others’ positions in order to responsibly solve problems and make decisions; students are asked to come up with creative ways in which they themselves can be more responsible global citizens.)

Attitude Objectives:

Students will be encouraged to develop:

- An appreciation of and a respect for the rights of others.
- And value peaceful resolution of conflict.
- A respect for the rights of others to hold opinions different from one’s own.
- An appreciation of the fact that citizenship involves participation in the community and the nation.

Social Studies 20

Knowledge Objectives:

- The emergence of new ideas and forces result in changes within a society.
- Nations engage in imperialism for a variety of motives.
- The pursuit of national interests at the expense of other nations may result in international conflict.
- Warfare leads to change.
- Diversity and disparity exist in the modern world.
- Nations are interdependent.
- National interests affect international relationships.
- Quality of life is composed of a variety of factors.
- Quality of life is defined from different perspectives.
- Quality of life is increasingly affected by issues of global concern.
- There are issues of common global concern.

- Solutions to global concerns often require international dialogue.
- There are potential solutions to global concerns.
(Students will be shown, through the presentation, role-playing game, discussions, and lessons, how Soviet imperialism resulted in international and civil warfare in Afghanistan, which eventually precipitated the emergence of the Taliban in late 20th century Afghanistan, which then brought about major changes in Afghan society; quality of life will be shown to have plummeted for many Afghans over the years of conflict; and students will learn that basic human rights are an issue of common global concern whose solution can only come from global dialogue and co-operation.)

Process Skills:

- Summarize information from a variety of print and nonprint sources.
- Distinguish among different points of view.
- Summarize materials after listening to and observing presentations.
- Interpret and use information from maps, graphs, charts, and tables.
- Identify appropriate information and ideas as evidence to support a point of view.
(Information is provided in the form of a PowerPoint presentation, game cards, web resources, maps, charts, articles, and books; lesson plan activities direct students to summarize the information given and use it to support a position.)

Communication Skills:

- Convey information and express ideas using timelines, charts, and concept maps.
- Use comparisons and examples in a written presentation.
(Students will use timelines and charts in the role-playing game to chart the progress of an Afghan character's life and his/her access to human rights; students are asked to compare many aspects of their own lives to those of the Afghan characters; the lesson plans include a variety of writing and presenting exercises to help students convey the information they've acquired.)

Participation Skills:

- Interact effectively with others in a group setting.
- Participate in an informed way in discussions on global issues that affect society.
(Students will interact in group settings through various components of the kit; the presentation, role-playing game, and lessons provide for student participation in discussions of global issues that affect Afghan and Canadian societies.)

Inquiry Strategies:

- Use creative and critical thinking skills in problem solving and decision-making strategies.
- Consider alternatives, make decisions, and substantiate choices.
- Critically examine processes and changes that have affected society.
- Use appropriate inquiry models to answer questions, solve problems, and resolve issues.
(Students are encouraged to look at human rights issues from a variety of perspectives and to critically examine their own and others' positions in order to responsibly solve problems and make decisions.)

Attitude Objectives:

Students will be encouraged to develop:

- An appreciation of the influence of ideas from the past on society.
- An awareness of different points of view on issues and episodes in the human experience.
- Respect for the rights of others to hold a different point of view.
- An appreciation of the need to understand the background to events and issues.
- An appreciation of the diversity that exists in the world.
- An appreciation that different perspectives exist on the quality of life.
- A willingness to consider a variety of perspectives on global issues and questions.

Social Studies 30*

Knowledge Objectives:

- Ideologies contain beliefs and ideas about human nature and are used to explain and justify political and economic systems.
- Political systems are organized to allocate political power that involves the authority to make and to implement decisions in society.
- Political systems may be organized in a democratic manner.
- Political systems may be organized in a dictatorial manner.
- Political and economic systems adapt to new ideas and changing circumstances.
- Political leaders achieve, exercise, and maintain power in different ways in democracies and dictatorships.
- The role of the individual in society is affected by the emphasis placed on collective good or individualism.
- New issues and ideas challenge traditional political and economic beliefs and practices.
- International confrontations arise from a variety of motives and result in different types of interactions.
- International cooperation arises from a variety of motives and results in different forms of cooperation.
- Attempts at international cooperation are sometimes successful.
- Security arrangements may strengthen or undermine global systems of collective security.
- Expansionist foreign policy may arise from a variety of motives or circumstances and elicit a variety of responses.
- A shift in the balance of power results in new alignments among nations.
- International arrangements for global peace and stability take into account the realities of power.
- The super-powers have faced pressures of self-determination within their spheres of influence.
- Global interactions are increasingly influenced by economic developments.
- Concern for global peace, human rights, and the environment has emphasized the need for international cooperation and understanding.
- Concern for global peace and stability has been heightened by the emergence of new states and the disintegration of others.

Process Skills:

- Access and use appropriate sources of information.
- Synthesize information and ideas.
- Determine underlying assumptions of a statement or position.
- Formulate and evaluate alternative conclusions, solutions and decisions.
- Logically defend a position on an issue or a problem.
- Analyze information from a variety of sources, compare different points of view and predict outcomes.
- Propose and evaluate solutions to international problems.

Communication Skills:

- Effectively defend a point of view orally or in writing.
- Write persuasively and effectively to support one's point of view.
- Construct and use visual aids to support ideas.

Participation Skills:

- Work with others in a group setting to reach consensus or compromise.
- Assume appropriate leadership and support roles.
- Use a variety of skills in an appropriate manner – exhibit confidence in own ideas and work, but present them in a considerate manner.
- Display self-confidence and respect for the opinions of others when discussing social issues.
- Work effectively with others in a variety of group settings.
- Participate effectively in social and political processes.

Inquiry Strategies:

- Demonstrate maturity of thought in stating and defending a position.
- Use creative analogy and metaphor to show relationships or describe a situation.
- Explain the cause and effect relationships among historical events.
- Establish relationships between historical events and present circumstances.
- Evaluate strategies used by nations, organizations, and individuals in dealing with international problems.
- Use appropriate inquiry models to answer questions, solve problems, and resolve issues regarding international interactions.

Attitude Objectives:

Students will be encouraged to develop:

- An appreciation of independent and critical thinking about significant social issues.
- Intellectual curiosity and open-mindedness and interest in current issues related to political and economic systems.
- An appreciation of the strengths and weaknesses of different economic and political systems.
- And demonstrate a commitment to citizenship in democratic systems.
- A sense of curiosity regarding patterns of global interaction.
- An appreciation of the interdependent nature of the world.
- An active interest in international issues and events.
- Commitment to the achievement of constructive and positive global interactions.

**Themes presented in the Social Studies 30 curriculum are closely associated with those presented in the teachers' resource kit. Such knowledge objectives as political systems, the power of political leaders in democracies and dictatorships, a society's emphasis on individualism or collective good, international co-operation and confrontation, the self-determination of super-powers, etc. are distributed throughout all areas of the kit. Although the 'Background' section on pages v through xi of the teachers' resource booklet is intended for use by teachers, it would be of particular use and interest to grade twelve students, as well. Likewise, the curriculum's stated skills objectives and inquiry strategies laid out in the above section are addressed in the grades 10-12 lesson plans provided, which is not to say that SS 30 students would not benefit from the PowerPoint presentation or the role-playing game. On the contrary – the kit was designed with elements intended to appeal to visual, auditory, reading/writing, and kinesthetic learners of all ages.*

Canadian Women for Women in Afghanistan

APPENDIX F

LESSON PLANS

Grades 7 -12



**Understanding Human Rights
in Afghanistan**

Canadian Students as Global Citizens



Understanding Human Rights in Afghanistan

Canadian Students as Global Citizens

Lesson #1: Psycho-social Effects of Conflict in Afghanistan

Activity #1 - Group Lesson

Instruct the students to read The Chain, by Arthur Kent (page F-22).

Go to <http://www.nationalgeographic.com/landincrisis/ethnic.html> to view the map of Afghanistan entitled “Ethnic Groups Map”.

Divide the students into groups of three or four and ask them to discuss the following questions within their groups. Have one student from each group act as a recorder.

1. Our beliefs and values influence our behavior. Hasham had endured many personal hardships as a result of the wars in Afghanistan. How might he have handled the situation with the landmine differently had he not witnessed so much injustice?
2. There are an estimated 10 million landmines and UXOs (please define) left on Afghan soil. How do these human modifications to the environment affect the movement of people and goods? How do they affect industries such as agriculture and tourism? Are there ways in which human involvement has changed the physical environment of Canada? If so, what have been the effects of the changes?
3. The use of more than one official language results from a nation’s unique history. List the four main ethnic groups in Afghanistan. List the two official languages of Canada. Have cultural differences lead to internal violent conflict in Afghanistan? In Canada? Give one example each of how different ethnic groups have managed to co-exist peacefully in Afghanistan and in Canada.
4. Does the use of technology raise ethical issues? Hasham had the opportunity to use a landmine as a weapon against several of his enemies. Would his decision have been different if he had not had access to the technology? Give another example of how technology or access to technology might affect a person’s decision-making in an ethically challenging situation.

Activity #2 - Individual Lesson

The Three Rs

Re-tell the story of The Chain in your own words.

Relate Hasham's moral dilemma to one that you have experienced in your own life or that of someone you know. Does the human rights situation in Afghanistan remind you of a similar situation in another country? Does Hasham's initial feeling of powerlessness remind you of feelings you have personally experienced?

Reflect on how Hasham might have handled the situation differently, and why. Reflect on how Hasham's previous experiences influenced his decisions.

Extensions

1. Go to www.un.org/cyberschoolbus/humanrights/resources/plain.asp to view the United Nations Rights of the Child Declaration. Complete a comparison chart or a check-list between Canada and Afghanistan. Which rights listed by the UN are guaranteed by the Canadian Government? Do the leaders in Afghanistan ensure the rights of children? Why is it important that countries respect these rights? How do they help the people in the short term? How about the long term? What rights could be added?
2. What is Post Traumatic Stress Disorder? What groups of people commonly suffer from this disorder?
3. Go to <http://www.nationalgeographic.com/landincrisis/drought.html> to study the physical geography of Afghanistan – soil, natural resources, bodies of water, vegetation, landforms and climate. How does physical geography influence human geography or culture?
4. Feelings/Needs/Wants: Define the three main terms. What are the basic Human Needs of people? What are other things that people need? What needs are filled for the people of Afghanistan?

THE CHAIN

©2005 G. Arthur Kent

2000

Civil war rages in Afghanistan. Civilians can cross between Northern Alliance territory and the Taliban-controlled south at only a few places. But this means risking everything, including their lives.

Old Hasham knew what the brown plastic object was the moment he saw it lying in the sand. He might have missed it had he not been stooped over as he trudged along, rubbing the back of his head where the Talib guard had clipped him with the rifle butt.

Hasham had paid the usual bribe, 5,000 Afghanis, but the boy in the black turban wanted more. And for what? For bringing one miserable load of sheep's wool across no-man's-land. There'd been barely enough to fill the packs on a single donkey. But the Taliban must have their tribute, and there was no reasoning with them. No sooner had another of Hasham's 1,000 Afghani notes been snapped up by the gunman's greedy fingers than the boy had clubbed him, not very hard but with great insolence.

Now the urge for revenge was welling up within him, like hot needles piercing his scalp. So when he saw the edge of the land mine peeking up from the pothole in the road, he stopped and let his staff fall from his grasp. Then, bending down to pick it up, he took three quick swipes at the loose earth with his right hand. That's all it took. The mine was returned to its hiding place beneath the soil. Hasham straightened his sixty-year-old frame and walked on. The donkey followed.

Everyone knew the road was mined. Not where, exactly, the mines had been placed, but it was common knowledge that since the Soviet war the route had been one long booby trap for heavy vehicles trying to pass between Laghman province in the south and the Panjshir Valley to the north. Russians, Afghan soldiers, the mujahideen -- all of them had buried mines here in hopes of blasting an enemy tank or truck from the face of the earth. People could walk right over the hidden explosives. Everyone who took this narrow passage through no-man's-land was forced to do so. Only something as heavy as a car or truck would trigger the big mines.

When the Taliban and Northern Alliance had fought each other to a stalemate in the region, the road became an ideal crossing point for foot traffic between their two hungry, ravaged dominions.

How wicked, Hasham thought, that Afghans were spilling one another's blood while the warlords, the masters of death, profited on this meagre trickle of trade across the battlefield. The warlords knew full well that their battlefronts divided both land and people in a wholly unnatural way. Civilians and goods needed to pass between north and south, so there was money to be made. Both sides taxed everybody and everything seeking transit during lulls in the fighting.

The opposing armies had even agreed a schedule for this criminality. For two days each week, cease-fires would be in effect on the road. All civilians could pass, including foreign aid workers and journalists, provided they were unarmed and on foot. Everyone would be searched. Officially, it was forbidden to offer or accept bribes, which ensured, of course, that bribes ruled the way. The whole thing was cloaked in slogans about allowing humanitarian rights of passage. But Hasham and all the common people saw the warlords and their armies for what they truly were. Parasites, a blight on the land.

Certainly Hasham, as a Panjshiri, respected Commander Massoud. But did Massoud realize that some of his own Northern Alliance allies were as greedy as the worst of the Talibs? Did the commander understand that even now, as Hasham paused

at the spring to wash the blood from his scalp, he was wondering what other young robber might be waiting up ahead, in Massoud's territory, claiming to be collecting baksheesh for the brave defenders of the north? True enough, there'd likely be no beating. The Talibs, on the other hand, were unrivalled in their aptitude for brutality. The boy who'd struck him was practically a foreigner – his face and speech and turban were of Kandahar, far to the southeast, another world to this.

Resistance was useless. Avoiding the Taliban was the best course, but this only meant living in the embrace of the more genial gunmen of the north. What misery, Hasham thought. What had the ordinary people of Afghanistan done to deserve this? Twenty years of war and catastrophe. What were honest and decent people to do?

Hasham swabbed at his scalp with his handkerchief until the blood stopped flowing. Then he put on his skullcap and wound his turban as before. He walked on. The donkey followed.

The Shomali Plain was there before him, the whole sweeping expanse of it. Since boyhood, this had been his world. It looked green and inviting under the sun, but this was an illusion. The tree cover concealed dead fields sewn with mines and wreckage. After two decades of war, only a tiny fraction of the Shomali's population remained. Most of his people had sought refuge long ago in the camps of Pakistan, or in Kabul, sixty miles to the south.

Kabul. He hadn't seen in the capital for three years. The Taliban had seized power, pushing Massoud far to the north. Massoud had pushed back. Then the front line had shifted north and south as if dragged along by the riders in a buzkashi. Hasham mainly found himself in the Northern Alliance zone. But he never fooled himself. Like all the people, north and south, he was a captive, a captive of the warlords. A captive farmer, a trader of food and valuables, reduced to leading donkeys back and forth through no-man's-land. A load of wool here, some traveler's personal belongings there, maybe a few boxes for the Red Cross people – the foreigners, at least, could afford to pay him a decent fare.

Hasham's thoughts strayed back to the mine.

He had seen what an anti-tank mine could do. The Panjshir was full of the hulks of Soviet tanks, wrecked and overturned like slaughtered iron beasts. Mere trucks or cars were obliterated by the explosions. Is that what Hasham wished for the Talib who'd struck him, and for his vile brothers? No one from the northern side got that far south on anything bigger than a donkey. Now, that mine, that killing machine, lay hidden there, waiting for anyone foolish or lazy enough to drive a truck over it.

Had he, Hasham of Gulbahar, been reduced to a blood yearning? Was he now thirsting for revenge – the very condition of those he most despised, the men of Kalashnikovs and bombs? Yes, he had. You've failed yourself, he thought, and in his shame and confusion he realized that he must seek absolution.

There was only one person left in the world who could help him: Shakoore, his best friend. Hasham would go to him now, tell Shakoore about the mine and what he'd done. Together they'd determine what to do next. Perhaps they would inform Massoud's people. That was one possibility. Or they might send someone to mark the mine. Aided by Hasham's directions, a boy could pretend to discover it. Done convincingly, this would earn praise from the Taliban. Neither of the warring parties viewed it as helpful to have explosions or gunfire on the road, regardless of who or what might be destroyed. The killing could go on all around, and with little provocation the gunmen would gleefully set about that task. But the road meant money. The road must be protected.

Hasham reflected on these dismal truths until he reached the first Northern Alliance post. There a sleepy boy-soldier waved him through with a respectful "salaam, father." Hasham felt obliged to smile in response. At least this young man displayed a

shred of the respect elders had once enjoyed throughout Afghanistan. But Hasham was tired and numb and the rifle he saw hanging from the boy's shoulder was a reminder of the domination of the warlords. So he just grunted and walked on by. The donkey followed.

The final stretch of the path went up and over some boulders that blocked the width of the road. He urged his donkey over this and then the going was easy, all downhill. The sound of music came out to greet him – Shakoor's cassette player, blaring as usual. People were milling around outside the teahouses. These were flimsy wooden structures but to weary travelers they held out the welcome aromas of civilization, namely wood smoke and tea. Nearby, a number of gaily-painted jeeps waited for people arriving from the Taliban zone.

Hasham found Shakoor at his usual station, standing before a grill in the open air. He was cooking up a fresh catch of fish. Several boys from the village were squatting nearby, watching Shakoor fan the coals.

"Welcome back, brother," Shakoor called out. "What have you brought me this time? A daughter of Mullah Omar? The prettiest one I hope."

This was one of their running jokes. Omar was said to have given a daughter in marriage to Osama bin Laden, though Mr. George, the Canadian journalist, had told them it was the other way around, that bin Laden had presented a daughter to Omar. Anyway, the ritual had to be maintained.

"I don't know what happened," Hasham said, "I had her sitting right here." He patted the donkey's back. "Maybe she ran off with some merchant from Kandahar."

"Not possible," Shakoor said. "Too busy counting their money."

"As you say," Hasham said.

Shakoor shifted the fish filets on the spitting barbecue. "Want something to eat?"

"No," Hasham said. "I've done nothing to earn it."

"No buyer for your wool?"

"I found a buyer. But at half the price I'd have gotten in Kabul."

"And the bandits, the tax collectors?" Shakoor asked him.

"Like flies around my ears. They took what they wanted, as usual."

"They're animals," Shakoor said. "Animals, all of them."

Hasham shook his head. "They're what drops from an animal's behind."

Shakoor laughed, and Hasham, watching the lines on his friend's face, lines as deep as crevasses on a glacier, could still recognize the boy of half a century earlier. Even in youth, Shakoor had been the happier of the pair, always joking, always on the lookout for mischief and fun. Now they were both old men. But in their eyes they still shared the confidences and trust of true friends, of brothers negotiating a difficult common path.

"Before I die I wish just one thing," Shakoor said as he turned the sizzling fish. "That these Talibs go straight to hell, just like the Soviets. That our young people" – he motioned at the gaggle of boys – "know real freedom some day."

"You'll be lucky, living that long," Hasham told him. "This is our final curse, Shakoor Khan. The Talibs are like locusts, and we have no potion or poison to turn them away. I ask you: who will help us rid ourselves of them? Who in the world spares even a thought for us?"

"You're as gloomy as a woman," Shakoor said. "Say, what's that? Is that blood you've got there?" He reached for the trail of Hasham's turban, ran his fingers over the red-stained cloth.

"Oh, that?" Hasham said. "That's proof I'm still alive. One day when they hit me, nothing will come out. Then you'll know it's finally time to put me in the ground."

Anger flared in Shakoor's eyes. "Beasts," he hissed. "They're vile beasts, the corrupt of the earth."

"I tried to wash it off along the way," Hasham told him.

"We can do that later. Here – have some fish, Hasham. Just a little. This one, here. Try a mouthful."

Hasham took the fish filet from Shakoor's fingers and put it in his mouth. It scalded his tongue for an instant, and then the taste was there, savoury and wild. "It's good... Maybe a small slice, then. That one, if you can spare it."

"And some tea," Shakoor said. "Boys! Green tea, quickly." The youngsters giggled and jostled one another. Finally one of them ran off to the nearest teahouse.

"Thank you, my friend," Hasham said. "But I have no money."

"Don't insult me. Eat." Shakoor forked another slice onto a piece of bread. Hasham ate slowly. After a few mouthfuls he said quietly, so no one but Shakoor could hear: "I found something on the trail. A mine. An old one, but big. Soviet, I think."

"Where?"

"At the south end. Within sight of the chain."

A rusty length of chain, slung across the road, marked the Taliban frontier.

Shakoor said: "Too bad the Talibs didn't find it first – with the wheel of a truck!" The boy appeared with a teapot and two cups. "Put it down and wait over there with your friends," Shakoor told him, "and there'll be some leftovers for you when the day's done." Hasham swallowed the last of his fish and knelt to pour the tea. Shakoor asked him: "What did they do with it?"

"With what?"

"The mine. What did the Talibs do with the mine?"

"Nothing, I guess. They were too busy bothering people to even notice it."

Shakoor let out a short, barking laugh. He glanced nervously over his shoulder to make certain no one was listening. "So you just left it there? Unmarked?"

"I covered it up again," Hasham shrugged.

"You did what?"

"Pushed a little sand over it. Made it as it was before. Hid it."

Shakoor reflected a moment. "Maybe it's a dead one. Spoiled explosives, or a broken pressure plate."

"Maybe," Hasham said. "More likely, nothing heavy has rolled over it all these years."

Shakoor's eyes were wide and wondering. "But if it's live, if it could still go off," he said. "Then it's no longer a Soviet mine, Hasham. It's yours. It's your weapon now. You found it, you covered it up again. Think about it -- you might as well have planted it yourself."

Hasham nodded gravely and sipped his tea. "In a way you're right, I suppose. I can't tell you what came into my mind. I was dizzy from the blow. I just did it."

"You were angry, you were hurt. And why not?"

This wasn't a pleasant suggestion to Hasham and he said so. "I admit I was full of hate. But I've never been so hateful that I'd stoop to getting anyone killed."

"They deserve to die, Hasham."

"Certainly. But not by my hand."

"Be serious," Shakoor said. "You want to strike back, part of you at least. Who could blame you after all you've suffered -- *we've* suffered. It's not just the Taliban, it's not only the boy who smacked you. It's been this way our whole lives, Hasham. Our lives and those of our children, taken away, stolen from us. By cruel men, hooligans with guns."

"What are you saying?" Hasham said. "That we're mad with grief? Lost all control? That's your excuse?"

"It would be madness *not* to feel like hitting back," Shakoor said. "You talk about the blood still flowing in your veins but there's anger there, too. You'd be truly dead and ready for the grave if you took the blows and felt only pain. Your heart's crying out, not just your body. It's crying out to hit back. To strike those who struck you."

Hasham nodded, but this kind of thinking always tormented him. Bad memories surfaced. Faces appeared in his imagination, the faces he saw in the depths of night lying sleepless in his bed. They were the loved ones he and Shakoor had lost in the long ruinous tempest of the war. Both their first wives, the mothers of their children. Both had been killed by Soviet bombs. Shakoor's eldest son and both Hasham's boys, too, had gone off with the mujahideen to fight the Russians. They'd never been heard of again.

All their other children -- Shakoor's two remaining boys and Hasham's three girls -- had long since gone to camps in Pakistan. If they were lucky, his daughters might make a tolerable marriage and escape to Europe or America. Anywhere but home. Afghanistan had become a nation ruled by the men of war, a place just for them and their victims, old men like Shakoor and Hasham.

"You're right," Hasham said. "I felt more than a blow on the head. I felt something push me inside. That's why I hid the mine. But now all I feel is doubt. I ask myself: what good would one mine do? One explosion? Kill two or three of the bandits? Destroy a truck maybe? It's hopeless, it would be like a child casting a small stone at a giant."

Shakoor gripped his friend's shoulder. "What you did was only a gesture, perhaps, but it was *something*. And it was just. You're not the problem, Hasham. The problem is that more of us haven't done what you did. Done *something*."

Hasham's eyes wandered the horizon. He wasn't convinced. Revenge was a horrid word to him. Vengeance had stalked Afghanistan hand in hand with greed. This had been the Afghans' ruin. Vengeance was the way of the warlords. But he and Shakoor were different. All their lives they had been family men, men of peace. What point was there in lashing out now? No, better to tell Massoud's people about the mine, shift the responsibility to them. The local commander was always going on about how the road was a strategic military concern. Let him decide what to do.

Hasham set about explaining this conclusion to Shakoor, but they were interrupted by a truck pulling up noisily in front of the teahouse. A gang of armed youths jumped out of the rear of the vehicle. Then a tall, overfed man in military garb stepped from the passenger side of the cab.

"Abdul Kashal," Shakoor said, as if muttering a curse. Both he and Hasham turned away, hoping to avoid the newcomer's attention.

"You there! Old man!" The overfed man was stalking towards them. The boys scattered, clearing a path for him. "You! Hasham! You have work to do, you old buzzard. Don't tell me you're eating so well that you'd turn your back on some honest work?"

"Sahib," Hasham feigned, bowing his head slightly. "You know it's always my pleasure to serve you." He stood straight now, face to face with Kashal. The full brow, the narrow black eyes and gleaming teeth -- here was the aspect of a common village bully, but one who the fortunes of war had transformed into a dangerous overlord. Abdul Kashal was a smuggler. He profited on the inability of honest people to get their wares to market. And as if getting rich on their backs wasn't enough, he also dealt in precious stones and opium.

"Jump to it, then, you old wretch," Kashal growled. "Where are the donkeys? Where's my transport?"

Hasham shifted his weight from one foot to the other. He'd received no request for donkeys, not from Kashal or anyone else. He responded the only way he could, with great caution. "Sahib, if only you had sent someone..."

"Send someone? A messenger perhaps? To you, old man?" He started laughing. His young gunmen laughed, too. They were a slovenly gang, poorly dressed, and their eyes were dull with hashish.

Shakoor looked squarely at Kashal and said: "It's not too much for my friend to ask. He's a working man, and a better man than most."

Kashal's laughter trailed off. He eyed Shakoor scornfully, up and down. "You, countryman – I'll have some of that fish while we wait for your friend here to bring the pack animals." He pointed at the truck. "There are forty bales of wool in there. We need to get them all to the other side no later than two hours before dusk. Our buyers have to load up and be gone by nightfall."

Shakoor's and Hasham's eyes met momentarily. This was very interesting: heavy goods, destined for the Taliban zone. "As you wish, Sahib," Hasham said with an obedient nod, "it will be done."

"Of course it will," Kashal sneered. "Just be sure it's done on time." He turned his back on them and swaggered off towards the teahouse. His men scuffled along behind.

Shakoor said: "How could Massoud let a pig like that prey on people?"

"Trade before all," Hasham said, quoting the age-old maxim of the Afghans. Wearily, he repeated the words: "Trade before all."

"Before dignity, before honor?" Shakoor said. "This is black business. It's nothing but the business of war." They both knew the excuses used to justify black marketeering. Massoud's movement had been starved of foreign aid. The Taliban, meantime, had wealthy Arab backers and they controlled most of Afghanistan's poppy production. But the corruption of Taliban chieftains provided opportunities Massoud could exploit. He tolerated war traders and speculators among his own people because taxing their transactions brought money to the cause. So it was that brutes like Kashal prospered.

"Before the war, in the King's time," Shakoor said, "the likes of Abdul Kashal would have been given their bread through the bars of a jail cell. When will we ever see justice again? When will all the Kashals and Omars get the punishment they deserve?"

Hasham said nothing. He was standing very still, and gazing in the direction of the road south. Shakoor said: "Hasham? What's come over you?"

Still no reply.

"Listen to me Hasham, you mustn't take what I said to heart. Don't take that fighting talk too seriously. I was blabbering like a fool. You were right, it's not for us to deal with the warlords. We're simple men."

"Yes. Simple men." Hasham took a deep breath, showed Shakoor an unsettling kind of smile, and turned to go.

"What are you going to do?" Shakoor said.

"Get the man his donkeys. Move his wares."

"Are you sure? You look strange to me."

"No, I'm feeling fine now. Really. Your fish has given me strength. Restored me."

Shakoor watched his friend walk away. The donkey trudged along behind. There was a ripple of laughter from the teahouse steps. Two of Kashal's thugs leaned in the doorway watching Hasham as he walked along the dry creek bed. One of them yelled: "We want to take everything in one trip, old man, so bring plenty of your four-legged children."

More crude laughter. Hasham kept walking. And he did so, Shakoor thought, with a more sprightly, resolute stride than he'd noticed from his old friend for a long, long time.

* * *

Two hours later, Hasham was goading a train of donkeys across no-man's-land. There was a good deal of traffic on the road. Most people were heading north, passing the other way, and at the narrow bends in the road Hasham had to push his animals far to one side so that the travelers could get by.

It was the usual parade. An elderly woman with a bloody eye-patch, her daughter urging her along towards the Red Cross clinic. A group of mothers with their sacks of belongings and flocks of children. And two mysterious tribesmen, proud and neatly dressed, who avoided eye contact with passers-by. Men of power, no doubt. Arranging one of the larger black market deals of the day. Hasham cursed them beneath his breath.

He had managed to round up 18 animals. The donkeys strained under the big loads on their backs. This cargo was wool and blankets, according to Kashal. Hasham suspected that packets of contraband were hidden inside, opium from Badakhshan, or rubies from Panjshir. Other travelers eyed the convoy inquisitively. Hasham responded with smiles and salaams, but that was all. Any conversation about the goods he left to his customer.

In the absence of Abdul Kashal, who would never expose himself to the perils of no-man's-land, "customer" meant the four henchmen sent to guard the shipment. Two of these walked in front of the donkeys, two behind. None were armed; all were red-eyed and stupid with hashish.

Hasham had detected in one of the boys an eagerness to take charge over the others. This miscreant was the stockiest and easily the ugliest of the group. His gait mimicked the strutting arrogance of his master, and he insisted on being at the front of the procession. Even there, he took pains to stay at least a half-stride ahead of his drowsy companion. Hasham recognized this display of competitive hooliganism for what it was: weakness, born of conceit. The old man began conceiving a plan.

As the procession approached the bend in the road that marked the half-way point, the time had come to put his scheme to work. He quickened his pace and began slapping the backsides of the lead animals, urging them to hurry. This had the desired effect. The lead thug looked over his shoulder and grumbled: "What's the matter, old man?"

"Time is the matter. I've had one beating from these Talibs today – it'll take time to unload and reload all these goods. They'll tell us we're too late and close the crossing. They'll send us back; make us take everything with us. We'd have to start all over again in the morning."

The boy sneered. "They'll do nothing of the kind, old man. We're in charge of this shipment." He glanced at the ruffian beside him. "We'll decide who gets beaten and when, not the Talibs." Both of them cackled and cast derisive glances at Hasham.

"Forgive me for speaking out of turn," Hasham said. "I'm sure you've made this journey many times more than I have."

There was no response, only footsteps. The boys, Hasham knew, were at that moment doing what passed for thinking in their mean little world. The smaller of the pair, the dim one, had a wristwatch. He looked at it, then held out his arm where the other boy could see the time. It was five o'clock. The dim one asked, "It was dark at eight last night, wasn't it?"

"Earlier," Hasham said. "The sun went down not long after seven."

The bulky boy grabbed the other's arm, checked the watch again.

Hasham said: "Last week the Talibs turned us all back. There were more than twenty of us. We had a good hour's daylight left, but they said we were too late. The chain, they said – the chain had to be secured, and well before dark."

"Shut up old man," said the lead boy. But he was walking faster now and his friend was keeping up. Soon they both began looking over their shoulders. Were any of the donkeys lagging? Were their friends at the back keeping watch?

"I'm sorry," Hasham said, "I know I'm talking too much. You fellows know best. Please excuse a useless old man." With that, Hasham fell silent. He could afford to stay that way, he thought, for at least for another ten minutes or so.

Time passed. The Taliban zone grew nearer. Then, it happened: the lead boy stepped to one side and motioned for his companion to continue on. The would-be commander made a show of inspecting the passing train of animals and their cargo. But gradually he fell into line again and caught up with Hasham. Speaking quietly so the other boy couldn't hear, he said: "You say you made the crossing earlier today?"

"At midday."

"What was the situation?"

Hasham shook his head a little. "There's a new commander over there. All the little Talibs are playing tough, trying to please him. You know how they are."

"Well they can't play that game with us," the boy said, squaring his shoulders. "Besides, Kashal's contact is meeting us. He has important connections. In Kabul, not just Laghman."

"That should help. If his name means anything at all to the gunmen guarding the chain."

The chain was simply that – a length of rusty iron extending waist-high from a tree trunk on one side of the road to a post on the other. At this wretched frontier a handful of Talib fighters made the most of their power over passage. It was and always had been the way an Afghan warlord stamped his authority on a patch of ground. As a means of dividing territory, a simple chain became something truly forbidding, especially to defenseless civilians – or criminals like Kashal's men.

Hasham continued, "it's the guards at the chain that you have to be concerned with. They're the ones who say who can come and go." He stole a look at the face beside him. The boy was clearly preoccupied, now, with the obstacle before them. Perhaps just another little nudge... "Of course, you'll be wanting to cross the chain," Hasham said. "That's the arrangement, am I right?"

"What do you mean?"

"Your meeting point with Kashal's contact. It's beyond the chain, is it?"

Flustered, the boy replied, "We're to stop where the truck is waiting. We're to meet some men there. They'll have the other half of this." He held up part of a 10,000-Afghani note.

"I see. So you're the one paying the tax?"

"What tax?"

"The bribe the Taliban will charge for letting these goods pass."

"There's no tax, you old fool."

"There was at noon today -- I paid it. In money and blood, look here." He lifted the back of his turban, showed the boy the lump on his head.

The boy looked at the wound for some time. Worry began to trouble his brutish features. "We'll pay no bribe. Anyway, I have no money. Kashal gave us nothing."

"Well, then," Hasham said. "I suppose there's one other choice. But it's a brave man who stops short of the chain."

"Short of the chain?" the boy said.

"On this side of the line. But that would mean just piling the goods beside the road and making the truck come to you. That way the other people will have to deal with the Talibs and their tax. They'll be the ones passing the chain."

The boy wondered about this. Then he seemed to remember. "That's it, then. That's exactly how it's been arranged."

"Are you sure?" Hasham said. "If so, Kashal's got a lot of influence. He must be a very important man."

"Of course he is. Why else would we be here, now, with such a valuable lot of goods? We wouldn't be on this road in the first place if Kashal weren't a strong man."

"Still, we should ask the Talibs at the chain."

"Don't be stupid, old man. We'll ask them nothing! We need nothing from them."

"But they're armed. They have two tanks on the hill above."

"So what? We'll place the goods beside the road in full view. Our contact will walk out to meet us. We'll match the halves of the note and the truck will come to load up. It's that simple."

"I think we should go to the chain," Hasham persisted.

The boy dismissed him with a wave of his hand. "You'll go where I tell you to go, you old fool." He stalked on ahead and joined his friend. In a loud voice ringing with authority, he declared how things would go. The two of them strode onward: young men in firm control of their destinies.

Watching them, Hasham felt the cool soothing hand of fate on his brow. For the first time that day he felt his spirits rising. He sensed something wonderful. It was the prospect of contentment, a deep and delicious state of ease. And there was something old and familiar stirring there too, a feeling that had become something of a stranger through the hard years – hope.

From that point on, Hasham had only to place one foot after the other. He drew the donkeys to a halt at a convenient place, convenient because there was a spot just a few meters further on, towards the chain, where a motor vehicle could stop to take on a load. There were some hollows and depressions in the sand, but what were a few potholes to a heavy vehicle like a truck? Surely it was a safe and secure place. It was so close to the chain. Land mines? No, no. This section of roadway must have been checked and rechecked for mines long ago.

Hasham loosened the ropes and arranged the heavy bundles on the roadside. Kashal's thugs stood there, watching. As did the Taliban guards behind their precious chain, twenty meters away.

When the last of the bundles was unloaded, the lead boy told Hasham to take his donkeys and go. Kashal would pay for his services when he, Kashal, saw fit. The old man did as he was told. He flailed his switch and waved his arms at the donkeys until their plodding procession pointed the way back home. Meanwhile, a truck bearing the markings of the Taliban army pulled up at the chain. It was Kashal's customer, ready to collect his goods.

After that, Hasham succumbed to the urge to look back only once. It happened where the road turned sharply north – his last chance to get a clear view of the crossing. By now the truck had crossed the chain and was parked in the appointed place. Loading had commenced, but it was going slowly and there was a lot of shouting going on. A disagreement, perhaps? A falling out over the spoils? Hasham turned and walked on, steadily but not quickly.

He was half way through no-man's-land when the explosion rolled across the valley. The vibration rose up from the earth and reached as high as the old man's knees. The echo of the blast shook the still evening air for a very long time. Then there were bursts of machine-gun fire. Bad luck, Hasham thought: Kashal's young thugs had

lingered too long, posing like the hard men they wished they could be. Only when the Talibs discovered the mine crater would they realize that the goods had not been booby-trapped after all, and that the four northerners, delivering the load, had not been responsible for the explosion. It had just been an old mine, laying in wait for the careless, for the greedy.

Hasham moved more quickly now. Even the donkeys clip-clopped along with their heads up as if craving the comfort of home. What to tell Kashal? His customer, after all, deserved an explanation. Then again, there was only one place he'd find one. At the chain. Go see for yourself, Hasham would tell the warlord. He, a poor old man with his donkeys, knew nothing.

Anyway, there was more important business for Hasham to attend to. He was hungry. His appetite had returned, like a close friend absent too long. Maybe Shakoor had a few more fish to fry for a brother. After a day like this, how delicious they would taste. Hasham walked on. The donkeys followed.

Lesson #2: Political, Economic and Social Conditions in Afghanistan

The purpose of this lesson is to have students conduct an inquiry into the current political, economic, and social conditions in Afghanistan.

Key Topics:

- The impact of change – economic, political and social
- Economic changes currently affecting Afghanistan
- The impact of change on the quality of life and standard of living in Afghanistan pre-Taliban, during the Taliban, and post-Taliban.
- Human Rights
- Women's Rights
- Education
- Development

Use a K*W*L format to explore the topic.

K*W*L. What do you know? What do you need to learn to become an expert on the subject? What did you learn?

Students should choose a specific topic from the Key Topics or the class can work collectively on one or more of the topics, or groups can be assigned one component.

K*W*L Approach: An Explanation

Afghanistan is a country undergoing constant and rapid change. This lesson is an appropriate way for Social Studies teachers to deal with some of the topics in this unit. It is also a great way to start a mini-unit on Afghanistan at the high school level.

The K*W*L approach is a strategy for reading informational material in Language Arts that has been adapted for Social Studies teachers. It is a powerful strategy that takes the student from what he or she knows about a topic (K), to the development of questions by students themselves to guide research (Who? What? Where? When? Why? How?), and finally, to a summation of what has been learned (L).

- **K** – What do you know about this topic? (Can be divided into sub-categories.)
- **W** – What do you need to know about this topic? (Questions developed by students – may also be divided into sub-categories.)
- **L** – What have you learned about this topic (and corresponding sub-categories)?

The power of the K*W*L approach comes from the fact that students develop their *own* questions for research and are therefore generally more motivated to seek out the answers. Students decide to learn about a particular topic, problem, or issue.

Procedure

1. Sketch/draw a large retrieval chart on the overhead or blackboard, or in PowerPoint, as illustrated below.

K	W	L
What do you know about _____?	What do you need to know about _____?	What have you learned about _____?
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

2. In a large group discussion, have students contribute **what they think they know** about the topic being examined. You may have to sub-categorize ideas depending on the topic, problem or issue chosen. Write ideas under the headings on the blackboard or overhead, or in your PowerPoint presentation. Students should write these in their notebooks as well.
3. Discuss the results of their collective knowledge. In general, students will see that their knowledge about the given topic is limited.
4. Ask students what they might need to know about a particular topic to understand it more fully. Ask them to phrase their ideas in the form of questions (five Ws and How). Avoid rhetorical questions and “would”, “could”, “should”. List these under the W heading on the presentation format that you are using – blackboard, overhead, or LCD player. **Accept all questions** (unless they are repeated or rephrased versions of questions already on the list). Students list these under W in their notebooks.
5. Students have developed a list of questions that will help them find out more about the topic. They will now carry out their own investigation (using materials provided by the teacher and/or through library research) to find the answers to their questions.
6. Have students find the answers to their questions individually or in groups. Have them share the results of their research after an appropriate period of time. (What did they learn about the topic?) Together, they should be able to find the majority of answers to their research questions. Answers should be put under the “L” column in their notebooks. They should compare their new knowledge with what they thought they knew about it initially (K).

7. Have students use what they have learned about their topic in some meaningful way. They could choose an aspect of their new knowledge to make a presentation to class: write a report, essay or position paper, or develop a chronology (timeline) of events.

Development Activities

1. Students will be using questions to acquire more knowledge about the current economic, political, and social situation in Afghanistan. Each student should attempt to find as many answers to the questions as possible.
2. Have students conduct their research. Three general approaches might be taken:
 - a. The teacher provides all resources to use in the classroom (print and non-print).
 - b. The students use library and internet resources to conduct all research.
 - c. Students use a combination of teacher-prepared resources, internet and library resources.
3. Organize students into groups of four. Have them share the answers they have found. Encourage them to add new and additional information to their own information.
4. In a large group discussion, compare their research findings (L) with what they thought they knew about the topic (K). How has their understanding of the topic changed as a result of their research? What did they learn about research questions? How important are they in the search for information?

Culminating Activities

1. Organize students in pairs. Together, they choose one aspect of their research that they found interesting, and prepare a 5 to 10 minute presentation for the class that includes the following:
 - a. Introduction – a brief explanation of their topic and reasons why they chose it.
 - b. Body – detailed information about the topic (Afghanistan from 1979 to the present).
 - c. Conclusion – predictions of changes related to their topic that they feel will occur in the next year, with reasons to support their predictions.
 - d. Visual support (diagrams, maps, time-lines, pictures, audio)

Evaluation

1. Research process (self evaluation).
2. Presentation.

Lesson #3 Significant Figures in Afghanistan's History and Today

This lesson gives students an opportunity to research the lives of significant figures in Afghanistan's history and today.

Materials

The teacher will gather and organize materials in association with the school librarian. Students will use the internet sources provided, books (consult the suggested reading list), and periodicals. There are also a number of resources suggested in the website www.w4wafghan.ca.

Procedure/Methodology/Development Activities/Culminating Activities: Please follow the link suggested below to complete this lesson/assignment.

Time: Three to four 70-minute classes

Historical Biography

To complete this assignment, students will use the format as created by Dr. Jamie McKenzie. Dr. McKenzie is a leading figure in technology and education in the United States. He is a recognized leader in the field and has presented workshops around the world. This online assignment is excellent, and very easy to follow. The format is found at the website www.bham.wednet.edu/bio/biomak2.htm. This should take you to a page entitled, "The Biography Maker". It will give students who are comfortable with technology an opportunity to complete an assignment using the internet. That does not mean you should ignore books – in fact, students are urged to use the library and other resources to completed assignment. They should use some of the websites and books suggested in this resource to help them in this assignment. Teachers are encouraged to go to this site well ahead of the planned assignment.

Possible figures to research:

General Rashid Dostum, Abdul Gul, Abdul Haq, Gulbuddin Hekmetyar, Malalai Joya, Hamid Karzai, Ishmael Khan, Ahmad Shah Masood, Mohammad Najibullah, Amir Mullah Mohammed Omar, Burhanuddin Rabbani, Dr. Sima Samar, King Zahir Shah.

Lesson #4 - The Taliban's Violation of Human Rights in Afghanistan

This lesson will allow students to illustrate, in writing, their understanding of changes in human rights experienced by Afghan people under extremist groups, such as the Taliban.

Activity #1

In groups or individually complete the following:

- Research the Taliban in Afghanistan
- Describe the human rights situation under the Taliban
- Compare life under the Taliban to life in Canada and other democracies
- Identify the reasons for the Taliban gaining control of Afghanistan

Activity #2 – RAFT Assignment

RAFT Assignment: Role, Audience, Form, Tense. This is a creative writing assignment where students assume the role of an individual in any event that has occurred in Afghanistan pre-, during and post-Taliban.

RAFT Assignment Explanation

The letters RAFT refer to a writing strategy that attempts to take students out of their present roles and into the roles of others. The students assume the role of someone. This will complement participation in the role-play game (Appendix B). It provides a transition for the students from a “game” to a writing assignment. This assignment allows students to be creative, and take on roles they had in the game or a character with whom they strongly identified. The tense of the assignment could be past, present or maybe even the future.

One way to make activities of all kinds more appealing is to vary the role, audience, format, and tense for students in writing assignments.

- R** – Role (journalist, Talib, farmer, school girl/boy)
- A** – Audience (readers, colleagues, self)
- F** – Format (letter, journal, report, diary, news article)
- T** – Tense (past, present, future)

Materials

The teacher will need to have: a copy of the interactive/role playing simulation game; Class copies of any of Deborah Ellis’ books, “The Breadwinner,” “Parvana’s Journey,” or “Mud City”; or copy of the film/DVD, “Osama”.

Procedure

1. Complete the interactive/role play game.
2. Debrief the game.
3. Explain the RAFT assignment to the students.
4. Allow the students to assume a role.
5. Begin the assignment.
6. Hand in the completed work for evaluation.

Time: One to three 70-minute classes

Evaluation

RAFT Assignment:

Category	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1
Content (max. 10 marks) <ul style="list-style-type: none">• Accuracy• Completeness	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Organization (max. 5 marks) <ul style="list-style-type: none">• Lack of writing errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role/Audience (max. 10 marks) <ul style="list-style-type: none">• Role addressed throughout• Audience addressed	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Total: ____ / 25

Activity # 3 - Current Events Scrapbook

Scrapbooks help students organize and present large amounts of information on a particular subject – in this instance, Afghanistan. It is possible to follow a set of events; for example, the election in Afghanistan in the fall of 2004. You could easily link to the websites listed in this resource and others to follow an event of this significance. Teachers could also simply follow the developments taking place in Afghanistan for a set period of time. This could be anywhere from a week to one month, or longer if desired.

Key Topics

- Document the political, economic, cultural or social issues in Afghanistan
- Compare Afghanistan today with Afghanistan under the Taliban
- Describe the changing role of the multi-national NATO forces in general, or the Canadian forces in particular in Afghanistan

Materials

The teacher will need to provide appropriate internet sites, periodicals, articles, books, and other resources for the students. The librarian should have files, periodicals, and links that the students can use.

Procedure

1. Inform the students that they will be doing a research/scrapbook assignment over a set period of time or number of classes.
2. Explain why you have chosen Afghanistan, and its relevance to other material in your course of study.
3. Take the students to one of the websites either in a computer lab or via an LCD player in the classroom. Explain that they will be following events in Afghanistan for the period of time selected by the teacher.
4. The rest of the procedure is explained in the **General Information** provided below.

General Information for Using Scrapbook Assignments: An Explanation

- A. Decide on the rationale for the study and objectives to be achieved by the students. Use the following questions to assist you:
 - What is the purpose of this activity?
 - What knowledge will students acquire?
 - What skills will students explore?
- B. Develop a plan for conducting the study, using the answers to the above questions. Be sure to include evaluation in your plan. Develop an assignment for students to complete. Is it going to be web-based, or hard copy-based via “old fashioned” scrapbooks using newspapers, magazines, etc?
- C. Begin collecting resources well in advance of beginning the scrapbook activity. Work with your librarian and/or teacher assistant, and bookmark relevant websites.
- D. Obtain scrapbooks if you are going to do this as a hard copy project, or make sure that every student is able to develop his/her own website, or create a PowerPoint presentation – ask students all of this before you assign this project. If this is done as a hard copy project you will require glue, rulers, scissors, and other supplies.
- E. Teach or review applicable research skills. These might include searching the web, finding information in newspapers and periodicals, or library research skills such as using vertical files and periodical indexes. Ask the librarian for help.
- F. Carefully explain the scrapbook assignment to students. Outline procedures and clarify “rules” related to the research activity (e.g., will students be able to use photocopied articles?).
- G. Work closely with students as they complete the activity in the classroom, computer lab, and library. Again, enlist the aid of the librarian and teacher assistants.
- H. Debrief. What knowledge did students acquire as a result of the activity? Skills? Attitudes?
- I. Evaluate the process and the scrapbooks.

Scoring

The following two pages provide sample scoring tools for the scrapbook project.

Evaluation: Current Events Scrapbook

Student Name: _____

Teacher Name: _____

Total Marks: _____/40

Content: 10 8 6 4 2

Accuracy – All content throughout the assignment/presentation is accurate.

There are no factual errors. Most of the content is accurate but there is one piece of information that might be inaccurate. The content is generally accurate, but one piece of information is clearly flawed or inaccurate. Content is typically confusing or contains more than one factual error.

Originality: 10 8 6 4 2

Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. Presentation shows an attempt at originality and inventiveness on 1-2 cards. Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.

Spelling and Grammar: 10 8 6 4 2

Presentation has no misspellings or grammatical errors. Presentation has one or two misspellings, but no grammatical errors. Presentation has one or two grammatical errors but no misspellings. Presentation has more than two grammatical and/or spelling errors.

Effectiveness: 10 8 6 4 2

Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide. Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide. Project is missing more than two key elements. It would make an incomplete study guide. Project is lacking several key elements and has inaccuracies that make it a poor study guide.

Criteria	Level 1	Level 2	Level 3	Level 4
Clear expression of ideas	- communicates information as isolated pieces in a random fashion	- communicates important information but not a clear theme or overall structure	- clearly communicates main idea, theme or point of view	- clearly and effectively communicates main idea, theme, or viewpoint.
Content	articles & images lack relevancy to theme	articles & images are somewhat relevant to theme	articles & images are mostly relevant to theme	all articles and images are highly relevant to theme
Evidence of Research	- little evidence of research in product	- text and/or symbols show some evidence of research	- text and symbols show clear evidence of research	- text and symbols show evidence of considerable research
Effective use of colour ,symbols and graphics	- colour and/or symbols and graphics unclear	- colours and/or symbols and graphics not clearly supportive of the theme	- colours and/or symbols and graphics support theme of poster	- the message or purpose is obvious to the audience through the use of colour and symbols
Effective use of text and/or captions	- text minimally displayed and purpose unclear	- text is clearly displayed but does not support theme or message	- text supports the purpose of the poster	- text or caption delivers the message with impact
Overall impact and creativity	- limited effort in presentation is shown; visuals and texts do not match each other in quality; limited innovation and appeal to the eye	- visuals and texts are clear though their connection may not be obvious to the audience; design may show a hint of the unusual or innovative	- effort and thoughtful preparation clearly shown with elements of innovation in the caption or in the visual components	- the combination of visuals and text make for an eye-catching design with powerful impact

Additional Topics for Exploration

1. Women's Groups in Afghanistan and affiliated Non-Governmental Organizations (NGOs).

Students can learn more about groups such as *Canadian Women for Women in Afghanistan*, and affiliated groups like *PARSA*, the *Shuhada Foundation*, and many more. This might also provide an impetus for young people at the high school level to get involved in human rights issues.

2. The Role of other Nations

Investigate the role of the United States, the Soviet Union, Pakistan, India, Iran, Turkmenistan, Uzbekistan, Kirghizstan, Tajikistan, and/or Saudi Arabia in relation to the Taliban's rise in Afghanistan. Why did this group adopt such a fundamentalist stance in Afghanistan? What are the origins of this group? How did they gain so much support?

3. Focus on Specific Time Period

This can be done from 1979 to the present, or as an historical timeline, beginning at any time in Afghanistan's history. Center the assignment on the following questions: Who? What? When? Why? Where? How? Focus on a specific time period in Afghanistan's history.

4. Book Review

Select a book from the suggested list and write a critique on it.

5. Essay/Position Paper

Students are asked to research one of the following topics. They take a stand and defend a position on one of the issues; the following are examples:

- To what extent has the history of Afghanistan contributed to the current state of Afghanistan?
- To what extent are human rights integral for the development of Afghanistan?
- To what extent does Geopolitics influence events in Afghanistan?
- How will the improvement of women's rights in Afghanistan, and any country in general, contribute to the nation's economy?

6. Physical/Social Geography Application

A variety of lessons can be built around Geography, Environment, Ecology, Flora, Fauna and Geopolitics.

7. Cultural Focus

Afghanistan as a Multi-Cultural Society. Lessons and/or activities can be developed which focus on a specific cultural aspect such as: Tribes, Cultures, Religions, Food, Economy, or Government.

Extension Activities. As a class you might hold a multicultural evening, or host a “Breaking Bread for Afghan Women” potluck dinner (visit the website <http://www.breakingbreadforwomen.com>) and invite members of Canadian Women for Women Afghanistan to your class or school. Have members of the Afghan community come to your class and talk about the diversity of Afghan society and culture.

8. Cooperative Learning Assignment

A Cooperative Learning Assignment can be applied to pre-Taliban, during the Taliban, and post-Taliban (reconstruction) Students could assume a variety of roles/movements that have taken place in Afghanistan over the past 100 years. The British/Russia Conflict (Great Game), The Cold War players, Soviet Invasion (1979) and Soviet-backed regimes, Civil War (1994-1996), the rise of the Taliban, Women's Issues during the Taliban regime in comparison to women's roles pre-Taliban, Afghanistan post 9-11-01 and women, men, government, the UN, NATO, NGOs.

Book List for Teachers

- Ansary, Tamim. West of Kabul, East of New York: An Afghan American Story.
- Ahmedi, Farah and Tamim Ansary. The Story of My Life: An Afghan Girl on the Other Side of the Sky.
- Armstrong, Sally. Veiled Threat: The Hidden Power of the Women of Afghanistan.
- Bernard, Cheryl. Veiled Courage: Inside the Afghan Women's Resistance.
- Brodsky, Anne E. With all our Strength.
- Burke, Jason. Al Qaeda.
- Chavis, Melody and Ermachild, Meena. Heroine of Afghanistan: the Martyr who founded RAWA, the Revolutionary Association of Women of Afghanistan.
- Chayes, Sarah. The Punishment of Virtue: Inside Afghanistan After the Taliban.
- Crile, George. Charlie Wilson's War: The Extraordinary Story of the Largest Covert Operation in History
- Cristofari, Rita and Follain, John. Zoya's Story: An Afghan Woman's Struggle for Freedom.
- Elliot, Jason. An Unexpected Light.
- Ellis, Deborah. The Breadwinner.
- Ellis, Deborah. Parvana's Journey.
- Ellis, Deborah. Mud City.
- Ellis, Deborah. Women of the Afghan War.
- Fisher Staples, Suzanne. Under the Persimmon Tree.
- Hosseini, Khaled. The Kite Runner.
- Hosseini, Khaled. A Thousand Splendid Suns.
- Huntington, Samuel P. The Clash of Civilizations and the Remaking of World Order.
- Kaplan, Robert D. Soldiers of God: With Islamic Warriors in Afghanistan and Pakistan.
- Khadra, Yasmina (Moulessehouli Khadra real name). The Swallows of Kabul.
- Kremmer, Christopher. The Carpet Wars: From Kabul to Baghdad.
- Lamb, Christina. The Sewing Circles of Heart: A Personal Voyage Through Afghanistan
- Latifa. My Forbidden Face: Growing Under the Taliban: A Young Woman's Story.
- Logan, Harriet. Unveiled: Voices of Women in Afghanistan.
- Lubbers, Ruud and Zalmai. Return, Afghanistan / Retour, Afghanistan

Mehta, Sunita. Women for Women Afghanistan: Shattering Myths and Claiming the Future.

Mortenson, Greg. Three Cups of Tea.

Newby, Eric. A Short Walk in the Hindu Kush.

Pazira, Nelofer. A Bed of Red Flowers: In Search of My Afghanistan.

Pigott, Peter. Canada in Afghanistan: The War So Far.

Rashid, Ahmed. Taliban.

Rashid, Ahmed. Jihad: The Rise of Islamic Fundamentalism in Central Asia.

Schultheis, Rob. Night Letters: Inside Wartime Afghanistan.

Schwartz, Stephen. The Two Faces of Islam: Saudi Fundamentalism and Its Role in Terrorism.

Seierstad, Asne. The Bookseller of Kabul.

Shah, Saira. The Storyteller's Daughter.

Sulima, Hala and Batya Swift, Yasgur. Behind the Burqa: Our Life in Afghanistan and How We Escaped to Freedom.

Film List

- Kandahar
- Return to Kandahar
- Osama
- Five O'clock in the Afternoon
- Daughters of Afghanistan

John Humphrey Centre for Peace and Human Rights

Building Human Rights Communities



John Humphrey Centre
for Peace and Human Rights
pour la paix et les droits de la personne



ACGC 
Alberta Council for Global Cooperation

A human rights community

section 2

The lessons in this section provide a simulation that is used to introduce students to a variety of topics associated with human rights and the connection between human rights and quality of life. This section is based on the concept of a human rights community – a community in which citizens commit to the importance of human rights to their daily lives.

Lessons situate students in a fictional community and require them to learn about issues that underlie many human rights violations. Activities ask students to develop a vision for a “model” human rights community, one that is dedicated to improving conditions and human rights. The lessons provide many Canadian examples, however, they can also be used to explore global human rights issues.

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*Curriculum links for this section are provided in Appendix B.

SECTION 2

A human rights community

overview

Curriculum links for this section are provided in Appendix B.

Lesson

How do human rights contribute to quality of life in communities?

Focus

This lesson:

- Explores scenarios relating to human rights in a community setting
- Asks students to investigate and research how these topics relate to human rights
- Has students create research files that explore topics
- Asks students to present research to other students

Approximate time

5-8 classes

Resources and handouts

Student handouts:

- II-1: concerns
- II-2: research inventory
- II-3: topic research questions
- II-4: briefing notes

file folders

Learning tools:

- retrieval chart
- cause and effect map

Curriculum links

This lesson introduces and develops outcomes relating to:

- Multiple perspectives on human rights
- The link between human rights and quality of life
- Responding as a citizen to human rights and globalization issues
- Equity, economic, work, freedom of expression, women's, children's, Aboriginal and language rights
- Canadian and international human rights contexts

Lesson

What is a human rights community?

Focus

This lesson:

- Explores the concepts of community and human rights communities
- Investigates organizations that exist in communities, in Canada and internationally and the extent of their influence on human rights
- Asks students to construct a representation of a human rights community, identifying facilities, services and organizations that support human rights topics and issues

Approximate time

5-8 classes

Resources and handouts

Backgrounder:

Human rights communities (PDHRE)

Student handouts:

- II-5: communities and quality of life
- II-6: human rights communities
- II-7: human rights organizations

acetate sheets for an overhead projector or PowerPoint

Learning tools:

- retrieval chart
- frame of reference map

Curriculum links

This lesson introduces and develops outcomes relating to:

- Quality of life and communities
- Societal values
- Organizations that protect human rights

overview

Curriculum links for this section are provided in Appendix B.

Lesson

To what extent should individuals, organizations and government support and promote human rights?

Focus

This lesson:

- Explores the ways in which individuals, organizations and government can support and promote human rights
- Has students participate in a town hall meeting
- Develops a plan of action for improving and celebrating human rights

Approximate time

4-6 classes

Resources and handouts

Backgrounder:

Canadian projects and initiatives

Student handouts:

I-8: people in communities

II-9: plan of action

Learning tools:

biography profile

retrieval chart

frame of reference map

Curriculum links

This lesson introduces and develops outcomes relating to:

- Implications of human rights on individuals and communities
- Civic responsibilities of individuals, communities, organizations and government

How do human rights contribute to quality of life in communities?

Students can be asked to review the appropriate human rights documents and legislation that support these topic areas. Internet links for these documents are provided in Section I.

Student handouts are provided at the end of this section. The Learning tools referenced in this section can be found on pages 17 to 30.

Introduction

Human rights are something students learn through their own experiences. They are concerned with issues relating to their personal lives and examples they discuss can reflect concerns over human rights abuses in areas such as race, sexual orientation and gender as well as religion, freedom of speech and equality. Often, infringements or abuses of rights are associated with an identification of what constitutes that right.

One of the main challenges in teaching units of study focused on human rights is in reaching beyond a more conventional conception of how human rights should be taught, and doing so within the parameters of the existing curriculum. As many human rights teaching resources and programs focus primarily on universal “rights” as rules, regulations and legislation, students tend to learn about human rights as a prescribed set of rules that often have little relevance or impact on their beliefs, actions or behaviours.

This lesson provides activities that center upon responses to human rights issues. It then asks students to work collectively to learn about topics related to human rights issues that interest them, and to focus on actions that people have taken to address human rights in these areas. It asks them to make decisions about human rights issues and construct a vision of a model human rights community. The general topic areas that students are asked to select from include:

- Freedom from poverty (including economic and social rights)
- Equality rights (including issues of discrimination and racism)
- Right to work (including the right to sustenance and environmental rights)
- Freedom of expression and the media
- Rights of women
- Rights of children
- Aboriginal rights
- Language rights

Resources

student handout II-1: concerns

student handout II-2: research inventory

student handout II-3: topic research questions

student handout II-4: briefing notes

file folders

learning tool: retrieval chart

learning tool: cause and effect map

Approximate time

5 to 8 class periods

Teaching and learning strategies

Select from or adapt the activities most suitable for students' and curriculum needs.

to do

Human rights issues

Have students share their perspectives on what human rights are, reviewing key concepts from the activities in the previous section of this resource or from previous units in classes. Ask them what they think constitutes a human rights issue by discussing the following questions:

- What is an issue? What is a human rights issue?
- Does a human rights issue involve a violation of rights? What does “violation” mean?
- Does a human rights issue involve the need for a solution?
- Does a human rights issue generate a need to protect rights?

Tell students that they will be exploring human rights and the quality of life in a fictional community over the next few days. They will start by examining situations that exist or have occurred in this community and considering whether these situations represent violations of rights.

Provide students with **student handout II-1** (pages 131-132). Identify which of the concerns involve human rights issues and explain why.

Work in small groups to identify the area(s) that each concern relates to:

- Security (protection from, or freedom from, a context of violence that poses a threat to one's life or to one's physical and mental well-being)
- Subsistence (having secure access to the resources one needs to meet biological needs – nutritious food, clean water, fresh air, some clothing, shelter and basic preventative health care)
- Equality (our need to be regarded as equal in initial status with others, and not to suffer from social discrimination)
- Freedom (the need to follow one's own path in life, and not be subject to coercion or interference with one's life choices)
- Recognition (our need as social beings for acknowledgement from others of our own humanity, our own worth, and of our own belonging to, and full membership within, the human community)

Then, identify whether or not the issue reflects a human rights violation, or if there is a need for change implied by the issue. Discuss how human rights are related to the quality of life in a community and how human rights violations can impact quality of life.

to live and work together

Selecting a focus

Students will work with a Topic Focus Group to investigate and explore a human rights topic in more depth. They will be responsible for displaying their research for other groups in the class.

Provide students with **student handout II-2** (pages 133-136) and use the research inventory to select three topics they are most interested in. Then, have students find classmates who are interested in their top choice by asking them to move to an area of the classroom that has been assigned to each topic. These groups will become students' Topic Focus Groups.

If the Topic Focus Groups are of unequal size, redistribute students according to their second and third choices. All groups do not have to be exactly equal in size; it is more important that students have the opportunity to research a topic that interests them.

to know

Applying the research process

Each Topic Focus Group will address the inquiry question: How do human rights contribute to quality of life? They will use the topics they have selected to focus on a specific area for their research. Discuss the following related questions and have students contribute their own ideas for specific questions to guide their research:

- Can protection of human rights ensure that people's daily lives meet a "minimally decent" standard?
- To what extent should communities be concerned with human rights violations?
- What kinds of programs, services, facilities or organizations do you think support human rights? How do they contribute to quality of life?

Provide each group with **student handout II-3** (pages 137-138) and a visual organizer such as a **retrieval chart** (page 28) to initially help them organize their research. Questions and a format for research are provided on the student handout. Groups will organize information using the retrieval charts, and then create their final research projects in file folders.

Provide each Topic Focus Group with the relevant briefing notes from **student handout II-4** (pages 139-180). These briefing notes include a discussion of each topic, website references and examples. Each handout is organized into four sections:

- Introduction
- Exploration of what the right means
- The right and the *Universal Declaration of Human Rights*
- Examples (including references to websites that provide case studies and other examples related to this right)

Each group is expected to do some of their own research. This research can be more locally based and groups can be encouraged to find examples that illustrate their topics from local media sources.

Each Topic Focus Group will create a final research report that includes both written summaries and visuals:

- Use both the inside and outside of the file folders to cut and paste summaries and visuals
- Organize and display research using visual organizers
- Use more than one file folder if necessary to complete the research

The inquiry question should be narrowed down by each group to reflect their research area and used as a concluding paragraph for their research project.

~~to live and work together~~

~~Sharing perspectives~~

Have each Topic Focus Group share the results of their research using a carousel (small group presentation) format. Have each group display their research files in an area of the classroom. Provide a blank sheet for comments beside each display.

A carousel presentation format is a cooperative learning structure that asks groups to set up a project display, then rotate through each display to view, read and make comments.

Have all Topic Focus Groups rotate through each of the displays. Provide time for each group to review the research project that other groups have created. Have each group write responses and comments on the comment sheet. Then, have groups return to their research files and provide time for them to read, discuss and reflect on the comments that other students have made.

~~to live and work together~~

~~Revisiting issues~~

Have each Topic Focus Group use a visual organizer such as a **cause and effect map** (page 23) to brainstorm possible responses to two or three of the human rights situations they discussed in the first activity of this section. Have them place the situation in the middle of the cause and effect map and describe possible actions and responses in the other squares of the map.

~~to be~~

~~Human rights scrapbook (ongoing activity)~~

Have students reflect on how the human rights they explored in their research affect:

- The individual
- The community as a whole

What is a human rights community?

Student handouts are provided at the end of this section.
The Learning tools referenced in this section can be found on pages 17 to 30.

Introduction

For many students, human rights are reflected in the values of fairness, equity, equality, and with issues such as access and abuses. Examples of human rights that they provide can reflect both personal experiences and diverse backgrounds. Different cultures, traditions, upbringings and settings can elicit different definitions or understandings of what human rights are about. Human rights, to many students, can be intensely personal and, in some instances, stated as an assertion – having the right to dress as you please, the right not to be made fun of, the right to safety, the right to express yourself and the right to make your own decisions. Some students connect rights with responsibilities and privileges; some connect rights with restrictions.

In this activity, students focus on the concept of community and examine how human rights are enacted within a community, focusing on rights and accompanying actions, behaviours and responsibilities. Students investigate organizations that exist in their communities, in Canada and internationally and the extent of their influence on human rights. They then form community groups to construct a representation of a human rights community, identifying facilities, services and organizations that support human rights topics and issues.

Resources

student handout II-5: communities and quality of life

student handout II-6: human rights communities

student handout II-7: human rights organizations

learning tool: retrieval chart

learning tool: frame of reference map

acetate sheets for an overhead projector; or PowerPoint

The *teacher* backgrounder, **Human rights communities** (PDHRE), on pages 125 to 126, provides additional information relevant to this lesson.

Approximate time

5 to 8 class periods

Teaching and learning strategies

Select from or adapt the activities most suitable for students' and curriculum needs.

to be

What is a community?

Work with students to brainstorm responses to the question: What is a community? Have them consider how communities are reflected in all of the following: large cities, small towns and rural settlements. Create a list of their responses on the board. Alternatively, have small groups brainstorm responses, recording them on a sheet of poster paper. Have each group share their ideas with the rest of the class.

to do

Recipe for a community

Then, ask students to consider how quality of life is reflected by what they see and find in communities. Review how quality of life in a community can be determined – the indicators of quality of life. Discuss examples – personal, social, environmental, and services and facilities that may exist in a community that contribute to its quality of life. Provide each group with **student handout II-5** (pages 181-182). Have groups create a recipe for a community with a good quality of life.

to know

What is a human rights community?

Ask students how they think a community, such as the one that experienced the situations they examined in the previous activity, could make a commitment to improving human rights. Introduce students to the concept of a human rights community. Provide **student handout II-6** (pages 183-184) and discuss the questions included in the handout. Visualize what a human rights community would look like by answering the following questions:

- What kinds of organizations, facilities and services should be available to people?
- What kinds of programs or projects could help promote human rights?
- What responsibilities do people have in a human rights community?

to live and work together

Building a human rights community

Have students use a visual organizer such as a **retrieval chart** (page 28) to list the characteristics of a human rights community – one in which they think the basic human rights of people are met.

Remind students to review the five categories of human rights that they have used in previous activities, as well as what they have learned about the benefits of these human rights principles from their research on different human rights topics.

- Security (protection from, or freedom from, a context of violence that poses a threat to one's life or to one's physical and mental well-being)
- Subsistence (having secure access to the resources one needs to meet biological needs – nutritious food, clean water, fresh air, some clothing, shelter and basic preventative health care)
- Equality (our need to be regarded as equal in initial status with others, and not to suffer from social discrimination)
- Freedom (the need to follow one's own path in life, and not be subject to coercion or interference with one's life choices)
- Recognition (our need as social beings for acknowledgement from others of our own humanity, our own worth, and of our own belonging to, and full membership within, the human community)

The retrieval charts should list the essential elements of a human rights community in the first column; what these elements mean for goods, services, programs, facilities and organizations in the second column; what the responsibilities of the people of the community are in the third column; and what would happen if these elements were not present, in the fourth. Remind students to consider a range of:

- Facilities
- Services
- Organizations, including government, businesses, media, education, health care, child care
- Organizations that help people with special needs (seniors, immigrants, youth)
- Organizations, activities and programs that help people meet their needs

Use a format such as the example provided below.

Essential elements for a human rights community	What these elements look like in the community	What responsibilities people in the community have to human rights	What could happen if these elements were not present
Food and shelter	Food stores Areas set aside for residential houses and apartments Food banks and clean shelters for people who need assistance	Supporting those people who need assistance to maintain a minimally good life Volunteer programs	People who need support would not have access to food and shelter Homelessness Increased health costs
Clean air and health care	Equal access to hospitals and clinics Increased health costs	Government departments that deal with clean air issues Responsible use of the health care system Support for laws that monitor the environment Advocating for the abolition of second-hand smoke in public places	Decreased quality of life for people living in the community Increased health costs
Freedom to follow one's own choices	Educational institutions, such as schools, community centres and colleges or universities Child care facilities for working parents	Not interfering with others' freedom of choice	Inability to get into educational programs and /or follow career of one's choice Inequality for women with children
Security	Neighbourhood police stations Community watch programs	Contributing to community watch programs	Increased vandalism of public and private spaces

to know

Investigating organizations for human rights

Have students work with small groups and use various sources such as the yellow pages in the local phone book, newspapers and the Internet to identify organizations and facilities that support and promote human rights. These organizations can include the following:

- Organizations that specifically support human rights
- Local not-for-profit organizations and charities
- Government departments

Use **student handout II-7** (pages 185-186) as a starting point, and ask students to use a visual organizer such as a **two-column retrieval chart** (page 26) to identify and list the organizations they find.

Then, have students work in pairs to find out more about one organization. Ensure that a variety of organizations are represented, but encourage each pair to select one that interests them.

Create a one-to-three-page overview of the organization that includes:

- The purpose of the organization
- What the organization does (examples of programs and projects, any documents or resources created)
- Who the organization works with
- Contributions the organization has made to the promotion of human rights

The overview page(s) can be created using a visual organizer such as a **frame of reference map** (page 25). The circles in the frame of reference map can be used to list the purposes and activities of the organization. The outside square can be used to describe its contributions. Maps can be constructed on acetate sheets that can then be viewed on an overhead projector; or a PowerPoint presentation can be created.

~~to do~~

~~Presentation~~

Have pairs provide a five-to ten-minute presentation on their organization, using the overview report they have prepared. Discuss how these organizations can support initiatives to improve human rights in a local context, such as within their own communities.

~~to do~~

~~Yellow pages for human rights~~

Have pairs prepare the information they find on their organization into an advertisement for a yellow pages directory. Then, have the class compile the advertisements into a “yellow pages” booklet.

~~to do~~

~~Constructing a human rights community~~

Have students work in small groups called Community Groups to plan and construct a human rights community that includes the elements that they think are essential to meet peoples’ needs for a minimally good life. The community can represent a neighbourhood or area in a large urban centre, a mid-size city, a small town – this can be specified to students and they can be asked to construct what they are most familiar with.

Communities can be sketched or created on poster paper or constructed as a three-dimensional model.

Have groups introduce their communities to the other groups in the class, describing the characteristics of the community they have constructed and identifying issues relating to quality of life.

- **An alternative process for constructing an ideal city is provided on the United Nations Cyber School Bus website. This process can be followed and adapted for this activity.**

WEBSITE: www0.un.org/cyberschoolbus/habitat/ideal/ideal1.asp

to be

Human rights scrapbook (ongoing activity)

Have students individually reflect on what they have learned about human rights choices in a journal entry. Describe what they believe their individual responsibilities are to human rights.

to do

Illustrated dictionary of human rights

Have each group use the information they have researched to create an illustrated glossary of terms and concepts related to human rights.

To what extent should individuals, organizations and government support and promote human rights?

Student handouts are provided at the end of this section. The

Learning tools referenced in this section can be found on pages 17 to 30.

Introduction

Human rights education should be based on active, participatory learning and should engage students in issues and topics relevant to their daily lives. The approach should also, however, consider how personal and local issues and topics connect to global ones. Although students find relevance and meaning in those issues and topics that initiate locally, they also need to make the connections to the larger world and find commonalities and perspectives that they can relate to.

In this sense, an emphasis on activities and strategies that encourage collaborative and cooperative skill development are critical to a resource that promotes learning around human rights. As students react cognitively and emotionally to what they are learning, they build ownership to larger issues, and commitment to acting on their beliefs. Recognizing and respecting the importance of values connected to human rights topics, such as safety and security, fairness, equity and equality, reinforces the importance of learning about human rights.

This lesson asks students to explore the ways in which individuals, government and organizations can support and promote human rights. Students participate in a town hall meeting and develop a plan of action for improving and celebrating human rights.

Resources

student handout II-8: people in communities

learning tool: biography profile

learning tool: retrieval chart

learning tool: frame of reference map

student handout II-9: plan of action

The *teacher* backgrounder, **Canadian projects and initiatives**, on pages 127 to 128, provides additional information relevant to this lesson.

Approximate time

4 to 6 class periods

Teaching and learning strategies

Teachers are encouraged to select from or adapt the activities most suitable for their students' and curriculum needs.

to be

Taking on a role

Students will explore human rights from the perspective of different citizens who live in the fictional community they constructed in the previous activity. Provide **student handout II-8** (pages 187-188) and have students take on the role of an individual who lives in the community. Have students use the **biography profile** (page 29) to explore human rights issues relevant to this individual.

to live and work together

Perspectives on human rights

Have students work in Community Groups to discuss human rights that are important from the perspective of their roles. Ask each group to brainstorm and create a master list of rights, ensuring that they represent all the priorities important to their group members.

Once each group has completed their list, present the rights to the rest of the class. Combine similar rights so that a class list of rights results. Then, discuss the following questions:

- What rights are important to you as an individual member of your community? Why are these rights important?
- What rights might be important to other members of your group? Why would these rights be important to these individuals?
- How do these rights affect quality of life within the community?
- How might individual rights conflict with collective rights (those held by all members of the group together)?
- What should be done to support individual human rights?

to do

Mind map

Have students use a visual organizer such as a **mind map** (page 22) to identify and list the implications of the rights they have developed from two perspectives – the individual and the community. Discuss the following questions

- How do the decisions and behaviours of individuals affect quality of life in a community?
- How can the decisions and programs of organizations affect the quality of life in a community?

to live and work together

Making group choices

Have each Community Group revisit the human rights concerns (student handout II-1) they discussed in the first lesson. Create questions that reflect the human rights needs reflected by these concerns. For example, start with the following partial list of questions.

- Is there a need for more organizations or services that promote activities for youth?
- Does the community need new or different organizations or services to help new immigrants in the community?
- Is there a need to develop programs that address and improve security and safety in the community?
- Is there a need for better access to public facilities for people with disabilities?
- Is there a need to build more childcare centres?

Have each group re-examine their fictional communities, and decide on organizations, services and facilities that need to be added to improve human rights and address these concerns. Make a list of the organizations, facilities and services that are needed. Remind students to ensure that they consider what they learned about human rights topics from the previous lesson.

to live and work together

Making economic choices

Provide groups with economic conditions that they must use as they make decisions about what should be provided in their fictional communities. Groups will be provided with an overall budget and asked to make choices that address concerns and needs of their communities. Discuss and develop these conditions with the class by creating a **retrieval chart** (page 26) that outlines a budget for each type of facility, program or service.

Students could be presented with the following question: If you had 200 economic units to spend in your community, what would you spend it on? The following chart, from which students make their choices, provides an example of economic values (in units) that can be allocated to different types of facilities, programs and services.

Type of facility, program or service

Costs in units

Housing	50
Community centres	10
Facilities for people with disabilities	10
Neighbourhood police	30
Any type of government program, such as environmental quality programs	40
Community services, such as shelters and food banks	20
Health care facilities	40
Service facilities and organizations, such as child care or women's shelters	30
Educational facilities	40
Educational programs	10

Have each group make choices about the facilities, programs or services that should be added to their fictional communities. For example, the budget of 200 units could be spent on 4 housing units; or 2 housing units and 5 community centres; or 2 housing units, 1 community service facility, and 2 health care facilities.

Consider the following questions and justify the choices students make in their communities.

- How do economic limitations necessitate choices?
- What difficulties were experienced when choices had to be made?
- What strategies were used to prioritize the choices made?

to do

Identifying indicators of quality of life

Have Community Groups identify the indicators in their community that represent its quality of life – ask them to consider political, economic, social and personal indicators. Discuss questions such as:

- Did we build enough facilities to support the different needs of people – for example, seniors, working mothers, those who need economic support?
- Did we build some of these at the expense of other facilities and services that are needed? (For example, did we build childcare centres at the expense of food banks?)
- Were these justifiable decisions?

to do

Responsibilities to human rights

Ask each student to use a visual organizer such as the **frame of reference map** (page 25) to write about what they know about responsibilities that individuals have to their communities and as citizens. Use the outside box to write about experiences that have taught them about responsibilities.

Tell students that the mayor of their fictional communities has called a town meeting to discuss the community's responsibility to human rights. Share perspectives and experiences that relate to the concept of responsibility:

- What are the responsibilities of people living together in communities?
- To what extent do responsibilities relate to human rights?

to do

Developing a plan of action

Each Community Group will become a Citizens' Action committee that will investigate different ways that human rights can be improved, supported, promoted and celebrated in the community. They will present their reports at the town hall meeting. Ask each group to start with the following questions:

- What human rights concerns exist in your community?
- What do your community's organizations and services do to support human rights?
- How has your community already addressed human rights concerns?
- What more should be done?

Brainstorm ways that citizens can commit to, and promote, the improvement of human rights in the community. Each Community Group will act as a committee, organizing a plan of action to declare their community a "Human Rights Community." Each plan of action should involve a project idea that would address human rights concerns.

Provide each group with the **student handout II-9** (pages 189-190) and have them decide on an initiative that would address a human rights concern in their fictional community. Remind students to consider the problems and issues they addressed in previous activities.

Create a plan of action on a small poster-sized paper. Each plan of action should be presented to the class and similarities and differences discussed.

to do

Town meeting

Have each Community Group present their plan of action for improving human rights in the community in the town meeting. Encourage other groups to ask questions of the group presenting. Discuss questions such as:

- What is the role of individuals in this community to support and promote human rights?
- What is the role of organizations and the community as a whole in supporting and promoting human rights?
- How would you describe a “human rights community”?

to be

Human rights scrapbook (ongoing activity)

Have students create an individual plan of action that outlines ways that they can promote and encourage human rights in their daily lives, environments, activities and involvements. Consider whether they would be interested in making a commitment to one human rights project or activity in their own communities, and describe what they would be most interested in doing.

to be

Position statement

Have each student prepare a written position statement on the question: To what extent should governments, organizations and individuals actively promote human rights? Help students clarify their positions by providing them with a scale such as the following.

• Always • Quite a bit • Sometimes • Not very often

Provide three to five examples from previous research and activities that support the position they choose to take.

to live and work together

Horseshoe class discussion

Arrange students' desks in a horseshoe shape around the classroom. Ask one student who supported each position on the scale to present their statements. Then, tally the number of students who supported each position on the board. Bring the discussion back to the question: To what extent should governments, organizations and individuals actively promote human rights? Consider whether or not it is possible to reach a consensus of agreement on this question.

NOTE

Section III of this resource provides a process and resources for classes and schools to develop a plan to become a Human Rights School or Community. The John Humphrey Centre for Peace and Human Rights is currently in the process of developing a plan to support Edmonton, Alberta in its movement towards becoming a Human Rights City.

Additional resources and sources

The following websites and sources offer additional background information and research sources:

Tolerance.org

Tolerance.org is a principal online destination for people interested in dismantling bigotry and creating communities that value diversity. Although the site and its content are American, it provides a comprehensive list of links to other human rights related sites. There is also an excellent model for locating human rights related organizations in the United States.

- www.tolerance.org

What Kids Can Do

What Kids Can Do is a national non-profit organization founded in 2001. It documents the value of young people working with teachers and other adults on projects that combine powerful learning with public purpose for an audience of educators and policy makers, journalists, community members and students. The site provides compelling examples of schools and communities working together to:

- Challenge young people intellectually
- Enlist their help with real problems
- Nourish their diverse talents
- Support their perseverance
- Encourage their contributions as citizens
- www.whatkidscando.org

Human Rights Internet

This website is designed for all individuals and groups interested in teaching or learning about human rights and development. The website provides information on development and human rights at an introductory level and therefore allows individuals or groups to familiarize themselves with the topics and then to further research areas of interest.

- www.hri.ca/education/development/

A human right is a reason to treat persons in certain ways. Human rights cannot be seen. They involve values that guide us in treating each other in ways that we think we all deserve. Human rights do not tell us who or what we are. They tell us how we should treat other human beings. Rights are reasons to treat persons in certain respectful ways.

section 2

A human right is not just a justified claim to treat others in certain ways.

A right is an important, serious and powerful claim that is considered more important than other values or actions. Rights have a high priority, often higher than anything else, that people claim they are entitled to. A human right is a reason to treat persons in certain ways. Human rights cannot be seen. They involve values that guide us in treating each other in ways that we think we all deserve. Human rights do not tell us who or what we are. They tell us how we should treat other human beings. Rights are reasons to treat persons in certain respectful ways.

Backgrounders

Teacher backgrounders provide additional information on topics that are explored in Section 2.

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human rights communities (PDHRE)¹³

¹³ This backgrounder describes the human rights cities project of PDHRE, People's Movement for Human Rights Learning.

See website: www.pdhre.org/projects/hrcommun.html for more detailed information on the project.

The project description and summary is adapted from www.comminit.com/pdskdv42003/sld-7648.html.

Human rights communities are a project of PDHRE, *People's Movement for Human Rights Learning*. Founded in 1988, PDHRE is a non-profit, international service organization that works directly and indirectly with its network of affiliates – primarily women's and social justice organizations – to develop and advance pedagogies for human rights education relevant to people's daily lives in the context of their struggles for social and economic justice and democracy. The United Nations Development Program supports the Human Rights Cities project of PDHRE to promote human rights as guiding principles for the development of local communities.¹⁴

¹⁴ See website

www.undp.org/dpa/statements/administ/2003/december/10dec03.html.

A human rights community

A human rights community is one in which all its members, from policy makers to ordinary citizens, learn about and adhere to human rights obligations. Relating international human rights norms to their own immediate and practical concerns, they join and make a commitment to initiate a community-wide dialogue for the purpose of developing the guidelines of their Human Rights Community. Public and private organizations join to monitor violations and the implementation of human rights at all levels of society. They develop a methodology to ensure that all decisions, laws, policies, resource allocation and relationships are bound by human rights norms and standards at all levels of the decision-making and problem-solving process. They ensure that human rights serve as guiding principles by which the community develops its future plans and institutions. The goals of the program include instilling in communities a sense of ownership over human rights as a way of life; enhancing democracy, peace, security and social justice; and strengthening the infrastructure that supports human, social and economic development.

The importance of community participation

Community participation is a key element in the effort to establish "the holistic human rights framework" in people's daily lives and to help them see its potential as a tool for action.

Inhabitants, governing bodies, law enforcement agencies, public sector employees, religious groups, NGOs and community groups in the city (especially those working on issues concerning women, children, workers, indigenous people, poverty, education, food, housing, healthcare, the environment and conflict resolution) are asked to join in the process of learning about and reflecting on human rights as a means of accomplishing their own development. As part of this process, various stakeholders engage in dialogue designed to relate the human rights framework to their traditional beliefs, collective memory and aspirations with regard to environmental, economic and social justice issues and concerns. This process is intended to foster mapping and analysis of the causes of human rights violations and the design of solutions to avoid them.

This process of establishing a human rights community includes the following steps.

one

A steering committee representing all sectors of society develops specific programs for various groups of people.

two

Learning and planning sessions are held in which committee members examine, from a gender-sensitive perspective, laws, policies, resource allocation strategies and relationships that structure their city. For that purpose, the committee creates a "training of trainers" program with, by, and for their constituencies, which include parliamentarians, municipal workers, law enforcement officers, the judiciary, business people, teachers, health care providers, social workers and government officials. This program is designed to help people understand and uphold their obligations and commitments to human rights. For example, people gather in meetings to scrutinize the laws of the city against the background of the Convention and covenants that their country has ratified.

three

Citizens are requested to play a part in human rights advocacy in the community by becoming mentors, monitors, documenters and advocates. They are encouraged to give testimonies and participate in community and city hall meetings, street theatre and informal community discussions.

four

These and other activities are publicized throughout the community to raise awareness of human rights.

The PDHRE website at www.pdhre.org provides descriptions of the human rights cities currently part of the project, as well as discussions of many human rights topics and issues.

Human rights cities as of march 2005 include Rosario, Argentina; Thies, Senegal; Nagpur, India; Kati, Kayes and Timbuktu, Mali; Nimamobi, Walewale and Bongo, Ghana; Graz, Austria; Edmonton, Canada; Bucuy Municipality, Phillipines; Mogale, South Africa; and Porto Alegre, Brazil. Details about projects in each of these communities are available on the PDHRE website.

Canadian projects and initiatives

There are many initiatives in Canadian cities and communities that address human rights concerns and accomplish goals similar to those of the Human Rights Cities project of PDHRE. These projects work to improve quality of life in cities and communities.¹⁵

- Other examples are available on the website www0.un.org/cyberschoolbus/habitat/dogood/dogood.asp.

¹⁵The examples that follow are from the website www0.un.org/cyberschoolbus/habitat/dogood/dogood.asp.

Concerns with neighbourhoods, shelter and infrastructure in Canadian communities

Co-operative Housing: A Model for Empowered Communities:

Co-operative housing flourished in the early 1970s, in response to discontent with government low-income housing programmes. Co-op housing activists encouraged the federal government to support smaller scale, mixed-income housing to be built, owned and managed by community-based not-for-profit groups. 200,000 people in all parts of Canada now live in co-op housing, generally recognized as the most cost-effective form of government-assisted housing in Canada. Because many co-op households are led by single parents, mostly women, many co-ops help provide child care for their members. As a result, women participate actively at all levels of the housing movement. All co-ops contain units and common areas for the people with disabilities. Co-op members share their knowledge and experience internationally.

New Downtown Waterfront, Vancouver: New waterfront neighbourhoods will house 20,000 residents, all within 2 km of the metropolitan business core. This means that many residents will choose to travel by non-auto modes of transportation. All new neighbourhoods are designed to be pedestrian friendly. A further 20% of the 12,000 units will be social housing, and will provide low-cost housing for about 5,000 residents. A quarter of the units will be designed for families with children, a group that has traditionally had difficulty finding inner-city housing. These measures ensure the neighbourhoods are diverse places to live.

Developing sustainable communities in Canada

Metro Toronto's Changing Communities: Innovative Re-

sponses: Metro Toronto is Canada's major immigrant reception centre with a racial minority population that had risen to 25% of total population in 1995. By 2001, this figure increased to 50%. Metro Toronto decided to adopt a proactive approach in response: ethno-specific agencies have been established in the Community Service Sector to provide services for immigrants and refugees that recognize and respect their cultures and languages; in the Social Services Division, changes have been made to enable customers to receive service in their neighbourhoods in their own languages; childcare programs have anti-racism policies and training for staff.

Innovative projects

Alternative Energy, Quebec: The Cree Aboriginal community of Ouje-Bougoumou has constructed a new village within its traditional territory in northern Quebec which is based on the dual concepts of self-determination and suitable development. One of the innovative initiatives in this new village is the installation of a "district heating system," an alternative energy technology in which wood waste is burned in a central plant where water is heated and then transported through underground pipes to all of the buildings in the village.

Essentially, while providing important heating energy to the houses and buildings, the community is converting industrial waste into energy with many long-term benefits to the community.

teaching and learning ABOUT HUMAN RIGHTS

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community

section 2

Student handouts

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TO DISCUSS

Are these concerns human rights issues? Why or why not?

Are these concerns addressed in the *Charter of Rights and Freedoms* and addressed in the *Universal Declaration of Human Rights*?

If so, how? If not, should they be?

How are these concerns affected by other human rights legislation or declarations?

Who is impacted by these concerns?

How important do you think they are? Why?

What do you think would need to be done to make a change?

What are some possible courses of action that the community might take to make a change?

What help might be needed to make this change?

These concerns have been reported by citizens groups in a community. Are these human rights issues?

- ☐ A person in a wheelchair is unable to access public transportation and the public washrooms in a public building.
- ☐ There are homeless people living on the streets; boxes are found that homeless people use for shelter when the weather gets cold.
- ☐ Two 19-year-old teenagers are refused an apartment available for rent; they find out it was later rented to someone older.
- ☐ A neighbouring community has to be called to provide ambulances in an emergency. The ambulances take 30 minutes to arrive.
- ☐ A child comes to school hungry and without a lunch.
- ☐ A new immigrant arrives in the community with very few skills in speaking English and French; the new immigrant has trouble finding a place to live and a job.
- ☐ There has been no budget allocated for mosquito control for the coming summer.
- ☐ The current landfill site is close to capacity. There is much debate over where a new landfill site will be located, and this is delaying construction of a new garbage facility.
- ☐ There is a lack of adequate streetlights in some areas of the community.
- ☐ The rate of teenagers leaving school at the age of 16 before finishing their high school diploma has been increasing over the past five years.

- ☐ The local community-based newspaper has had to shut down because of budget concerns; now there is only one major newspaper in the community.
- ☐ Employees who are apprenticing for a trade with some companies in the community are not paid for their first three weeks on the job. There are no minimum wage requirements for the first year of their apprenticeship.
- ☐ A teenager is arrested for a crime. People are questioning if the rules and penalties should be different for youth offenders or the same as those for adults.
- ☐ There are ongoing protests in the community regarding the federal governments' stance on same sex marriages.
- ☐ A young single mother cannot afford to take her 3-year-old daughter to the only childcare facility in her neighbourhood. She has no car to take her daughter to an affordable childcare centre on the other side of the city. There are no limits placed on childcare fees, and no help available from the government.

TO DISCUSS

Do you think there are some human rights that are more important than others?

What types of human rights related issues are you aware of today?

one

Terri Schiavo collapsed in 1990 when she was 26 years old. She suffered brain damage and doctors described her condition as being in a persistent vegetative state. She survived because of a feeding tube that provided her with water and nutrients. Her parents stated that she continued to interact with them. Her husband wanted the food tube removed because he said she would not want to continue to live in this condition. Many people took sides with either her family or her husband. In 2005, a Florida judge ruled that Terri Schiavo's husband could have her feeding tube removed.

two

Some Canadians have been fighting for the right for homosexual couples to legally marry, and have the same benefits and responsibilities as traditional opposite-sex couples. In July 2003, the federal government put forward a proposal for legislation that would ensure these rights. The legislation changed the definition of marriage to include marriage of same-sex couples. In December 2004, the Supreme Court of Canada ruled that the federal government has the power to pass legislation that affects the definition of marriage. The Supreme Court also ruled that religious groups do not have to perform marriages that are against their beliefs.

Canadians have strongly opposing viewpoints about this issue. Some Canadians believe that the government should not have the ability to change the definition of marriage. Others believe that same-sex couples should have the same access to marriage and its benefits as opposite-sex couples. The Alberta government has indicated that the province's marriage laws will not be changed if the federal government passes this legislation.

- Articles and sources related to the issue of same-sex marriages can be found at

www.cbc.ca/news/background/samesexrights/

Are these examples of human rights infringements? Why or why not? What legal rights are involved in these examples? What moral rights are involved?

You have already explored five categories of human rights that can be considered essential needs for a minimally good life:

- Security (protection from, or freedom from, a context of violence that poses a threat to one's life or to one's physical and mental well-being)
- Subsistence (having secure access to the resources one needs to meet biological needs – nutritious food, clean water, fresh air, some clothing, shelter and basic preventative health care)
- Equality (our need to be regarded as equal in status with others, and not to suffer from social discrimination)
- Freedom (the need to make one's own choices, and not be subject to coercion or interference)

- Recognition (our need as social beings for acknowledgement from others of our own humanity, our own worth, and of our own belonging to, and full membership within, the human community)

All five of these categories of human rights are essential to ensure a minimally good quality of life for every human being. But what do these five categories mean in relation to the items that we want and expect to have in our lives? What do they mean in terms of laws that protect us and responsibilities we should have?

TO RESEARCH

To help you explore these questions, you will be asked to select a topic area on which to focus your research. Each topic area may relate to one or more of the essential five needs listed above. Each topic area contributes in some way to the quality of life that people have in their communities.

1

Freedom from poverty is a human rights concern. Poverty can be examined from a number of perspectives: economic, social and political. According to the United Nations, poverty means that opportunities and choices most basic to human development are denied. People who live in poverty are unable to lead a long, healthy life and enjoy a decent standard of living, freedom, dignity, self-respect and the respect of others.

What is this topic about? Does this topic relate to quality of life issues? To freedom? Or to security issues? What other topics is freedom from poverty connected to?

2

Equality rights are a fundamental human rights principle, and are represented by both the attitudes and actions of individuals. The principle that all human beings have equal rights and should be treated equally is a cornerstone of human rights and evolves from the inherent and equal human dignity of every individual. Nevertheless, discrimination has occurred against peoples such as indigenous people and minorities, working migrants, refugees and asylum seekers, children who are bullied or abused, women treated as less valuable human beings, people infected with HIV / AIDS and those with physical or psychological impairments or who have other sexual orientations. Discrimination appears in many forms and it can be presumed that everyone has been affected by it to varying extents.

What does this right mean? How does it connect to many other human rights topics – working conditions, women's and children's rights, the treatment of minorities and security issues? Is it more important to examine equality rights from the perspective of what they are or how they are abused?

The role of work in ensuring a minimally good life for all people is an important topic in human rights. Both the right to work and work-

related human rights are addressed in many human rights documents and legislation.

Is the right to work only an economic right? How is the right to work connected to the concept of human dignity? What are the differences between the right to work and work-related human rights?

Freedom of expression – including the “freedom to receive and impart information and ideas for any media and regardless of frontiers” (Article 19 of the *Universal Declaration of Human Rights*) – is one of the basic civil and political rights, which is accordingly laid down in all respective human rights instruments.

Why is freedom of expression and the press considered an essential right? How is freedom of expression important to the people living in a community? In what ways can it affect quality of life?

Rights of women is an international issue, as all nations have not provided equal rights for women compared to men. These inequalities are part of most human rights issues and topics and are connected to other issues such as equality, freedom from poverty and health issues. An examination of the rights of women is also connected to the bigger issue of equality for all human beings.

Are laws and regulations enough to guarantee equal opportunities for all human beings? What else can ensure the equal treatment of women and men? Are there differences or gaps between reality and the human rights legislation that protects the rights of women?

Rights of children are based on the need to protect children. It is important to find ways to keep children safe from harm, provide for their basic needs, and to help them become healthy and to educate them so that they become productive members of society. “Rights of the child” means that children, whether in Canada or around the world, have guaranteed rights, including:

- Child empowerment and protection
- Participation by children and provision for children
- Non-discrimination of children
- Adults acting in the best interests of the child

Are there exceptions or limitation to children's rights? If so, under what circumstances?

Aboriginal rights are collective rights that come from the history of



aboriginal peoples in Canada. When aboriginal peoples talk of land rights, they are talking not only of legal concepts, but of a worldview and way of life. Aboriginal peoples' rights stem from their long-standing relationship to the land and its resources. Issues relating to self-determination and self-sufficient economies are intrinsically linked to access to land and resources. Aboriginal rights are protected in the *Canadian Charter of Rights and Freedoms*.

Over the past 30 years, aboriginal rights have slowly been defined through the Canadian courts. So far, Canadian law has confirmed that aboriginal rights:

- Exist in law
- May range from rights not intimately tied to a specific area of land, to site-specific rights, to aboriginal title, which is a right to exclusive use and occupancy of land
- Are site, fact and group-specific
- Are not absolute and may be justifiably infringed by the Crown

How is aboriginal peoples' worldview an important aspect of human rights? Are the laws in our Constitution enough to guarantee these rights? Are there differences or gaps between the reality for aboriginal peoples and the human rights legislation that protects their rights?

Language rights are protected in the *Charter of Rights and Freedoms*.

Language is the foundation of communication and is fundamental to cultural and historical heritage and identity. Canadians are a bilingual people, with two official languages, English and French, but many other languages are spoken as well– including aboriginal languages, Italian, German, Ukrainian, Spanish, Chinese and others. All these languages reflect the two founding peoples: aboriginal peoples and those who immigrated to Canada from the time of Confederation to the present. Language rights connect to many other human rights issues – from equity and freedom from discrimination to freedom of expression.

How are language rights protected in Canada? How do language rights affect the daily lives of people living in a community?



topic research questions

TO DISCUSS

Do we have the right to know our rights? Why or why not?

The *International Bill of Rights* (the *Universal Declaration of Human Rights*, along with the *International Covenant on Economic, Social and Cultural Rights* and the *International Covenant on Civil and Political Rights*) emphasizes the importance of education in learning about human rights.

How do human rights contribute to quality of life? You will be exploring this question and learning more about how human rights applies to daily life, from the perspective of the topic you selected.

TO RESEARCH

- Investigate a human rights topic by exploring the research questions on the next page. You will receive briefing notes on your topics.
- Find some of your own sources – look in your local newspaper to find articles that are connected to your topic. Use the Internet sites found in the briefing notes to search for information on your topic.
- Use a retrieval chart to gather information on each research question. Write each question in the first row of the retrieval chart. Then record information you find from each source in the columns of the chart.

Research question	What I already know	Source and information	Source and information	Questions I still have
Which of the five categories of essential needs does this topic relate to?	Your own knowledge	Source 1	Source 2	Questions for further research
How does this topic reflect things (items, choices, goods and services) to which every person has a human right?	Your own knowledge	Source 1	Source 2	Questions for further research
How are these things currently protected by human rights legislation (such as the Canadian Charter of Rights and Freedoms)?	Your own knowledge	Source 1	Source 2	Questions for further research

THE RESEARCH QUESTIONS

Which of the five categories of essential needs does this topic relate to?

How does this topic reflect things (items, choices, goods and services) to which every person has a human right?

How are these things currently protected by human rights legislation (such as the *Canadian Charter of Rights and Freedoms*)?

How are they specified in human rights declarations (such as the *Universal Declaration of Human Rights*)?

What kinds of programs, services, facilities or organizations can be found in a community that help ensure these rights are provided for every human being?

What conflicts or disagreements might arise over issues related to this human rights topic?

What responsibilities or duties do people have related to this topic?

THE INQUIRY QUESTION

How do human rights contribute to quality of life?

briefing notes

Briefing notes on each of these human rights topics follow:

1 Freedom from poverty

2 Equality rights

3 The role of work

4 Freedom of expression

5 Rights of women

6 Rights of children

7 Aboriginal rights

8 Language rights

Freedom from poverty

one

TO DISCUSS

Why is freedom from poverty a human right?

How does poverty affect the individual in a community? How does it affect a community?

Why should poverty be considered from more than an economic point of view?

How might poverty affect the decisions governments make?

How do you think poverty is affected by globalization?

introduction

Poverty exists all over the world. It affects people in the most developed countries as well as the poorest. Despite this, the United Nations and other international and national agencies and governments have declared freedom from poverty a human right. Poverty can be described from a variety of perspectives.

exploration¹⁶

What is poverty? From a human rights perspective, the Office of the High Commissioner for Human Rights views poverty as “a human condition characterized by the sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other fundamental civil, cultural, economic, political and social rights.”

From an economic perspective, poverty defines a person as poor if his or her yearly income level is below the defined poverty line. Many countries have adopted income poverty lines to monitor progress in reducing the incidence of poverty. The cut-off poverty line is defined in terms of having enough income for a specified amount of food.

According to the United Nations, “poverty means that opportunities and choices most basic to human development are denied – to lead a long, healthy, creative life and to enjoy a decent standard of living, freedom, dignity, self-respect and the respect of others.”

The Human Poverty Index uses indicators of the most basic dimensions of deprivation – a short life, a lack of basic education and a lack of access to public and private resources. This acknowledges that human poverty is more than income poverty.

If poverty is examined from the perspective of subsistence issues, or the ability to meet basic needs, different issues can be identified. The denial of food, education, healthy living and housing (through privatization, unequal access to resources or health care, etc.) can push the prices of

¹⁶Adapted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC. pp. 63-65.

essential services beyond the reach of the poor, forcing them to sell their assets and live below the standards many consider acceptable for a minimally good life. People can have a job (sometimes, more than one) and still be poor when minimum wage levels do not allow people to meet their basic needs.

Poverty can also be examined from a security perspective. Poverty can lead to serious food and social insecurities. This is a direct infringement of human security. It not only threatens the existence of a great number of people but it can increase their vulnerability to violence, mistreatment and lack of interest and participation in society.

UDHR

Poverty and the Universal Declaration of Human Rights

The *Universal Declaration of Human Rights* (Articles 22, 23, 25, 26) has a number of articles that address the issue of human rights and poverty: the right to the basics of life, the right to education, the right to adequate health care and the right to work.

examples

Poverty or inequality?

The word “poverty” is associated with conditions relating to scarcity or lack of basic needs. The word “inequality” is a measurement – it compares one measure of a condition relating to the distribution of resources to another. For example, inequality in access to health care may exist in some places.

In Canada, many anti-poverty activists use the concept of “poverty line.” They describe the poverty line using Statistic Canada’s definition of a “low income cut-off.” The low income cut-off represents the number of Canadians who spend 20 percent more of their gross income (total before taxes are deducted) on food, shelter and clothing than the average Canadian.

However, as Statistics Canada indicates, the low income cut-off can also be considered a measure of income inequality. These types of measurements tell us more about inequality, or the way the wealth is distributed, than they do about poverty.

- **For a more detailed discussion of poverty indicators in Canada, check the website www.mapleleafweb.com/features/general/poverty/poverty.html. For an overview of where the political parties in Canada stand on the issue of poverty, see www.mapleleafweb.com/features/general/poverty/parliament.html.**
- **Read media articles on poverty, the homeless, and social programs. Start with the CBC backgrounder on poverty, found on the website www.cbc.ca/news/features/poverty_line.html#top. There are numerous links to other articles, backgrounders and websites on this site.**

Poverty in Canada

Poverty is an issue that affects all segments of the Canadian population, including children, young adults and seniors.

One report that looks at the problem of poverty in Canada is entitled *Urban Poverty in Canada: A Statistical Profile*. This report outlines how poverty occurs in our cities.

- **A partial summary of this report's findings as well as a more complete look at the study can be found on the Canadian Council on Social Development website: www.ccsd.ca/pubs/2000/up/.**

There are many organizations that are trying to solve the problem of poverty in Canada. One example of such an organization is the National Anti-Poverty Organization (NAPO). NAPO's goal is to ensure that the concerns of low-income people in Canada are heard and respected.

NAPO is recognized by governments, media, the United Nations, coalition partners and the general public as the one national organization directed by and representing low-income people.

- **More information on NAPO can be found on the website www.napo-onap.ca.**

Canada's record

The UN Committee on Economic, Social and Cultural Rights has criticized Canada's record over the last five years, saying Canada has not ensured that its citizens enjoy economic and social rights guaranteed by a UN covenant to which Ottawa is a signatory.

The committee's report suggested that Canada focus more attention and funds toward citizens with low incomes. They say that there are "crisis" levels of homelessness, skyrocketing usage of food banks, deep cuts in welfare rates and inadequate funding for battered women's shelters.

- **The above information comes from an organization called The Canadian Women's Health Network.**
- **For perspectives on how poverty affects women, check the website: www.cwhn.ca/network-reseau/2-1/unitednations.html.**

Child poverty

Some estimate that more than one million Canadian children are living in poverty.

The rate of child poverty in Canada has fallen, but it's still far from what federal politicians hoped it would be when they presented a unified front on the issue in 2003. Campaign 2000 has compiled statistics annually since the House of Commons unanimously passed a motion introduced by former NDP leader Ed Broadbent in 1989. The motion said the government should try to eliminate child poverty by the year 2000.

- **This information comes from an article about a campaign to reduce child poverty. The article can be found on the website: www.cbc.ca/stories/2003/11/24/child_poverty031124.**

Equality rights

two

TO DISCUSS

Does racism and xenophobia cause poverty?

How are equality issues related to freedom of expression? What about freedom of expression on the Internet?

How are equality issues important to daily life in a community?

Should equality be considered a security issue?

To what extent should global citizens work together to ensure equality?

"As we see all around us, racism and racial discrimination continue unabated. Although we refer to our world as a global village, it is a world sadly lacking in the sense of closeness towards neighbour and community, which the word village implies. In each region, and within all countries, there are problems stemming from either a lack of respect for, or lack of acceptance of, the inherent dignity and equality of all human beings."

Mary Robinson, United Nations High Commissioner for Human Rights, March 24, 1999

introduction¹⁷

¹⁷Adapted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC: pp. 83-90.

Think of one single person you know who has never been subject to any form of discrimination in her or his life. You will probably not find one. The principle that all human beings have equal rights and should be treated equally is a cornerstone of human rights and evolves from the inherent and equal human dignity of every individual. But this natural right to equality has never been fully provided to all human beings, neither in the past nor in the present.

Discrimination in one form or another has been a problem since the beginning of humankind. Discrimination has occurred against peoples such as indigenous people and minorities, working migrants, refugees and asylum seekers, children who are bullied or abused, women treated as less valuable human beings, people infected with HIV / AIDS and those with physical or psychological impairments or who have other sexual orientations. It is even found in our language. Discrimination appears in many forms and it can be presumed that everyone has been affected by it to varying extents.

exploration

When equality is not upheld for all human beings, discrimination occurs. Discrimination can be based on race, colour or ethnic origin (racism or racial discrimination). It can be displayed through the related attitudes of xenophobia and intolerance. What do these types of discriminations and attitudes mean?

Discrimination can be described as any distinction, exclusion, restriction or preference aimed at the denial or refusal of equal rights and their protection. It is the denial of the principle of equality. Three elements common to all forms of discrimination can be identified:

- Actions that are discriminatory, such as distinction, exclusion, restriction and preference
- The basis of discrimination, such as personal characteristics such as race, colour, descent, national/ethnic origin, gender, age, physical integrity
- The purposes and consequences of discrimination, which have the aim or effect of preventing victims from exercising or enjoying their human rights and fundamental freedoms

Subsequently, a distinction can be made between direct discrimination (describing the purpose), where a person intends to discriminate against a person or group; and indirect discrimination (related to consequences), where an apparently neutral action favours one person or group over others.¹⁸

Racial discrimination happens when someone is discriminated against on the basis of their race, colour, nationality, descent, or ethnic, ethno-religious or national origin.

Discrimination can be based on one's social and economic class, geographic origin or cultural and religious background. Racism is a conscious belief in the inherent superiority of one race over another. Racism is different from racial discrimination in that racism is directed at a cultural, religious or racial group, rather than at an individual. Racism can lead to an unthinking hatred of that group.

Discrimination based on gender comes from a belief that one's gender is superior. Throughout history the focus of this type of discrimination has been a belief that exists in places and throughout different periods of time that men are superior to women.

Discrimination based on language can be a serious form of discrimination. The fact that there can be intolerance over someone's inability to speak the dominant language can lead to severe difficulties in finding employment or communicating problems and concerns over employment or living conditions.

Xenophobia is defined as a fear of foreigners or foreign countries. This can lead to someone having attitudes, prejudices and behaviours that reject, exclude and often put down persons because they are outsiders or foreigners to the community, society or national identity.

The impact of racist or xenophobic behaviour and actions on the victims is always the same. It robs people of their potential and of the opportunity to pursue their plans and dreams; it deeply damages their self-esteem and self-assessment; and in millions of cases it has even cost them their lives. A particularly devastating influence of racism or racial discrimination can be seen on children, because witnessing racism causes severe feelings of fear and confusion among them.

- **A definition of terms related to discrimination and intolerance can be found on the**

¹⁸ Ibid: p. 85.

CBC's website at www.cbc.ca/news/indepth/background/racism_definitions.html.

UDHR

Equality and the Universal Declaration of Human Rights

Article 2 of the *Universal Declaration of Human Rights* says everyone can claim the same rights, despite a different gender, a different skin colour, speaking a different language, thinking different things, believing in another religion, owning more or less, being born in another social group or coming from another country.

examples

Racism on the Internet¹⁹

The Internet has become an important form of communication, used extensively by potentially 300 million people around the world. Although the Internet can inform and entertain people who use it, there are many potential risks and problems. Racist, violent and extremist organizations and groups can use the Internet. There are thousands of known sites with racist content and messages. The volume of sites on the Internet makes it almost impossible to monitor these types of issues.

A perspective on discrimination in Canada

Canada has an international reputation as a promoter and protector of human rights. In spite of this, Canada does have human rights problems – particularly for those individuals and groups who can be vulnerable targets of discrimination. On paper, Canada has a well-established human rights protection system. Our Constitution contains the *Charter of Rights and Freedoms* which, among other things, grants every individual in Canada equal protection and equal benefit before and under the law.²⁰

The *Canadian Charter of Rights and Freedoms* applies to all laws and government actions. Apart from the *Charter*, individual victims of discrimination can also seek protection and redress under federal and provincial human rights laws.

- **This information comes from a report called** Racial Discrimination in Canada, **compiled by the National Anti-Racism Council of Canada. The full report, which includes chapters that address the issue of racism from a variety of perspectives – employment and poverty, immigration, health, media, education and the criminal justice system – can be accessed at** www.hrea.org/lists/wcar/markup/doc00000.doc.
- **In-depth examples of rights abuses and issues in Canada can be found on the CBC's website:**
Aboriginal Canadians: www.cbc.ca/news/indepth/firstnations/
Chinese Immigration: www.cbc.ca/news/indepth/chinese/migrants1.html
Children of the Doukhobors: www.cbc.ca/national/news/doukhobors/index.html.

¹⁹ Ibid: p. 95.

²⁰ Section 15 of the *Canadian Charter of Rights and Freedoms*, 1982.

Discrimination facing people with disabilities

Nearly all major international human rights treaties contain non-discrimination clauses – provisions that prohibit discrimination against an individual to exercise and enjoy universal human rights. A high proportion of human rights violations against individuals occur on the basis that individuals differ in some way. Discrimination implies an action or conduct that denies individuals equality of treatment with others because they belong to a particular group in society.

People with physical, mental and sensory disabilities may face discrimination based on their disability. In addition, membership in other groups that are subject to discrimination often results in increased discrimination. For example, women living in poverty who also have a disability frequently suffer multiple forms of discrimination. In some instances, the media can encourage further discrimination by using stereotypes and portraying people with disabilities, or disability issues, in a negative light.

- **This information comes from a report called** Understanding the Potential Content and Structure of an International Convention on the Human Rights of People with Disabilities, **compiled by the National Council on Disability. The full report can be accessed at** www.ncd.gov/newsroom/publications/understanding_7-30-02.html.

International perspectives

The *World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance* was held in Durban, South Africa from August 31 to September 7, 2001. This world meeting was held to discuss new strategies to fight racism and intolerance in the modern world. It resulted in the *Durban Declaration and Program of Action*.

- **Information on the** World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance **can be found on the website** www.unhchr.ch/html/racism/.
- **Tolerance.org is an American website that promotes tolerance and anti-bias activism. For information and perspectives on equality issues, check the website at** www.tolerance.org/about/index.html.

Equality of women

There is a growing recognition that different types of discrimination do not always affect women and men in the same way. Gender discrimination can occur at the same time as other forms of discrimination, such as racial, ethnic or religious discrimination. Efforts to address gender discrimination should incorporate approaches to eliminate all forms of discrimination, including racial discrimination.

- **The Office of the High Commissioner of Human Rights provides a website focused on women's rights at** www.unhchr.ch/women/.

TO DISCUSS

Should all people have a right to work? What does this right mean?

How do work-related human rights affect life in the community? Are working conditions a human right? Why or why not?

How is the concept of equal pay for equal work important to equity issues in human rights?

Are there any circumstances where there should be a difference in pay for men and women doing the same job?

Should work-related human rights apply to every human being, regardless of circumstances? Or are there exceptions? How is age an exception in Alberta's legislation? Is this justifiable?

Should work-related rights be the same across Canada or should provincial governments be free to make their own laws regarding these rights?

introduction

The role of work is a topic that is relevant to people in their everyday lives. Working conditions, the ability to find and do work that helps people meet their basic needs, and the ability to make choices about the type of work they do are all part of work-related human rights.

Both the right to work and work-related human rights are addressed in many human rights documents and legislation. Is the right to work a fundamental entitlement of all persons?

One of the most influential factors in work-related human rights is change. New technologies, globalization and the role of information technology are changing the world of work. More and more people work part-time, are self-employed or face unstable working conditions. Globalization is resulting in wide differences between those with the education, skills and mobility to flourish in a changing society, and those without. Those people without education and skills are often not able to move around to find better jobs. They often face discrimination. These new inequalities and insecurities are leading to problems in different parts of society.

exploration²¹

Why do we need a human right for something that is often considered to be a responsibility, related to intellectual or physical effort? There can be debate and disagreement over the right to work as a human right.

Work is closely related to human dignity and to a person's participation in society. Unemployment can lead to frustration and depression. Work can also be a means of self-realization and can

²¹ Adapted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC. p. 236.

contribute to an individual's growth and development.

The right to work ensures that nobody is excluded from the world of work. This right can mean that all have access to work, but it also involves protection for people who are unfairly dismissed. However, this right does not include a guarantee of work. In fact, unemployment exists in many places.

Pay equity

What are work-related human rights? Many human rights documents and legislation address these rights. One of the most important concepts to work-related human rights is pay equity.

Equal pay for work of equal value is not a new idea. The United Nations *Convention on the Elimination of All Forms of Discrimination Against Women* addresses this issue, as does the *International Labour Organization Convention 100 on Equal Remuneration*. Canada ratified *Convention 100* in 1972 and currently there are laws addressing equal pay in every jurisdiction in Canada.

What do we mean by pay equity? There are three important, but different ideas associated with pay equity. They are:

- Equal Pay for Equal Work – addresses discrimination in wages on the basis of gender. It involves the direct comparison of jobs occupied by the opposite genders where the job is the same or nearly the same.
- Equal Pay for Work of Equal Value – provides for the reduction of the wage gap by comparing jobs of a different nature that are considered “male” or “female” jobs.
- Pay Equity Laws – refers to the legislation that aims to achieve equity in pay. Pay equity laws are most often proactive because they don't require a complaint to be filed in order to achieve their goal. They use processes such as collective bargaining to achieve pay equity.

Pay equity in Canada

Pay equity can be found in three types of laws: human rights legislation, employment standards legislation and pay equity legislation. Canada ensures some type of equal pay in human rights legislation, although it refers more to job discrimination than pay equity. In some provinces and territories, there are pay equity provisions under the employment standards law. Most provinces and territories have more than one law that deals with equal pay.

“Generally, human rights laws and employment standards laws address the most overt forms of discrimination, the differences in wages between men and women who hold the same, or similar, employment.”

- **This information comes from the website www.workrights.ca/Human+Rights/Pay+Equity.htm. More information on work rights, created by the Canadian Labour Congress, can be found on this site. Links that allow you to identify the legislation that ensures pay equity can be accessed on this site.**
- **More information on the concept of equal pay for equal work can be found on the**

Alberta Human Rights and Citizenship Commission website at www.albertahumanrights.ab.ca/publications/Information_Sheets/Text/Info_Equal_Pay.asp and www.albertahumanrights.ab.ca/publications/Information_Sheets/Text/Info_Employ_Equity.asp. Exceptions to employment equity are described on the website www.albertahumanrights.ab.ca/publications/Information_Sheets/Text/Info_Duty-toAccom.asp.

- A thorough examination of the concept of “equal pay for equal work” is provided on CBC Online News In Review, found at www.cbc.ca/newsinreview/Dec%2099/Pay%20Equity/Intro.html.

Work-related human rights violations²²

Work-related human rights violations can range from children working in coal mines to the commercial sexual exploitation of children. Human rights issues also deal with bad working conditions such as an unhealthy or dangerous working environment or exploitative hours of work. Issues falling under this topic cover the protection of particularly vulnerable individuals, for example, women or migrants.

- A historical overview of workers’ strikes as well as links to labour organizations and other work-related rights are provided on the website www.cbc.ca/news/indepth/strike/#top.

The International Labour Organization (ILO)

The International Labour Organization was created in 1919. It was founded to give expression to the growing concern for social reform after World War I. It is based on the strong belief that poverty is a danger to prosperity and security everywhere. It aims to improve conditions for working people all over the world without discrimination as to race, gender or social origin.

- Information on the International Labour Organization can be accessed on the website: www.ilo.org/public/english/about/iloconst.htm.

UDHR

Work-related rights and the Universal Declaration of Human Rights²³

The *Universal Declaration of Human Rights* contains a wide range of human rights relating to work. All these rights are further developed in the Covenants, which make them binding. Articles 4, 20, 23, 24 and 25 deal with rights related to work and working conditions.

Article 8 in the *International Covenant on Civil and Political Rights* deals with freedom from slavery. Although universally condemned, slavery and forced labour practices are still in existence in various forms today. According to the ILO, there is an alleged link between forced labour and undemocratic systems. Millions of men, women and children around the world work for little or no pay in poor working conditions. Although this exploitation is often not called slavery, the

²²Adapted with permission from the European Training and Research Centre on Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC: p. 233.

²³Ibid: p. 235.

examples

conditions are the same.

Workers' environmental rights

The idea of workers' environmental rights are fairly new in Canada. The few rights that have been set in law are the right to refuse to pollute and the right to report workplace pollution. The right to refuse to pollute allows a worker to stop working when the work causes environmental damage. The right to report workplace pollution secures a worker from being fired for reporting environmental damage that originates in the workplace. Known as "whistle blower protection," the right to report is found in environmental law in some provinces and territories, and in labour law elsewhere. Workers' right to refuse to pollute is found in Yukon's environmental law and in federal environmental law that applies in the provinces and territories across the country.

Workers' environmental rights are still developing and differ among the provinces, territories and the federal government. In some areas, these rights are more developed and clearer than in others.

- **This information comes from the website www.workrights.ca/Work+Environment/Environmental+Rights.htm. Links to each province and information on its environmental rights are provided on this site.**

Multinational companies and work-related human rights²⁴

Multinational companies are increasingly asked to be accountable for their activities. Consumers and non-government organizations place pressure on them to improve working conditions in their companies. This pressure results in more adoption of codes of corporate conduct, including human rights, labour standards as well as environmental concerns.

- **A list of human rights codes and policies can be found on the website www.umn.edu/humanrts/links/sicc.html.**

Labeling of items²⁴

The labeling of consumer items that are produced in accordance with human rights principles is increasingly demanded. This type of labeling permits consumers to influence production practices by using their purchasing power in support of good labour practices. Today there are labeling initiatives in 17 countries, mainly throughout Europe and North America, and products labeled now include coffee, drinking chocolate, chocolate bars, orange juice, tea, honey, sugar and bananas.

Rugmark is an example of a global non-profit organization using labeling to end child labour. It offers educational opportunities for children in India, Nepal and Pakistan. The Rugmark label assures that

²⁴Ibid: pp. 240-241.

no illegal child labour was employed in manufacturing carpets or rugs.

~~Youth unemployment~~²⁵

"Youth make up more than 40 cent of the world's total employed. There are an estimated 66 million unemployed young people in the world – an increase of nearly 10 million since 1965. Underemployment is also another growing concern. The majority of jobs are low-paid and insecure. Increasingly, young people are turning to the informal sector for their livelihood, with little or no job protection, benefits, prospects for the future."

Kofi Annan, United Nations Secretary-General, 2001

One of the most serious problems faced by developed and developing countries alike is the large and growing number of unemployed youth.

The consequences of youth unemployment can be serious. Youth unemployment can lead to social problems such as violence, crime, suicide and abuse of drugs and alcohol, thereby encouraging a vicious cycle. Effective youth policies and programs need to take account of specific capabilities, needs and differences.

~~Child labour~~

Did you know that..²⁵

- ■ ■ some 250 million children between the ages of 5 and 14 work either full-time or part-time. This means out of 100 children in this world, 16 work for a living. ...almost half of those, some 120 million, work full-time, every day, all year round.
- ■ ■ 70 % of them work in agriculture.
- ■ ■ 70 % of them work in a dangerous environment.
- ■ ■ of the 250 million children concerned, some 50 to 60 million are between 5 and 11 years and work, by definition, in hazardous circumstances, considering their age and vulnerability.
- ■ ■ child labour is also common in developed countries. For example, in the United States, more than 230 000 children work in agriculture and 13 000 in sweatshops.
- ■ ■ over 510 million young women and 540 million young men live in the world today according to United Nations estimates.
- ■ ■ this means that approximately one person in five is between the ages of 15 and 24 years, or youth comprises almost 18 per cent of the world's population.
- ■ ■ on average, and almost everywhere, for every unemployed adult, two young persons find themselves without a job.
- ■ ■ about 70 million young people are unemployed throughout the world according to ILO estimates.
- ■ ■ in countries as diverse as Colombia, Egypt, Italy and Jamaica, more than one in three young persons are classified as "unemployed" – declaring themselves to be without work, to be searching for work and/or to be available for work.

²⁵Ibid: pp. 240-241.

Examples of legislated working conditions in Alberta²⁶

Drug and alcohol testing

Employers sometimes test employees for drugs and alcohol use, either through pre-employment testing, random testing or testing of individuals suspected of using drugs or alcohol. It is legal for an employer to do this under certain circumstances. The law regarding testing is changing constantly based on cases that come before the courts.

- **Information on cases that have influenced laws relating to human rights and drug and alcohol testing are found on the website www.albertahumanrights.ab.ca/publications/Information_Sheets/Text/Info_Drug_Testing.asp.**

Employment standards

Employers have a right to establish appearance, grooming and dress standards if they believe they are necessary for safe or appropriate conduct of business. Such standards of employment should not be used as a basis for hiring.

- **Information on standards for appearance can be accessed on the Alberta Human Rights and Citizenship Commission website at www.albertahumanrights.ab.ca/publications/Information_Sheets/Text/Info_Appear_Dress_codes.asp.**

Minimum wage and age

All provinces, including Alberta, have minimum wage laws. These minimums are an hourly rate and apply to all employees, regardless of age. The separate minimum wage for students in Alberta was eliminated on October 1, 1998.

Harassment

Harassment occurs when someone is subjected to unwelcome verbal or physical conduct. Harassment is a form of discrimination, which is prohibited in Alberta. It is a legislated right that every person in Alberta is protected from discrimination on the following grounds:

- Race
- Marital status
- Religious beliefs
- Family status
- Colour
- Age
- Gender
- Ancestry
- Physical disability
- Place of origin
- Mental disability

²⁶The examples of working conditions legislated by Alberta were excerpted from the *Alberta Human Rights, Citizenship and Multiculturalism Act*.

- Source of income
- Sexual orientation

Sexual orientation

The *Alberta Human Rights, Citizenship and Multiculturalism Act* prohibits discrimination based on sexual orientation. Although it is not directly stated, as of April 2, 1998, sexual orientation is “read in” the Act by the Supreme Court of Canada as a protected ground of discrimination in Alberta.

This includes protection from differential treatment based on a person’s actual or presumed sexual orientation or his or her association with a person who is homosexual, heterosexual or bisexual. Under the Act, discrimination based on sexual orientation is prohibited in all of the following workplace areas:

- Employment practices - refusing to hire, promote or provide equal treatment to someone because of his or her sexual orientation. Employees have the right to work in an environment free of harassment based on their sexual orientation
- Employment applications or advertisements; membership in trade

Freedom of expression and the media

TO DISCUSS

- Why is freedom of opinion, the press and the media so important?**
- What could be done to better protect those freedoms?**
- What are some challenges to freedom of expression? Freedom of the media?**
- Have you experienced any form of censorship in your life?**
- Are there persons or institutions that should not be criticized?**
- Should certain limitations on freedom of expression and the media be allowed in order to preserve democratic stability and security? In order to preserve peace?**
- How do “monopoly of ideas” and the concept of “convergence” challenge the freedom of the press?**
- Why do violations relating to freedom of expression on the Internet have an increasing impact on society?**
- How do you think freedom of expression and freedom of the press can be related to security issues?**

introduction²⁷

Freedom of opinion and expression – including the “freedom to receive and impart information and ideas for any media and regardless of frontiers” (Article 19 of the *Universal Declaration of Human Rights*) – is one of the basic civil and political rights; it is included in all human rights instruments. It has its roots in the struggle for personal freedoms in the 18th and 19th centuries, when it was enshrined in the American and European constitutions. It is also a constitutive right for a democratic system in which everyone, not only the citizens of a nation, has the human right to say what they think and to criticize the government.

exploration²⁷

Freedom of expression is a right that includes several elements, such as freedom of information and freedom of the press and the media in general. It is based on and intrinsically linked to freedom of opinion. Its meaning ranges from individual expression of opinions to freedom of the media. Freedom of opinion is an absolute civil right, while freedom of expression is a political right, which can be subjected to certain restrictions. The main elements of freedom of expression include:

- Freedom to hold opinions without interference (freedom of opinion)
- Freedom to seek, receive and impart information and ideas (freedom of speech, freedom of information) – orally, in writing, or in print, in the form of art through any media (freedom of the media) – regardless of frontiers (freedom of international communication).

A country’s borders must not be used to interfere with this right. Consequently, freedom of expression is an important part of the “right to

²⁷Adapted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC: pp. 252-262.

communicate.” Since this right is a combination of already existing human rights (such as freedom of expression, the right to freedom of thought, conscience and religion, the right to participation in cultural life and the right to privacy) rather than a new right in itself, people still have different understandings of this right.

Certain aspects of the right to expression are also connected with other human rights:

- The right to freedom of thought, conscience and religion (*International Covenant on Civil and Political Rights*, Article 18)
- The right of authors to benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production, i.e., copyright (*International Covenant on Economic, Social and Cultural Rights*, Article 15(2))
- The human right to education (*International Covenant on Economic, Social and Cultural Rights*, Article 13). Freedom of expression results in academic freedoms and the autonomy of institutions of higher learning to protect those freedoms.

A major qualification of freedom of expression is contained in Article 20 of the *International Covenant on Civil and Political Rights*. This article prohibits war propaganda and any advocacy of national, racial or religious hatred that encourages discrimination, hostility or violence. Countries are under an obligation to enforce those prohibitions through their national legislation.

The freedom of a particular society can be determined by the freedom of the press and the media. The first step that many authoritarian governments or dictatorships usually take is to limit or abolish freedom of expression for all, including the media.

Freedom of the media and economic development are linked as are freedom from fear and freedom from want. The interdependence and indivisibility of all human rights can also be seen in the importance of freedom of expression and freedom of the media for economic development, elimination of poverty and meeting basic social and economic rights of people. Without the media, for example, problems such as redistribution of resources and corruption may remain unnoticed.

UDHR

~~Freedom of expression and the media and the Universal Declaration of Human Rights~~

According to Article 29 of the *Universal Declaration of Human Rights* the individual exercise of rights and freedoms is subject to limitations as are determined by law, in particular “for the purpose of securing due recognition and respect for the rights and freedoms of others...”.

Article 19(3) of the *International Covenant on Civil and Political Rights* reminds us that these rights come with special duties and responsibilities. Freedom of expression and the media is a very sensitive right, which

should be handled with proper care. Duties and responsibilities are not indicated in the *Covenant on Civil and Political Rights*, but can usually be found in codes of professional ethics or state legislation, which must not restrict the content of the human right. Typical duties and responsibilities relate to the duty of objective information, i.e., to seek for the truth or at least allow for different opinions.

- **International examples of human rights issues related to freedom of expression can be found on the website of International Freedom of Expression eXchange at www.ifex.org/en/content/view/full/21.**
- **An organization called Article 19, named after Article 19 of the Universal Declaration of Human Rights, works to combat censorship by promoting freedom of expression and access to official information. Additional information, articles and issues can be found on their website at www.article19.org/.**

examples

In Canada

In Canada, the *Canadian Charter of Rights and Freedoms* guarantees certain freedoms for everyone. Under Section 2 of the *Charter*, Canadians are guaranteed freedom of thought, belief and expression. “Since the media are important means of communicating thoughts and ideas, the *Charter* also protects the rights of the press and other media to speak out. This, and the other freedoms guaranteed under Section 2, such as the freedom of religion and the freedom of association, forms the basic activities of individual liberty. They are important because in a democratic society like Canada, people must be free to discuss matters of public policy, criticize governments and offer their own solutions to social problems.”

- **This information is from the website of the Canadian Human Rights Foundation, found at www.chrf.ca. Links to sites related to freedom of expression are found in the Links section of this site.**

The media in Canada

Issues relating to freedom of the media and expression in Canada can sometimes involve journalists and reporters. The organization, Reporters Sans Frontières, reports on the status of this right in Canada.

One example is the change in Canadian legislation with the September 11, 2001 attacks in the United States. In December of 2001, a new anti-terrorist law was passed. It included several clauses that threatened the protection of sources. Publication of “sensitive” material can now be considered an offence on grounds that it gives information to “a foreign entity or terrorist group,” for which the penalty is life imprisonment.

Some issues can escalate into conflicts and disputes. An American photographer was arrested in April 2001 while covering clashes between police and anti-globalization demonstrators at the Americas Summit in Quebec. Police may have mistaken him for a protestor who had thrown stones at a police officer. Despite the intervention of his employers and of the Quebec Professional Journalists’ Federation and US consular of-

ficials, the photographer was not freed until three days later. This was despite the fact that he was properly accredited to cover the summit. His helmet also had a sign saying he was a journalist. He was released on bail and accused of taking part in a riot, insulting a police officer, resisting arrest and concealing his identity by wearing a gas mask. Four months later, a Quebec criminal court dismissed all four charges.

In a similar incident, the RCMP arrested Todd Lamirande, a reporter of the Aboriginal People's Television Network (APTN) in British Columbia on June 24, 2002, confiscating his film and notebook. He had been covering clashes near the town of Kamloops between members of an aboriginal organization and local supporters of a plan to build a sports centre. When he refused to hand over his film, he was arrested and his material seized on grounds that his film could contain proof of criminal activity. He was freed shortly afterwards. Police returned his film in early July after using it as evidence in the trial of a person charged with "disturbing public order."

- **This information is from the Annual Report 2002 from the website of Reporters Sans Frontières, an organization that promotes and fights for freedom of the press. Other annual reports, organized by world region and country, are accessible by following the links on the home page to the latest annual report. The website is found at www.rsf.fr.**

For detailed information on human rights violations and issues associated with freedom of expression and the media, see the website www.rsf.fr/rubrique.php?id_rubrique=280 and follow the links to various countries to obtain their yearly reports.

~~Freedom of the press in Canada~~

In the world affected by globalization, there is a growing concern about a monopoly of ideas. Reporters argue that increased concentration of ownership can threaten democracy. Owners of companies say it is the only way the Canadian press can survive in the new global economy. Press ownership has been officially debated and studied in Canada since the 1969 Royal Commission on Newspapers. In Canadian cities, one or two major companies own many newspapers. Is freedom of the press guaranteed only to those who own a newspaper?

- **For articles on media ownership and issues related to freedom of the press, go to the CBC's Online Archives at <http://archives.cbc.ca/300c.asp?id=1-73-790>.**

~~Freedom of expression and the Internet~~²⁸

According to the UN *Human Development Report 2001*, the Internet is growing exponentially, from 16 million users in 1995 to more than 400 million in 2000. In 2005, it was predicted that more than 1 billion people would use the Internet. This has had a significant impact on the media, offering a variety of new options to both journalists and publishers.

²⁸ Adapted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC: p. 262.

Even smaller media enterprises have a chance to reach the global public now. State control and censorship can more easily be avoided.

- **Articles relating to Internet censorship can be found at www.ifex.org/en/content/view/full/235/.**

~~The right to know~~

Freedom of information involves citizens' right of access to government information. Freedom of information is related to the processes of democratic governance. Freedom.org is an organization that reports on issues relating to these rights. The following excerpt from their website discusses some issues related to freedom of information.

"More than 50 countries now have guaranteed their citizens the right to know what their government is up to, and more than half of these freedom of information laws were passed in the last decade (seven in the last year alone), according to a new global study posted on the Web by the virtual network of access advocates, www.freedominfo.org.

The new openness laws are making headlines around the world on subjects ranging from public safety to corruption to human rights; and the freedominfo.org posting includes a sample of more than 40 such news stories from around the world based on records released through the access laws, including radiation contamination and refugee medical care in Australia, mercury poisoning and official entertainment expenses in Japan, secret police surveillance in Mexico, offshore company profits from a South Africa-Nigeria oil contract, and a long-delayed sewer in New Delhi that suddenly was finished when residents asked for the documents under a new access law."

- **This information is from the freedom.org website, found at www.freedominfo.org. It is excerpted from 50+ Countries Pass Freedom of Information Laws, More than Half in Last Decade. **Article on website www.freedominfo.org/survey.htm (April 2003).****
- **The global survey referenced in the information above can be found at www.freedominfo.org/survey/survey2003.pdf and includes a chapter on Canada.**
- **A list of "International Right to Know News Stories" can be found at www.freedominfo.org/survey/foianews.pdf and includes stories from Canada.**

Rights of women

five

TO DISCUSS

Are human rights for men different from those for women?

Do you think there are differences between women's freedom and women's equality? If so, what are they? If not, why?

What does the *Charter of Rights and Freedoms* say about women's rights? Are there differences between what really happens and this document?

Are laws and regulations enough to guarantee equal opportunities for all human beings?

What else can ensure the equal treatment of women and men?

introduction²⁹

The issue of human rights for women is an international one, as all nations have not provided equal rights for women. These inequalities are part of most human rights issues – for example, equal pay for both men and women.

Women have had to fight for their recognition as full human beings and for basic human rights for a long time, and unfortunately the fight is not yet over. Although their situation has improved in many ways, societal structures and discrimination still limit the implementation of human rights for women throughout the world.

Women's rights continue to be an issue of concern. There have been many events since the end of the Second World War to raise awareness of the continuing inequality of women in different areas of the world. For example, March 8 was first declared International Woman's Day in 1977. Since that time, there have been numerous conferences to discuss the advancement of women's rights.

exploration

There are a number of ways in which the rights of both men and women are protected, including the *Universal Declaration of Human Rights* and the *Canadian Charter of Rights and Freedoms*. Due to a history of inequalities, there are a number of international human rights instruments that highlight the need for an emphasis on women's rights. These include the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW) and the *Elimination of Violence against Women*.

Gender equity is an important concept related to women's rights. It means being fair to both women and men. To ensure fairness, measures are often needed to compensate for historical and social disadvantages that prevent women and men from being equals. Equity leads to equality.

²⁹Adapted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC: p. 121.

Gender equality means that women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results of that participation.

Originally it was believed that equality could be achieved simply by giving women and men the same opportunities. This did not always work. Today, the concept of equality acknowledges that women and men may sometimes require different opportunities to achieve similar results, due to different life conditions or to compensate for past discrimination. It is this notion of equality that is embedded in the *Canadian Charter of Rights and Freedoms*.

UDHR

Rights of women and the Universal Declaration of Human Rights

Article 2 of the *Universal Declaration of Human Rights* makes it clear that a person's gender cannot be a reason for discrimination against a person. Throughout history, discrimination based on gender was almost exclusively discrimination against women.

The *Convention for the Elimination of All Forms of Discrimination against Women* is the most important human rights instrument for the protection and promotion of women's rights. For the first time, women were recognized as full human beings in CEDAW, which contains civil and political rights as well as economic, social and cultural rights, uniting these two groups of human rights that are otherwise divided into two categories.

- **The United Nations Division for the Advancement of Women provides detailed information on the Beijing Platform for action and is found at www.un.org/womenwatch/daw/followup/beijing+5.htm.**

What rights is the Convention for the Elimination of All Forms of Discrimination against Women based on?

"Discrimination shall mean any distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field." (Article 1 CEDAW)

- **The United Nations provides websites that offer information on women's rights: The Development Fund for Women can be found at www.unifem.org/. The Gateway on the Advancement and Empowerment of Women can be found at www.un.org/womenwatch/.**

examples

Women's rights and security issues³⁰

Human security and the status of women are closely connected, as conflicts tend to worsen gender inequalities and differences. Refugees and people without homes in their own countries, many of whom are women, the elderly and children, need to be given particular attention and assured special protection. Human security also involves ensuring equal access to education, social services and employment for everybody in times of peace. In some places women can be denied full access to these sectors.

Women and violence³⁰

In some societies, women and girls are subject to physical, sexual and psychological violence. Women can be victims of rape, sexual abuse, sexual harassment or intimidation and other acts of violence.

All acts of violence violate and impair or nullify women's enjoyment of human rights and fundamental freedoms. The *Declaration on the Elimination of Violence against Women*, approved by the United Nations General Assembly by consensus in 1993, is an important tool for preventing violence against women. In addition, a Special Rapporteur on violence against women was introduced in 1994.

- A fact sheet on women and violence in Canada can be found at www.criaw-icref.ca/indexFrame_e.htm.

Women and poverty³⁰

Poverty can have a different effect on women than on men. To understand these differences, it is important to look at the division of most of the world's labour markets on the basis of gender. Very often women work in the household and care for children, the sick and elderly without receiving payment. There are few programs that provide social support for these responsibilities. The division of labour based on gender is an aspect of poverty that affects women.

Poverty is also created through unequal payment for equal work and through denied or restricted access to education or public and social services or to inheritance rights and ownership of land.

- The CBC Online Archives provides a feature on women in the labour force in Canada at http://archives.cbc.ca/IDC-1-73-86-412/politics_economy/status_women/clip3.
- A fact sheet on women and poverty in Canada can be found at www.criaw-icref.ca/indexFrame_e.htm.

³⁰Adapted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC: p. 124.

The fight for women's rights in Canada

Many women have been involved in the fight for women's rights.

"The Famous 5 created legal history in women's rights by contesting the notion that legal definitions of persons excluded females. If women were not legally persons, then they had no rights.

The women who pursued the petition were journalists, magistrates and politicians. Their legal quest reached the highest level of appeal, the British Privy Council, which ultimately pronounced women 'persons'.

The Governor General's Awards in Commemoration of the Persons Case honour the Famous 5. In 1979, on the 50th anniversary of the decree that women were 'persons', the Canadian government made the first medal for this award. It is presented to women as a tribute to those who worked to promote gender equality and the full participation of women in Canadian society."

- **This information is from the Government of Canada's Status of Women website, found at www.swc-cfc.gc.ca.**
- **A number of sites provide information about the struggle for women's rights in Canada. For more detailed information on the Persons Case, go to the website www.swc-cfc.gc.ca/dates/persons/case_e.html.
The Women of Aspenland project features a section on women's fight for equality and rights in Alberta politics. See www.albertasource.ca/aspenland/eng/society/activism.html and www.albertasource.ca/aspenland/eng/society/activism_rights.html.
A history of the vote in Canada, including that related to women's political rights, can be found at www.civilization.ca/hist/elections/el_001_e.html.**

Equality first

On February 16th, 1967, Prime Minister Lester Pearson established the Royal Commission on the Status of Women. The Commission was authorized to inquire into and report upon the status of women in Canada, to recommend steps the Federal Government could take to ensure equal opportunities in all aspects of Canadian society, and to assess, in the context of the legislative powers under the constitution of Canada, the federal statutes, regulations and policies that concerned or affected the rights and activities of women.

The Commission based its actions on the *Universal Declaration of Human Rights*: "All human beings are born free and equal in dignity and rights." It established four principles:

- That women should be free to choose whether or not to take employment outside their homes
- That the care of children is a responsibility to be shared by the mother, the father and society
- That society has a responsibility for women because of pregnancy and child-birth, and special treatment related to maternity will always be necessary
- That in certain areas women will for an interim time require special treatment to overcome the adverse effects of discriminatory practices

“In assessing the impact of the Report and reviewing the progress made by women over the past three decades, it is important to acknowledge the context and the times in which the Commission did its work:

- Violence against women was such an untold story in the late 1960s that the Commission did not examine it at all.
- The work of the Commission was undertaken at a time when there was a much less acknowledged presence of immigrant and visible minority women.
- Aboriginal issues had yet to be acknowledged in a meaningful way.
- Women with disabilities were virtually invisible.
- Protection of basic rights for lesbians, or any discussion of sexual orientation, was not on the public or political agenda.
- The *Charter of Rights and Freedoms* was still nearly two decades away from being written, so there were few legal foundations on which the Commission could rest its work.

Despite these and other limitations (married female Commissioners were listed as, for example, “Mrs. John Bird, Chairman”), the work of the Commission was groundbreaking and resulted directly in significant improvements to the lives of many Canadian women and as a result to Canadian society as a whole.

In particular, many of the recommendations dealing with employment, education and middle-class economic and political issues were implemented relatively quickly.

A disturbing number of recommendations, often those dealing with women in the most vulnerable situations, remained entirely or partially unaddressed in 1990, when Dawn Black of the federal NDP wrote her 20-year update, and many of those have still to be implemented.”

- **This information is from Cross, Pamela (2000). “Introduction.” From the Report of the Royal Commission on the Status of Women: Where Are We After Thirty Years? Ontario Women’s Justice Network. From website www.owjn.org/issues/equality/thirty.htm#Intro.**
- **More information on where Canadian women’s rights are, 30 years after the Royal Commission on the Status of Women, can be found on the websites www.owjn.org/issues/equality/thirty.htm#Intro; <http://herstory.womenspace.ca/RCSW.html> and www.gov.ns.ca/news/details.asp?id=20021022001.**

Rights of children



TO DISCUSS

Are children's rights connected to human security issues? How?

In more than 85 countries worldwide children up to 18 are being recruited into national armies or armed opposition groups; and children are actively participating in armed conflicts. What may be the reasons for using children to fight the wars of adults?

Do you think that children have a right to be saved from harm?

How should and can children be protected from forms of exploitation?

Are there exceptions or limitation to children's rights?

If so, under what circumstances?

There are a number of problems identified with children's rights. What are some possible solutions for so many wide-ranging problems?

introduction

One issue that most people agree upon is the need for protection of children. It is important to find ways to keep children safe from harm, provide for their basic needs, help them become healthy and educate them so that they become productive members of society.

All children, whether in Canada or around the world, have guaranteed rights, including:

- Child empowerment and protection
- Participation by children and provision for children
- Non-discrimination against children
- Adults acting in the best interests of the child

exploration³¹

At first thought, most agree that children have the right to a home, to live with family and friends, to have opportunities to develop personality and talents and to be respected and taken seriously.

Although children's rights look easy to protect on the surface, there are many difficult issues. Enforcing the rights of the child, and deciding who should enforce them, can involve controversial questions. The recent United Nations and United Nations' Children's Fund (UNICEF) end-of-decade review for the UN Special Session on Children in 2001 revealed, for example, that chances for child survival in sub-Saharan Africa have deteriorated. Globally, 149 million children remain undernourished, and 100 million children do not receive formal education.

³¹Adapted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC: p. 193.

What do children's rights involve?

- Children's rights are human rights – respect for human dignity regardless of age.
- Children's rights shift focus of attention – to the individual child and to children as a group in society.
- Children's rights are comprehensive and inter-related – no free speech without prohibition of violence, no right to education without an adequate standard of living.
- Children's rights are legal rights – with corresponding state obligations for their protection and realization.
- Children's rights empower children – they require a new culture of interaction with children, based on their recognition as subjects and bearers of rights.

UDHR

Rights of children and UNICEF

The first promotion of the rights of children came in 1956 with the establishment of the United Nations' Children's Fund. UNICEF, the only organization of the United Nations dedicated exclusively to children, works with other United Nations agencies, governments and non-governmental organizations to provide community-based services in primary health care, nutrition, basic education and safe water and sanitation in over 140 developing countries. Despite many successes, by the 1980s human rights for children were still not recognized by many countries and were not the reality for many of the world's children.

To address this situation, in 1989 the United Nations passed the *Convention on the Rights of the Child* (CRC). This legally binding international treaty has been ratified by 192 countries around the world. It is the most complete statement of children's rights and is the first to give these rights the force of international law. (The United States and Somalia are two countries that have not ratified this treaty.)

- **A number of publications relating to children's rights are available on the UNICEF website at www.unicef.org/publications/index.html.**

Key provisions of the Convention on the Rights of the Child

The main provisions of the *Convention on the Rights of the Child* focus on four areas:

1/ Non-discrimination

Non-discrimination is outlined in Article 2 of the *Convention on the Rights of the Child* and means that no child should be injured or punished by, or deprived of, any right on the grounds of his or her race, colour or gender; on the basis of his or her language or religion, or national, social or ethnic origin; on the grounds of any political or other opinion; on the basis of caste, property or birth status; or on the basis of a disability.

2/ Best interests of the child

Article 3 of the *Convention on the Rights of the Child* states that the best interests of the child shall be a primary consideration in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies. In each and every circumstance, in each and every decision affecting the child, the various possible solutions must be considered and due weight given to the child's best interests.

"Best interests of the child" means that legislative bodies must consider whether laws being adopted or amended will benefit children in the best possible way. For example, courts that must settle a conflict of interest should base their decisions on what is best for the child.

3/ Right to life, survival and development

The *Convention on the Rights of the Child*, in Article 6, addresses the right to life, survival and development. Countries must adopt appropriate measures to safeguard life and must refrain from any actions that intentionally take life away. These include measures to increase life expectancy and to lower infant and child mortality, as well as prohibitions on the death penalty, executions and situations of enforced disappearance. A nation's actions should promote a life of human dignity – that is, nations should fully ensure the right to an adequate standard of living, including the right to housing, nutrition and the highest attainable standards of health. Nations are required to ensure these rights "to the maximum extent possible" – they must do their utmost to give the highest priority to these principles.

The "survival and development" principle has a physical perspective (adequate standard of living, including the right to housing, nutrition and the highest attainable standards of health) as well as the need to ensure full development of the child through education. This means that children must be able to develop talents and abilities to their fullest potential and that children must be prepared for a responsible life.

4/ Participation

Several provisions in the *Convention on the Rights of the Child* reflect children's right to participation. In particular, Article 12 affirms that children are full-fledged persons who have the right to express their views in all matters affecting them and requires that those views be heard, depending on the child's age and maturity.

The *Convention on the Rights of the Child* envisions a changed relationship between adults and children. Parents, teachers, caregivers and others interacting with children are seen no longer as mere providers, protectors or advocates, but also as negotiators and facilitators. Adults, especially teachers, are expected to create spaces and promote processes designed to enable and empower children to express views, be consulted and influence decisions.

examples

Children's issues in Canada

It is said that a nation's respect for human rights begins with the way it treats its children. In Canada, most people probably assume that the rights of the child are well protected. However, issues concerning children's development do exist. These issues concern poverty, healthcare and family support.

1/Poverty

More than 1.1 million children are living in poverty in Canada.

Child poverty remains a problem and contradicts the right of the child to adequate nourishment. A House of Commons resolution to seek to eliminate child poverty by the year 2000 was not achieved. Although the numbers of children in poverty have declined in recent years, vulnerability and deep poverty in Canada have remained persistently high.

2/Healthcare and safety

Poverty has an effect on other rights of the child. Children who live in poverty have risks that affect healthy development and are at risk for a wide range of problems with their health and well-being. These can include lower functioning vision, hearing, speech, mobility, dexterity and cognition. Low-income families often cannot afford to buy nutritious foods, putting children's growth and development at risk. Poor children are also less likely to live in safe neighbourhoods.

3/Family support

There are still many low-income, working parents who struggle financially. Jobs that pay a decent income are the key to ending child poverty. However, many parents work for near-minimum wages that leave them far below the poverty line. Significant changes to the labour market have also meant that part-time jobs and temporary positions are growing at a faster rate than full-time and permanent work that is more secure.

Most children living in poverty have parents who are working but find it difficult to provide adequate food, clothing and shelter. Cuts to services over the past decade have had a major impact on families who are forced to rely on social assistance. Since 1991, welfare benefits for families with children fell by more than 23 per cent.

Canada continues to face issues regarding children's rights, even though Canada has signed both the *Convention on the Rights of the Child* and the *Universal Declaration of Human Rights*.

- These examples are from the Campaign 2000 End Child Poverty in Canada website, found at <http://campaign2000.ca/rc/rc02/intro.html>. This site has numerous links to other articles relating to children's rights issues in Canada.
- Information on children and poverty can be found in UNICEF's State of the World's Children report found at www.unicef.org.

Free the Children

Free the Children is an international network of children helping

children at a local, national and international level through representation, leadership and action. The primary goal of the organization is not only to free children from poverty and exploitation, but to also free children and young people from the idea that they are powerless to bring about positive social change and to improve the lives of their peers.

Free the Children is unlike any other children's charity in the world, as it is an organization by, of and for children that fully embodies the notion that children and young people themselves can be leaders of today in creating a more just, equitable and sustainable world.

- **For information about Free the Children and its projects, go to the website www.freethechildren.org.**

Facts and figures³²

- **Birth registration:** Over 50 million births each year remain unregistered (75 per cent of them in sub-Saharan Africa). This means that governments do not know these children exist. Children may not know their birthdates. Because they are not registered, many of these children cannot go to school.
- **Child mortality under five:** Nearly 11 million children die per year, often from readily preventable causes (major "killer diseases": diarrhea, acute respiratory infections, diphtheria, tuberculosis, whooping-cough, measles, tetanus); more than 175 countries are now free of polio.
- **Mothers dying at childbirth:** The global average is 400 maternal deaths per 100,000 live births; sub-Saharan Africa: 1100; South Asia: 430; Middle East and North Africa: 360; Latin America/Caribbean: 190; East Asia/Pacific: 140; CEE/CIS/Baltic States: 55; industrialized countries: 12.
- **Teenage pregnancies:** 15 million infants born to under-18s annually; only 23 per cent of women (married or in union) in sub-Saharan Africa use contraceptives.
- **HIV/AIDS:** Estimated 13 million children had lost their mother or both parents to AIDS by 2000; 95 per cent of these children live in sub-Saharan Africa.
- **Food:** Estimated 150 million children are still undernourished.
- **Poverty:** 3 billion people subsist on less than \$2 a day, 1.2 billion (50 per cent of them children) on less than \$1 a day; but 1 in every 6 children also lives below the national poverty line in the world's richest countries.
- **Child labour:** Some 250 million children between the ages of 5 and 14 work; in developing countries, an estimated 70 per cent work in agriculture and the informal sector.
- **Street children:** An estimated 100 million children (from 4 up) live and work on the streets.
- **Education:** Primary school enrollment: 82 per cent globally, but 100 million children remain out of school, 53 per cent of them girls.
- **Social services and political priorities:** On average, developing countries spend more on defense than on either basic education or basic health care; industrialized countries spent about 10 times more on defense than on international development aid.
- **Armed conflict:** 1990s: 2 million children died in armed conflict, 6 million were injured or disabled; 300,000 were directly involved in conflict as child soldiers.

³² From the UN Secretary General's Report, *We the Children*, prepared for the Special Session on Children, September 2001, Excerpted with permission from the European Training and Research Centre for Human Rights and Democracy (2003). Wolfgang Benedek and Minna Nikolov (Eds.). *Understanding Human Rights: Manual on Human Rights Education*. Graz, Austria: Federal Ministry for Foreign Affairs in Austria & the ETC: p. 202.

- **Child refugees and displaced children:** 11 million child-refugees worldwide.
- **Disabilities:** An estimated 120 million to 150 million children live with disabilities.
- **Violence:** Each year 40 million children under the age of 15 are victims of family abuse or neglect serious enough to require medical attention; 2 million girls are at risk of female genital mutilation annually.
- **Child trafficking:** In Africa & South East Asia 400,000 girls and boys are affected annually; worldwide, up to 2 million children and women are trafficked annually.
- **Suicide:** Some 4 million adolescents per year attempt suicide worldwide and at least 100,000 die.
- **Ombudspersons for children:** Established in at least 40 countries so far.
- **National Plans of Action (NPAs):** Following the 1990 World Summit for Children, some 155 countries prepared NPAs.

Aboriginal rights

seven

TO DISCUSS

To what extent are the rights of aboriginal peoples in the *Canadian Charter of Rights and Freedoms* consistent with those outlined in the *Universal Declaration of Human Rights*?

How are aboriginal rights in Canada embedded in its history?

To what extent do you think aboriginal world views are reflected in the *Canadian Charter of Rights and Freedoms*?

Why are land claims an important aspect of aboriginal rights?

introduction

Human rights are universal; civil, political, economic, social and cultural rights belong to all human beings, including indigenous peoples. Indigenous peoples also enjoy certain human rights specifically linked to their identity, including rights to maintain and enjoy their culture and language free from discrimination, rights of access to ancestral lands and land relied upon for subsistence, rights to decide their own patterns of development, and rights to autonomy over indigenous affairs.

Aboriginal rights are collective rights that come from the history of the aboriginal peoples in Canada. When aboriginal peoples talk of land rights, they are talking not only of legal concepts, but of a worldview and way of life. Aboriginal people's rights stem from their long-standing relationship to the land and its resources. Issues relating to self-determination and self-sufficient economies are intrinsically linked to access to land and resources.

exploration

Rights of indigenous peoples

Over the past 20 years, indigenous peoples around the world have organized themselves to make international bodies like the United Nations aware of their situation. As a result of years of work, there is now a growing understanding in the international community of indigenous peoples' values, traditional knowledge, special relationship to the Earth, and the vital importance of their ongoing contribution in the world.

The situation of indigenous peoples

“There are an estimated 300 million indigenous people living in over 70 countries around the world. The word ‘indigenous’ refers to the descendants of the original inhabitants of particular regions or territories.

Over thousands of years, the world’s indigenous peoples have developed their own distinct cultures, religions and economic and social organizations. These cultures are as unique and various as the Aborigines in Australia, Inuit in the Canadian Arctic, the Masai in Kenya, the Anka Hill Tribe in Thailand or the Mapuche in Chile.

Within the United Nations, the recognition of indigenous issues has been gathering momentum, spurred on by the activities of several UN agencies. Indigenous issues are also getting more attention as a result of the International Decade of the World’s Indigenous People coming into effect in 1995.”

- **This information is from Government of Canada: Indian and Northern Affairs (1998).** The International Decade of the World’s Indigenous People. **Author.** www.ainc-inac.gc.ca/pr/info/info123_e.html. **Additional information on rights of indigenous people can be accessed on this site.**

Aboriginal rights are based in history

Before Europeans arrived, North America was home to First Nations peoples. Aboriginal rights are rights held as a result of longstanding occupancy of the land.

“Under the law, the unique legal and constitutional status of First Nations derives from the fact that they are the descendants of the people that were resident in North America long before Europeans arrived.

As early as the 18th century, Britain recognized that First Nations had claims to the land and major treaties were signed across Canada as settlement moved west.

In the 21st century, one of the first modern treaties came into effect in British Columbia – the *Nisga’a Treaty*. The last step needed to give legal effect to the *Nisga’a Treaty* took place on April 13, 2000, when Parliament passed the *Nisga’a Final Agreement Act*. The *Nisga’a Treaty* sets out and describes in detail how the rights of Nisga’a citizens will be exercised. Any aboriginal rights of the Nisga’a are modified to become rights set out in the Treaty.”

- **This information is from the Government of Canada: Indian and Northern Affairs (1998).** Fact Sheet: Aboriginal Rights in BC. **Author.** www.ainc-inac.gc.ca/pr/info/abr_e.html. **Additional fact sheets regarding aboriginal rights issues can be found on this site.**
- **More on the history of the Indian Act in Canada, and some of the human rights issues and abuses associated with it can be found at** <http://sask.cbc.ca/archives/governance/>.
- **Information on a number of issues and stories related to aboriginal peoples in Canada, from fishing rights to the creation of Nunavut, can be found on the CBC website at** www.cbc.ca/news/indepth/firstnations/. **An overview of the history of aboriginal land claims can be found at** www.newparksnorth.org/land.htm.

Aboriginal rights in the Canadian Charter of Rights and Freedoms

Section 15(1) of the *Charter* states every individual is equal before and under the law without discrimination. It is followed by Section 15(2):

- Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Section 25 makes sure the *Charter* is not “construed so as to abrogate or derogate from any aboriginal, treaty or other rights that pertain to the aboriginal peoples of Canada.” A renewed vision of *Aboriginal Inherent and Treaty Rights* is entrenched in the 1982 *Constitution*, section 35(1):

- The existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognized and affirmed.

“This section acknowledges Canada’s history. Aboriginal peoples retain certain rights that other Canadians do not share. This is not unique to Canada. The legislation and policies of other governments, including the United States, Australia, New Zealand, and more recently Japan, entrench and recognize aboriginal inherent and treaty rights.”

- **This information is from Aboriginal Rights Coalition.** How to Challenge Misconceptions. Author. <http://home.istar.ca/~arc/english/insider.html>.

The Aboriginal Rights Coalition newsletter provides information and perspectives on aboriginal rights in Canada at <http://home.istar.ca/~arc/english/insider.html>.

- **A discussion of Métis rights and the Powley case (Section 35 of the Charter of Rights and Freedoms) can be found on the Métis Nation website at www.metisnation.ca.**

Aboriginal rights exist in law

Aboriginal rights have been addressed in a number of court cases, as well as in Canada’s constitution.

“In 1982, Canada’s supreme law, the *Canadian Constitution*, was amended to recognize and affirm existing aboriginal rights. It is important to note that this change to the *Constitution* did not create or define any new aboriginal rights – rather, it recognized and affirmed already existing aboriginal rights, without spelling out what those rights were or where they may exist. The Crown has not been able to extinguish aboriginal rights since 1982 when aboriginal rights were given constitutional protection.

Over the past 30 years, aboriginal rights are slowly being defined through the Canadian courts. For example, in 1990 the Supreme Court of Canada concluded in the Sparrow decision that the Musqueam Indian Band had an existing aboriginal right to fish. This is just one example of an aboriginal right. So far, Canadian law has confirmed that aboriginal rights:

- Exist in law
- May range from rights not intimately tied to a specific area of land, to site-specific rights, to aboriginal title, which is a right to exclusive use and occupancy of land
- Are site, fact and group-specific

- Are not absolute and may be justifiably infringed by the Crown.”
- **This information is from a Government of Canada: Indian and Northern Affairs (1998).** Fact Sheet: Aboriginal Rights in BC: **Author.** From website www.ainc-inac.gc.ca/pr/info/abr_e.html.
- **Additional fact sheets dealing with aboriginal issues can be found on** www.ainc-inac.gc.ca/pr/info/index_e.html.
- **A summary of aboriginal rights in law can be found in an article entitled** Aboriginal Rights and Canadian Courts **at** www.sfu.ca/~palys/Cousins-AborigRightsIn-Court.pdf. **Links to constitutional enactments and court cases can also be found on the website** www.waseskun.net/law.htm.
- **A fact sheet found on the website** www.ainc-inac.gc.ca/pr/info/index_e.html **also provides a timeline of aboriginal rights in British Columbia.**
- **Information on land claims in Yukon can be accessed on the Canada's Digital Collections website at** <http://collections.ic.gc.ca/yukon/>.
- **Links to many treaties and other legal information related to aboriginal rights can be found at** www.schoolnet.ca/aboriginal/e/legal_e.asp.
- **A comprehensive list of links to websites dealing with aboriginal rights issues and cases can be found at** www.bloorstreet.com/300block/aborcan.htm.

UDHR

Aboriginal rights and the United Nations

The human rights of indigenous people and peoples are set out in the *ILO Indigenous and Tribal Peoples Convention (No. 169)*, the *Universal Declaration of Human Rights*, the *International Covenants*, the *Convention on the Elimination of All Forms of Racial Discrimination*, the *Convention on the Rights of the Child*, and other international human rights treaties and declarations.

What is the UN Draft Declaration on the Rights of Indigenous Peoples?

“The United Nations has developed a number of legally binding human rights treaties and conventions to protect people’s rights, and to promote respect for the equality and fundamental dignity of all individuals and peoples. The *Declaration on the Rights of Indigenous Peoples* was drafted by a group of United Nations human rights experts as a first step towards a treaty or convention to improve international protection for indigenous peoples. The United Nations proclaimed the International Decade of the World’s Indigenous Peoples in December 1994. A key goal of the decade was the ratification of the draft *Declaration on the Rights of Indigenous Peoples*. However, near the end of the Decade, consensus has been reached on only two of the *Declaration’s* 45 articles.”

- **This information is from the Presbyterian Church in Canada.** Cultivating Just Peace KAIROS Education and Action Campaign 2004-2005 Factsheet on aboriginal rights. www.presbyterian.ca/justice/resources/CJPFactsheet%20AR.pdf. **Additional fact sheets on human rights are provided on this website.**
- **Detailed information on Canadian participation in the International Decade is available on** www.ainc-inac.gc.ca/pr/info/info123_e.html. **For further information on the Decade, see the UN Decade Web site at** www.unhchr.ch.

examples

The Report of the Aboriginal Justice Inquiry

The *Report of the Aboriginal Justice Inquiry* explores the experience of aboriginal peoples with the Canadian criminal justice system, and discusses the relations between aboriginal and non-aboriginal people in Manitoba and Canada. The Aboriginal Justice Inquiry recommended the establishment of an aboriginal justice system and the recognition and fulfillment of unmet treaty and aboriginal rights.

- **This information is from the Aboriginal Justice Implementation Committee website at www.ajic.mb.ca/reports/final_s2.html. This website provides links to sections of the final report of the Committee.**

Language rights for aboriginal peoples

"The First Nations Confederacy of Cultural Education Centres has a national initiative to secure recognition and resources for the preservation, maintenance, promotion and use of aboriginal languages in Canada. Through this legislation the Government of Canada is being encouraged to bring into law the recognition of the right and freedom of aboriginal peoples to the protection, revitalization, maintenance and use of their languages, and provide the necessary resources to implement this objective.

A 1992 survey of language conditions in First Nations communities revealed that 70 per cent were declining or endangered, 18 per cent were merely enduring and only 12 per cent were flourishing. Many aboriginal people under 30 years of age have little or no knowledge of their language."

- **This information is from the First Nations Confederacy of Cultural Education Centres' report, available at www.schoolnet.ca/aboriginal/ab-lang/noframes/. Legislation related to language rights for aboriginal peoples and recommendations are provided in this report.**

Aboriginal women's rights

Gender inequality was an issue during the fur trade. Fur traders often refused to do business with First Nations women, even though they were the ones who prepared the furs for market.

In the *Indian Act*, Indian was defined as male. Native women who married non-native men lost their Indian status while non-native women who married native men gained status. That didn't change until 1985 when Bill C-31 was introduced. This bill reinstated status for women and children who lost it through marriage. Until 1951, women weren't allowed to run for chief or council positions and couldn't vote in band elections.

- **Additional information and perspectives on the roles and rights of aboriginal women can be found at www.cbc.ca/news/indepth/firstnations/roleofwomen.html.**

Aboriginal voice as a right

Aboriginal peoples are working toward an independent voice at international meetings and conferences for a variety of reasons.

“The first is to separate themselves from government actions. Second, aboriginal worldviews are different from those of Canadians. Aboriginal perspectives should be expressed by those who hold them rather than through others who do not share the same cultural heritages or experiences. Finally, First Nations have a right to represent their own views on their own behalf to ensure they will be heard.”

- **This information is from Aboriginal Rights are Human Rights, found on the Canadian Race Relations website at www.crr.ca/EN/WhatsNewEvents/Events/WCAR/eWhaNew_EventsAboriginal.htm. Additional information and perspectives on aboriginal rights are found at www.crr.ca.**

Aboriginal right to resources

Two court decisions in Canada were precedent-setting for First Nations peoples, the Canadian forest industry and provincial governments. Courts in New Brunswick and British Columbia ruled that aboriginal peoples have a legal right to forests and trees on “Crown” land. The New Brunswick Court of Queen’s Bench ruled that Micmac Indians have a legal right to cut down trees on Crown land. Similarly, in a case brought by the Haida Nation, the B.C. Court of Appeal recognized that the aboriginal rights of First Nations can constitute a legal interest in trees which cannot be reconciled with the exclusive nature of a tree farm license.

In the 1990 Sparrow case, the Supreme Court of Canada recognized an aboriginal right to fish, subject only to conservation concerns. The Supreme Court’s decision was based on two main factors; the central importance of fish to First Nations cultures and the constitutional protection given to aboriginal rights in 1982 by the *Canadian Charter of Rights and Freedoms*.

- **This information is from the British Columbia Environmental Network website, found at www.bcen.bc.ca/bcerart/Vol8/aborigin.htm. Additional information and perspectives on aboriginal rights to resources are found on this website.**

Language rights

eight

TO DISCUSS

To what extent are language rights in the *Canadian Charter of Rights and Freedoms* consistent with those outlined in the *Universal Declaration of Human Rights*?

How are Canada's language rights entrenched and safeguarded?

To what extent are minority language rights protected by the *Canadian Charter of Rights and Freedoms*?

Is there a difference between language rights and minority language rights?

What is this difference?

How are language rights connected to education? How are they connected to Canada's history?

How are language rights related to equity issues? What about freedom of expression?

How are language rights important to daily life in a community?

Introduction

Language is the foundation of communication and is fundamental to cultural and historical heritage and identity.

"Canadians form a bilingual population. Not only are there two official languages, English and French, but many other languages are also spoken, including aboriginal languages, Italian, German, Ukrainian, Spanish, Chinese and others. All these languages echo the two founding peoples: the First Nations and the various waves of immigration experienced by Canada from Confederation to the present."³³

Language rights connect to many other human rights issues – from equity and freedom from discrimination to freedom of expression.

exploration

The diversity of language

What are language rights in Canada? Sections 16 to 23 of the *Charter of Rights and Freedoms* deal with language rights. The *Charter* provides the basis for the *Official Languages Act* of 1988. This legislation confirms the fundamental nature of language rights as human rights. It also reflects the way that language rights can change. This legislation encourages Parliament and provincial legislative assemblies to reinforce the equal status of English and French in Canadian society.

The diversity of issues associated with language rights in Canada range from minority language education to the use of official languages in the courts, to the language of work, to the provision of services by federal and provincial governments.

The courts play an important role in ensuring that language rights

³³The Centre for Research and Information in Canada. *Languages in Canada*. Author. www.cric.ca/en_html/guide/language/language.html#official.

are properly implemented. For example, the courts have recognized that language rights mean that governments have duties to allocate resources and maintain institutions capable of operating in both official languages. A language right does not mean anything if governments do not take positive action to ensure its use.

- **This information is from a report called** Language Rights 1999-2000, **found on the Government of Canada's Office of the Commissioner of Official Language website at** www.ocol-clo.gc.ca/archives/lr_dl/1999-2000/1999-chap1-1_e.htm#Chap1.
- **A thorough overview of language rights and issues in Canada can be found on the website** www.pch.gc.ca/progs/lo-ol/perspectives/english/languages/index.html.

UDHR

Language rights and the United Nations

Although language rights are not set out in a distinct and separate article in United Nations declarations and covenants, they are entrenched in those articles dealing with discrimination and ethnic minorities. The human rights of ethnic minorities are set out in the *Universal Declaration of Human Rights*, the *International Covenants*, the *Convention on the Elimination of All Forms of Racial Discrimination*, the *Convention on the Rights of the Child*, the *Declaration on the Rights of Persons Belonging to National or Ethnic, Religious or Linguistic Minorities* and other international human rights treaties and declarations. These documents address the following human rights:

- Freedom from any distinction, exclusion, restriction or preference based on race, colour, national or ethnic origin, language, religion, birth, or any other status, which has the purpose or effect of impairing the enjoyment of human rights and fundamental freedoms
- Enjoyment and development of their own culture and language
- The establishment and maintenance of their own schools and other training and educational institutions, and the right to teach and receive training in their own languages

Articles 3 and 5 of the *Convention against Discrimination in Education* state that nations should undertake to discontinue practices which involve discrimination in education. It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and the use or the teaching of their own language.

Article 2 of the *Universal Declaration of Human Rights* states that “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.”

Language rights in Canada

The Parliament of Canada adopted the first *Official Languages Act* in 1969. A new Act came into force on September 15, 1988. Its primary aim was to consolidate the equal status of English and French in federal institutions and ensure respect for the language rights guaranteed by the *Canadian Charter of Rights and Freedoms*. The 1988 *Official Languages Act* gives rights to Canadian citizens, including:

- Any member of the public can communicate with the head or central office of any federal institution subject to the Act, as well as with the other offices in either English or French.
- Federal employees have the right to work in the official language of their choice in certain regions of the country.
- The Government of Canada is committed to ensuring that English-speaking Canadians and French-speaking Canadians, without regard to their ethnic origin or first language learned, have equal opportunities to obtain employment and advancement in federal institutions.

The Canadian government also established a Commissioner of Official Languages. The Commissioner has the job of making sure that each statute of the *Official Languages Act* is carried out. This includes receiving complaints from the public and taking action on these complaints.

- **Links to sites dealing with a wide range of topics relating to Canada's official languages can be found on the Government of Canada website at <http://culture-canada.gc.ca/chdt/interface/interface2.nsf/engdocBasic/9.2.html>.**
- **The Official Language Act can be found on the Government of Canada website at <http://laws.justice.gc.ca/en/o-3.01/text.html>.**

Language in Quebec

There has been a history of legislation governing the use of French in Quebec that started early in the 20th century.

"The first was the Lavergne Law, passed in 1910, which required that tickets for buses, trains and trams be printed in both French and English.

In 1974, the Quebec Liberals passed *Bill 22*, which made French the province's official language. It also restricted enrolment in English schools in Quebec. Three years later, the newly elected Parti Québécois, under the leadership of René Lévesque, introduced what it called the *Charter of the French Language* or *Bill 101*, as it became known.

Within that bill was the declaration that French was to be the only language allowed on commercial signs in the province. With few exceptions, the use of English was banned. Confronted with the angry demonstrations of those defending *Bill 101*, then-Premier Robert Bourassa invoked the 'notwithstanding' clause to override the *Charter of Rights and Freedoms*, and introduced *Bill 178*. It decreed that only French could be used on exterior signs while English would be allowed inside commercial establishments.

In 1993, the United Nations Human Rights Committee ruled that Quebec's sign laws broke an international covenant on civil and political rights.

In 1993, Bourassa introduced *Bill 86*, which allowed English on outdoor commercial signs only if the French lettering was at least twice as large as the English.

A Quebec court ruling in 1999 said the province could not continue to impose restrictions on the use of languages other than French on commercial signs unless it can prove the fragility of the French language in Quebec society. But the Quebec Superior Court overturned that decision in April 2000, citing Quebec's unique geographical situation as an enclave of French speakers on an English-speaking continent."

- **This information is from the article** *Language in Quebec*, **found on the CBC website** www.cbc.ca/news/indepth/language/. **A wide range of articles relating to language rights and issues can be found on this site.**

A more multilingual society

Canada has become more and more multilingual over time.

"Many people speak neither English nor French as their mother tongue according to new data from the 2001 census. Mother tongue is defined as the first language a person learned at home in childhood and still understood at the time of the census.

Canadians reported more than 100 languages in completing the census question on mother tongue. The list includes languages long associated with immigration to Canada: German, Italian, Ukrainian, Dutch, Polish and so on. However, between 1996 and 2001, language groups from Asia and the Middle East increased the most.

These language groups include Chinese, Punjabi, Arabic, Urdu, Tagalog and Tamil. But there are also many others: Dravidian, a family of languages spoken by the traditional inhabitants of parts of India, Sri Lanka and Pakistan; Pashto, one of the national languages of Afghanistan; Twi, a language spoken principally by people living in southern Ghana; and Konkani, a language spoken in India."

- **This information is from the Centre for Research and Information in Canada.**

Languages in Canada: **Author.** www.cric.ca/en_html/guide/language/language.html#official.

Aboriginal languages

In 2001, the three largest aboriginal first languages were Cree (80,000 people), Inuktitut (29,700) and Ojibway (23,500). These three languages were in the same order in the 1991 and 1996 censuses.

Almost two-thirds (64 per cent) of the population with the Inuktitut first language live in Nunavut, and 30 per cent live in Quebec. Three-quarters of the Cree population live in the Prairie provinces.

- **Information on multilingualism in Canada and aboriginal languages is available from the Centre for Research and Information on Canada website at** www.cric.ca/en_html/guide/language/language.html#official. **Articles dealing with Canada's languages and language rights issues, and links to Statistics Canada, can be found on this site.**

Language and the Internet

Language is the primary way we communicate knowledge and traditions. Therefore, the opportunity to use one's language on global information networks such as the Internet can determine the extent to which a person can participate in the emerging knowledge society.

Thousands of languages are absent from Internet content and no tools exist for creating or translating information. Huge sections of the world's population are prevented from enjoying the benefits of technological advances and obtaining information essential to their well-being and development. This could contribute to loss of cultural diversity on information networks and a widening of existing socio-economic inequalities.

To address this problem, UNESCO is actively pursuing three specific initiatives:

- Formulating policies to raise awareness of issues of equitable access and multilingualism
- The development and implementation of pilot projects to facilitate the access of languages to the Internet
- A wider, more equitable access to information by promoting multilingualism, ensuring the worldwide dissemination of information.

UNESCO also encourages its member states to develop strong policies which promote and facilitate language diversity on the Internet, create widely available online tools and applications (such as terminologies, automatic translators, dictionaries) for content in local languages and encourage the sharing of best practices and information.

- **This information is from the Communications and Information section of the UNESCO website, found at www.unesco.org. Articles dealing with multilingualism in cyberspace can be found by following the links under Information by Theme and Society.**

communities and quality of life

What is a community?

We all use the word community and all of us belong to and live in them, but what exactly is a community? A community can describe a geographic area, or it can describe a network or group of people with connections to each other. A community can be any place where people live – it can be a city, a rural village, a town or an area within a city. A community can also refer to groups of people who are linked through common interests, activities and commitments. There can be communities of writers, of students and of athletes.

Although we might know or sense what a community is, there is often no exact definition of its boundaries, of where it starts and where it ends. In the past, walls may have defined cities or communities. In many ancient cities you can still see the ruins of those walls, but the walls do not mean the same things.

No matter how you define community, however, there is agreement that the idea of community is important to consider in many different contexts. It is important to think about in terms of where we belong and where we live. It can also help us describe what is important to us.

Would you describe an entire city as a community?

How would you define a city today? Do you include all the outlying areas and suburbs (called the “metropolitan region”) or do you only include the city centre? After the industrial revolution, urban centres grew rapidly and over the past 50 years there has been an “explosion” in the growth of cities, both in their numbers and in their size. This is called “urbanization.”

Cities have always been at the centre of economic growth, technological advances and cultural production. But their rapid growth has also resulted in negative effects: urban violence and poverty, homelessness, overcrowding and health problems, pollution and waste.

Cities have had a great impact on our lives and on world civilization in general. They are becoming more and more important as their sizes and numbers grow. By the 21st century, it is estimated that half the world’s population will be living in cities.³⁴ In Canada, close to 80 per cent of the population lives in cities.

³⁴United Nations
Cyberschoolbus. *Cities of Today, Cities of Tomorrow*: Author.
www0.un.org/cyberschoolbus/habitat/units/un01pg01.asp.

TO DISCUSS

How would the characteristics of a healthy city impact the human rights of that city?

How do these characteristics affect the quality of life?

How does a good quality of life within a community affect people locally? Nationally? Globally?

What does quality of life mean to you? Think about how you would respond to this question as you read the following examples.

What about quality of life in communities and cities?³⁴

Although quality of life can mean many different things to different people, human rights are concerned with ensuring that basic needs are met when people live together. Often, this translates into a concern about the issues that arise when people live together in urban centres.

Organizations such as the World Health Organization and the United Nations have programs and policies that they have developed regarding healthy and safe communities and cities.

What is a healthy city?

As part of its healthy city program, the World Health Organization (WHO) has come up with a set of criteria.

Among other things, a healthy city must:

- Provide a clean and safe environment
- Meet the basic needs of all its inhabitants
- Involve the community in local government
- Provide easily accessible health services

The United Nations Development Program (UNDP) has outlined these priorities as part of its urban strategy:

- Increasing shelter for the urban poor
- Providing basic urban services such as education, primary healthcare, clean water and sanitation
- Improving women's access to basic services and government facilities
- Upgrading energy use and alternative transportation systems
- Reducing air pollution³⁵

TO DO

Create a recipe for a community with a good quality of life. For your recipe, consider:

- The ingredients (what types of services, facilities, programs and activities would be needed for a good quality of life in the community)
- The quantity of each ingredient (how much or how many?)
- How the ingredients should be combined

Write your recipe by listing each ingredient and its quantity. Then, provide directions for how they should be combined or used by the people in the community. Look at some recipes to get an idea of how they are written.

³⁴United Nations Cyberschoolbus. *Cities of Today, Cities of Tomorrow*: Author. www0.un.org/cyberschoolbus/habitat/units/un01pg01.asp.

³⁵Ibid.

TO DISCUSS

How could each of the following contribute to a human rights community?

- Individual citizens
- Businesses
- Organizations, such as community leagues, charities and clubs
- Local, provincial and federal governments
- Global communities

What does it mean to be a human rights community?

The idea of a human rights community is fairly simple. A human rights community is one in which the people who live there make a commitment to learn about and apply principles of human rights, such as those that are represented in human rights documents such as the *Universal Declaration*, or human rights legislation, such as the *Canadian Charter of Rights and Freedoms*.

A human rights community is one in which all its members, from policy makers to ordinary citizens, learn about and adhere to human rights obligations. All people make a commitment to carry out responsibilities and obligations related to human rights guidelines, as represented in the *Universal Declaration of Human Rights* and in their own country's human rights legislation. People in a human rights community:

- Relate and apply human rights practices to all of the community's immediate and practical concerns. They identify problems related to human rights that need to be solved and look for ways to help solve them.
- Join and make a commitment to meet and talk about the problems and challenges of their community.
- Make a commitment to develop the guidelines for making their community a better place to live and work.
- Make a commitment to develop their community into one that upholds human rights principles and values.
- Try to get all aspects of their community involved in these projects – community groups, businesses, government and organizations.
- Watch for human rights violations and think of ways to implement human rights at all levels of society. They ensure that human rights serve as guiding principles by which the community develops its future plans and institutions.

TO DISCUSS

How would the steps involved in starting a human rights community contribute to its quality of life?

How could community projects and improvements support human rights in a community?

What are the steps involved in starting a human rights community?³⁶

Different communities across the world have become human rights communities. What does this mean? They have all followed a process in which they examine how the people who live in the community can become involved with human rights on a daily basis. In these human rights communities, people:

- Identify individuals, groups, organizations and programs in the community who are concerned about and contribute to improving its quality of life.
- Organize meetings of representatives from these groups to talk about the needs of the community.
- Organize meetings and classes to learn more about human rights declarations and legislation.
- Organize meetings to identify problems and challenges in human rights that need improvement.
- Develop a plan of action for the community to follow.
- Identify ways to implement the plan of action. This often involves community discussion, town hall meetings and programs that teach others about human rights.
- Make plans for projects and improvements that will improve quality of life and address human rights issues.

³⁶The steps outlined have been adapted from PDHRE, People's Movement for Human Rights Learning program for Human Rights Cities. www.pdhre.org/projects/hrcommun.html.

human rights organizations

There are hundreds of websites that deal with human rights and human rights organizations. The following sites highlight some of the key organizations that deal with human rights. Many of these sites provide links to other sites and sources of information about human rights and human rights organizations.

TO DISCUSS

How does each organization contribute to quality of life?

Amnesty International

Amnesty International's mission is to undertake research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of our work to promote all human rights.

- www.amnesty.org

Alberta Human Rights and Citizenship Commission

The Alberta Human Rights and Citizenship Commission, an independent commission of the Government of Alberta reporting through the Ministry of Community Development, works to foster equality and reduce discrimination. They provide public information and education programs, and help Albertans resolve human rights complaints.

- www.albertahumanrights.ab.ca

Canadian Heritage Human Rights Program

The mission of the Human Rights Program is to promote the development, understanding, respect for and enjoyment of human rights in Canada.

- www.pch.gc.ca/progs/pdp-hrp/index_e.cfm

Canadian Human Rights Commission

The Canadian Human Rights Commission deals with employment equity and non-discrimination in the workplace.

- www.chrc-ccdp.ca

Canadian Human Rights Foundation

The Canadian Human Rights Foundation is a non-profit, non-governmental organization concerned with advancing democracy, human development, peace and social justice through educational programs. The links page on this website lists a number of human rights organizations and websites.

- www.chrf.ca

~~Canadian Race Relations Foundation~~

This organization focuses on issues dealing with race and racism, hate crimes, aboriginals, racism and Japanese Canadians among others. It provides a link to E-RACE IT, a website for youth with information on history, family, education, employment, law and the media.

- www.crr.ca

~~Free the Children~~

Free the Children is an international network of children helping children through representation, leadership and action.

- www.freethechildren.org

~~John Humphrey Centre for Peace and Human Rights~~

The John Humphrey Centre's vision is that "the United Nations *Universal Declaration of Human Rights* is a vital part of the life and consciousness of every human being, within a civil and peaceable world wherein human dignity, equality, and justice reign." Its mission is "to make the United Nations *Universal Declaration of Human Rights* an essential part of every educational endeavour in the world."

- www.johnhumphreycentre.org

~~Paths to Equal Opportunity~~

This site has many good links and resources for creating awareness of racial, disability and cultural disparity of services and other opportunities.

- www.equalopportunity.on.ca

~~Racism Stop It~~

This site includes a program for a National Video Competition for 12- to 18-year-olds.

- www.pch.gc.ca/march-21-mars

~~United Nations in Canada~~

This site contains a series of links to a broad range of topics including starvation, terrorism, refugees and human rights worldwide.

- www.un.org/Pubs?CyberSchoolBus
- www.unac.org

~~UNICEF~~

UNICEF is the leading advocate for children's rights, active in 158 countries and territories around the world.

- www.unicef.org

~~United Nations High Commission for Human Rights~~

United Nations High Commission for Human Rights (OHCHR) raises awareness of human rights and fundamental freedoms and publicizes ways of promoting and protecting them at the international level.

- www.unhchr.ch

people in communities

people in communities

TO DISCUSS

How are people in your community affected by human rights issues?

How do they contribute to your community?

Who are the people who live in communities across Canada?

Although many people share similar environments and settings, their activities and involvements can be very diverse. People have widely different backgrounds, experiences and lifestyles. This can affect their experiences and perspectives on human rights issues.

TO DO

How do you think each of these individuals might be affected by human rights? Take on the role of one these people. Write your biography, describing how human rights legislation affects you.

Then, do a media search. Use media sources such as newspapers, magazines, the Internet and television programs. Identify one or more issues that concern you. Write about your position on this issue.

Answer the question from this person's perspective – Do I live in a human rights community?

- ☐ A person who works for a government department and is responsible for developing policy to protect the environment
- ☐ A volunteer in a small town who helps welcome new immigrants
- ☐ A teacher who works with high school students in an inner city school
- ☐ A student attending a college, taking a science program
- ☐ A recent high school graduate, working for a computer help desk and support call centre
- ☐ A junior high student, who is bused every day to and from a rural school
- ☐ A recent immigrant, working to start up a new business in a small city
- ☐ A nurse, working in a health care centre in a large city suburb
- ☐ A new mother, attending school part-time and working part-time
- ☐ A father of three children, working as an accountant in a large accounting

firm

- ☐ A doctor, running a clinic in a large city
- ☐ A lawyer, practicing in the area of family law
- ☐ A single young woman, teaching English as a second language in a community college
- ☐ A single young man, working in a restaurant
- ☐ A woman who works in a department store in a large shopping mall
- ☐ A senior high student, working part-time in a fast food restaurant
- ☐ A woman, working as a carpenter for a large construction company
- ☐ A young man with physical challenges, starting a career as a psychologist and working with young children
- ☐ A senior, living in a senior's facility in a large city suburb
- ☐ A beginning teacher, starting to teach in a small northern community
- ☐ A senior, living in a small apartment with no family close by
- ☐ A refugee who has escaped from a war-torn country to a Canadian community
- ☐ A wealthy business owner
- ☐ A recent immigrant, who does not speak English or French
- ☐ An aboriginal student, who has moved away from family to a larger city to start university
- ☐ A francophone, living in an English speaking community

plan of action

What are human rights plans of action? They address concerns that a community has over the extent to which human rights are recognized and implemented. Human rights action plans can involve identifying projects as simple as programs that teach citizens more about human rights, to complex projects involving the building of more public housing or health care centres. Plans of action can also include projects that focus on celebration – holding a festival to celebrate human rights milestones like the *Universal Declaration of Human Rights* or the *Canadian Charter of Rights and Freedoms*.

A plan may involve a community in:

- Developing an advertising campaign to promote human rights
- Designing and implementing a local human rights education plan that offers courses on topics related to human rights
- Committing to improving access to services for disadvantaged groups, such as access to public buildings for people with disabilities, or women who need more access to affordable child care

Projects for a plan of action

These are some examples of the types of projects one community identified to start to develop their plan of action. How could each of these projects be expanded into a plan of action?

- Organizing a construction project to make ramps for all public places and facilities so that people with disabilities have access.
- Making booklets to be distributed to all residents of the community on:
 - ☐ Human rights
 - ☐ Environmental issues
 - ☐ Children's rights
 - ☐ Women's rights

- Holding workshops to teach people about human rights.

- Starting a cooperative childcare centre for working single parents.

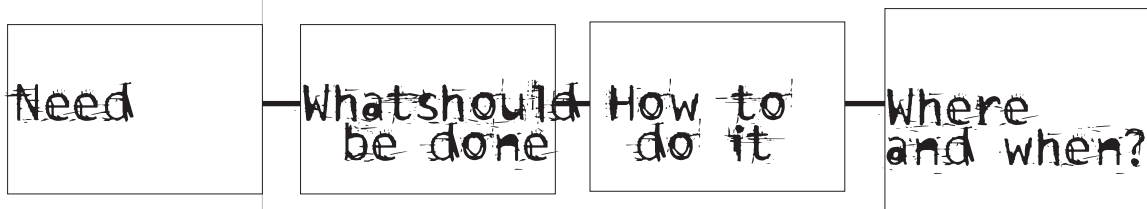
- Starting a school lunch program in city schools.

- Organizing a celebration of a Human Rights Day in the community.

to do

Developing a plan of action

How can you start to develop your own plan of action? Identify the needs you want to meet by using a graphic organizer such as the following flow map.



Plan the project by discussing the following types of questions:

- What tasks need to be done to complete the project?
- Who will do each task?
- What materials or resources are needed? How much will these cost?

Then, organize your plan of action by listing the steps that are needed to implement the project.

Steps	Who will do them	When	What is needed to do them
1.			
2.			
3.			
4.			

teaching and learning ABOUT HUMAN RIGHTS

Learning tools

The learning tools are referenced throughout the lessons in this resource. In some activities, these visual organizers can be used interchangeably.

A human right is a reason to treat persons in certain ways. Human rights cannot be seen. They involve values that guide us in treating each other in ways that we think we all deserve. Human rights do not tell us who or what we are. They tell us how we should treat other human beings. Rights are reasons to treat persons in certain respectful ways.

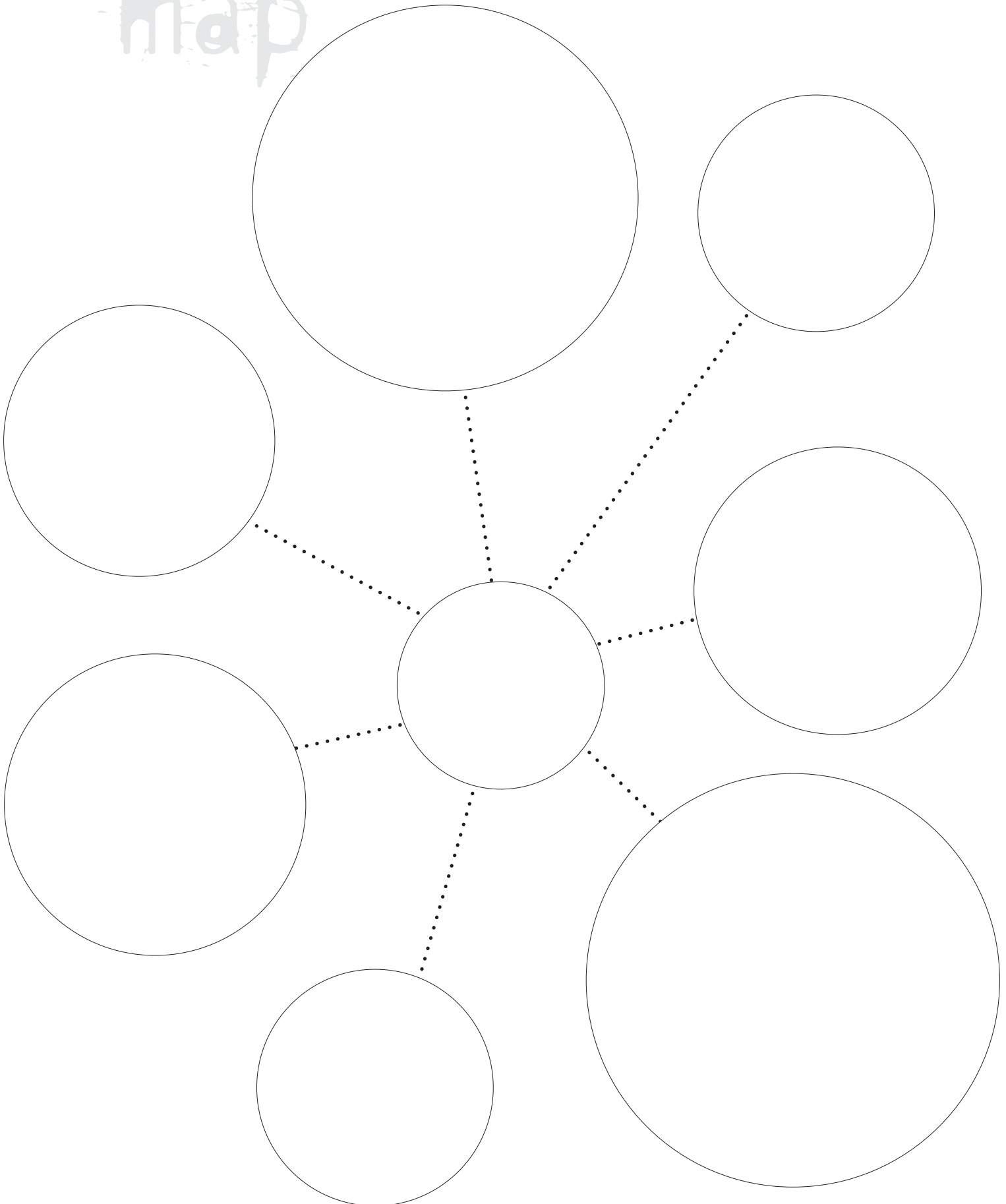
A human right is not just a justified claim to treat others in certain ways. A right is an important, serious and powerful claim that is considered more important than other values or actions. Rights have a high priority, often higher than anything else, that people claim they are entitled to. A human right is a reason to treat persons in certain ways. Human rights cannot be seen. They involve values that guide us in treating each other in ways that we think we all deserve. Human rights do not tell us who or what we are. They tell us how we should treat other human beings. Rights are reasons to treat persons in certain respectful ways.

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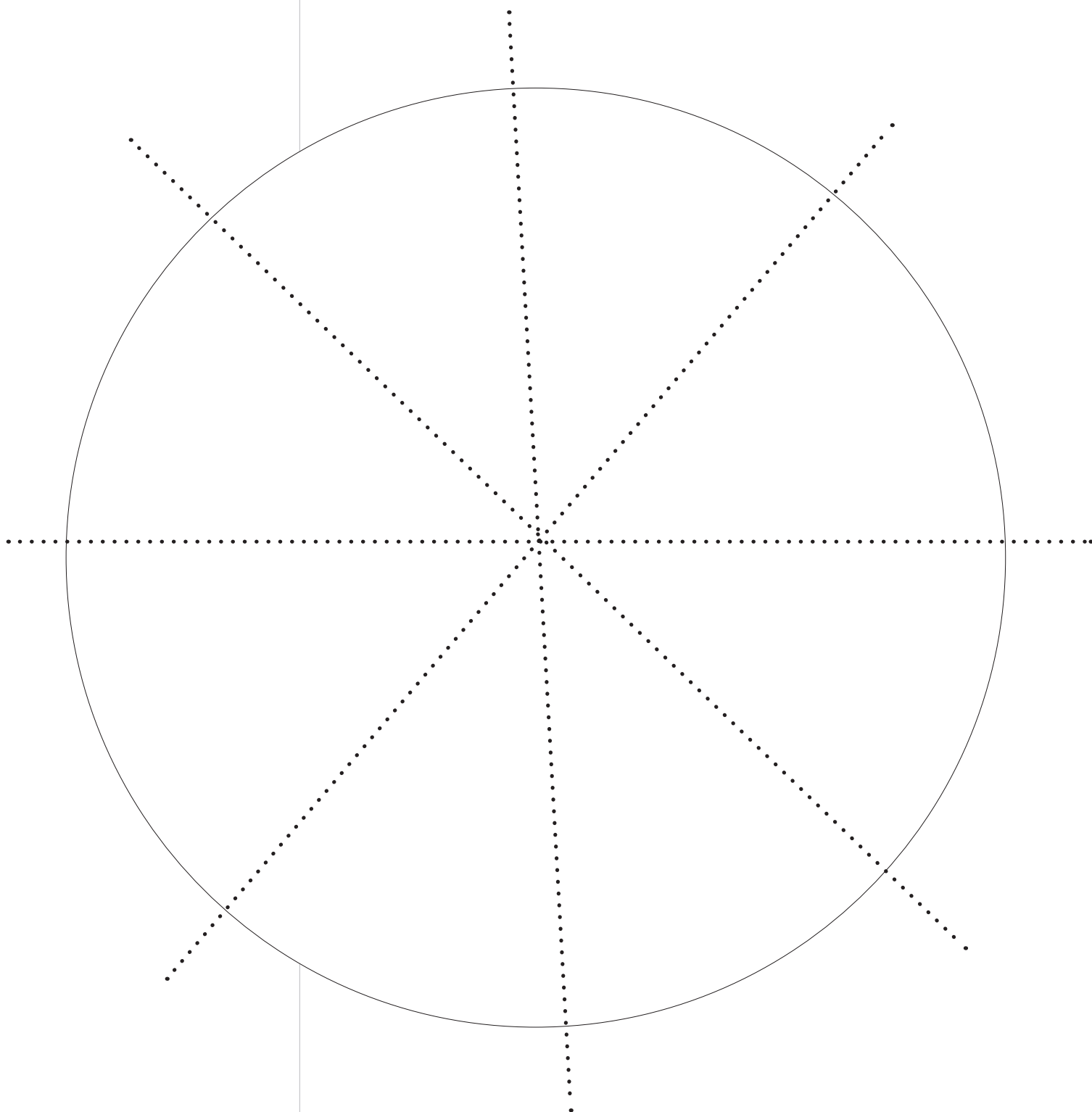
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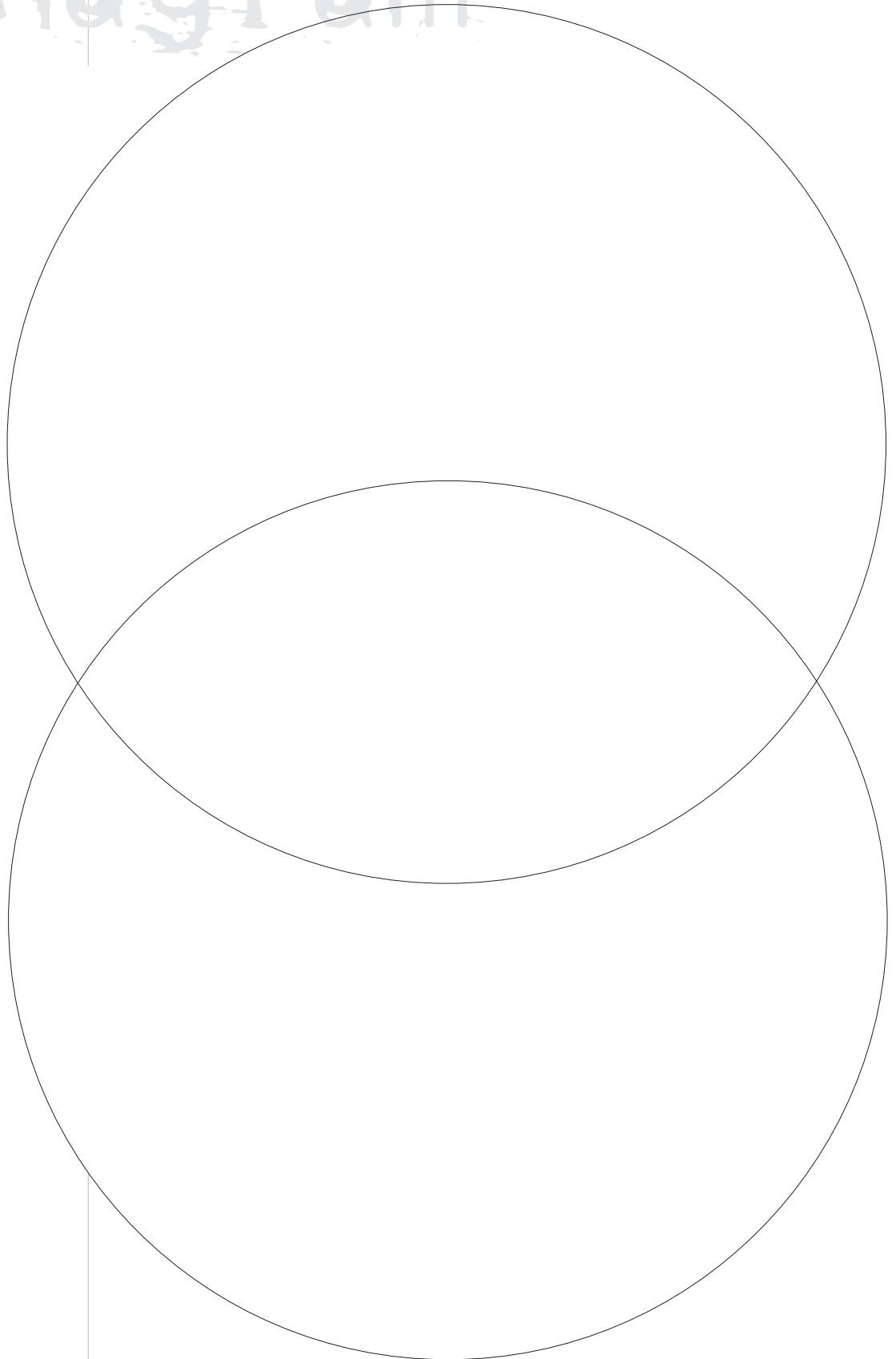
bubble map



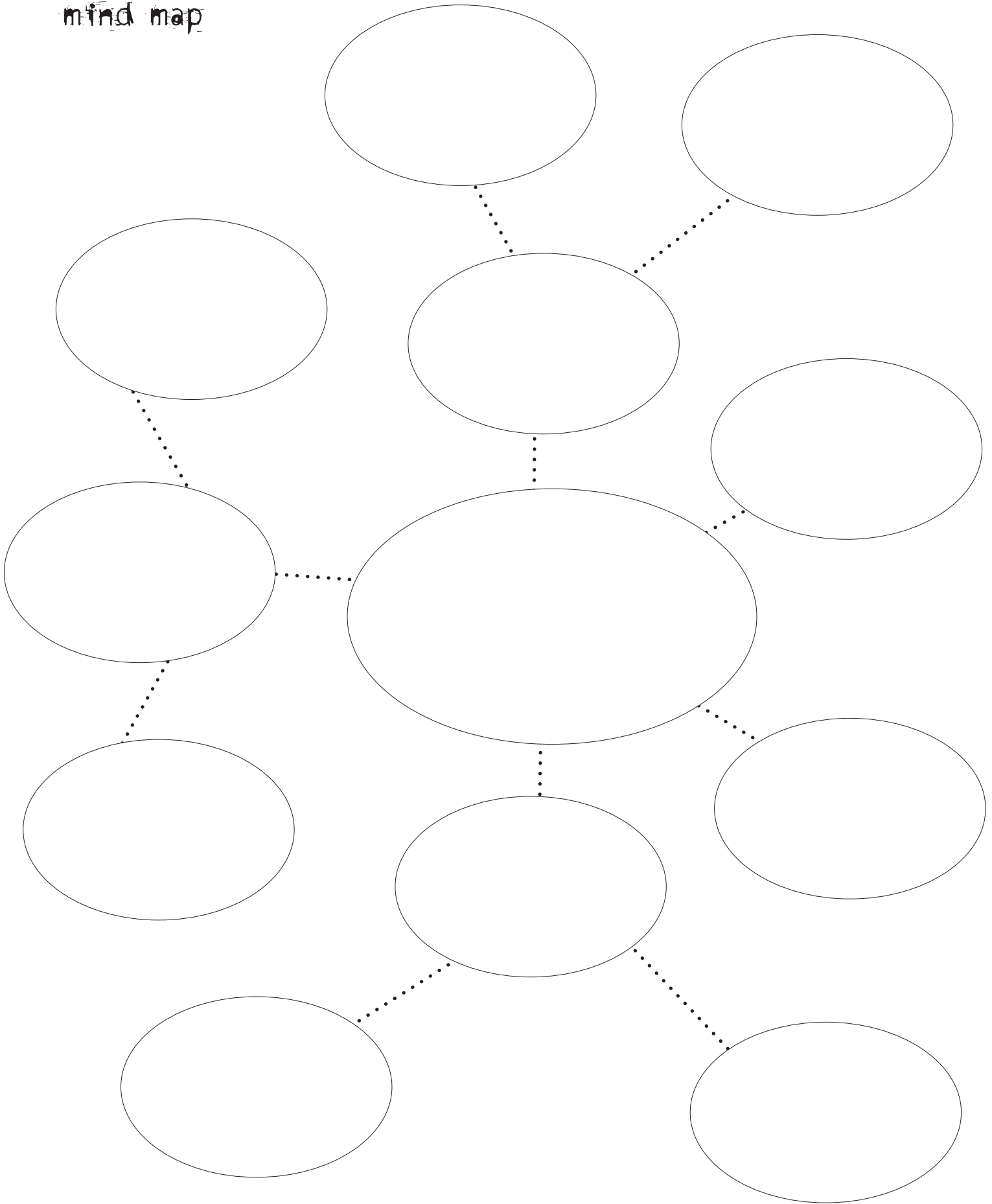
wheel chart



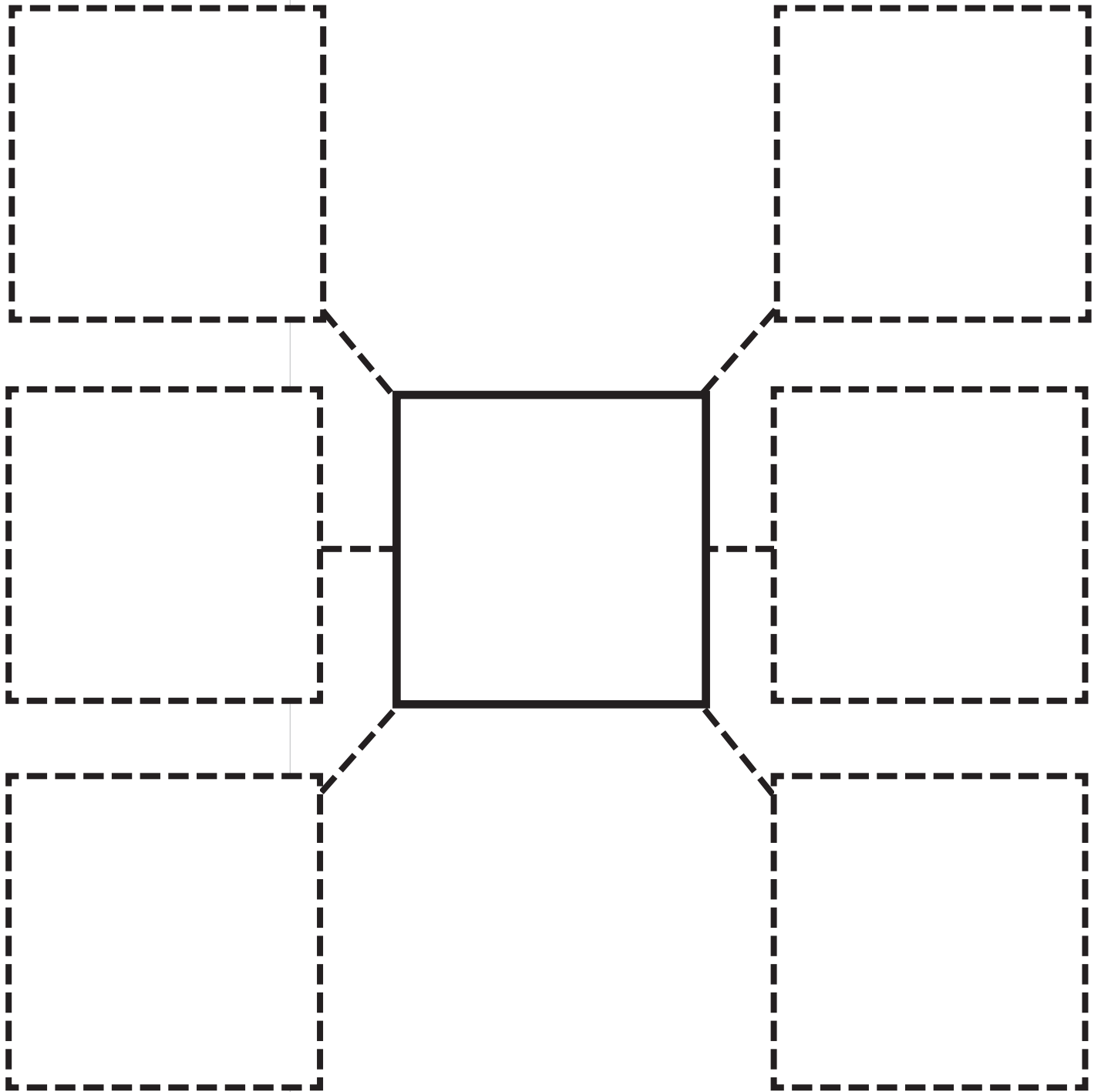
Venn diagram

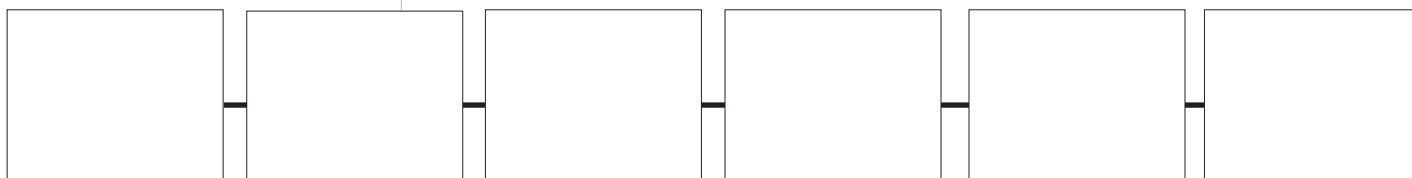
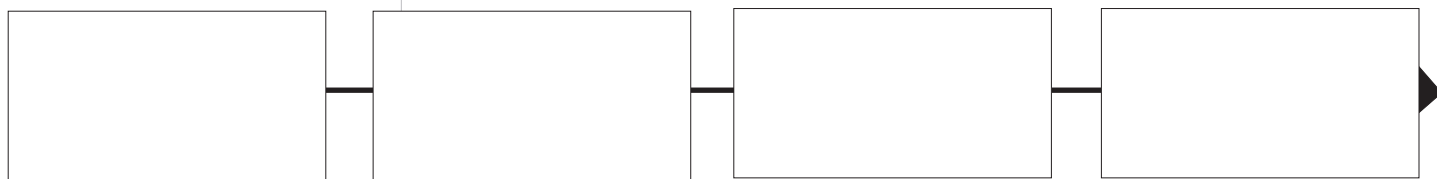
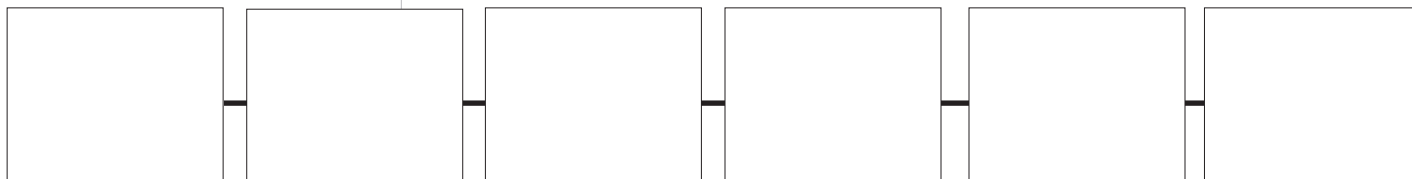
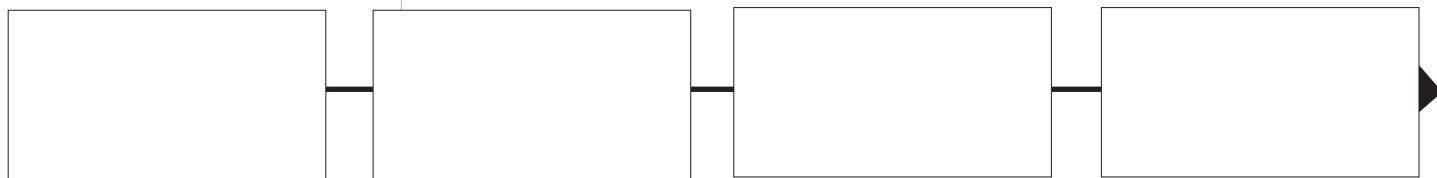
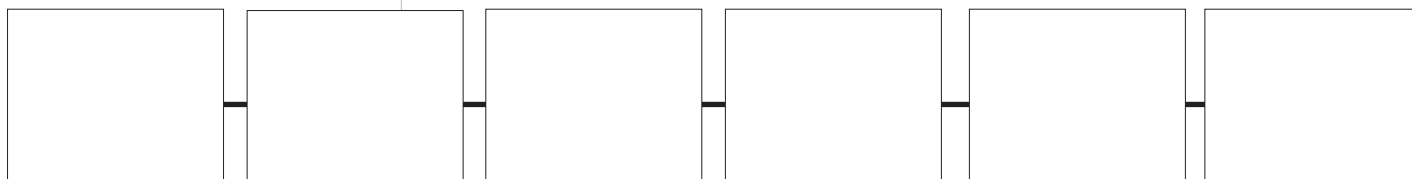
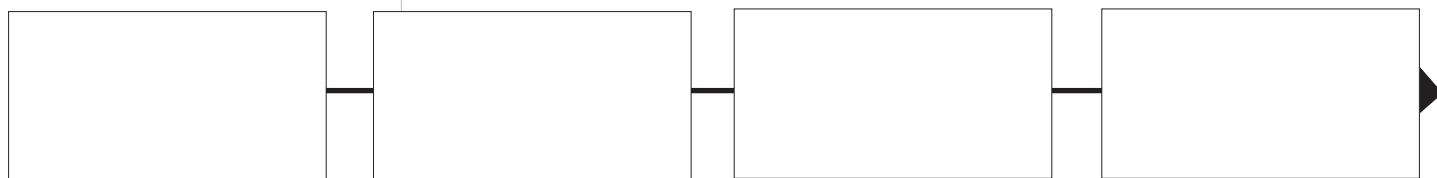


mind map

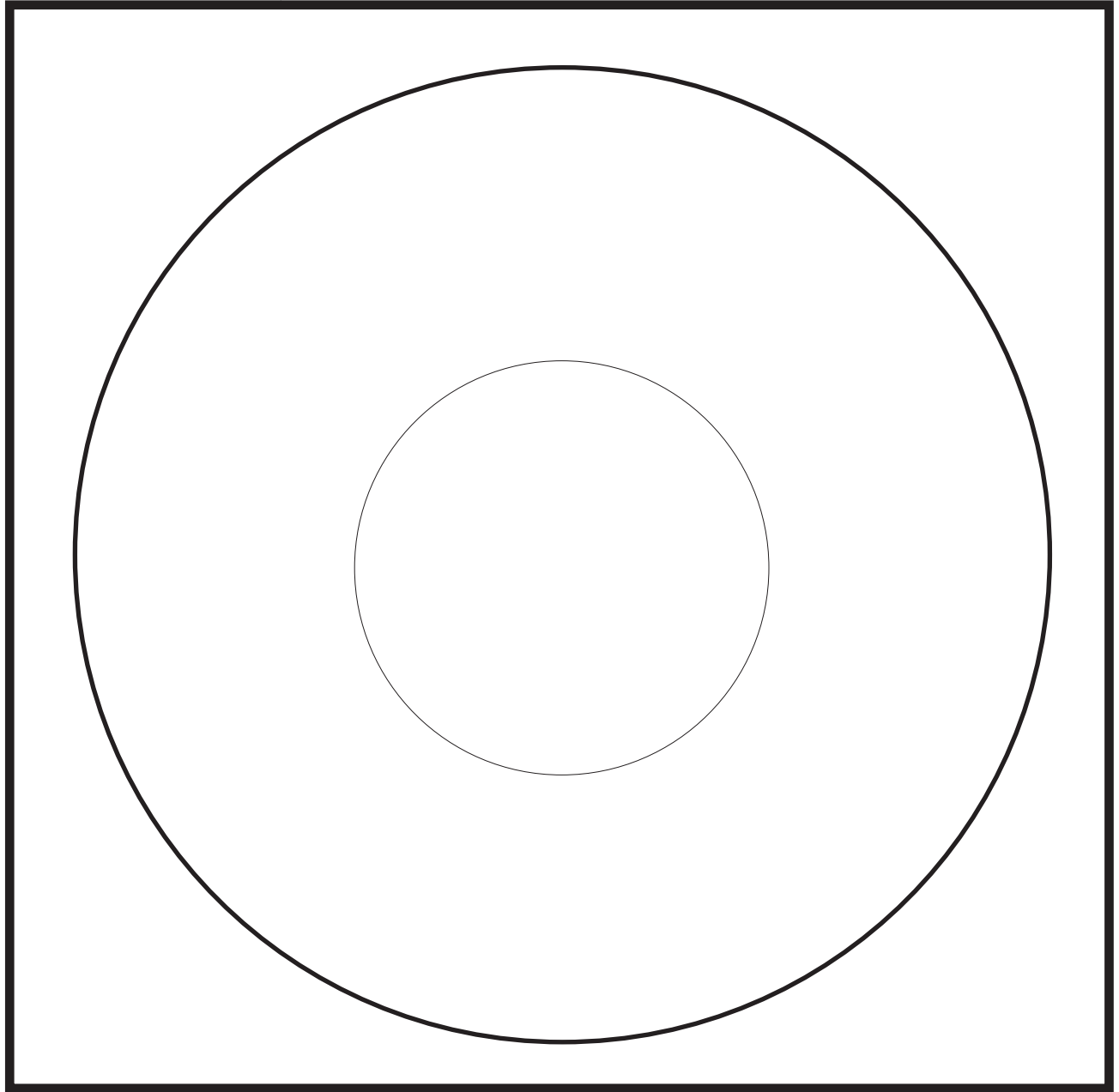


cause and effect map





frame of reference map



two-column retrieval chart

[illegible]

three-column retrieval chart

four-column retrieval chart

biography profile

NAME

WHERE I GREW UP

WHERE I LIVE

WHAT I DO

HOW HUMAN RIGHTS LEGISLATION AFFECTS ME

AN ISSUE THAT CONCERNS ME

DO I LIVE IN A HUMAN RIGHTS COMMUNITY?

CHF

The Gender Divide – Different Perspectives



ACGC 
Alberta Council for Global Cooperation

Lesson 4: The Gender Divide — Different Perspectives

Description

2x60 minute lessons

Men and women have different gender roles in society. Recognizing the gender differences in a community is an essential first step when doing international development work. What resources do women control? What resources do men control? Who has access to resources? These are all important questions. One way to find the answers to these questions — and understand a community is through the use of a community map.

In this activity, students take part in a role playing exercise to develop a community map from their gender's perspectives. The different roles of men and women are explored in terms of social and environmental implications.

Subjects

Geography (Grades 11 & 12), History (Grades 11 & 12), Politics (Grade 12), Social Sciences and Humanities (Grade 12)

See the Curriculum Connections section for detailed links to courses and expectations.

Materials Needed

Chart Paper
Markers

Student Handout ([BLM 4.1](#)) Community Mapping Scenario - Women
Student Handout ([BLM 4.2](#)) Community Mapping Scenario – Men

Note: French BLMs/Student Sheets can be found [here](#).

Lesson Preparation

1. Photocopy [BLM 4.1](#) and [BLM 4.2](#) enough times so that each group of 3-4 students will get one handout that matches the gender of their group.
2. Review the Teacher Background Notes for this lesson. Also see the [Country Information](#) section and [Resources](#) section under [Extra Resources](#). The resources found under the Country Information can be used to give students further information Ghana (such as maps, statistics, flags, histories, etc.).

Teaching/Learning

1. Provide an overview of the role-playing lesson to the class. Let the class know that what they are about to do is a practice called “community mapping” that is used in international development to gather information about communities. Explain that the class will be divided into two groups — male and female. Both groups are from the village in Northern Ghana where CHF, a non-governmental organization, has come to work with the community to enable them to improve their standard of living. The first step for the development organization is to take an assessment of the community. One way to do this is with community maps. Inform the class that you, as the teacher, will be the CHF development worker assigned to the community.
2. Divide the class into two groups and provide each group with their scenario card ([BLM 4.1](#) and [BLM 4.2](#) – men or women scenario card). Instruct the members of each group to work together to read the scenario and complete Tasks 1 & 2 on the scenario sheets. For Task 1 the groups will have to draw a map of the community and all of the resources within it, such as houses, fields, roads, forests, etc. Students will have to use the information provided on the scenario sheet and their imaginations to create the map. Provide time for students to complete the tasks. For Task 2, students will need to develop a project plan and describe the benefits to the community.
3. Have each group present their map and development project idea to you as the development worker, and the class. Each group should try and sell their project idea as the best and state the direct and indirect benefits to all members of the community that would result from the project.
4. Debrief using the following questions:
 - How do the maps differ?
 - In your opinion, which map did you think was correct? Why?
 - Is gender an important factor to consider when implementing development projects? Why?
 - If men are primarily the community decision makers and government representatives, can women’s views and concerns be adequately represented?
 - What steps can international development agencies, governments and communities take to ensure both men and women are heard?

Extension Activities

- Have students repeat the activity in groups that are the opposite gender as the scenario that they are given.
- Draw a community map of your school neighbourhood. How does your community map differ from the ‘official’ map of the same neighbourhood? Describe a scenario when a community map would be a useful tool.

CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods, since 1961.

www.chf-partners.ca

- Have the students do a gender analysis of their households. List all of the jobs or responsibilities that are performed in the household and as work outside of the home. Then estimate the number of hours required to do each job and list if a male or female does the job. Have the students research to determine how the division of labour in their household compares to the division of labour in developing countries.

Teacher Background Notes

Gender is a culturally specific set of characteristics that identifies the social behaviour for women and men. Gender refers to social differences, as opposed to biological ones, between women and men that have been learned, are changeable over time, and vary widely both within and between cultures.

Gender roles are due to social factors that influence or allocate activities, responsibilities, and decision-making authority to groups of people. Gender roles change, often spontaneously and sometimes quickly, as the underlying social and economic conditions change. Some social factors that underlie and sometimes reinforce gender differences include religious practices, ethnic or cultural attitudes, class or caste systems, the formal legal system and institutional structures.

Gender should be an important consideration in all international development projects. Some international development issues are more focused on women, such as maternal health. However, in most cases gender considerations are being integrated into all projects and priorities, even those without a specific gender focus, such as poverty, AIDS and health care.

Source: One hundred words for equality: A glossary of terms on equality between women and men. European Commission: Employment and Social Affairs. January 1998.

BLM 4.1 – Community Mapping Scenario (Women)

Women of the Village

Welcome to all of the women of the village! CHF will be working in your community to enable you to gain access to the resources you need to improve your standard of living. The first step is for you as a community to determine what resources you have and map out where they are located.

Below is a description of your village and the resources you use or have access to in your daily lives as women. Read the description and complete Tasks 1 and 2.

Village Description

There are 10 families in the village and each family has a house. There are three families that you consider middle class; they have small houses but they have soil that is good for growing crops. There are five families that you consider very poor; they have small houses and soil that is very poor. There are two families that you consider rich; they have cows and a small fenced-in area beside the home where the cows are kept, in addition to a house and land with fertile soil.

Each family has a small vegetable garden beside the house. As a woman you are responsible to plant and tend to the garden. You use the vegetables in cooking to improve your family's nutrition.

There is a stream located three kilometres from the village. It takes you about 45 minutes to walk there to collect two buckets of water. There is a path from the centre of town to the stream. You use this water for cooking and drinking at home. There is an area of the stream where women typically gather to wash clothing and bathe.

BLM 4.1 Continued – Community Mapping Scenario (Women)

As women, you each have a small number of chickens that you look after at your home. The eggs and meat provide protein for your diet. Sometimes you sell eggs or a chicken at the market to earn money to buy things such as spices. There are four stalls at the village market: egg stall, chicken stall, crops stall and the household products stall, selling things such as spices, salt and soap.

The forest is four kilometres away from the village. You must walk there to collect wood which is used for firewood to cook meals. There is a path from the centre of the village to the forest where you often travel with other women to the forest.

There is a road that runs along the edge of the village. The road goes to the town where there are many shops and services. You have never been to the town, but you know it is a long distance and takes approximately eight hours to get there by bus.

As women of the village, your main priorities are to care for your family and prepare meals. Preparing meals includes collecting water for cooking and drinking, collecting firewood for cooking, and finding different sources of food to provide nutrition and good health for your family. As the forests continue to be cut for firewood you are forced to walk longer distances to collect wood. This takes more time and you are unable to care for your vegetable garden. Crop yields from your garden continue to decline.

Task 1: Draw a map to show where these resources are located and what your village looks like. Use your imagination to draw the map!

Task 2: As women of the village, decide on one project you would like CHF to help you implement in your village that would improve your standard of living. Describe the project, the direct benefits and the indirect benefits for yourself and the community.

BLM 4.2 – Community Mapping Scenario (Men)

Men of the Village

Welcome to all of the men of the village! CHF will be working in your community to enable you to gain access to the resources you need to improve your standard of living. The first step is for you as a community to determine what resources you have and map out where they are located.

Below is a description of your village and the resources you use or have access to in your daily lives as men. Read the description and complete Tasks 1 and 2.

Village description:

There are ten families in the village, each family has a house. There are three families that you consider middle class; they have small houses but they have soil that is good for growing crops. There are five families that you consider very poor; they have small houses and soil that is very poor. There are two families that you consider rich; they have cows and a small fenced-in area beside the home where the cows are kept, in addition to a house and land with fertile soil.

There is a forest 4 kilometres away from your village. You have walked there to collect wood when building your house to provide good support beams.

There is a small market at the edge of the village, beside the road which runs to the larger town of Yendi, Ghana. The small village market has four stalls (shops). Some days you go to this small market to buy and sell items. You sell any extra vegetables from your garden or crops from your fields (such as rice). Sometimes you will buy items that are needed on the farm, such as rope or seeds.

BLM 4.2 Continued – Community Mapping Scenario (Men)

On a few rare occasions, you have taken the bus to the town of Yendi. There is a bus stop on the side of the road where you can catch the bus. The town of Yendi has doctors and a health clinic. There is a market with 50 shops. You once went to town to sell one of your cows when your son was very sick. With the money you made you were able to buy medicine from the doctor. Your son is now healthy. Stalls in the Yendi market sells farm supplies such as hoes, seeds and fertilizers.

As men your main priorities are looking after your crops and livestock. Your crop yield in recent years has been declining. This could be happening for several reasons; there has been less rain in recent years and more insect pests invading your fields. Without enough crops, your livestock are also suffering because you have less food for them and it is of poorer quality.

Task 1: Draw a map to show where these resources are located and what your village looks like. Use your imagination to draw the map!

Task 2: As men of the village, decide on one project you would like CHF to help you implement in your village that would improve your standard of living. Describe the project, the direct benefits and the indirect benefits for yourself and the community.

BLM 4.1 – Profil d'une communauté (femmes)

Femmes du village

Bienvenue à toutes les femmes du village ! L'initiative de CHF dans votre communauté a pour but de vous donner accès aux ressources nécessaires pour améliorer votre qualité de vie. La première étape pour la communauté est de déterminer les ressources nécessaires et de déterminer où les trouver.

Voici une description de votre village et des ressources auxquelles les femmes ont accès au quotidien. Lisez la description et complétez l'activité 1 et 2.

Description du village

Il y a dix familles dans le village et chaque famille a une maison. Il y a trois familles de classe moyenne; elles ont des petites maisons mais leur sol est assez fertile pour faire pousser des cultures. Il y a cinq familles pauvres; elles ont des petites maisons et leur sol est pauvre. Il y a quatre familles riches; elles ont des vaches et un enclos clôturé, en plus d'une maison et de terre fertile.

Chaque famille a un potager à côté de la maison. En tant que femme, vous êtes responsables de la semence et de l'entretien du potager. Vous cuisinez les légumes pour offrir une alimentation saine à votre famille.

Il y a un ruisseau à 3 km du village. Il vous faut 45 minutes pour vous y rendre à pied et puiser deux seaux d'eau. Le chemin menant au ruisseau part du centre du village. Vous utilisez l'eau pour faire la cuisine et pour boire. Dans une section du ruisseau, les femmes se rassemblent pour faire le lavage et se baigner.

BLM 4.1 Suite – Profil d'une communauté (femmes)

En tant que femme, vous avez quelques poules à la maison. Les œufs et la volaille sont une source de protéines pour votre famille. Parfois vous vendez des œufs ou une poule au marché pour gagner de l'argent et acheter des denrées, comme des épices. Il y a quatre étalages au marché : œufs, poulets, cultures et produits ménagers, où on achète des épices, du sel et du savon.

La forêt est à quatre km du village. Vous devez y aller pour trouver le bois de chauffage nécessaire pour cuisiner. Le chemin menant à la forêt part du centre du village et vous le parcourez avec les autres femmes du village.

La route est en bordure du village. Elle mène à la ville où se trouvent plusieurs commerces et services. Vous n'y avez jamais été mais vous savez qu'elle se trouve loin et qu'il faut environ huit d'autobus pour y arriver.

La préparation des repas et l'organisation du ménage sont les plus grandes priorités des femmes du village. Pour les repas, vous devez puiser de l'eau, servant à cuisiner et boire, trouver du bois de chauffage et avoir accès à diverses sources d'aliments pour assurer la santé de votre famille. Au fur et à mesure que des arbres sont abattus dans la forêt, vous devez marcher plus loin pour trouver du bois de chauffage, ce qui vous laisse moins de temps pour vous occuper du potager. Le rendement de vos cultures diminue.

Activité 1 : dessinez une carte représentant votre village et indiquez où les ressources se situent. Utilisez votre imagination pour faire la carte!

Activité 2 : en tant que femme du village, choisissez un projet à mettre en place avec l'aide de CHF pour améliorer votre qualité de vie. Décrivez le projet, ses avantages directs et indirects, pour vous et l'ensemble de la communauté.

BLM 4.2 – Profil d'une communauté (hommes)

Hommes du village

Bienvenue à tous les hommes du village ! L'initiative de CHF dans votre communauté a pour but de vous donner accès aux ressources nécessaires pour améliorer votre qualité de vie. La première étape pour la communauté est de déterminer les ressources nécessaires et de déterminer où les trouver.

Voici une description de votre village et des ressources auxquelles les femmes ont accès au quotidien. Lisez la description et complétez les activités 1 et 2.

Description du village :

Il y a dix familles dans le village et chaque famille a une maison. Il y a trois familles de classe moyenne; elles ont des petites maisons mais leur sol est assez fertile pour faire pousser des cultures. Il y a cinq familles pauvres; elles ont des petites maisons et leur sol est pauvre. Il y a quatre familles riches; elles ont des vaches et un enclos clôturé, en plus d'une maison et de terre fertile.

La forêt est à quatre km de votre village. Lorsque vous avez construit votre maison, vous y êtes allé à pied pour trouver le bois nécessaire pour construire des poutres assez solides pour soutenir votre maison.

Il y a un petit marché en bordure du village, à côté de la route qui se rend à la ville de Yendi, Ghana. Au marché, il y a quatre étalages. Certains jours vous allez au marché pour vendre et acheter des produits. Vous vendez les surplus de votre potager et de vos cultures (comme le riz). Parfois vous achetez des produits pour la ferme, comme des graines ou de la corde.

BLM 4.2 Suite – Profil d'une communauté (hommes)

À quelques rares occasions, vous avez pris l'autobus pour Yendi. L'arrêt d'autobus est de l'autre côté de la route. Dans la ville, il y a des médecins et des cliniques de santé. Il y a un marché qui compte 50 commerces. Quand votre fils est tombé malade, vous y êtes allés pour vendre votre vache. Grâce à l'argent, vous avez vu un médecin et acheté des médicaments. Votre fils est maintenant en bonne santé. Vous pouvez également trouver au marché des outils pour la ferme comme des bèches, des graines et de l'engrais.

Les plus grandes priorités des hommes sont les cultures et le bétail. Le rendement de vos cultures décline depuis quelques années. Plusieurs raisons sont possibles; il pleut moins et plus de nuisibles envahissent vos champs. Votre bétail souffre également du déclin des cultures parce que vous pouvez moins les nourrir et la qualité des aliments est plus pauvre.

Activité 1 : dessinez une carte représentant votre village et indiquez où les ressources se situent. Utilisez votre imagination pour faire la carte!

Activité 2 : en tant qu'homme du village, choisissez un projet à mettre en place avec l'aide de CHF pour améliorer votre qualité de vie. Décrivez le projet, ses avantages directs et indirects, pour vous et l'ensemble de la communauté.

Assessment

Each student's contribution to the class and small group discussions can be observed and recorded anecdotally by the teacher. A rubric is provided below that can be used for assessment or evaluation purposes.

The Gender Divide: Different Perspectives

Student's Name: _____

Criteria	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge/Understanding	Demonstrates limited knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates thorough knowledge and understanding of concepts.
Thinking/Inquiry	Planning, processing and critical thinking skills are applied with limited effectiveness.	Planning, processing and critical thinking skills are applied with some effectiveness.	Planning, processing and critical thinking skills are applied with considerable effectiveness.	Planning, processing and critical thinking skills are applied with a high degree of effectiveness.
Communication	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.
Application	Predictions and connections between contexts (e.g., environmental, social, cultural) made with limited effectiveness.	Predictions and connections between contexts (e.g., environmental, social, cultural) made with moderate effectiveness.	Predictions and connections between contexts (e.g., environmental, social, cultural) made with considerable effectiveness.	Predictions and connections between contexts (e.g., environmental, social, cultural) made with a high degree of effectiveness.

Glossary

Canadian International Development Agency (CIDA): The federal agency charged with planning and implementing most of Canada's international development program in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

Deforestation: The loss of forests due to over-cutting of trees.

Developed Country: A basic classification of countries with a high level of per capita income, industrialization, and modernization. Such countries usually have lower levels of population growth.

Developing Country: A basic classification of low- and middle-income countries in which most people have a lower standard of living with access to fewer goods and services than do most people in developed countries.

Ecological Footprint: A measure of how much land and water is needed to produce the resources we consume and to dispose of the waste we produce.

Environmental Degradation: The change in environmental conditions to a lower condition, quality or level.

Fair Trade: A trading method committed to social justice in which employees and farmers are treated and paid fairly, sustainable environmental practices are followed and long-term trade relationships are fostered.

Food Security: A state where all people, at all times, have enough food to eat and the food meets their overall nutritional requirements.

Gender: Culturally defined roles and responsibilities for females and males that are learned, may change over time, and vary among societies.

Global Citizenship: Awareness of the world as a global community and recognizing the rights and responsibilities of citizens to take action with a global consciousness.

Globalization: The idea, popularized in the 1960s, that the entire world and its inhabitants are becoming one large community with interconnected needs and services.

Gross Domestic Product (GDP): The value of all goods and services produced within a nation in a given year.

Human Development Index: An annual ranking of countries in which the health, education, and wealth of each nation's citizens is examined. Life expectancy, educational achievement, and standard of living are measured.

International Development: Efforts to assist nations, and their citizens and institutions, to develop a higher quality of living. This is often done through social or economic programs.

Microfinance - Small loans that help poor people who wish to start or expand their small businesses but, lack the assets for banks to lend to them; sometimes also called micro-credit.

Millennium Development Goals: The eight goals all 191 United Nations member states have agreed to try to achieve by the year 2015.

Non-Governmental Organization (NGO): An organization that is not part of the local, state or federal government.

North American Free Trade Agreement (NAFTA): An agreement implemented in 1994 committing Canada, the US and Mexico to the elimination of all tariffs, quotas and other trade barriers between them before 2009.

Poverty: The state of being without, often associated with need, hardship and lack of resources across a wide range of circumstances.

Subsistence Agriculture: A type of farming in which livestock is raised and crops are cultivated for local food and energy requirements rather than for sale.

Sustainable Development: Development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.

Sustainable Livelihood: The capabilities, assets (including both material and social resources) and activities required for a means of living that can be maintained into the future, recover from shocks and does not compromise natural resources.

United Nations: An international organization formed in 1945 to promote peace and economic development.

Country Information

For further information on Ghana, please see the following resources:

- World Atlas Website www.worldatlas.com click on Africa and then Ghana
- CIA Ghana Profile www.cia.gov click on World Factbook and then choose Ghana from the dropdown menu
- CIDA Ghana Profile www.acdi-cida.gc.ca/ghana-e
- Ghana Government Website www.ghana.gov.gh/
- CHF Ghana Project Description www.chf-partners.ca click on Our Projects, Africa, Ghana

For further information on Zimbabwe, please see the following resources:

- World Atlas Website www.worldatlas.com click on Africa and then Zimbabwe
- CIA Zimbabwe Profile www.cia.gov click on World Factbook and then choose Zimbabwe from the dropdown menu
- CIDA Zimbabwe Profile www.acdi-cida.gc.ca/zimbabwe-e
- Zimbabwe Government Website www.gta.gov.zw/
- CHF Zimbabwe Project Description www.chf-partners.ca click on Our Projects, Africa, Zimbabwe

For further information on countries in the Caribbean, please see the following resources:

- World Atlas Website www.worldatlas.com click on Caribbean
- CIA Profiles of various countries within the Caribbean www.cia.gov click on World Factbook and then choose a country from the dropdown menu
- CIDA Profiles of various countries within the Caribbean (select country name from map) www.acdi-cida.gc.ca/Americas
- CHF Guyana Project Description www.chf-partners.ca click on Our Projects, Americas, Guyana

For further information on Bangladesh, please see the following resources:

- World Atlas Website www.worldatlas.com click on Asia and then Bangladesh
- CIA Bangladesh Profile www.cia.gov click on World Factbook and then choose Bangladesh from the dropdown menu
- CIDA Bangladesh Profile www.acdi-cida.gc.ca/bangladesh-e
- Bangladesh Government Website www.bangladesh.gov.bd/
- CHF Bangladesh Project Description www.chf-partners.ca click on Our Projects, Asia, Bangladesh

Resources

Reference Books

Hammond World Atlas 3e, by Hammond, 1999

Worldmark Chronologies, Vol. 1: Chronology of Africa, by Karen Christensen, 1997

Web Sites

CHF www.chf-partners.ca

Gifts That Matter campaign www.giftsthatmatter.ca

Canadian International Development Agency (See Teacher Zone) www.acdi-cida.gc.ca

Grameen Bank www.grameen-info.org/

Vancity (Canadian example of microfinance) www.vancity.com/MyCommunity/

Nobel Peace Prize Official Site <http://nobelpeaceprize.org/>

Earth Day Network (Quiz) www.earthday.net/footprint/index.html

Footprint of Nations www.ecologicalfootprint.org

Global Footprint Network www.ecofoot.net

Transfair Canada Website www.transfair.ca

Make Poverty History Website www.makepovertyhistory.ca/

World Bank PovertyNet www.worldbank.org click on "Topics" and then "Poverty"

National Anti-Poverty Organization www.napo-onap.ca/

The Assembly of First Nations Website: Making Poverty History Article

www.afn.ca/article.asp?id=2903

United Nations Development Programme: Poverty Reduction www.undp.org/poverty/

United Nations Development Report Website <http://hdr.undp.org>

Campaign 2000 Website www.campaign2000.ca/rc/

UN Millennium Development Goals www.un.org/millenniumgoals/

UN Millennium Project www.unmillenniumproject.org/

Millennium Campaign Website www.millenniumcampaign.org

World Bank Student/Teacher Website <http://youthink.worldbank.org/>

Global Education Network www.global-ed.org

Updated Currency Conversion www.oanda.com/convert/classic

Summary and Next Steps

The first step in reducing poverty and injustice in developing countries is to **look deeper** and understand the realities faced and the connections between people around the world. This is an important step in creating empathy for the rural poor in the next generation of leaders — today's students!

This guide was developed to help children understand rural communities in developing countries and some of the forces that perpetuate their cycles of poverty. More importantly, this guide is to give students hope that change is possible. Everyone can contribute to empowering communities to have the resources to be self-sufficient and break their cycle of poverty. (Please see the Head, Heart and Hand Approach on page 4 which highlights the importance of action.)

The second step is to move informed students to action. Students will see how their actions will lead to healthier children, families and communities. Their support will enable families to earn better incomes so they can afford school fees for their children as well as meet other needs. Families will feel empowered and will have more hope for their future.

Your students can help CHF improve the lives of people in rural communities in developing countries by engaging in one of CHF's activities or fundraising events. CHF has many successful stories of schools that are supporting our projects in various developing countries. Visit our web site at www.chf-partners.ca and click on **Teachers** for the latest school success story.

CHF encourages your school to get involved!

Sign up for our Gifts That Matter campaign today! (See page 5 for further information on this campaign).

For more information please contact:

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UNICEF *Children's Rights and Global Citizenship*



Children's Rights and Global Citizenship

A curriculum resource for use with Grade 11/12 students in the
subject areas of:

Global Studies
Law
Sociology
Political Science

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Sydney, Nova Scotia, Canada, 2003

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Katherine Covell, PhD. and R. Brian Howe, PhD.
UCCB Children's Rights Centre
February 2003.

If we are to reach real peace in the world...we shall have to begin with the children.
Ghandi

Foreword

The objective of this curriculum resource is to promote global citizenship through a rights-based examination of global issues in the context of Canada's international obligations and initiatives under the UN Convention on the Rights of the Child.

United Nations Convention on the Rights of the Child

The UN Convention on the Rights of the Child, which was ratified by Canada in 1991, is a legally binding piece of international law. It obligates Canada, as a signatory to the Convention, to respect and to implement the rights of children as described in the Convention. Children are defined as all persons under age 18.

Canada is obligated to undertake all appropriate measures for the implementation of the rights of the child in Canada. Canada also has an obligation to provide support for the rights of children in other countries, where needed, within the framework of international cooperation. This may include the sharing of resources, the provision of humanitarian assistance, and the enacting of legislation.

The rights described in the Convention may be categorized as the three Ps. As the first P, rights of provision refer to such rights as provision of the basic necessities of life, health care, and education. As the second P, rights of protection include protection from abuse, neglect, sexual exploitation, and economic exploitation. As the third P, rights of participation refer to the right to be heard in decisions affecting the child.

The Convention is guided by three leading principles. The first is that in all decisions concerning children, the best interests of the child shall be a paramount consideration. The second is the principle of non-discrimination in which rights are to apply to all children equally. The third is the principle of participation in which children have the right to express their views and their views to be given more weight with the increasing age and maturity of the child.

The Convention is an important foundation for global citizenship. Like adults, children and youth are not only citizens of their countries but also citizens of the world. Global citizens have certain basic rights and responsibilities. The Convention describes the basic global rights of children and youth. It also assumes that with global rights come global responsibilities. Global citizens and their governments have the responsibility to respect and to support the rights of fellow global citizens.

An important arm of the Canadian government with global responsibilities is the Canadian International Development Agency or CIDA. It is responsible for assisting people around the world who are victims of natural disasters and emergencies and for supporting development or foreign aid projects with the aim of creating a more secure, equitable, and prosperous world.

This curriculum contains ten units. **Each unit is prefaced with learning outcomes, a listing of the articles of the Convention on the Rights of the Child that are of particular relevance to the unit's issue, other related international agreements and Canadian initiatives. It is very important that these be reviewed with the students prior to undertaking the activities of the unit.**

The resource is designed with a learning outcomes framework. This framework allows both for specification of unit learning goals and for teacher monitoring of student understanding. We suggest the use of a range of assessment strategies as suggested below to determine if intended learning outcomes are achieved. The diverse backgrounds, needs and learning styles of individual students can be taken into consideration by providing students a variety of opportunities to demonstrate their knowledge and skills.

Suggested Means of Performance Assessment

- Formal and informal teacher observations of student attitudes and behaviors
- Oral or written communication tasks
- Self-assessments
- Learning journals (e.g., What I Did., What I Learned, Questions I Still Have)
- Reflective writing
- Peer feedback
- Activity-based tasks/problems

Pedagogy

An integral and essential part of this curriculum is active participation of the student in small group discussions and activities. To facilitate this we offer the following guidelines:

Set and post guidelines for group and class discussions

These should be developed with the students, linked with their rights and can include such behaviors as the following:

- You have a right to freedom of association.
Establish group memberships. The students should have input into decisions about group composition. Ideally groups should be around 5 students to enable each to participate fully. Maintaining the same group for a semester is beneficial as it allows for a comfortable and predictable environment in which to learn, and it avoids the need to repeatedly spend time determining groups.
- You have a right to talk and a responsibility to listen.
When one person talks, the rest of the class looks at and listens to the speaker. The teacher can really help by modeling listening.
- You have a right to participate and a responsibility to promote the participation of others.

Each member of the group should have equal opportunity to express ideas. It can be helpful to have some sort of object that denotes turn-taking in the group that is passed around to each member of the group. The student speaks when holding the object and listens when not. If there is a dominant group member, the group may want to limit time - an egg-timer in the middle of the group can work here. Note also that the right to participation does not mean that the student must participate. There may be times or issues when the student's decision not to exercise this right should be respected. A student should be allowed to choose not to contribute. Students also can be given the option of written comments that are kept confidential.

- You have a right to freedom of expression and a responsibility to respect the rights of others.

The speaker may always disagree with others, but must never insult, ridicule or make judgmental comments because these violate the rights of the listeners. Similarly, rights to freedom of information are restricted by the need to respect the rights and reputations of others.

Dealing with sensitive issues

If students learn to listen to and respect the thoughts and feelings of others, then handling sensitive issues is less problematic. Meaningful dialogue requires an environment that feels safe. Nonetheless, there may be issues raised for discussion that can cause discomfort to either students or teachers. Although some may prefer to avoid dealing with sensitive issues, their discussion in the classroom allows for invaluable learning about diversity and tolerance in a safe environment. As well as following the general guidelines for classroom discussion, it is particularly important when students are dealing with controversial issues such as children in the sex trade or children with HIV/AIDs, that it be clear that it is acceptable to ask questions, seek further information and listen respectfully to all opinions with two underlying premises: 1) there is no one right way to think and 2) there is no such thing as a stupid question.

If students present thoughts that are obviously "wrong" (e.g., children choose the sex trade because its fun) or biased (e.g., anti-gay comments), the teacher should respond by asking questions in a non-judgmental way to challenge the students' assumptions, and to promote research into learning more about the issue. Of course, no student should be pressured to divulge personal information.

Students, when uncertain, may ask for the teacher's opinion. It usually is preferable for the teacher to state that there are a variety of perspectives and offer more than one before re-directing the question to the rest of the class. Remember, the teacher should talk with the students rather than at them.

Community Projects

We have found that students often express interest in taking action in the community, therefore each unit concludes with a Taking Action activity. Nonetheless, students can be encouraged to design their own community projects. Such projects may involve letter

writing, media communications, environmental clean up and so forth. Community projects can be empowering and motivating for students as citizens.

For projects to be successful it is important that they be initiated by students but supported by and conducted cooperatively with salient adults and community organizations. It is usually best if the project is relatively small such that it can be completed in a reasonable amount of time and the students can appreciate concrete results. Although the project should be shared among the group or class, the individual student's contributions can vary with skills and interests. Although students should always be commended for their efforts, the focus should remain on the project and its benefits to a rights-respecting community. It may be important also to prepare students for less than optimal outcomes - this too can be a valuable learning experience.

Unit 2: War-Affected Children

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- evaluate complex issues by asking and answering geographic questions and by acquiring, organizing and analyzing geographic information
- select and use appropriate geographic representations, tools, and technologies to evaluate problems and issues
- analyse the interactions within and between regions
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse and explain the ways cultures address human needs and wants
- evaluate the causes and consequences of differing world views
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- propose and evaluate strategies that will promote a preferred future
- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- analyse the factors that contribute to the perception of self and the development of a world view
- evaluate group, institutional, and media influences on people and society in both historical and contemporary settings
- identify and evaluate various strategies for influencing public policy
- evaluate public issues, taking into account multiple perspectives
- analyse different political systems and compare them with Canada's
- use spatial concepts and models to interpret and make decisions about the organization, distribution, and interaction of physical and human phenomena
- evaluate how physical and human systems shape the features, uses, and perceptions of place
- analyse the causes and consequences of human modification of the environment on systems within the environment
- plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world

War-Affected Children Fact Sheet

Child Soldiers

- An estimated 300,000 children are actively engaged in armed conflict in approximately 50 countries. Many of these children, some younger than 10 years old, were abducted into the military while others joined as a way to support their family.
- Children as young as 8 years old work as soldiers, cooks, messengers, or sex slaves in the military.

Children in Conflict Zones

- Over the last decade, over one million were orphaned in conflict situations, two million children were killed, over six million were seriously hurt, and many have been sexually exploited. Approximately 800 children every month are killed or maimed by landmines.
- In some countries where landmines are planted, many children do not attend school because they are afraid they may step on a landmine while walking to school.
- Children in war zones are deprived of the basic rights of survival and healthy development including food, water, sanitation, health care and education.

Refugee Children

- More than half of the world's refugee population are children, yet the rights and special protection needs of child refugees are frequently neglected.
- When children are forced to flee their homes (usually because of a fear of persecution based on ethnicity or armed conflict) it is not only very frightening but they also are at-risk for malnutrition, infectious diseases, and exploitation.
- Many children are displaced within their own countries, while others are forced to flee to neighboring countries with little capacity to support them. Sometimes, refugee children are separated from their families.
- Refugee applications for asylum in Canada have been increasing with children coming from Afghanistan, Pakistan, Zimbabwe and China.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 6** Children have the right to survival and the State has the responsibility to ensure the child's survival.
- Article 10** Children have the right to leave or enter any country for purposes of family reunification and to maintain contact with both parents.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 38** The state has the responsibility to ensure that children under 15 do not engage in armed conflict and that children affected by armed conflict benefit from protection and care.

Other International Agreements

The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (2000)

Canada was the first government to ratify the Optional Protocol to the Convention on the Rights of the Child on the involvement of Children in Armed Conflict. The Protocol aims to eliminate the use of children in armed conflict, and restrict voluntary recruitment into the military to those 16 years and older. The key provisions of the Optional Protocol:

- Article 1** Governments are to take steps to ensure that members of the armed forces who are less than 18 years of age do not take part in hostilities.
- Article 2** Governments must ensure that persons under the age of 18 are not forced to join armed forces.
- Article 3** Governments must not allow persons under the age of 16 to voluntarily join armed forces.
- Article 7** Governments must provide services for the rehabilitation and social reintegration of former child soldiers.

The Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti- Personnel Mines and on their Destruction (1997)

Initiated by the Canadian government, a group of fifty countries in 1996, met in Ottawa to develop a strategy that would result in a total ban on anti-personnel mines. As a result, the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on Their Destruction (commonly referred to as the Ottawa Treaty) came into effect on March 1, 1999. The key articles of the Convention are:

- Article 1** Governments agree never to use anti-personnel mines or to develop, produce, otherwise acquire, stockpile, retain or transfer to anyone, directly or indirectly, anti-personnel mines. Governments will destroy or ensure the destruction of all anti-personnel mines.
- Article 6** Governments in a position to do so shall provide assistance for the care and rehabilitation, and social and economic reintegration of mine victims and for mine awareness programs.

The Rome Statute of the International Criminal Court (1998)

The Rome Statute, ratified by Canada in July, 2000, was developed in order to affirm that the most serious of crimes of concern to the international community, including crimes by children, must not go unpunished and that their effective prosecution must be ensured by taking measures at the national level and through international cooperation. The objective of the Statute is to establish an independent International Criminal Court with

jurisdiction over the most serious crimes of concern to the international community defined as crimes of genocide, crimes against humanity, war crimes and the crime of aggression. Key articles include:

Article 6 Genocide is the intent to destroy, in whole or in part, a national, ethnic, racial or religious group and includes imposing measures intended to prevent births within the group and the forcible transfer of children of the group to another group.

Article 7 Defines enslavement as a crime against humanity. This definition includes the exercise of any or all of the powers attached to the right of ownership over a person and includes the exercise of such power in the course of trafficking in persons, in particular women and children.

Article 8 Included in the definition of war crimes is the conscription or enlistment of children under 15 years of age into armed forces and their taking part in conflict.

UN Security Council Resolution 1314 (2000)

The resolution urges member states to:

- provide protection and assistance to refugees and internally displaced persons, the vast majority of whom are women and children
- express concern at the linkages between the illicit trafficking in small arms and light weapons which can prolong armed conflict and intensify its impact on children
- be aware of the importance of special consideration to girls affected by armed conflict, including those heading households, orphaned, sexually exploited and used as combatants and incorporate their human rights, protection and welfare into the development of policies and programs for prevention, disarmament, demobilization and reintegration

The International Labor Organization Convention 182 on the Worst Forms of Child Labor (1999)

Canada also ratified the International Labor Organization Convention 182 on the Worst Forms of Child Labor. This Convention commits all governments that have ratified it to take immediate action to secure the prohibition and elimination of the worst forms of child labor. The use of children in armed conflict has been noted as one of the worst forms of child labor.

Selected Canadian Initiatives

Since 1995, the CIDA's International Humanitarian Assistance initiative has provided over \$25 million for children affected by armed conflict. Funded initiatives include reintegration of demobilized child soldiers, reunification with families and rehabilitation

of unaccompanied Rwandan and Burundi children, health services, education and protection to children in Haiti, and counseling and shelter for physically or sexually abused girls.

CIDA has supported a special program, aimed at helping child-headed households in Mugina, Nyamabuye, and Kigoma Communes. These children became head of households because they were left orphaned after civil war. This program enabled the children to grow their own food, take care of their health, run their households, attend school, and earn an income.

CIDA has funded a number of de-mining projects and programs for the rehabilitation and provision of vocational services for victims of landmines. In addition, CIDA has funded a Canadian Mine Action Program in Kosovo. This program is designed to establish a local Mine Action Centre, provide assistance to landmine victims, raise awareness of the dangers of landmines and provide support for the deployment of de-mining teams.

CIDA has given *Doctors without Borders* financial support to provide additional health care services for Myanmar refugees in Bangladesh, and \$1 million to the United Nations High Commissioners for Refugees to help respond to the emerging needs of Afghans refugees in the region, such as shelter, water and sanitation facilities.

Child Soldiers in Liberia

Summary	Students read and discuss case studies and learn about the experiences of child soldiers in war-torn countries.
Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand how participating in armed conflict impacts children's physical, emotional and social well being➤ identify reasons why children become involved in armed conflict➤ consider Canada's role in preventing recruitment of children as soldiers➤ increase their awareness of how war violates children's rights
Preparation	Photocopy case studies on page 20-21 for each group in the class.
Method	<p>Students divide into small groups (4-5 students per group) to discuss the following case studies.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. How do you think it would feel to be abducted and forced to fight in a war?2. How do you think a child's physical, social and emotional well-being would be affected by this experience?3. Why do children become soldiers?4. What rights were violated in these case studies? Refer to the Convention on the Rights of the Child.5. What initiatives could Canada take to help child soldiers in war torn countries?6. What are the recruitment policies and practices of the Canadian armed forces? How do they differ from those of other countries?

Case Studies

Robert

I became a combatant in 1991 when I was eight years old. I became a fighter because I felt that my friends and my parents were suffering. I joined a faction and served as a bodyguard to one of the chiefs of staff. I used an AK-47. It wasn't too heavy. I used it often but I never killed civilians. I was really afraid. I was given cigarettes and marijuana during the war, but I've changed now and I don't smoke. I don't have nightmares. I talk to counselors a lot about what happened. Now I'm learning to be a carpenter, but I first want to go back to school before starting to work.

Tom

I joined when I was thirteen years old. I was forced to fight because I was separated from my parents and the rest of my family. I had to fight for my own survival. I was given six months of training and became a Special Forces member. I fought on the front lines, but I wasn't afraid the first time because I had been given drugs. I experienced some terrible things during the war. I saw some terrible things and did some terrible things. I saw some people being killed, I saw fighters eat people's hearts. They burned people and killed young babies. I did these things too because we had to obey orders. After the war, I tried to find my family, but they had disappeared. So now I live near a roadside store. That's where I live and sleep.

I am haunted by what we did during the war; my heart is constantly joshing me. I have lost my ability to feel. You can cut me with a knife and I won't even feel it. I cry but only when I'm happy. I think about war from time to time but I don't really feel comfortable. Everyone fears me. Yes, up to now, they are all afraid of me. I guess it's because my heart is not really clear with people. I really don't like to go around people. I'm sure that one day God will make a way for me to sit down to a better place. My problem now is that I need someone to help me. I am receiving training to become a carpenter and I still have a long way to go. I need more education, but I also need to be helped to start my own carpentry business.

Mr. George

I joined by force. I was living with my parents in the village and one of the factions captured the village and said all the young boys in the town should join them. Some of us said we didn't want to join them, but they started to hit us with a gun. Most of them were very, very, very bad people. They would shoot people between the legs just to scare them. I didn't do that type of thing. I was a good guy in the faction. I was a bodyguard to one of the generals. I was scared initially, but then I lost my fear. I fought for two years, and then I managed to escape in 1996 and came to Monrovia.

The war is over now and I am alright. I don't think about the war anymore. I'm thinking about the future and about developing my country. I am receiving training now to be able to make furniture like tables, chairs, beds and local furniture. After I finish my vocational training course I want to open up my own shop and become a carpenter. I hope that Liberia remains peaceful and that everything will be alright in Liberia.

Momo Famole

In 1990, the fighting started getting close to my village, and me and my family fled. Everybody fled; my mother, my father, my late brother and sister. Everybody ran away. But we got separated. I tried to look for them but couldn't find them. I found some of my friends. We were all hungry, but we couldn't find any food. My friends told me to join them and the four of us went into the bush. We went to Robertspoint and ran into one of the factions. They told us only soldiers could pass. If we didn't join them, they would not let us through. So we joined. I was only ten years old. We had to fight on the front. The days we fought we got food. But if we didn't go to the front, we weren't given anything to eat. I fought throughout the entire war. I don't know if I killed people, but I fired a lot. I didn't enjoy it, but, when they gave me drugs, I was brave.

When the war was over, I tried to find my family, but I couldn't. Then I looked for my grandmother, but I couldn't find her either. So me and my three friends walked here to Monrovia. We wanted to go back to school. When we got here I found a man and told him "oh, I'm looking for somewhere to live. I don't have nobody to live with."

I said, "my people they're not here. So I say I want to live with you." Two of my friends said that they didn't want to live with the man, so they left. Me and my friend still live with the man. Everyday I come all the way from West Point on the other side of town. I used to walk but now I work a little and get ten Liberian dollars (25 cents) a day. That's enough for transportation to come here. I come everyday because I want to learn something for the future, to benefit myself. I want to make local furniture and wooden furniture. From here, I want to open my own shop and start working, to advance myself. When I get enough money to open a shop, I'll get some place. I want to go back to school too. If I can make furniture, I'll be able to earn enough money to pay for school. I'm happy there's peace in Liberia.

Unit 3: Sexual Exploitation

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- analyse and explain the ways cultures address human needs and wants
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse the personal, social, and economic implications of paid and unpaid labour
- evaluate and propose solutions to issues resulting from interactions among individuals, groups, and societies
- analyse different political systems and compare them with Canada's
- evaluate the causes and consequences of differing world views
- analyse the personal, social, and economic implications of paid and unpaid labour
- assess the role played by economic institutions and examine their impact on individuals and on private and public organizations
- take age-appropriate actions to demonstrate their responsibilities as citizens

Fact Sheet Sexual Exploitation

- It is estimated that one million children (mainly girls but also a large number of boys) enter into the multi-billion dollar sex trade every year.
- Trafficking is a major part of the problem of child sexual exploitation. Children are transported across or within borders, usually after they or their parents have been offered money, education or employment. Sexual exploitation of children intensifies in times of wars and natural disasters when families are very vulnerable.
- In the industrialized world, children who are abused at home are those most likely to become involved in the commercial sex trade.
- Some children enter the sex trade industry because they do not have anyone to protect or care for them. For example, in eastern and southern Africa, children who become orphaned as a result of AIDS frequently lack the protection of caregivers. As a result, they become highly vulnerable to sexual abuse and exploitation.
- The sexual exploitation of children also occurs in areas that have high rates of HIV/AIDS, due in part to a myth that sex with a child (virgin) cures the disease.
- One form of child sexual exploitation has been the practice of tourists from affluent countries traveling to developing countries to buy the services of child prostitutes (child sex tourism).
- In South and Southeastern Asia every year, it is estimated that one million children become involved in the sex trade. About one-third of sex workers in the Mekong sub-region were between 12 and 17 years old and approximately one-quarter of Nepalese prostitutes in India are under the age of 16.
- Many children who are sexually exploited are subject to both physical and verbal abuse. They may also suffer from malnutrition, emotional trauma, and isolation from society.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 20** Children deprived of a family environment have the right to special protection and assistance from the state.
- Article 34** Children have a right to be protected from all forms of sexual exploitation including engagement in prostitution and pornography.
- Article 35** The state has the responsibility to prevent the sale, trafficking and abduction of children.
- Article 39** The state has the responsibility to ensure the recovery and social reintegration of child victims of abuse and neglect.

Other International Agreements

The Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (2001)

Canada signed the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography in November of 2001. This protocol was developed in order to extend the measures taken by governments to achieve the purposes of the Convention on the Rights of the Child. The key articles include:

- Article 1** State Parties shall criminalize the sale of children, child prostitution and the creation and distribution of child pornography.
- Article 7** Governments are to protect the rights and interests of the child victims of sexual exploitation.
- Article 9** Governments shall increase public awareness about child sexual exploitation.
- Article 9, 10** Governments are to take appropriate measures to ensure that children who have experienced sexual exploitation receive the proper treatment and services that are needed to ensure their full social reintegration, and physical and psychological recovery.

General Assembly Resolution 56/139 on the Girl Child (2002)

This resolution was adopted by the UN General Assembly in February of 2002. It urges governments to pay special attention to the rights of the girl child when fulfilling their obligations under the Convention on the Rights of the Child. Recognizing the special vulnerability of girls, its primary aim is to promote the formulation of national plans and strategies to eliminate all forms of violence against women and girls.

The Declaration and Agenda for Action of Sexually Exploited Children & Youth,

The Declaration and Agenda for Action of Sexually Exploited Children & Youth, arising from the *Out from the Shadows: International Summit of Sexually Exploited Youth* held in Canada on March 12, 1998, was drafted by exploited youth in the sex trade, and provides a framework for governments and non-governmental organizations to address the needs of sexually exploited youth. Key provisions of the Declaration include:

- that education is vital in our struggle against the sexual exploitation of children and youth.
- that the voices and experiences of sexually exploited children and youth must be heard and be central to the development and implementation of action. We **must** be empowered to help ourselves.
- that we have a right to resources that are directed towards sexually exploited children and youth and our very diverse needs.

- that as children and youth, we are all vulnerable to sexual exploitation whether male, female, or transgendered.
- that our laws must protect us as sexually exploited children and youth and no longer punish us as criminals.
- that we are all responsible for our children and youth, yet the issue is not ours alone. Governments, communities and society as a whole must be held accountable for the sexual exploitation of children and youth.

The Rome Statute of the International Criminal Court (1998)

The Rome Statute, drafted in 1998 and ratified by Canada in July 2000, was developed to reaffirm that the most serious international crimes must not go unpunished. Their effective prosecution must be ensured by taking measures at the national level and through international cooperation. The objective of the Statute is to establish an independent International Criminal Court with jurisdiction over the most serious crimes of concern to the international community such as crimes of genocide, crimes against humanity, war crimes and the crime of aggression. Articles of specific relevance to the sexual exploitation of children are:

Article 7 Rape, persecution, forced pregnancy, enforced sterilization or any other forms of sexual violence are considered to be of comparable gravity to crimes against humanity.

Article 8 Gender-based crimes are treated as war crimes.

International Labor Organization Convention 182 on the Worst Forms of Child Labor (1999)

Convention 182 commits signatories to take immediate action to end the worst forms of child labor. Sexual exploitation, child prostitution, and child pornography are regarded as among the worst forms of child labor.

Selected Canadian Initiatives

In 1997, Canada amended the Criminal Code to allow for the criminal prosecution of Canadian tourists who exploit child prostitutes in other countries and who engage in other forms of child sexual exploitation such as indecent acts and child pornography. Under the amendment, Canadian tourists found to have engaged in child sexual exploitation abroad, upon their return home, are subject to the same criminal penalty as would have occurred had they committed the act in Canada.

In 1998, Canada hosted *Out From the Shadows: An International Summit of Sexually Exploited Youth*, which brought together youth from Canada, the United States, Latin America, and the Caribbean to tell their stories as exploited children in the sex trade.

Canada has sponsored various recovery and social reintegration projects for sexually exploited youth in Brazil, Dominican Republic, Honduras, Bolivia, Peru, and Chile.

In cooperation with organizations such as the World Customs Organization, Revenue Canada has assisted in the international tracking of child pornography and pedophiles and in the training of Interpol officers and law and customs officers in Central and South America.

Sushma Katuwal's Story

Summary	Students read and discuss “Sushma Katuwal’s Story” on page 36, and learn about the problem of trafficking of children into prostitution.
Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand the link between poverty and the vulnerability of girl children➤ realize the important differences in conditions for children between developed and developing nations➤ gain awareness of the importance of international interventions to ensure the rights of all children are met
Preparation	Photocopy “Sushma Katuwal’s Story” for each student in the class.
Method	<p>Students divide into small groups (4-5 students per group). Each group is given a copy of “Sushma Katuwal’s Story”. After reading the story, each group is asked discuss and then to write a diary entry to reflect a typical day (from waking to bed, including meals). Each group is assigned one of the following days:</p> <ol style="list-style-type: none">1. A typical day in the life of a Canadian 14 year-old girl.2. A typical day for Sushma prior to her being sold.3. A typical day for Sushma in the brothel.4. A typical day for Sushma after her rescue.5. A typical day for Sushma, five years later, had she not been rescued. <p>After each group has completed their diary entry, each can be read to the class followed by a general discussion about the differences.</p> <p>The following questions may serve as a guide for discussion.</p>

Discussion Questions:

1. Which rights are violated in cases such as Sushma's?
2. Why does poverty make children especially vulnerable to sexual exploitation?
3. Are there international initiatives that could help solve the problem of child trafficking?

Sushma Katuwal's Story

Sushma Katuwal, the youngest of 5 children, was 14 when floods washed away her village in Southern Nepal. Like thousands of uneducated girls in poor rural areas, she was lured from her home, under the pretense of an opportunity to earn money for her family, and then sold into prostitution. In fact, according to Foster Parents Plan, in 2002, between 5,000 and 7,000 Nepalese girls are traded, sold and shipped each year. Some girls are sold by their own families who desperately want to provide a better future for their children and are unaware that their daughters will face violence and sexual exploitation. Typically, these girls are between ages 10 to 14 years, their families are poor and the girls do not attend school. In their villages, literacy is rare, and jobs are few; it is not difficult for child traffickers to lure them away with promises of housekeeping or factory jobs. But many, like Sushma are sold to pimps and forced into prostitution. And many, like Sushma, contract HIV/AIDS. But this story is different from most. Sushma Katuwal was freed by police, after 13 months of working every day in a brothel. She now works as a guard at the border where she tries to rescue other girls who are being sold as sex slaves in India.

Gabriela's Story³

Summary	Students read "Gabriela's Story" and learn about the lives of children working in the sex trade.
Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand the factors that contribute to children working in the sex trade➤ increase their awareness of the rights violations experienced by sexually exploited children➤ appreciate the difficulties faced by children in the sex trade
Preparation	Photocopy "Gabriela's Story" on page 41, for each student in the class.
Method	<p>Students read "Gabriela's Story" and divide into small groups (4-5 students per group) for discussion.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. Discuss the differences between your daily life and that of Gabriela.2. What rights are violated when children work in the sex trade?3. What factors lead to children working in the sex trade? How do these factors differ between Canada and developing countries such as Nicaragua?4. Discuss why it would be useful for children in the sex trade to have HIV/AIDS education.5. What initiatives could Canada take to help children in the sex trade in developing countries?

³..Source of story: <http://www.casa-alianza.org/EN/human-rights/sexual-exploit/voices/gabriela.shtml>

Gabriela's Story

My name is Gabriela. I am 13 years-old. I've been on my own for three years now. I used to beg for money, but now I am working. I am a prostitute. I don't like to say that, because it's not who I am inside. I dream of my village, and the fresh mountain air there, and the smell of the freshly turned earth. But here in "El Hoyo," it smells like a dirty toilet, and the diesel smoke from the buses turns my stomach. I hate this place. I hate the men who I sleep with. All I can do when they touch me is think of something else -- of the walks I used to take through the fields with my sister Juliana on Sunday mornings. I think of the good things I loved at home. It makes it all a little easier.

You may wonder why I still do this, even though I hate it. I don't know, really. Somehow it works. Marta, the lady who owns the bar where the men come for me, she takes care of me. When I had a bad night, she'll let me cry and stroke my head, and give me some warm milk -- and then I'm ready to work again. She's the closest thing to a mother I've got now. You see, my father killed my mother the day I left home. He was drunk and was hitting her, like he always did, but she fell backwards and slammed her head, and never got up again. All I could do was scream when I saw her, and run. I was afraid he'd kill me too. I hated it when he drank. But when he was sober, I was his little girl. I remember his big hands, and the smell of cows that stuck on his clothes. He'd give me a big hug with his big hands, and I felt so warm and safe inside. But, now, if I saw him, I'd want to chop off those hands for what they did to Mama.

There are a bunch of other girls who work with me. Aida, Mercedes, and Silvia. Aida is 18. She showed me how to wear makeup, and how to look at men so they'd want me. She's real good at it. But she has been sick a lot lately. She doesn't want to get up in the morning, always has some kind of problem, she's got so thin, and she's got these marks growing on her face. I'm worried about her. Someone said she might have this bad sickness called AIDS. But she's so sweet. It was always the off-duty soldiers who would like Aida -- they would pay her about 10 quetzals (US\$2) a time. But if she got sick, I wonder if some of the soldiers did too?

Mercedes is like my sister. We make each other laugh about the men we see. We have nicknames for each of them. You don't want to hear them, though. If Mama were still alive, she'd wash my mouth out with soap if I uttered any of them. Mercedes got pregnant once, which make it really bad for work. When any of us girls get pregnant we kick her in the stomach several times. It hurts a lot, but it's a way of getting un-pregnant. It didn't work with Mercedes, though, and she got an abortion. It was terrible. She went to a friend of Marta's -- they call her La Carnicera, the Butcher -- because the girls always bleed so much after they see her. She's not a doctor or anything. She just does it -- with a hanger, I think. Some girls have died. But we don't talk about that. La Carnicera helps us. It's not her fault that some girls can't take the pain, I guess. I hope I never have to see her.

Sometimes I wish I could meet a nice boy. I don't like these men. I want a boy to play with. But it's hard here. All of the boys in "El Hoyo" are so dirty and crazy. All they do is sit around and sniff that stupid glue all day, and fight with each other. It makes them so

stupid. Sometimes they also "work" the street -- like me, selling their bodies so they can buy food and glue. Sometimes terrible things happen to them, too. The police come and they pour the glue over the boys' heads. Oh, it looks so terrible. They even kicked to death one of Francisco's best friends -- Nahamán. When the police went to pour the glue on his head, he resisted -- and God, it was terrible. You could hear his shrieks from blocks away. Poor Nahamán, he was so sweet. He was my age. I never told anyone, not even Mercedes, but I liked Nahamán. We kissed one night; it was so beautiful -- so different from the ugly kisses of the men who come for me. Nahamán. When I say his name now, all I want to do is cry. Why did they have to do that? Why?

Sometimes I dream of another life -- the one my grandmother told me about. She was a beautiful, wise woman, and she knew how to make such a beautiful Huipul. Yes, she was an *Anciana*. To be hugged by her was to know the hug of God for the world. She knew the secrets of all good things. She died before Mama. Thank God. I wish she were here now, to tell me something good -- to give me one of her hugs. Everything would be better then, I know. But I'm here, in El Hoyo, and if I don't get to work soon, I won't have enough money for Marta. I need to pay her; otherwise I'll be out on the street. She takes care of me. Sometimes I wonder if she'd do this to her own daughter, though, if she had one. I wouldn't want this life for mine. Oh God, I'd love to have a baby of my own someday. But not here, not in El Hoyo. It's not a place for a kid. Oh God, no, it's no place for me, either. Marta's calling. Okay, okay, Marta, I'm coming. I'm coming, now. Got to go.

Unit 4: Child Labor

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse the personal, social, and economic implications of paid and unpaid labour
- analyse and explain the ways cultures address human needs and wants
- assess the role played by economic institutions and examine their impact on individuals and on private and public organizations
- evaluate factors that influence the distribution of wealth locally, nationally, and internationally
- analyse the dynamics of the market in the local, national, and global economy
- evaluate the consequences of the consumer-oriented society
- apply knowledge of economic concepts in developing a response to current economic issues such as disparity and sustainability

Fact Sheet Child Labor

- Child labor describes work performed by children under the age of 18 that in some way harms their physical, intellectual or social development, and interferes with their education.
- Approximately one-half of child laborers work full-time; others work part-time while attending school. Children work because of family poverty or as a means of personal survival.
- According to the International Labor Organization (ILO), the UN agency that specializes in labor standards and labor rights, approximately 250 million children, between the ages of 5 and 14 years, work throughout the developing world. The ILO notes that this number does not take into account the children (especially millions of girls) who perform unpaid labor in the home. The highest rates of child labor are found in Asia, followed by Africa and Latin America.
- About one percent, of the world's child laborers are in industrialized countries. Among the worst forms of child labor in Canada is involvement in the commercial sex trade.
- Child labor is a growing concern in Eastern European countries. These countries are undergoing a major transition to a market economy and allow the use of child labor to increase their economic competitiveness.
- The majority of child laborers are involved in agriculture. Others work in manufacturing, trades, hotels and restaurants, domestic services, transportation, construction, mining, and quarrying. Many children work in the streets selling goods, shining shoes, running errands and cleaning cars. Around five percent work in sweatshops.
- An estimated 50 to 60 million children worldwide, ages 5 to 11, are in hazardous occupations such as mining, agriculture, construction, deep-sea fishing. Many also work with radioactive materials and dangerous chemicals. A large number of these children suffer injuries and illnesses from their work. Child laborers are also vulnerable to physical and sexual abuse and infection with HIV/AIDS.
- More boys than girls work outside the home. However, girls are more likely to be domestic workers. This type of employment tends to place girls at risk of physical or sexual abuse since they often have no contact with their family.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 27** Children have the right to an adequate standard of living and the state has the responsibility to assist parents who cannot meet their responsibilities for their children.
- Article 28** All children have a right to education.
- Article 29** Education should help children develop to their full potential and to develop respect for human rights and the natural environment.
- Article 31** Every child has the right to rest and leisure, and to engage in play and recreational activities.
- Article 32** All children have the right to be protected from economic exploitation and from doing any work that is harmful to their health, safety or education.
- Article 34** Children have a right to be protected from all forms of sexual exploitation including engagement in prostitution and pornography.

Other International Agreements

ILO Convention 182 On the Immediate Elimination of the Worst Forms of Child Labour (1999)

Canada ratified the Convention 182 on the Elimination of the Worst Forms of Child Labour on June 6, 2000. The purpose of this Convention is to protect children all over the world from the most extreme forms of economic exploitation. This Convention is an international community commitment to end child labor. The key articles of the Convention are:

- Article 3** The worst forms of labor are defined as:
- a) child slavery (including the sale and trafficking of children, debt bondage, and forced recruitment into armed forces)
 - b) child prostitution and pornography
 - c) the use of children for illicit activities (such as drug trafficking)
 - d) any work which is likely to harm the health, safety or morals of a child
- Article 7** Governments must do everything necessary to implement the Convention, including penalizing offenders and making special efforts for girl child laborers.
- Article 8** Countries must help each other with education and poverty eradication programs to facilitate ending the worst forms of child labor.

Selected Canadian Initiatives

As well as ratifying the International Labour Organization's (ILO) Convention to Eliminate the Worst Forms of Child Labour, Canada has contributed \$3 million for the ILO's programs for the elimination of exploitive child labor.

Child protection is a key component of CIDA's programming and is emphasized through many projects and initiatives with Canadian and international partners. In recent years, CIDA has been steadily increasing its efforts to protect child laborers, as well as children in other difficult circumstances. CIDA launched the Action Plan on Child Protection in June 2001. The action plan takes a rights-based approach in which the Convention on the Rights of the Child is used as a framework for promoting the realization of all children's rights. Children have been active participants in the development of this project. For more information on this and related projects visit CIDA's web site.

CIDA has also supported several initiatives with Save the Children Canada. For example, in Mali, aid is provided to children who have escaped or been rescued from slave labor. This project has also been successful in raising awareness about the dangers of child trafficking and provides for border guards and local police to be on guard for signs of child trafficking.

Child Labor and Education in India

Summary	Students read “Mohammed’s Story: Earning a Living” on page 53, and discuss the link between accessibility of education and child labor.
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Specifically, students will be able to:

- learn about the substandard working conditions for child laborers in developing countries
 - understand the reasons why children are forced to work
 - see the link between accessibility of education and child labor
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Preparation	Photocopy “Mohammed’s Story: Earning a Living” on page 53, for each student in the class.
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Method	Students read “Mohammed’s Story: Earning a Living” then divide into small groups (4-5 students per group) for discussion.
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The following questions may serve as a guide for discussion.

Discussion Questions:

1. What rights are violated when children are forced to work? Refer to the Convention on the Rights of the Child.
2. According to the article, family owned and small businesses are exempt from child labor legislation. Do you think this legislation should be changed? Discuss.
3. When children are forced to work instead of going to school, the cycle of child labor is perpetuated from generation to generation. Discuss.

Mohammed's Story: Earning a Living⁴

Mohammed Aziz dives under the worktable as we climb the few stairs into the workshop. He is 7 years old. Mohammed has just begun learning how to embroider zardosi (an intricate form of embroidery in which gold and silver beads are sown onto saris and other items) and only he knows how to do the small stitches, so he earns Rs 10 a week (US 25 cents). The Pashmina (silk and goat's wool) shawl he is embroidering is soft pink. "For export," the supervisor explains. It will sell for as much as US \$400 on the streets of New York City.

The only sign that Mohammed might still be a child is the fact that he dives under the table. But he soon resumes work, albeit shyly. The other men in the workshop lean over a half-embroidered burgundy sari – they are all wearing thick glasses and many are blind by the age of 40 years old.

Children working in family businesses are exempt from child labour legislation such as the Factory Act and a factory is not considered to be a place where less than 10 people work. Most children in India work in the informal sector – either in agriculture or at home for local consumption, only a small percentage work in factories producing goods for export.

Children work in this community because of large family size, poverty and the lack of a minimum wage. In this part of town, having more children means earning a higher income. And when fathers are blind by 40 years old the cycle of child labour is perpetuated from generation to generation by the necessity to survive.

UNICEF believes there is a direct link between the quality and accessibility of education and child labour; improving the educational system will encourage more children to go to school, rather than to work. *Lakshmi*, a project initiated by UNICEF and funded by Proctor & Gamble, aims to mainstream children like Mohammed into the educational system, by mobilizing women to earn a living so their children are free to go to school.

The *Lakshmi* project began non-formal education classes for girls who work at home doing piece work embroidery. NGO members implementing *Lakshmi* are also negotiating with workshop owners to allow boys to attend school for 2 hours in the middle of the day. The NGO has proposed that each family contribute Rs 5 (US 8 cents) to set up a school. This will not cover the school costs but community participation is essential for the school to be able to fulfill the community's needs. So far the community has been resistant, preferring to have the school supplied free of cost.

An estimated 1.74 million children do not go to school in Uttar Pradesh, and of those enrolled in school, only 48% of boys and 35% of girls complete their education. Working to end child labour is a multiple challenge of mobilizing communities to improve their schools, implementing law reform that extends to the informal sector (where most children work) and enforcing a minimum wage – so parents can earn enough to allow their children to go to school.

Lakshmi's challenge is to find a way to build skills and literacy within the community's boundaries, and therein improve the lives of children, born to embroider zardosi.

⁴Source: UNICEF

Child Labor Case Studies

Summary	Students read and discuss case studies and learn about the lives of child laborers in developing countries.
Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand the factors that contribute to child labor➤ increase their awareness of the rights violations experienced by child laborers in developing countries➤ learn about the conditions for children who work
Preparation	Photocopy the case studies on pages 57-58 for each group in the class.
Method	<p>Students divide into small groups (4-5 students per group) and discuss the following cases.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. How do you think it would feel to work as a child laborer?2. What rights were violated in these case studies? Refer to the Convention on the Rights of the Child.3. Should companies be expected to invest their own money to ensure that basic standards are met in their factories, or should the government of the countries be responsible for enforcing higher standards?4. What initiatives could Canada take to help child laborers in other countries?5. What can you do to help stop exploitive business practices by large companies?

Child Labor

Shankar - child in bondage - 6 years old

Shankar used to work in a carpet factory in India when he was only 6 years old. "I was very small and I am still small. I used to have to handle the heavy instruments to cut the knots in each carpet. Many times my thumbs and fingers were injured when the cutter slipped. Then I would cry for my mother but the Master would only beat me. He never took me to the hospital or gave me any medicine. What he used to do was, to take a match stick and fill the cut with the match stick powder then he would set fire to it with another match so that my skin and blood would bond together, I would cry for my mother then he would beat me again."

Ashique - brick maker - 11 years old.

Eleven year old Ashique works in a brick kiln in Pakistan. He has been working there for six years, along with his father and three brothers. His family is now bonded because they took a loan of (P)Rs.2000 (US\$94.50) 2 years ago. They had to take the loan for the dowry for his elder sister's marriage. "I work everyday except Sunday. My father, 3 brothers and myself are paid together a sum of (P)Rs.30 (US\$1.4) per 1,000 bricks. We can make approximately 2,500 - 3,000 bricks in a day. But during the monsoon we cannot produce the same amount. Our wage is cut by 50% for loan repayments. We do not understand the loan interest which seems to be always increasing. Now the loan has gone up to RS.5000(US\$237). I work very hard from 2 a.m. to 6-7 p.m. in the evening and get only one 1/2 hour break from 8 to 8:30 a.m. for a meal. There are 30 - 35 families working in the brick kiln." Ashique was sent to school for 3 months by his father but the owner removed him and put him back to work. His father was punished because of the matter. Ashique liked going to school. He said he wanted freedom and wants to leave the place of work.

Jitti Tumrin - leather worker - 13 years old

Thirteen year-old Jitti works 11 to 14 hours a day in a leather factory in Thailand with two days off each month. Although he hates the job, he can't quit because his family depends on his earnings. His job is to glue pre-cut pieces of leather together. For his efforts, he receives \$45 a month of which \$16 goes to a middleman. While the glue fumes give him headaches and he dislikes the work, Jitti seems to have resigned himself to his fate. Although laws exist to protect him from this kind of exploitation, he is not aware of them. "I don't know what else to do," he says in his native Thai. Knowing how his parents depend on his earnings, he says, "I cannot disappoint them and tell them the truth that I am very unhappy."

Rosie - sugar cane worker - 9 years old

Nine year old Rosie works in a sugar cane field in Asia. “I am Rosie Baroquillo. I started working on the sugar cane field when I was seven years old. Now I am nine and I still work in the field. I stopped going to school because my family could not afford to spend the money. My father is already dead. The money I earn is not enough to buy food. I am tired and hungry doing my work in the field. I wish I could have soup to go with the rice I eat because without soup it is hard to swallow.”

Easwaris – fireworks factory worker – 13 years old

Thirteen year old Easwaris began working 12-hour days in a fireworks factory when she was just seven. For \$1.75, the girl labored six days a week, loading sulphur, aluminum dust and coal into firecracker tubes. Four years ago, a blast from gunpowder coated fuses in the factory, knocked Easwaris unconscious and badly burned her arms, back and hips. Twelve other children, including Easwaris' 8-year-old sister Munnishwari died in the blast. Sadly, Easwaris should never have been working in the fireworks factory in the first place. In 1986, India banned the employment of children younger than 14 in more than a dozen industries, including the fireworks industry, yet the ban is rarely enforced.

Unit 5: Education

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context
- evaluate public issues, taking into account multiple perspectives
- take age-appropriate actions to demonstrate their responsibilities as citizens
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender and status
- analyse and explain the ways cultures address human needs and wants
- analyse cases and personal values regarding stereotyping, discrimination, and conformity and how they affect individuals and groups
- assess the role played by economic institutions and examine their impact on private and public organizations
- analyse the personal, social, and economic implications of paid and unpaid labour
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- identify and use primary and secondary sources to evaluate questions

Fact Sheet Education

Accessibility in Developing Countries

- 130 million children between the ages of 6 and 11 do not attend school.
- Fewer than two percent of children with disabilities attend school.
- Many children attend schools that are unsafe with inadequate sanitary conditions, over-crowded classrooms and few textbooks or other learning materials.
- Early school leaving is common with approximately one-third of children leaving school prior to the completion of grade 5.

Equity in Developing Countries

- In many areas, girls and minority children are denied access to education or, in some cases, minority children are placed in separate, inferior schools. It is not unusual for school officials to participate in acts of intolerance towards a particular group because of the group's gender, race, ethnicity, religion, and nationality.
- There have been reported cases of discrimination in education in many countries. For example, Human Rights Watch reports cases of discrimination against Greek children in Turkey, Turkish children in Greece, Roma children in Bulgaria, Albanian children in Macedonia, Rohingya children in Malaysia, Bidun children in Kuwait, and the children of Haitians in the Dominican Republic.
- There are 42 million fewer girls in primary school than boys. Gender disparities exist at all levels of education. Even when girls do attend school, they are more likely not to finish their education. In many countries, girls are subject to sexual harassment and abuse in school settings by school officials, authorities and other classmates. Girls who miss out on primary education grow up to become the women who make up two-thirds of the world's 875 million illiterate adults.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 2** Children have the right to be protected from any form of discrimination.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 12** Children have the right to express opinions in matters affecting the child and to have the opinions heard and given weight in accordance with the age and maturity of the child.
- Article 13** Children have the right to freedom of expression and to seek, receive, and impart information subject to reasonable limits.
- Article 23** Children with disabilities have the right to special care and assistance.
- Article 28** All children have a right to education.
- Article 29** Education should help children develop to their full potential and to develop respect for human rights and the natural environment.
- Article 30** Children of minority communities and indigenous populations have the right to enjoy their own culture, practice their own religion, and use their own language.
- Article 31** Every child has the right to rest and leisure, and to engage in play and recreational activities.
- Article 42** The state has the responsibility to make children (as well as adults) aware of the rights of the child under the Convention.

Other International Agreements

Dakar Framework (2000)

In April 2000, the Dakar Framework was adopted by 164 countries including Canada. It is a commitment to achieving quality basic education for all by 2015. There are six key goals:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The World Declaration for Education For All (1990)

The Declaration was signed by all participants, including Canada, of the World Education Forum held in Thailand in 1990. It was a commitment to achieve education for all by the year 2000. The key goals were:

- | | |
|------------------|---|
| Article 3 | Universalizing access and promoting equity |
| Article 4 | Focusing on learning outcomes rather than enrollment |
| Article 5 | Broadening the means and scope of basic education |
| Article 6 | Enhancing the environment for learning |
| Article 7 | Strengthening partnerships among governments, private sector and NGOs |

UN General Assembly Resolution on Education for All (1997)

On November 6, 1997, the UN General Assembly Resolution on Education for All was approved. Although this Resolution recognizes that significant progress has been made regarding basic education, it acknowledges that major problems still persist and urges governments to redouble their efforts to achieve education for all.

Selected Canadian Initiatives

CIDA has sponsored a project in Egypt called *Girl Community Education*. The purpose of this project has been to enhance the national capacity to deliver quality basic education for all by developing effective community primary schools, and by designing and applying an adapted curriculum in Upper Egypt.

CIDA has funded an initiative in Bangladesh called the *Adolescent Development Program*. This program has provided Bangladesh girls between the age of 11 to 17 with skills they need to survive such as literacy, numeracy, problem-solving and mediation skills and well as information about nutrition, hygiene, reproductive health and legal and marriage rights.

In South Africa, Canada has helped to improve the education system for children who were previously receiving poor education under the former apartheid regime (whereby different races were socially and economically segregated by law). CIDA has helped to fund a wide range of educational programs on gender awareness and the development of youth leadership in local schools. Also, many teachers in South Africa have been improving their teaching skills through a CIDA-sponsored training program.

All Smiles: Afghan Girls Go Back to School

Summary	Students read “All Smiles: Afghan Girls Go Back to School” on page 72, and discuss the current state of education in Afghanistan.
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Specifically, students will be able to:

- empathize with children who have been denied an education because of their gender
- realize that all children have the right to an education
- compare the accessibility of education in Canada and developing countries

Preparation	Photocopy the article “All Smiles: Afghan Girls Go Back to School” on page 72, for each student in the class.
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Method	Students read the article “All Smiles: Afghan Girls go Back to School” then divide into small groups (4-5 students per group) for discussion. The following questions may serve as a guide for discussion.
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Discussion Questions:

1. How do you think it would feel to be denied access to education? What impact would this have on your future? Discuss.
2. Discuss how denying Afghan girls an education violates their rights. Refer to the Convention on the Rights of the Child.
3. Compare the education system in Canada with the system in Afghanistan.
4. Do you feel that Canada has a responsibility to assist Afghan children in need of education?
5. What initiatives could Canada take to help provide the remainder of the Afghan population with adequate education?

All smiles, Afghan Girls Go Back to School⁶

JALALABAD, AFGHANISTAN - Five years of shutdown and neglect have taken their toll on Jalalabad's Girls' School No. 2. There are no books to read, no lesson plans to teach from, no furniture to sit on, and no funds to pay for materials or teacher salaries.

But what this school lacks in resources, it makes up with enthusiasm. Small wonder. This is the first chance these girls have to resume their educations since the Taliban, the extreme Islamist militia that controlled the country from 1996 until being ousted more than three weeks ago, shut down all girls' schools by religious decree.

"I cannot express my happiness to you," says Lida, a 15-year-old in a white scarf who is preparing to pick up where she left off, in fifth grade. "I can remember the day the Taliban came, and we went home in great sadness. But we are quite happy to return to school."

Many girls kept up with their studies at home, they say, taught by parents or older siblings. And while most still cover their heads with veils - some even wear the all-covering, blue-tinted burqas once required by the Taliban - these girls say they intend to take full part in Afghan life. "In Afghan society, it is not an unusual thing for girls to go to college," Lida says. On this day, more than 500 girls have shown up for registration at Jalalabad's Girls' School No. 2.

They are among some 3,500 girls who have registered for classes in Nangarhar Province, where Jalalabad is located, Abdul Ghani Hidayat, director of education for the post-Taliban provincial government, told the Associated Press last week. Since Taliban forces withdrew on Nov. 7, Mr. Hidayat said the province has reopened more than 280 schools for 150,000 returning students.

After 23 years of war, the past five under the Taliban's restrictive interpretation of Islamic law, freedom is coming quietly to the young women in this ultraconservative patch of eastern Afghanistan. Nowhere is that freedom more evident than in Jalalabad's dusty schools, where the brilliant and the fortunate are now attempting to make up for lost time. But while the new post-Taliban government - composed of tribal elders and warlords - is embracing an ethos of tolerance that the Taliban lacked, they will have their work cut out for them. In a city of 250,000, where half the population is under the age of 20, just a few thousand, or less than 10 percent of school-aged children, have been able to find the resources to return to school, challenge their minds, and rebuild their futures.

⁶. Source: Scott Baldauf, Christian Science Monitor, December 3, 2001

Emergency Education: Designing Curricula⁸

Summary	Students examine conditions for children in refugee camps and consider their educational needs.
Specifically, students will be able to:	<ul style="list-style-type: none">➤ gain an understanding of life for children displaced by war and civil conflict➤ appreciate the need for international aid for education➤ realize the importance of all children having their education rights respected
Preparation	Students will require access to research resources.
Method	<p>Explain to students that the majority of the world's refugees are children many of whom have been traumatized by violence and many of whom have injuries for example, from landmines. Girls living in refugee camps are subject to threats of rape and pregnancy. Boys are vulnerable to recruitment to gangs. As well as lacking in clothing and nutrition, refugee children are often also without schooling.</p> <p>In groups, students (4-5 students per group) research the conditions for children living in refugee camps, where they are, and how many children are there. The following questions may serve as a guide for discussion:</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. Why would education be considered important for refugee children?2. Should the emphasis be on education that helps with the current conditions (e.g., vulnerability to violence, HIV/AIDS, life skills, social skills, coping with anxiety)?3. Is it important that education focus on basic numeracy and literacy skills in order to prepare the children for subsequent schooling or employment?4. How should educational programs deal with the politics involved? For example, the Rwandan

⁸..An excellent source for this activity is Graca Machel, *The Impact of War on Children*. 2001 UBC Press

government that was responsible for the 1994 genocide taught children in refugee camps a curriculum designed to prolong and support ethnic conflict. Should the international community decide what is taught? If so, how can you take into account local cultural concerns and sensitivities?

5. How can the international community most effectively help with the education of children in refugee camp (e.g., provide teachers, clothing, food, educational materials etc.)?
6. How can issues of discrimination against education of the girl child and education for children who have been injured or disabled by war or conflict be overcome?

After discussing these issues, in their groups, the students can outline their ideal curriculum for refugee children. The curriculum should take into account the conditions of the children, the responsibility of the international community and children's rights to education.

UNICEF
*Teaching Children's Rights
Through Arts*





Lisa MacLeod

Teaching Children's Rights Through Art
Children's Rights Centre, Cape Breton University

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For more information of Human Rights Programs contact

Canadian Heritage

25 Eddy Street/25, rue Eddy (25-11-B)

Gatineau, P.Q. K1A 0M5

Tel: (819) 953-7426

Fax: (819) 994-5252

<http://www.pch.gc.ca/progs/pdp-hrp/>

For more resources for teaching children's rights see

CBU Children's Rights Centre

<http://discovery.uccb.ns.ca/children/>

Diane Lewis, Cape Breton Victoria Regional School District

Katherine Covell & Justin McNeil, CBU Children's Rights Centre

Foreword

In the summer of 2006, I found myself at a conference called, “Teaching the Holocaust to future Generations” in Jerusalem, Israel. During that time, I had the opportunity to study some of the worst hate crimes ever perpetrated by man. Many of the presenters talked about the strategies for preventing genocide. Over and over I heard facilitators say that we much teach human rights in the schools.

When I returned from the Middle East I contacted Dr. Katherine Covell, Director of the Children Right’s Centre at Cape Breton University to discuss the conference. A pioneer in rights education, she was not surprised that a Holocaust conference would promote human rights education in the schools. She suggested we collaborate on a book that took the United Nations Convention on the Rights of the Child and found innovative ways to adapt the information to the classroom. As an Art Educator I decided to get my students to use the convention as their inspiration for a children’s rights art project. The following is our journey. I’d like to dedicate this curriculum resource to the memory of Richard and Michael Lewis whose tragic death constantly reminds me that life is fragile.

Diane Lewis,
Sydney, July, 2007

Notes to the teacher

The activities in this curriculum resource were developed in with 80 students in grade 10 classrooms, (15 year-olds) however, they easily can be adapted for use with children from grades 4 through 12 (aged 10 to 18 years). The projects described here are those that the students who assisted with the design of this resource decided best reflected the right they were learning about. Teachers are encouraged to explore alternate presentations with their classes, and to explore the Convention articles not included here. Most of the projects here include some preliminary research. This is consistent with learning outcomes and we found engages the students and makes their work more meaningful. The curriculum outcomes are from the Foundation for the Atlantic Canada Arts Education Curriculum.

What is the Convention on the Rights of the Child?

The United Nations Convention on the Rights of the Child is an international treaty that has now been ratified almost globally. A child-friendly version is presented at the end of this resource. Canada ratified the Convention in 1991. Canada has, therefore, committed itself to the principle that children have fundamental rights and the parents, teachers, other adult authorities and all levels of government have responsibilities for respecting and providing for those rights.

In the Convention, child is defined to mean all persons under the age of 18 years. The Convention describes children's rights in three areas. The rights of provision refer to the rights of every child to be provided with basic welfare and nurturance, for example rights to health care, to education, and to play and recreation. The rights of protection describe children's rights to be protected from all harmful practices including abuse, neglect, discrimination and sexual and economic exploitation. The rights of participation refer to children's rights to express an opinion in matters that affect them, and to have that opinion taken into account in accord with their maturity. As part of their participation rights, children also have right to freedom of expression and information, freedom of thought, conscience and religion, and freedom of association and peaceful assembly – also subject to limits and parental guidance. In addition the Convention describes rights for children in special circumstances, for example, children with disabilities, refugee children, and homeless children.

Why teach the Convention on the Rights of the Child?

There are two important reasons for teaching the Convention. One is that as a signatory to it, Canada is legally obligated (under article 42) to spread awareness of the Convention to children and adults. This means a particularly important role for public schools and for public school teachers. A second, and perhaps a more important reason, is that there is

significant evidence that teaching children about their Convention rights increases their respect for the rights of others. This increased respect is seen in increased prosocial behaviors, and decreased bullying and oppositional behaviors. Schools that use children's rights as an overarching framework for pedagogy and management report many improvements in students' behavior and attitudes, including increased self-regulation.

It may be particularly useful to use art as a means to teaching children about their rights. Art activities are participatory and inclusive. Children can experience their participation rights while learning about the Convention. Moreover, the current learning outcomes of art mandated by many departments of education, for example, research and critical thinking, fit well with the children's rights approach.

In the development of this curriculum, the students gained a lot of insight not only into their own rights, but into the lack of rights afforded many children around the world.

Additional Resources:

The following organizations have useful websites:

Amnesty International
Canadian Coalition for the Rights of Children
Canadian Heritage
Canadian International Development Agency (CIDA)
Cape Breton University Children's Rights Centre
Free the Children
Media Awareness Network
Right to Play Organization
Save the Children
Voices for Children
War Child Canada
UNICEF Canada

The following books may be useful:

Barber, B. (2004). The Fundamentals of Drawing Still Life: A Practical and Inspirational Course. London, England: Arcturus Publishing Limited

Bardswich, M., & Campbell, G. (2003). Popular Culture. Oakville: Rubicon Education, Inc.

Barrett, T. (1997). Talking about Student Art. Worcester Massachusetts: Davis Publications, Inc.

Bilski, E. D., Junk, P., Milton, S., & Zimmer, W. (1985). Art and Exile – Felix Nussbaum 1904-1944. New York, New York: The Jewish Museum.

- Brazelton, B. (2004). Altered Book Workshop: 18 Creative Techniques for Self Expression. Cincinnati, Ohio: North Light Books.
- Clark, T. (Ed.) (2003). The Encyclopedia of Art Techniques. Laguna Hills, California: Walter Foster Publishing, Inc.
- Lasn, K. (1999). Culture Jam: The Uncooling of America. New York, New York: Harper Collins.
- Miller, H. (2003). Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Visual Arts Teacher's Guide. Canada: Rubicon Education, Inc.
- Ragans, R. (1995). Arttalk. New York: Glencoe/McGraw-Hill.
- Smith, R. (2006). Artist's Handbook. New York, New York: Dorling Kindersley Publishing, Inc.
- Sullivan, R. (2003). 100 Photographs that Changed the World. New York, New York: LIFE Books.

“We did a lot of work this year in art on children’s rights. Before we did all this work, I really didn’t pay a lot of attention to the children in other countries who didn’t have rights or anything for that matter. It really touched me knowing that there are kids out there without a family, food, money, education etc.”

Shelbi, grade 10 visual art student
Memorial Composite High School
Sydney Mines, Nova Scotia

Assessment & Evaluation Techniques

Rubrics are a useful way to see how students have developed their ideas. Students should consider this an assignment to develop their argument. Ideas should be well thought out with lots of reasons provided as bases for opinions.

The following is taken from The Incredible Art Department <http://princetonol.com/groups/iad/>

Using Rubrics

To make their judgment more consistent and fair, art teachers need to create rubrics for grading. To make a rubric, a teacher first needs to know exactly what constitutes "A" work. Rubrics can improve student work by letting students know exactly what's expected of them.

Rubrics provide feedback to students about their work in specific areas of a project. You can also allow students to revise their projects based on your feedback on their rubrics. It is important to use clear and measurable language with rubrics. For example, the level of quality called, "creative project" must be defined. What exactly is creative?

Rubrics have a column for the criteria for your lesson- the aspect of the assignment you want graded. The rows are generally the level of quality with the assignment from excellent to poor. Students may assess their own work with rubrics.

There are many rubrics on-line. The website above is a particularly useful source.

SAMPLE RUBRIC

Graded Skills	Criteria				
	6 or less	7	8	9 - 10	Points
ELEMENTS & PRINCIPLES	PROJECT INCOMPLETE OR COMPLETE BUT SHOWS NO EVIDENCE OF UNDERSTANDING ELEMENTS/ PRINCIPLES, NO PLANNING	PROJECT COMPLETE BUT SHOWS LITTLE EVIDENCE OF PLANNING OR UNDERSTANDING ELEMENTS/ PRINCIPLES	PROJECT SHOWS ADEQUATE UNDERSTANDING OF ELEMENTS/ PRINCIPLES, EVIDENCE OF SOME PLANNING	PROJECT PLANNED CAREFULLY, SEVERAL PRELIMINARY SKETCHES, USED ELEMENTS/ PRINCIPLES EFFECTIVELY TO CREATE STRONG COMPOSITION	—
CREATIVITY & ORIGINALITY	PROJECT INCOMPLETE OR FINISHED WITH NO EVIDENCE OF EXPERIMENTATION	PROJECT FINISHED BUT WITH TRITE IMAGERY/ SOLUTIONS, NO EVIDENCE OF EXPERIMENTATION/ ORIGINALITY	PROJECT FINISHED BUT NOT COMPLETELY ORIGINAL, PROBLEM SOLVED LOGICALLY	PROJECT FINISHED WITH TOTAL ORIGINALITY AFTER THOROUGH EXPERIMENTATION	—
EFFORT & PERSEVERANCE	PROJECT UNFINISHED OR COMPLETED ONLY AFTER MANY PROMPTS/IDEAS/ PHYSICAL HELP & SOLUTIONS FROM OTHERS	PROJECT FINISHED WITH MINIMUM EFFORT/MET MINIMUM REQUIREMENTS WITH NO EXTRA EFFORT	PROJECT FINISHED WITH HARD WORK BUT SOME DETAILS LACKING	PROJECT FINISHED WITH MAXIMUM EFFORT, WENT WELL BEYOND REQUIREMENTS	—
CRAFTSMANSHIP/ SKILL	PROJECT FINISHED WITH NO ATTENTION TO DETAILS, QUICKLY THROWN TOGETHER	PROJECT FINISHED BUT SOMEWHAT MESSY	PROJECT FINISHED WITH MOST DETAILS, MINOR FLAWS PRESENT	PROJECT BEAUTIFULLY/ CAREFULLY MADE	—
ATTITUDE/ RESPONSIBILITY	STUDENT OFF TASK MOST OF TIME, DIDN'T CARE FOR MATERIALS, SOUGHT WAYS TO AVOID WORK	STUDENT DID BARE MINIMUM	STUDENT WORKED ENTHUSIASTICALLY, ASSISTED WITH PREPARATION AND CLEANUP	STUDENT WORKED ENTHUSIASTICALLY TOWARD GROUP GOALS, MENTORED OTHERS NEEDING HELP, MATURE BEHAVIOR	—
				Total---->	—

Other Assessment and Evaluation Techniques

Divide students into pairs and have them rate on a scale of one to 10 how effectively the work communicates the inspiration behind it.

Give students post-it notes and have them rewrite comments on each project. Allow students to collect and read their notes and discuss in class.

Put an envelope on each person's desk. At the end of class have students leave a note about the project.

See also:

Beattie, D. K. (1997). Assessment in Art Education. Worcester, Massachusetts: Davis Publications, Inc.

Introductory Activities

The following projects introduce the students to the rights of the Convention at a general level. The full Convention of the Rights of the Child can be found in Appendix A.

Projects

Children's Rights Still Life.....	Drawing/photography
Poster Power.	Charcoal drawing
Covering the Issues—Floor messages.....	Painting
Pictionary	Drawing
Children's Rights Quilt	Mixed media collage

Children's Rights Still Life --Objects that symbolize children's rights



Adolescent Girl's Still Life with Objects Symbolizing Children's Rights

Project Synopsis: After reading over and discussing the rights of the Convention, the students explore symbolism to represent one or a grouping of rights. For example, a pair of jeans, if sewn by children, may not be simply an everyday garment but may represent inappropriate child labor. Students are asked to find objects around the classroom or home (if this is to be used as a homework assignment) that symbolize some of the articles of the Convention. These objects are then arranged into a still life. They can be drawn or photographed.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

Background/Context: The rights of the Convention apply to all young people. But not all children experience their rights. In industrial and developing countries, some children are subject to rights violations through abuse, neglect, involvement in war, poverty, and so forth. Students may be encouraged to think about which rights are respected in their own lives and how the violation of rights may affect children's healthy development.

Materials:

- ✓ copy of the Convention
- ✓ objects that are chosen for this assignment must come from the research that students produce.
- ✓ a variety of drawing materials/camera
- ✓ paper
- ✓ artist's statement sheet (over)

Method:

1. Prior to collecting their objects, students are placed in small groups of four to six where they discuss which rights they believe are generally respected, and which are often violated in their own lives, and in the lives of other children.
2. Students then brainstorm how these rights could be represented symbolically. For their still life, students may decide whether to represent the rights that are respected (e.g., the right to education, play, shelter, and nutritious food). Or they may wish to focus on violations of children's rights (e.g., child health, poverty, sexual exploitation, child abuse, child labor, or children in war zones).
3. Students should have access to a computer to research the background of articles they wish to symbolize. It may be useful to have a discussion of their research findings before they begin to symbolically portray what they have learned.
4. Students work individually to compose and draw or photograph their still life.
5. Students should complete the artist's statement (over).

Connections/Extensions: This project can be done in the art room where students bring in or select items that are available. When done as a homework assignment, students are more likely to link their still life with their everyday life with their families. Drawings and photographs with accompanying artist's statements can be displayed in the school to introduce other students to children's rights.

Artist's Statement

1. Briefly describe your work as if you were talking to someone who has not seen it.

2. Explain what you were trying to accomplish or portray.

3. Describe what techniques you used and why.

4. Highlight what is the most important part of your art.

5. What is the most important message of your work in terms of children's rights?

Poster Power



Project Synopsis: Students read over and reflect on the meaning of the Convention rights for them. They then choose one or a grouping of rights to present in poster format.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

Background/Context: When students are first introduced to the Convention, it is helpful for them to reflect on how the rights apply to their own lives and to think about why it is important that children around the world have the same rights.

Materials:

- ✓ copies of the Convention
- ✓ poster board
- ✓ charcoal
- ✓ pencil
- ✓ eraser
- ✓ cloth for blending

Method:

1. Divide students into small groups. Have each group discuss what the rights of the Convention mean in their lives and then to consider what they may mean in the lives of other children. Each group can report back its conclusions to the whole class.
2. On paper have students sketch ideas for a poster that celebrates the value of children's rights around the world or in their community.
3. When a good draft is produced they can proceed to the poster board.
4. Students can draw their piece entirely in pencil or use charcoal. Short graphite pencil and charcoal can produce wonderful shaded effect. A soft rag can be used for blending to produce these effects.

Covering the Issues-- Floor Messages



Project Synopsis: Floor mats are created that illustrate an article, or grouping of articles of the Convention.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Students can learn about the rights of the Convention by

considering which they believe important to emphasize in their homes. Floormats are made and can be used to introduce the Convention to student's families.

Materials:

- ✓ copy of the Convention
- ✓ strips of vinyl flooring (at least 18 inches x 15 inches)
- ✓ primer
- ✓ painter's tape
- ✓ ruler
- ✓ paint
- ✓ brushes
- ✓ newspaper
- ✓ varnish

Method:

1. Students read through the articles in the Convention and select the right they wish to bring to the attention of their families. They then sketch out a design to illustrate the selected right. If they wish to include the actual right, they should rewrite it in a short, simplified fashion and integrate it into the design.
2. On scrap paper, ask students to play with words and images until they generate designs.
3. The underside of the vinyl flooring (the side that attaches to the floor) should be primed and cut to the desired size. Give the primed piece at least two base coats of the background color.
4. When dry, the design should be drawn on with pencil. Tape off some areas with painter's tape if necessary.
5. Paint in the design.
6. When thoroughly dry, give several coats of varnish.

Connections/Extensions: Use smaller pieces of flooring and make placemats for outdoor picnic tables.

Pictionary

Project Synopsis: This project is based on the game. Here, each student sketches his or her interpretation of one article of the Convention, and when all are done, they take turns examining the sketch and guessing the article it represents.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

Background/Context: The project allows students to reflect on what the rights of the Convention mean to them and their peers by considering how a right can be interpreted and applied to their experiences.

Materials:

- ✓ copy of the Convention
- ✓ drawing pencils or inks
- ✓ paper

Method:

1. Students work independently to select and represent a right. They take turns showing their work to the class.
2. After the class has guessed the right, the student may explain their representation of it and why they chose to represent that particular right. This project provides an ideal opportunity to remind the class of the importance of respecting the thoughts of others, and of everyone's right to be heard.

Connections/Extensions: The articles can be added to the sketches and the sketches placed in the art classroom to provide a permanent display of the Convention rights that the students have selected.

Rights and Responsibilities Quilt

Project Synopsis: Students create a quilt that can be hung in the classroom or the hallway. Each square on the quilt represents a right and its corresponding responsibility.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.

Background/Context: Students are introduced to the articles in the Convention on the Rights of the Child. They will consider what the corresponding responsibility is for each of the rights that apply to them. For example, the right to education implies a responsibility to behave in the classroom in ways that do not interfere with other children's right to education. The right to play implies a responsibility not to bully other children so that they may freely play.

Materials:

- ✓ copy of the Convention
- ✓ an old sheet or table cloth
- ✓ scraps of fabric
- ✓ paints/pens
- ✓ pencils
- ✓ paper

Method:

1. Draw lines on the sheet/tablecloth to divide it into large blocks.
2. Students are divided into groups of two or three students. Groups may select whether they wish to design a block to represent a provision, protection, or participation right, subject to there being reasonably equal representation of each.
3. Having selected the right they wish to represent, students discuss and identify the corresponding responsibility.
4. Students design their block for the quilt on a piece of paper first and then transfer that design to the designated square on the quilt. (The centre can be used for the title). Blocks can be drawn, painted or comprise collages of fabrics or other materials.

Connections/Extensions: The rights and responsibilities the students have discussed could be used as the basis of a classroom charter which could then be written up using various forms of calligraphy and illustrated in water color.

Rights of Provision

The rights of provision encompass the basic necessities for the child's healthy physical and psychological growth. Included are the child's right to a name, nationality and family care, an adequate standard of living, access to health care, education, and play and recreation. In addition there are special provision rights for children in different circumstances. For example, children living with disabilities or learning difficulties are to be provided the help they need in order to achieve their potential. The provision rights are found in the following articles.

Article 7 - Name and Nationality

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

Article 23 - Disabled Children

The right of disabled children to special care and training designed to help achieve self-reliance and a full and active life in society; the State to promote international cooperation in the exchange and dissemination of information on preventive health care, treatment of disabled children, and methods of rehabilitation.

Article 24 - Health Care

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality; combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, including the advantages of breast feeding, develop preventative health care, abolish harmful traditional practices, and promote international cooperation to achieve this right.

Article 27 - Standard of Living

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and abroad.

Article 28 - Education

The right to education; the State to provide free and compulsory primary education, to ensure equal access to secondary and higher education, and to ensure that school discipline reflects the child's human dignity.

Article 29 - Aims of Education

The States Parties' agreement that education be directed at developing the child's personality and talents to their fullest potential; preparing the child for active life as an adult; developing respect for the child's parents, basic human rights, the natural environment, and the child's own cultural and national values and those of others.

Article 31 - Leisure & Recreation

The right to leisure, play, and participation in cultural and artistic activities.

Projects

My Name Is	Painting
Coat of Arms.....	Design
Doll –Embracing a range of abilities.....	Sculpture
HIV/AIDs Globe –Health care inequalities.....	Sculpture
Food for thought –Plates with a point of view.....	Painting
Pencils Rule –Education is power.....	Sculpture
Anti-Diploma.....	Calligraphy/Design/Computer Graphics
Toys from Trash.....	Found Art/Mixed Media
Jobs vs. the Environment.....	Cartooning
Mobile.....	Sculpture

My Name is Identity Stool



Project Synopsis: Classroom furniture (in this case two stools) is transformed into statements about a child having a right to an identity.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Young people not only have the right to a name but often even use nicknames, a form of short hand, expressing a further descriptive handle on the child's personality. The notion of being nameless is tied into identity and also self worth.

Materials:

- ✓ stools (chairs, or any other object that could be primed and painted)
- ✓ primer
- ✓ paint
- ✓ brushes (detail brushes)
- ✓ clean rags
- ✓ scrap paper

Method:

1. Divide the students into groups that are equal in size to the number of objects to be painted.
2. On scrap paper, students can draw the design the group has decided best reflects the right to identity. In this case, two stools were painted with a picture of a child. On one stool, the child wore a name tag with a name. On the other, the child wore a name tag that was left empty.
3. Stools should be given at least one coat of primer.
4. Base coat is then applied.
5. Using a pencil, students lightly draw their composition over the base coated areas.
6. The composition is filled in using detail brushes (this may take several applications).
7. Varnish when thoroughly dry.

Coat of Arms

Project Synopsis: Students research coats of arms, exploring diverse cultures such as the Celts, African shields, and Aboriginal paintings. They then design their own coats of arms to reflect their name and identity. The coats of arms can be made out of a variety of materials, painted on canvas or ticket board, fabric or even collaged.

Curriculum Outcomes:

- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts and value the arts as a record of human experiences and expression.
- Students will examine the relation among the arts, societies and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Having a name and nationality is not only a right, it also is an important human need. The sense of belonging to the community and culture is important for all peoples. Students can reflect on what it means to be part of a social group and how coats of arms are used to identify group or family membership.

Materials:

- ✓ scrap paper
- ✓ paint/pencils
- ✓ canvas
- ✓ brushes (detail brushes)
- ✓ scraps of colored paper and fabric

Method:

1. While conducting the research (described above) students explore the various symbols used to connote identity.
2. Students sketch their preliminary design on scrap paper.
3. For their coat of arms, students should be encouraged to use colors and fabrics that reflect their sense of self.
4. The design is copied in pencil onto the canvas or fabric of choice and then painted in, finishing with a detail brush or paint marker.

Connections/Extensions: This may be used as a homework assignment. Students can construct their coats of arms with family photos, magazine pictures, or with sayings that hold personal or family meaning.

Doll-- Embracing a range of abilities



Project Synopsis: Students consider how children's dolls tend to promote perfection, in some cases unattainable perfection. They then design and create a doll with disabilities that would provide an alternative.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: The importance of embracing diversity and promoting a greater understanding of a range of abilities is discussed in the context of children's rights. There are a wide range of community agencies that could be brought in to sensitize students to issues of accessibility .Many have excellent school programs. A guide dog and his/her handler, special glasses that simulate eye problems, wheelchair users, and sign language teachers could all add a deeper understanding the special needs and rights of children with disabilities.

Materials:

- ✓ plaster bandages
- ✓ containers for water
- ✓ newspaper to cover work area
- ✓ paint
- ✓ brushes
- ✓ clean-up rags
- ✓ doll making supplies (hair, eyes, etc...)
- ✓ fabric
- ✓ scissors
- ✓ needle and thread
- ✓ hot glue gun

Method:

1. Students sketch out some ideas about a doll with a disability.
2. Students fashion the basic shape of the doll from newspaper.
3. Plaster bandages are dipped in water and wrapped around the newspaper form.
4. When the plaster is dry, students can sand off parts they do not want, and add anything that is lacking.
5. The doll can be painted when it is completely dry.
6. While the doll is drying, students measure and design clothes for it.
7. Clothes and accessories are placed on the finished doll.

Connections/Extensions: Students can gain an understanding of the broader context of children with disabilities by discussing, designing, and creating the various situational requirements and prosthetics that may be needed. These would include eyeglasses, canes, wheelchairs, prosthetic limbs, and buildings with appropriate access.

HIV/AIDS-- Health Care Inequalities

Project Synopsis: Visually representing the HIV/AIDS epidemic is the challenge for this project. Students research HIV/AIDS as representative of an health care issue where there are obvious differences in the extent to which children's rights to health services differ between industrialized and developing nations. A globe is made that documents the startling statistics on HIV/AIDS.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: High infant mortality rates, starvation, access to medical care, and in particular rates of HIV/AIDS are health issues students can explore for this project. Although the rights of the child apply around the globe, it will become obvious to students that children suffer many inequalities as a function of where they are born.

Materials:

- ✓ plaster bandages
- ✓ newspaper
- ✓ paint
- ✓ brushes
- ✓ masking tape
- ✓ container for water
- ✓ cleaning rags
- ✓ drop cloth

Method:

1. Students discuss how health issues are linked to children's rights. They then research rates of HIV/AIDS (or other health issue) gathering information about prevalence rates and access to prevention or medication.
2. A large ball is made from newspaper and taped together so that it does not unwind.
3. Plaster strips are dipped in water and used to cover the newspaper ball. This is repeated until the globe reaches its full size and density.
4. Once the globe is finished it is used as a guide to make a base. (Make sure the globe fits and does not rock or fall off the base).
5. Base coat the globe.
6. Draw maps lightly with pencil.
7. Paint the details of countries.
8. When completely dry, chart the rates of HIV/AIDS on relevant areas.

Connections/Extensions: Students may also research and map out health issues that may be of more direct relevance to them. For example, they could draw and paint a large map of Canada and note the varying rates of teen pregnancies, sexually transmitted infections, and access to sexual health services. This will help them learn that children's health rights are not always well provided for in the industrialized world.

Food for Thought-- Plates with a Point of View



Project Synopsis: Students paint dishes that provide messages of the importance of respecting children's health rights. In the illustration, the students elected to portray the importance of being drug free and of having access to clean water. In this project, the messages are on the importance of preventive health – having access to clean water and nutritious food, and maintaining a healthy diet.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.

Background/Context: In many parts of the world, children not only lack access to health care, but also to clean water and adequate nutrition. The dishes are used to express the importance of all children having access to healthy food and clean water as a fundamental basis for healthy development.

Materials:

- ✓ old dishes
- ✓ primer
- ✓ paint
- ✓ brushes
- ✓ metallic and paint markers
- ✓ pencil

Method:

1. Students select the dish (plate, mug, etc.) they wish to decorate, determine the message they wish to convey, and then sketch a preliminary design on paper.
2. Dishes are given at least one coat of primer.
3. Base coat the background color (two coats may be necessary depending on color).
4. When dry, students draw their design lightly in pencil on the dish.
5. Details are added using paint pens.
6. When dry, varnish as necessary (dishes not suitable for eating/drinking).

Connections/Extensions: Students can design accompanying placemats, to be placed with the dishes in a display. Discussion here may also include issues of sustainable development. In our class, we decided to do a lampshade.



Pencils Rule-- Education is Power



Project Synopsis: William Blake said, “Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.” It is no wonder many regimes suppress education especially among women, our first teachers. Giant cardboard pencils, as universal a symbol of education as the apple, were the symbols chosen here. In fact, teachers and students can do a lot with a pencil and paper.

Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Something students take for granted and sometimes fail to appreciate is the right to an education. The research for this project should renew young people's appreciation for the education opportunities they have in North America. Children who walk through war zones to get to class, children without shoes or adequate food showing up for school, and poor families scraping together meager resources to buy a school uniform, understand that education is their ticket to a better life. The creation of an object that will be immediately recognized as an education icon can highlight the importance of a child's right to education.

Materials:

- ✓ paper
- ✓ pencils
- ✓ cardboard (cardboard tubing is preferable)
- ✓ paint
- ✓ brushes
- ✓ painter's tape
- ✓ measuring tape/ruler

Method:

1. Present material, or have students conduct on-line research on education challenges in developing countries (students may be familiar with Oprah's Leadership Academy For Girls in Africa started in 2007, which could provide a starting point for their research).
2. Measure and draw the design for a large pencil made from empty cardboard tubing.
3. Using painter's tape, mask off areas that need to be protected. Use a pencil to get the proportions and transfer the measurements.
4. Give the piece several coats of paint before the tape is removed.

Connections/Extensions: Students may elect to create sculptures other than a pencil to signify education. Students may also create multimedia collages of icons of education, or may take photographs connected to education and mount a photography display. Another alternative is posters that illustrate the link between education and personal achievement.

Oprah Winfrey's Leadership Academy for Girls:

http://www.oprah.com/presents/2007/academy/academy_main.jhtml

The “Anti” Diploma

Project Synopsis: Students consider what the future of a drop-out might be like, create diplomas for drop-outs, and think about careers they are interested in. If computers are available, computer graphics may be used for the design of the diplomas.

Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Students do not always fully appreciate their right to education. They may consider the following points made by 13 year-old students. “Many kids don’t like school, but if you don’t stay in school, you could end up living in a TV box and begging for money, food and cigarettes in a major metropolis.” “Have you ever heard someone say that they were glad they dropped out of school?” What would a school diploma look like for the early school leaver? What are the benefits of respecting their own right to education?

Materials:

- ✓ computer
- ✓ paper
- ✓ pencils
- ✓ paint
- ✓ brushes

Method:

1. As a class, discuss and list some of the things that could happen to teens who decide to drop out of school, with a focus on how it will affect their future.
2. Once this is done, discuss the list and select a few that are most probable.
3. Then divide into groups and create an anti-diploma, that is, a diploma for people who drop out of school. The design and content is up to the individual groups but it should contain several of the items listed at the beginning of the exercise.

Connections/Extensions: Students can create posters to advertise to the rest of the school why the right to education is important. They may also create a mural of their future aspirations.

Toys from Trash

Project Synopsis: Learning about found art, students also learn about living conditions for children in refugee camps while creating a game or a toy using items that would be found in the trash.

Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Most children in Canada have their basic needs met and are provided with opportunities for play and recreation. In what ways would living conditions for children in war-torn countries or in refugee camps differ from ours? What sorts of toys or games would children have access to? Students gain experience with found art while considering these issues.

Materials:

- ✓ string
- ✓ elastics
- ✓ glue
- ✓ paint
- ✓ brushes
- ✓ useable trash (paper towel rolls, plastic bags, toothpicks, rocks etc)

Method:

1. Students should research living conditions for children in war-affected regions and in refugee camps (this may be a homework assignment).
2. Students should collect items normally considered to be trash from which they can create a toy or game.
3. Working in small groups, students can share their trash items and ideas and construct a toy or game.
4. Finished items can be demonstrated to the class and displayed with the appropriate age for the toy.

Connections/Extensions: Students can create and illustrate information booklets about refugee and war-affected children that they then distribute in their schools or communities. These should include reference to the Convention and describe how wars violate the provision rights of children -- these descriptions can be in the form of symbolic representation.

Rights in Conflict Cartoons

Project Synopsis: Students discuss how one individual's rights can clash with those of another and complete the Rights in Conflict cartoons found on the next page.

Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: There are times when one person's rights appear to clash with those of another person. In the first example here, the child's right to freedom of expression is offensive to others. In the second, the child's right to a clean environment may not be compatible with the parent's right to employment or obligation to provide for the child. How can such conflicts be resolved such that the best interests of the child are looked after? In discussing this question, students practice decision-making, they learn to take into account perspectives and needs other than their own, they learn that there can be limits on the expression or rights, and how to work toward compromises when they are necessary.

Materials:

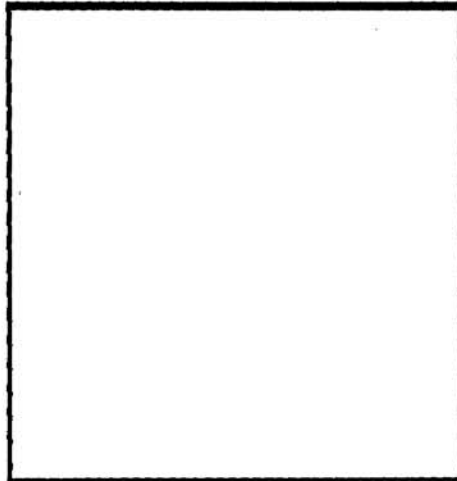
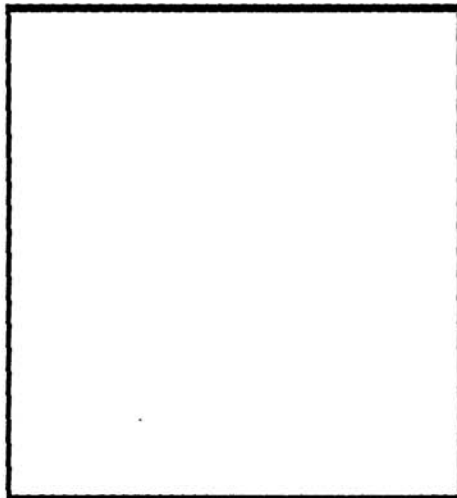
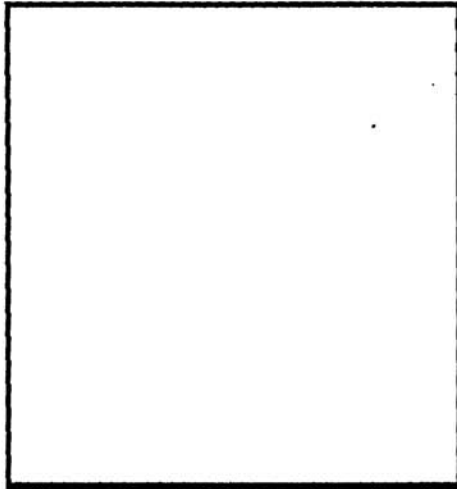
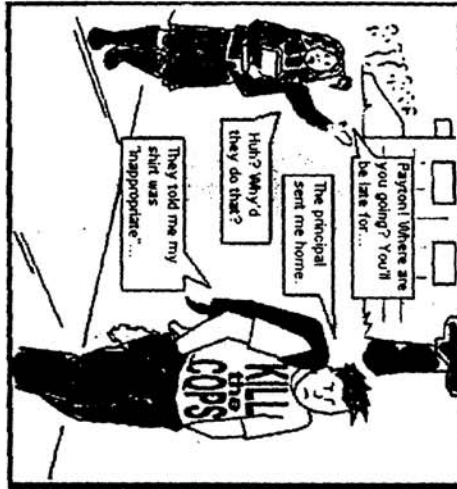
- ✓ copies of the Rights in Conflict cartoons (over)
- ✓ drawing pens
- ✓ scrap paper
- ✓ pencils

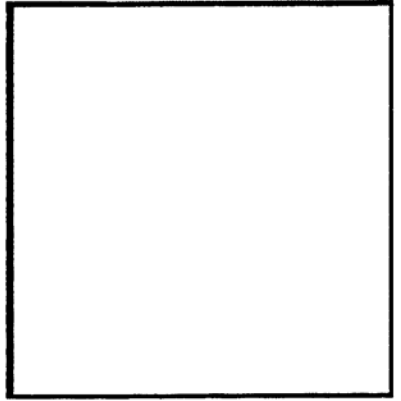
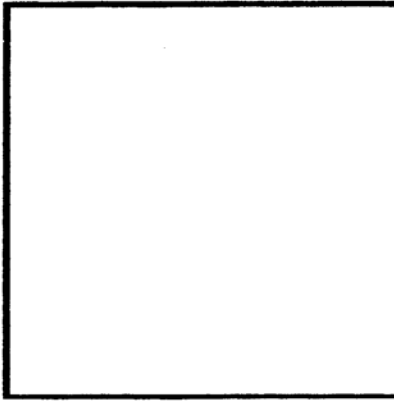
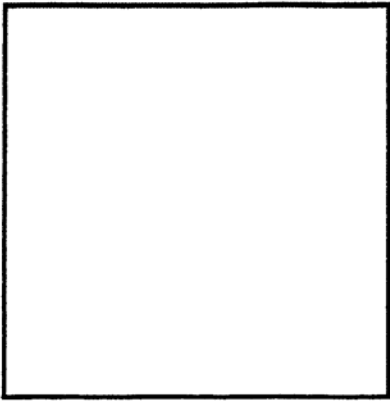
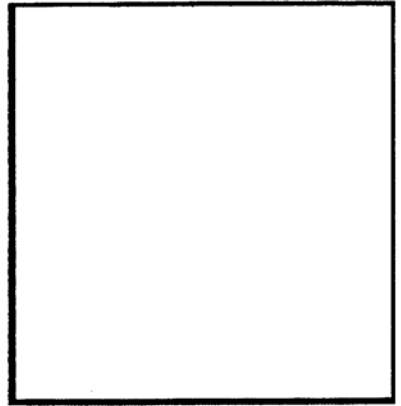
Method:

1. Have the students form groups of four, giving each group a copy of one of the Rights in Conflict cartoons. Have them take a few minutes to study the situation depicted by the cartoon, and to consider these questions:
 - i. What are some of the ways in which this conflict might be resolved?
 - ii. Which types of solutions do you think are preferable?
 - iii. Which types of solutions do you think would be most likely to actually occur?
 - iv. Are there any solutions in which both parties could get their needs met?
2. The groups should then work together to complete the cartoon in a way that shows the best possible solution, which is also realistic and achievable.
3. Completed cartoons can be posted around the room, allowing time for everyone to view all the cartoons. Then, discuss each scenario and which solutions allowed **both** characters to uphold their rights.

Connections/Extensions: Some groups may want to draw more than one outcome from the same situation, or students can create cartoons about rights which come into conflict in their own lives.

Please Note: This activity is based on one in It's Only Right!, a UNICEF publication.





Rights Mobile

Project Synopsis: Students create mobiles to represent the provision rights of the child.

Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Students can consider the provision rights as a grouping and think about how each can be represented symbolically and in relation to the others.

Materials:

- ✓ copies of the provision rights of the Convention (page 18)
- ✓ copies of Artist's Statements (page 10)
- ✓ string
- ✓ scissors
- ✓ old magazines
- ✓ sea shells and or sea glass
- ✓ wire
- ✓ scraps of various papers and fabrics
- ✓ pieces of metal or rock
- ✓ glue
- ✓ paint
- ✓ brushes

Method:

1. Students collect a variety of objects from which to create their mobile.
2. Thinking about the objects and the provision rights of the Convention, students design the mobile.
3. Mobiles are then constructed and can be hung from the classroom ceiling.
4. Students complete the Artist's statement.

Connections/Extensions: Students can design a mobile that represents actions, events or issues that have affected children's rights, linking them from the past to the present and into the future.

Rights of Protection

The Convention calls for the protection of children from all forms of violence. Violence is defined broadly to include physical, psychological, and sexual violence to children through abuse, neglect or exploitation, and as acts of commission or omission that endanger or harm the child's dignity, or that may impair their physical and psychological development. Children's protection rights are detailed in the following articles.

Article 19 - Abuse and Neglect

The State to protect children from all forms of physical or mental injury or abuse, neglect, and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

Article 32 - Child Labor

The right to be protected from economic exploitation and from engagement in work that constitutes a threat to health, education, and development; the State to set minimum ages for employment, regulate conditions of employment, and provide sanctions for effective enforcement.

Article 33 - Narcotics

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

Article 34 - Sexual Exploitation

The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 36 - Other Exploitation

The State to protect children from all other forms of exploitation.

Article 38 - Armed Conflict

The State to respect international humanitarian law, to ensure that no child under 15 takes a direct part in hostilities, to refrain from recruiting any child under 15 into the armed forces, and to ensure that all children affected by armed conflict benefit from protection and care.

Projects

Super Hero—Making it right for the world’s children.....	Sculpture & T-shirt design
Puppy Love—Teaching Compassion.....	Life drawing
Where do these come from?—Taking the shirts off our backs.....	Printmaking
Piecing it together—Mass media exploitation of children.....	Collage
Altering Our Perceptions—Re-writing the history of exploitation...	Altered book
Peace Out—Carving the earth for a better planet.....	Landwork
Tableaus.....	Photography
Truth in Advertising.....	Mixed media posters
Holocaust.....	Multimedia
Protection through Poetry.....	Book illustration

Children's Rights Super Hero-- Making it right for the world's children



Project Synopsis: Superman, Batman, Wonder Woman --superheroes that save the world from the forces of evil. What if there was a superhero to protect the rights of the children of the world? What would he or she look like? In this project students create a rights superhero. The hero is presented as a sculpture. Students also design the hero's logo and place it on a t-shirt.

Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Students may not be aware that they have fundamental rights to be protected from all forms of abuse, neglect, and exploitation. In some countries, children have an ombudsperson from whom they can obtain help if their protection rights are not being respected. To some children, this ombudsman is a superhero. Do the students know who they can turn to if they need protection (e.g., local child help phone line)? Who are their superheroes? How would a rights superhero protect children? Students can discuss these questions while creating their project.

Materials:

- ✓ clear plastic tape
- ✓ copies of information on t-shirt transfers
- ✓ t-shirt
- ✓ drawing paper
- ✓ color printer
- ✓ scissors
- ✓ colored markers/pastels/crayons

Method:

1. Students can be divided into two groups based on their choice of project. One group is responsible for constructing the superhero sculpture. The other group designs and creates the t-shirt for the figure.

Superhero:

1. Students will need a model to use for their superhero. That person will have sections of his or her body wrapped in plastic tape. Wrap a layer sticky side out and then several layers sticky side in.
2. Carefully cut the plastic tape off each body part and give to the group of students who will tape it back together and arrange it into a figure.
3. Make a cape out of plastic tape by cutting a template for a pattern. Attach it at the very end when the entire figure has been assembled.

T-Shirt:

1. The group working on the t-shirt should come up with several designs on paper and come to a consensus about the final design.
2. The final draft should be carefully drawn and colored on a sheet of paper.
3. That design should be scanned and printed on iron-on t-shirt transfer paper (since there are many types of iron-on paper, it may be helpful to test the process prior to the final project).

Connections/Extensions: The iron- on transfer process could be used in a number of ways. Students can keep their original work, and the scanned image printed multiple times on the iron-on paper. Images could be transferred to a wide range of fabrics and could even be used to make a no-sew quilt.

Puppy Love--Teaching Compassion



Project Synopsis: This lesson explores the linkages between child and animal abuse and neglect. Using puppies from an animal shelter, children can learn that it takes a lot more than food and shelter to raise a happy and healthy animal and child. Students create anti-abuse posters to illustrate what they have learned.

Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: The links between cruelty to animals and humans are well established. Serial killers often start with animals before killing people. Social workers use a violence checklist when accessing potential abusive homes. They know that if the animals in the home are abused, the children are not safe.

Materials:

- ✓ bristol board
- ✓ computers
- ✓ paint
- ✓ brushes
- ✓ markers
- ✓ charcoal
- ✓ pencils
- ✓ sketching paper



Students sketching puppies.

Method:

1. This is a two-part lesson. On the first day, animal shelter pets are brought in for a life drawing class. These drawings will be used in the second portion of the assignment.
2. Divide students into groups and have them research on-line the links between animal and child abuse.
3. Have the students list the violence related issues they discovered and select one for their poster.
4. On scrap paper, or in their sketchbooks, students can generate some preliminary drawings to illustrate the issue they have chosen to portray. They can combine words and images and experiment with color. Students may choose to use charcoal and have their posters produced in black and white.
5. Distribute materials when students are ready to begin their final design.

Connections/Extensions: Contact your local Animal Shelter and Children's Aid Society and see if they would like to exhibit the student's work.

Where do these come from?-- Taking the shirts off our backs

Project Synopsis: Students research where their clothes are made. Students learn about the problems of exploitive child labor and design a t-shirt using a printmaking technique.

Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Many students are totally unaware of the origins of their fashions. Many are appalled to learn about child labor. This project helps them appreciate the conditions in which children work and understand exploitive child labor as a violation of children's rights. Clothing is a very important part of teen identity. Most young people don't realize that when they shop they are supporting certain types of labor practices and that shopping can be a political statement. There are many questions young people can ask themselves before they purchase a product such as running shoes, jeans, and t-shirts.

Materials:

- ✓ styrofoam trays
- ✓ paper
- ✓ pencil
- ✓ popsicle stick or other carving tool
- ✓ fabric ink
- ✓ brayer
- ✓ sheet of glass
- ✓ paint/ink spatula
- ✓ t-shirt
- ✓ internet access

Method:

1. In small groups and using the Internet, students research and discuss child labor. Have each student report on the origins of their clothing.
2. Students develop some anti-child labor logos that would be suitable for a t-shirt.
3. When students are satisfied with their design, they sketch it on the styrofoam tray in pencil.
4. Using a popsicle stick or other cutting tool, students carve lines over their pencil outlines. These should be given lots of texture and a variety of lines.
5. Students can then choose a color of ink with which they want to work and pour it on the glass sheet. The brayer should be rolled repeatedly over the ink until it becomes easier to work with, and the styrofoam tray is fully inked.
6. A piece of newspaper should be placed inside the t-shirt to prevent the ink from spreading to the back of the shirt.
7. The inked styrofoam tray is placed on top of the shirt and rolled over the back of the tray with a clean brayer.
8. The tray is peeled off and the t-shirt hung to dry. (Read product directions; you may need to heat set the ink after it has dried).

Connections/Extensions: Based on their research findings, students can also produce paintings, drawings or sculptures, or collages that represent the worst forms of child labor. An art show can then be organized and held at a local shopping mall to bring the issue of child labor and children's rights to be free of exploitation to public attention.

Piecing it Together-- Mass Media Exploitation of Children



Project Synopsis: Children interact with technology on a daily basis. They are constantly bombarded with images from all sources of media. These images shape young people's self image, affecting their perceptions of appropriate weight, dress codes, and formulas on how to be happy. In this project a collage format will be used to deconstruct images of youth presented in magazines.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.

Background/Context: Students need to develop critical media watching skills to do an analysis of the print media. Many young girls who enjoy magazines attempt to emulate the body images presented as fashionable. Later they may realize that these images are often unattainable, and feelings of inadequacy may result. Boys are also faced with standards of looks and behaviors that are similarly unrealistic or inappropriate. Since different youth often have a different take on this lesson, it is important to examine both and compare and contrast differences and similarities. A positive self-image is an important protective factor against exploitation.

Materials:

- ✓ poster board
- ✓ magazines
- ✓ scissors
- ✓ paint
- ✓ brushes
- ✓ markers
- ✓ pencils

Method:

1. You may start by showing a video, perhaps from the Media Foundation about advertising, or “subvertising” as they call it. Initiate a discussion of how young people are portrayed in the media. Ask students to brainstorm stereotypes they are aware of.
2. Hand out a variety of magazines and have students cut out images of young people.
3. Students arrange the clipping in categories and identify emergent patterns.
4. The pictures are arranged on poster board and when students feel they have a pleasing composition they glue them on the board. Remind students to be creative in their arrangement and that items don’t have to go in a straight line.
5. Students then find a neutral color and make a color wash by mixing a small amount of paint in water.
6. The color wash is brushed over the entire piece.
7. When it is dry, students take markers or pencils-- whatever materials they prefer-- and draw over the top of what they have put down. Text or drawings can make connections between the images.

Altering our Perceptions-- Re-writing the History of Exploitation



Project Synopsis: Students rewrite the history of child exploitation that still exists today. In this project, students will take an old book or article and literally re-write it. They will have to pick an area they want to focus on from the book or article and then revamp the printed text to reflect the new ideas.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Children are treated like chattel in many parts of the world; they are forced into hard labor, prostitution, the drug trade, pornography and even war. Students need to do some research on the various forms of exploitation and specialize in one area for their altered book. Students may be surprised to discover that child exploitation exists in North America as well as in the developing world.

Materials:

- ✓ old books
- ✓ magazines
- ✓ newspapers
- ✓ paint
- ✓ glue
- ✓ scissors
- ✓ markers
- ✓ a variety of colored papers, old tags, photographs, etc.

Method:

1. Students will need to read and examine a lot of material on child exploitation, in all of its manifestations. From all the material gathered a theme should emerge.
2. Handout materials on book making and altered books (see source below).
3. Provide students a wide range of materials to create their books.

Brazelton, B. (2004). Altered Book Workshop. Cincinnati, Ohio: North Light Books.

Peace Out-- Carving the earth for a better planet



Project Synopsis: The earth is literally the canvas for this project. This project combines the environment, peace issues, child exploitation in the form of war-affected children in a public way. The community may not go to a gallery for a show but they cannot miss an outdoor art statement.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Depending on where you chose to do this class, you may need

permission from landowners, municipality, province, school board etc. Many artists are choosing to create landworks or earth works instead of traditional artists materials such as for example: paint, canvas or clay. Students will not know exactly what their finished piece will look like until they get to the site.

Materials:

- ✓ paper
- ✓ pencil
- ✓ gloves
- ✓ small hand tools like gardening tools
- ✓ camera

Method:

1. Students should start by researching war-affected children and the contemporary use of child soldiers.
2. Present some materials on landworks* so students can see the range of materials they can use.
3. Students may then do some preliminary sketches of the types of landworks they would like to create being clear about the message they wish to convey.
4. Gather materials and take students outside to create their work. Whatever they find they can use such as rocks, and clean objects. They can carve into the earth or rearrange found objects.
5. Photograph the finished work.

Pam Hall, landworks:

*<http://www.pamhall.ca/artworks/landworks/index.php>

Deryk Houston's website:

www.coastnet.com/dhouston

<http://www.nfb.ca/collection/films/fiche/?id=51143> (movie From Bagdad to Peace Country)

Tableaus



**Memorial Composite High
Fighting Tableau**



**Memorial Composite High - Bully
Tableau**

Project Synopsis: This lesson combines knowledge of children's rights, photography, and a drama exercise called tableau. Students can visualize rights of protection by designing and photographing tableaux that illustrate issues of abuse. The basic idea is that one still frame is created that conveys to the viewer the students' message.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will analyze the relationship between artistic intent and the expressive work.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

Background/Context: Students should be aware that they have a responsibility to

protect the rights of others as well as their own. This project helps students realize that bullying in school is a rights-violation. Every student has the right to be protected from bullying and every student has the responsibility not to bully others.

Materials:

- ✓ book of photographs such as the LIFE Magazine's retrospective book, "100 Photographs that Changed the World."* (These black and white photographs chronicle the impact of photography from its inception to September 11, 2001. A number of the photos deal with atrocities such as child poverty, war and fascism.)
- ✓ paper
- ✓ pencils
- ✓ camera

Method:

1. Review the protection articles of the Convention and discuss with the students the issue of bullying and school violence as violations of rights.
2. Using the photography book, discuss the elements and principles of design. Ask the students to determine what makes a photograph compelling.
3. Students can be divided into small groups to design on paper how they will form the tableau to illustrate their point. They should draw a grid or series of squares. Using sketches and words they should plan each photo.
4. They can then take their photographs using digital or cell phone cameras.

Connections and Extensions: The photographs can be printed and organized into an Art Exhibition. Students can prepare artist's statements that are placed onto labels beside the photos. It would be ideal to display this exhibit in an area of the school or community which would create a lot of discussion and feedback to the students.

*Sullivan, R. (2003). 100 Photographs that Changed the World. New York, New York: Time Inc.

Truth in Advertising

Project Synopsis: Students discuss their right to be protected from drugs and consider the media messages about drug use. They then produce posters that more truthfully demonstrate the effects of substance misuse.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Advertisers promote the use of alcohol and tobacco by presenting these substances as means by which adults fit with social groups and have a good time. But what are the real effects of their use – a smelly mouth, yellow teeth, being sick? What if advertisements showed what really happens?

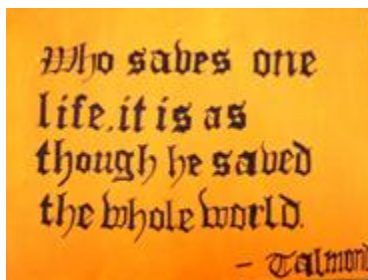
Materials:

- ✓ paper
- ✓ pencils
- ✓ poster board
- ✓ scraps of fabric/colored paper
- ✓ paints/pastels/inks
- ✓ magazine advertisements for alcohol or tobacco (the Health Canada messages on cigarette packages may be useful to provoke discussion)

Method:

1. In small groups students can brainstorm on what messages advertisers give children about the use of alcohol and tobacco and in what ways these messages are infringing on children's rights to be protected from harmful substances.
2. Students make a list of what realistic outcomes from children using substances would be. (Students may wish to focus on other substances such as steroids or marijuana).
3. Students then, individually, choose a message they wish to convey, and sketch out an advertisement on paper.
4. The sketch is transferred to the poster board using media of the student's choice.

Holocaust: Why “never again” rings hollow



Project Synopsis: The Holocaust of the Second World War was neither the first nor last of such tragic violations of human rights. Teaching students about the Holocaust, or any other genocide, is effective when in the context of their own rights as described in the UN Convention on the Rights of the Child. In this project students consider how children’s rights are violated in wars and in particular in genocides. How that is represented in art is best decided by the individual teacher and classroom.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.

Background/Context: The importance of respecting the protection rights of all children is nowhere more obvious than in the Holocaust. Although discussions can become emotional and may be upsetting to some, the lessons learned are important and students gain great insight from them. We chose to examine some children’s poetry from a camp in Czechoslovakia called Terezin. We chose a book called, “I Never Saw Another Butterfly” because it was Holocaust poetry written by children, most who perish under the Nazi rule. At great peril an artist and teacher, Friedl Dicker- Brandeis, also imprisoned, taught art lessons to the children from smuggled materials. My class reinterpreted the art and made pieces to go with the poetry in the book.

Materials:

- ✓ book, “I Never Saw Another Butterfly”
- ✓ pencils
- ✓ paper
- ✓ various supplies for sculptures

Method:

1. Discuss with the class the poems and the context in which they were written.
2. Students brainstorm how children’s protection rights are violated in times of war and particularly with genocide.
3. Students decide how they wish to interpret and illustrate what they have learned.

The following are some of the pieces made by Memorial Composite High-Visual Art-10-students.



Based on a children’s still life drawing



Monument to the Children who died in the Holocaust



Anne Frank Quote



Based on the poem "I never saw another butterfly"



**Homage to Clay Shoes at Yad Vashem
Frank**

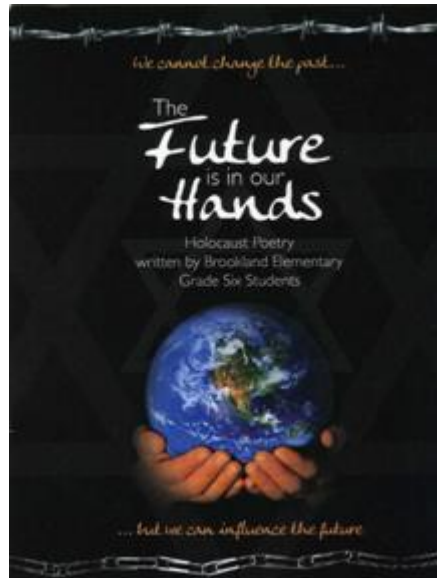


Tribute to Anne



Black Holocaust Rose

Protection through Poetry



Project Synopsis: In this project, high school art students (Memorial Composite High School) illustrated a book of poems that had been written by Brookland elementary students in Sydney, Nova Scotia (Mr. Kevin Linden's grade 6 class) as the culmination of their holocaust unit.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

Background/Context: Bringing together students from different age groups to collaborate on a project reinforces the importance of learning and provides each age group of students the opportunity to be both a learner and a teacher. In this project, the students can discuss children's rights and what they have learned about the importance of respecting children's protection rights.

Materials:

- ✓ the poems that will be in the book to be illustrated
- ✓ water colors
- ✓ pastels
- ✓ inks
- ✓ pencils
- ✓ paper

Method:

1. If possible bring the students from the two age groups together. If not practical, virtual conversation can be substituted.
2. The younger students can read and explain their poems and explain how their poems reflect the violation of children's protection rights.
3. The older students can select which poems they wish to illustrate (ensuring that every child's poem will have at least one illustration).
4. Illustrations are sketched out and then finalized in the medium of the student's choice.
5. Illustrations are photographed with a digital camera and placed appropriately in the book.

Below are some examples from our collaboration.



Tyler-The Village



Alysha-Blue Angel



Amy- Imparting Knowledge



Tyler-Anxiety



Amy-Butterfly Mural

Rights of Participation

The Convention takes into account children's needs to be active participants in their lives by providing them with rights of participation and expression. These include the right to express opinions about matters that affect them, and to have their thoughts taken into account, the right to freedom of conscience, thought and religion, and the right to freedom of peaceful assembly. To assist children with the exercise of these rights, they also have the right to access and impart information. Of course, these rights have limits. Children's opinions are to be taken into account in accord with their age and capacity. Children are not decision-makers. And, as with all rights, the exercise of these rights is subject to reasonable limits, freedom of expression, for example, is not endless, but must be restrained so that others' rights and freedoms are not infringed upon. The participation rights are described as follows.

Article 12 - Free Expression of Opinion

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

Article 13 - Freedom of Information

The right to seek, receive, and impart information through the medium of choice.

Article 14 - Freedom of Thought, Conscience, and Religion

The right to determine and practice any belief; the State to respect the rights of parents or guardians to provide direction in the exercise of this right in a manner consistent with the child's evolving capacities.

Article 15 - Freedom of Association

The right to freedom of association and freedom of peaceful assembly.

Article 17 - Media and Information

The State to ensure access to information and material from a diversity of national and international sources.

Projects

Graffiti Wall	Painting/drawing/calligraphy
Messages to Adults.....	Posters
Thumbs-Up or Thumbs-Down—Art critiquing media stereotypes	Art criticism
Inspirational Quotes—Transforming the wisdom of the elders...	Painting
Chalk it Up—Leaving your mark.....	Sculpture
Plastic Tape Monitor—The medium is transparent.....	Sculpture
But that’s what I think!.....	Cartooning
The Mighty Pen—Discovering the hidden messages in the media	Found art/collage
Self-portrait.....	Multimedia /found art
Speaking for me.....	Puppet making

Graffiti Wall

Project Synopsis: On a large piece of paper hung on a wall, students write what they think or feel when certain situations arise. Students discuss the value and limitations of self-expression.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

Background/Context: Self-expression is important. In the form of graffiti, it is important that there be consideration of the rights of others not to be hurt or intimidated. This activity may help shy students express their concerns. It will also give students who often feel they are not listened to by adults or peers, an opportunity to say what they want people to know, without being interrupted or laughed at.

Materials:

- ✓ large roll of paper
- ✓ colored inks/felt pens

Method:

1. Students should first discuss what the limits should be on graffiti and free speech and decide what rules they wish to adopt for their 'wall'.
2. Students may then choose which areas they wish to comment on and list those (e.g., lunch room, homework, bullying etc).
3. Divide the paper into a number of areas to match the areas on which they wish to comment.
4. Pin the paper to the classroom wall, or a hallway wall if preferable.
5. Students write their comments on the paper.

Connections/Extensions: Students can describe (and give examples) what makes graffiti art and what aspects of it make it offensive. As a homework assignment, students could take photographs of graffiti in their neighborhood and use these as a basis for their description.

Messages to Adults



Caught in the middle

Project Synopsis: This project provides students the opportunity to express their concerns to the adults in their lives in an artistic manner.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will examine the relationship among the arts, societies, and environments.

Background/Context: Children, especially adolescents, often complain that their parents and teachers, and other adults in the community, do not listen to them. They do have a right to express their thoughts about matters that affect them, but in a respectful and helpful way. This project can evoke dialogue about issues of concern to youth.

Materials:

- ✓ scrap paper/art paper
- ✓ pencil
- ✓ paints/colored markers

Method:

1. Remind students of their participation rights and the importance of exercising them responsibly.
2. Divide class into small groups and have each group discuss a message they think it is important to convey to adults. They should identify the context of the message and the target. The example above is for parents to understand that when they argue their child feels caught in the middle. The example below is for community adults who complain that youth hang out, but block them from many community places and events.
3. After the group has decided on a message and a target audience, they can decide how they wish to represent it and do a rough sketch.
4. The final drawing may be made by one member of the group or each member of the group.



Where should we go?

Thumbs Up or Thumbs Down --Art Critiquing Media Stereotypes

Project Synopsis: Students analyze magazines, newspaper and Internet images using a standard art criticism format.

Curriculum Outcomes:

- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: As part of their expression rights, children have a right to access information. But it is important that they know how to be critical of what they access. Young people are bombarded with a myriad of media images but often have trouble deciphering the stereotypes and biases embedded in what they see. Media stereotypes can lead to discriminatory behaviors. This project is designed to enhance students' critical thinking skills with regard to media imagery. Organizations such as Adbusters (www.adbusters.org) and Media Awareness Network (www.media-awareness.ca) provide particularly useful background materials for students.

Materials:

- ✓ art criticism handout sheet (on next page)
- ✓ paper and pen
- ✓ magazines suitable for the age of the students

Method:

1. Remind the students that the UN Convention on the Rights of the Child says that all children have a right to access information, but that stereotyped portrayals may lead to discriminatory behavior or attitudes (e.g., to individuals who are obese, homosexual, living with disabilities or of ethnic minority status).
2. Have students sit in groups of four to six. Provide each student with a copy of the art criticism handout. Using a variety of examples, go over the questions on the handout, explaining to the class how to do an art criticism. Give each group copies of magazines and have the students select out the advertisement they find the most likely to provoke discriminatory behavior.
3. The group can then discuss the advertisement they chose using the questions on the art criticism as a guide. One person in the group records group discussion.
4. After each group completes the criticism (or allotted time had elapsed) one student from each group can describe and show the advertisement the group chose to critique to the other groups. Students should explain the type of discrimination they believe the advertisement will provoke. Another student can report to the rest of the class how the group answered each question on the handout.

Connections/Extensions: Students can write a more formal art criticism as either a class assignment or homework. Students can create a collage of magazine advertisements to represent either the form of discrimination discussed in their group in class, or discrimination in general.

Art Criticism: Introduction and Response Form

Step One: Impulse-- What is the first thing that comes to mind?

Often one's first impression is a lasting one. However, as you go through the art criticism process, you will build on your knowledge and experience and develop skills that will encourage you to be open-minded.

Step Two: Description-- What do I see?

To begin art criticism, make a list of all the things you see in the work. During the step you must be objective, give only the facts. Every description should include the size of the work and the medium used.

Step Three: Analysis-- How is the work organized?

During step three, you are still collecting facts. However, you will study closely the elements and principles, and you will describe how each one was used.

Step Four: Interpretation-- What is being communicated?

During step four you will have two questions to answer: *What is happening? What is the artist trying to say?* You will interpret (explain or tell the meaning of the work). It is here that you can make guesses.

Step Five: Judgment-- What do I think of the work?

In step five you will judge whether or not the work succeeds or fails. This is the time you give your opinions.

Theories of judging art:

1. *Imitationism*: Art imitates what we see in the real world.
2. *Formalism*: The most important part of a work is the use of the principles and the elements of art.
3. *Emotionalism*: Art must speak to the viewer through his or her emotions. This theory says that the most important part of the work is the mood the artist communicates.

From Art Talk. See resources

Inspirational Quotes--Transforming the Wisdom of the Elders



Project Synopsis: Poignant words can be the impetus for interesting art. In this case quotes that are consistent with children's rights create the centerpiece of paintings. The words can be creatively presented to become part of the style of the piece. A variety of media are appropriate for this project, including paintings on canvas, old classroom desks, or school walls (subject to school approval).

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

Background/Context: Short inspirational messages are an interesting means of imparting information about the importance of children's rights. Such messages may be found in popular songs, poetry, artwork, and religious passages. To help students understand the freedoms in articles 12-14, it is helpful for them to understand the difference between inspirational, rights consistent messages and those that may elicit hate or stereotyping. Calligraphy and Celtic knot art books can help students plan their piece. They can also go online and collect quotes that could be applicable for this project.

Materials:

- ✓ primer
- ✓ paint
- ✓ brushes
- ✓ paint and/or metallic markers
- ✓ canvas panels (or other surfaces to paint such as walls or desks)

Method:

1. Students should find a short inspirational quote that is consistent with children's rights (this may be done as preparatory homework).
2. Students then make several drawings in which they experiment with quote placement, color, and other design elements they will be incorporating. They then select the draft they like best.
3. If students are using a pre-primed surface, they should base coat the piece first. If the surface has not been primed, prime and base coat.
4. The quote can be sketched in with a pencil.
5. Paint the words and any other details being added.
6. When completely dry, varnish.

Connections/Extensions: The quotes can be displayed around the classroom or school. This project lends itself well to use on greeting cards or t-shirts.

Chalk it Up-- Leaving your mark



Project Synopsis: Young people often find it hard to comprehend that certain areas prohibit dissenting opinions. Assembling in groups to peacefully protest injustice can be considered a crime punishable by harsh penalties in some countries. This project literally gives a space for young people to record their opinions. It is a chalkboard that reflects children's right to get together, and that learning and expression of opinions is paramount to a just society.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.

Background/Context: Students must first define the terms "Freedom of Association" and "Peaceful Assembly" in order to complete this assignment. The notion that thoughts, words and peaceful resistance to human rights violations are considered so dangerous by certain regimes that they have to be outlawed is an overwhelming thought for many Canadian youth. From the American hippy movement that protested the Vietnam War; to Tiananmen Square there are many historical and recent examples of non-violent protest. Once this notion has been fully explored students will have the background with which to begin.

Materials:

- ✓ chalkboard paint
- ✓ wooden panels
- ✓ primer
- ✓ brushes
- ✓ paint
- ✓ varnish

Method:

1. After students have become familiar with article 15, assemble them in a large group for a class discussion.
2. After the discussion allow students to form their own groups (four to six students) and select a theme that emerged from the class discussion.
3. Students have to come to a consensus on the theme and sketch a design for the piece. They may collectively work on their design, they may collaborate and assemble elements of each person's ideas or they make pick one person's sketch that has the clearest vision for the group.
4. Wooden panels should be cut and primed. (When cutting keep in mind the weight of the wood -- it will be hung on a wall).
5. The inner section of the wood should be painted with chalkboard paint. A border should be created that reflects the theme the group has chosen.
6. Base coat, paint, and draw and repaint the border.

Connections/Extensions: This project could be painted directly on a wall. Use it as a student feedback wall and provide chalk so students could daily write something that reflects their opinion of the moment. Another option is to use magnetic paint and make it into a notice board with human rights clippings and articles. It could also be made from cork board and post it notes could be provided. Whatever the material it should be placed in a high traffic area to encourage a maximum amount of use.

Plastic Tape Monitor-- The medium is transparent



Project Synopsis: The term “screenagers” has been used to depict the amount of time teenagers spend in front of a screen. Many people in the world do not have access to diverse information because of censorship by the state. Whether it is book banning, music prohibition, movie boycotts or Internet blocks not everyone has the freedom to learn, engage in critical thinking, and decide for themselves.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.
- Students will to understand the role of technologies in creating and responding to expressive works.

Background/Context: Groups like the Media Awareness Network (www.media-awareness.ca) and Adbusters (www.adbusters.org) are good resources for students to conduct some background research. Students will find that access to information can be restricted. In North America, for example, information is often filtered through publicists, handlers and media spin doctors. What are the implications of this for children’s rights to access information?

Materials:

- ✓ clear plastic packing tape
- ✓ video monitor
- ✓ paper
- ✓ scissors
- ✓ markers

Method:

1. Students should be placed in groups of four to six students to research and discuss what they learn about freedom of information.
2. The monitor is disconnected and wrapped in plastic tape.
3. The first layer should be sticky side out, proceeding layers should be sticky side in.
4. When sufficient tape has been applied to preserve the structural integrity of the monitor, a slit is cut in the tape, and the monitor carefully removed.
5. The slit is repaired using plastic tape.
6. Students can design a screen saver that describes children's rights as in article 17 and tape it into place.

Connections/ Extensions: A poster depicting different ways to get access to information can be created. Alternatively, students may design and produce a propaganda poster reflecting a denial of access to information.

But that's what I think!

Project Synopsis: Students discuss how an individual's right to free expression can clash with another's right to be treated with dignity and respect. They complete a Rights in Conflict cartoon.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

Background/Context: There are times when rights can come into conflict. For example a student may believe she or he is exercising the right to freedom of expression in making racist comments about another student. However, such behavior is setting up a conflict situation with that other student who has the right to protection against discrimination.

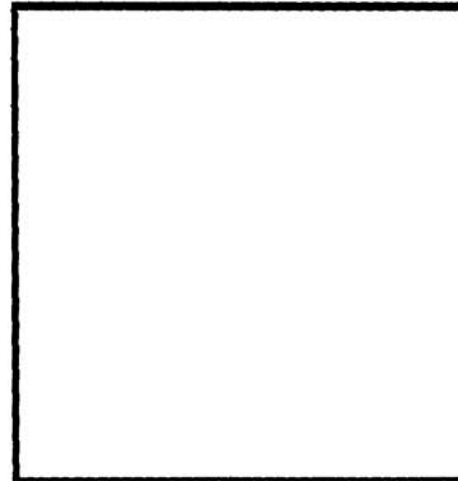
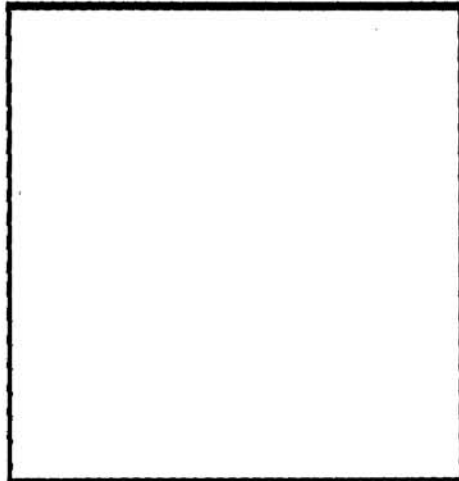
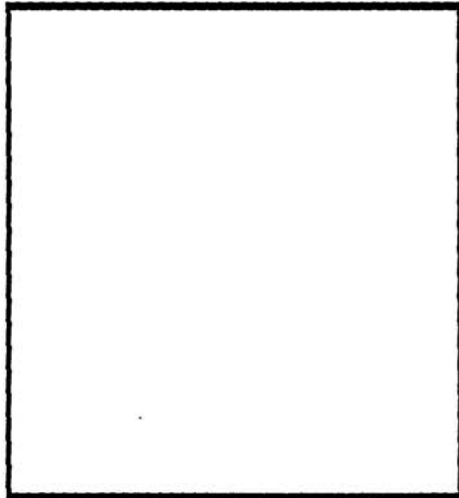
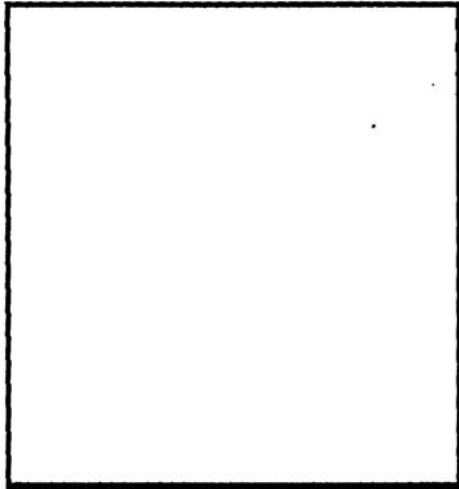
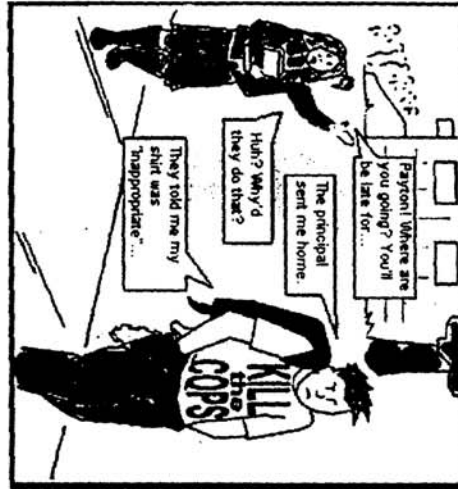
Materials:

- ✓ copies of the conflict cartoon (next page)
- ✓ pencils/ink

Method:

1. Explain to the class that there are times when one person's rights will clash with those of another person, and have students think about what criteria they would use to determine a resolution (e.g. the best interests of each individual)
2. Have the students form groups of four and give each group a copy of the cartoon. The students should be given a few minutes to study the situation in the cartoon, and then work together to complete it in a way they believe shows the best possible solution.
3. Completed cartoons can be posted around the room, allowing time for each student to view all the completed cartoons.

Connections/ Extensions: Hold a class discussion on the drawn outcomes with a focus on the need to limit freedom of expression when considering hate messages, especially those that discriminate against a group.



The Mighty Pen --Discovering the Hidden Messages in the Media

Project Synopsis: Students will repackage media headlines and graphics to make informative posters about the UN Convention. This project makes reading fun and students will trade information and work collaboratively on their assignments. A few changes in the order of the wording or a picture with a newly constructed caption tell an entirely different story.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: The context in which material is displayed produces interesting interpretations. This assignment really stresses how certain messages and agendas can be manipulated. Students can take charge of the press and tell the real stories of children in this world, not the manipulations they are used to seeing.

Materials:

- ✓ newspapers
- ✓ magazines
- ✓ scissors
- ✓ glue
- ✓ paint
- ✓ markers
- ✓ poster board
- ✓ large drawing paper

Method:

1. Have students read the United Nations Convention on the Rights of the Child and pick an article they want to create an educational campaign around.
2. Students should scan newspapers, magazines and the Internet for text and images that can be adapted to their chosen theme. Arrange the clippings in themes that can be re-arranged.
3. Text is glued on paper or poster board. Rearrange headlines so that they reflect the new image. Encourage students to be creative in their layout. Rather than putting everything in neat rows, make the viewer follow the text around the page. Add more text where necessary by hand and apply images as desired.
4. The addition of paint and other embellishments may give the piece a greater impact.

Self Portrait



Lisa MacLeod

Project Synopsis: This lesson explores the development and expression of the student's identity. It reflects the child's right to self-expression.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

Background/Context: Being free to express opinions on matters that affect the child may be meaningless in the absence of a sense of self. How does the child see him or herself – what is important to the child? How is each child unique and equally valued? These issues are explored in this project.

Materials:

- ✓ scrap materials
- ✓ recyclables
- ✓ glue/nails/staples
- ✓ canvas/board

Method:

1. Students should keep a file or box of items they have used over a one month period. These should be objects (wrappers, clothing, pictures etc) that might normally be discarded in a recycle bin.
2. At the end of a month the students take out everything they have saved and spread the objects out on a table.
3. Items that reflect something about the student and that the student wishes to focus on are then selected out (e.g., food, sports, interests, emotions).
4. Using these items the student composes a self portrait. Things may be stapled, glued, nailed or taped to the backing. This portrait does not have to be a realistic depiction of themselves but as in the example above, it can be abstract.
5. An artist's statement should accompany this project. Students can examine what makes each of them special and where they have commonalities.

Speaking For Me

Project Synopsis: Students make puppets that advocate for children's rights. Puppet making can range from sock puppets, to cardboard marionettes to complicated foam puppets or plaster/clay puppets. The materials you have on hand and the degrees of skill according to age group of students will dictate what methods you use.

Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

Background/Context: Sometimes children and adolescents find it difficult to communicate their feelings or advocate for the rights of other children. Creating a puppet to speak for them is one means of self-expression in less intimidating circumstances.

Materials: (instructions here are for foam type)

- ✓ scissors or knives
- ✓ paint
- ✓ foam (type used in upholstery that can be carved)
- ✓ socks
- ✓ cardboard
- ✓ modeling clay
- ✓ fabric scraps
- ✓ doll accessories

Method:

1. Students decide what type of character they wish to have as their representative of children's rights and make some preliminary drawings.
2. Using scissors or a knife, students carve the puppet's facial features into the foam.
3. When finished, the puppet can be painted and decorated with eyes or other doll accessories.
4. A cloth body can be constructed and added.

Connections/ Extensions: Students can construct a puppet theatre and hold information sessions about children's rights for younger children in their school.

Concluding Activities

Students enjoy opportunities to review their year's accomplishments and to display their works. We suggest the following:

- Hold an art display at a local shopping centre
- Hold an art evening at school for the local community – display the students' works and have students discuss the links with children's rights
- Have the students produce an album or video of their artworks
- Provide copies of posters to relevant organizations in community –e.g., family resource centers and health centres
- Arrange an art Installation in a local storefront



Philip Riteman, a holocaust survivor, receives student artwork



**before...
Cape Breton Post building-downtown North Sydney**



and after our art installation

UN Convention on the Rights of the Child

Unofficial Summary of Articles

FOREWORD: This is a summary of the contents of the 54 articles contained in the United Nations Convention on the Rights of the Child. It is meant to be used as a guide for those who want to study or locate certain parts of the actual text or for those who want to gain a sense of the content of the UN Convention without reading each article in its original form. As such, there are many omissions, as well as language that differs from the original text. Therefore, this should not be considered an official abbreviated version of the Convention. It was adapted with permission from publications of Defense for Children International - USA.

Article 1 - Definition of Child

Every person under 18, unless national law grants majority at an earlier age.

Article 2 - Freedom From Discrimination

Rights in the Convention to apply to all children without exception; the State to protect children from any form of discrimination or punishment based on family's status, activities, or beliefs.

Article 3 - Best Interests of Child

The best interests of the child to prevail in all legal and administrative decisions; the State to ensure the establishment of institutional standards for the care and protection of children.

Article 4 - Implementation of Rights

The State to translate the rights in the Convention into actuality.

Article 5- Respect for Parental Responsibility

The State to respect the rights of parents or guardians to provide direction to the child in the exercise of the rights in the Convention in a manner consistent with the child's evolving capacities.

Article 6 - Survival and Development

The child's right to live; the State to ensure the survival and maximum development of the child.

Article 7 - Name and Nationality

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

Article 8 - Preservation of Identity

The right to preserve or re-establish the child's identity (name, nationality, and family ties).

Article 9 - Parental Care and Nonseparation

The right to live with parents unless this is deemed incompatible with the child's best interests; the right to maintain contact with both parents; the State to provide information when separation results from State action.

Article 10 - Family Reunification

The right to leave or enter any country for family reunification and to maintain contact with both parents.

Article 11 - Illicit Transfer and Nonreturn

The State to combat the illicit transfer and nonreturn of children abroad.

Article 12 - Free Expression of Opinion

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

Article 13 - Freedom of Information

The right to seek, receive, and impart information through the medium of choice.

Article 14 - Freedom of Thought, Conscience, and Religion

The right to determine and practice any belief; the State to respect the rights of parents or guardians to provide direction in the exercise of this right in a manner consistent with the child's evolving capacities.

Article 15 - Freedom of Association

The right to freedom of association and freedom of peaceful assembly.

Article 16 - Protection of Privacy

The right to legal protection against arbitrary or unlawful interference with privacy, family, home, or correspondence, or attacks on honor and reputation.

Article 17 - Media and Information

The State to ensure access to information and material from a diversity of national and international sources.

Article 18 - Parental Responsibilities

The State to recognize the principle that both parents are responsible for the upbringing of their children; the State to assist parents or guardians in this responsibility and to ensure the provision of child care for eligible working parents.

Article 19 - Abuse and Neglect

The State to protect children from all forms of physical or mental injury or abuse, neglect, and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

Article 20 - Children Without Families

The right to receive special protection and assistance from the State when deprived of family environment and to be provided with alternative care, such as foster placements or Kafala of Islamic Law, adoption, or institutional placement.

Article 21 - Adoption

The State to regulate the process of adoption (including inter-country adoption), where it is permitted.

Article 22 - Refugee Children

The State to ensure protection and assistance to children who are refugees or are seeking refugee status, and to cooperate with competent organizations providing such protection and assistance, including assistance in locating missing family members.

Article 23 - Disabled Children

The right of disabled children to special care and training designed to help achieve self-reliance and a full and active life in society; the State to promote international cooperation in the exchange and dissemination of information on preventive health care, treatment of disabled children, and methods of rehabilitation.

Article 24 - Health Care

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality; combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, including the advantages of breast feeding, develop preventative health care, abolish harmful traditional practices, and promote international cooperation to achieve this right.

Article 25 - Periodic Review

The right of children placed by the State for reasons of care, protection, or treatment to have all aspects of that placement reviewed regularly.

Article 26 - Social Security

The right, where appropriate, to benefit from social security or insurance.

Article 27 - Standard of Living

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and abroad.

Article 28 - Education

The right to education; the State to provide free and compulsory primary education, to ensure equal access to secondary and higher education, and to ensure that school discipline reflects the child's human dignity.

Article 29 - Aims of Education

The States Parties' agreement that education be directed at developing the child's

personality and talents to their fullest potential; preparing the child for active life as an adult; developing respect for the child's parents, basic human rights, the natural environment, and the child's own cultural and national values and those of others.

Article 30 - Children of Minorities

The right of children of minority communities and indigenous populations to enjoy their own culture, to practice their own religion, and to use their own language.

Article 31 - Leisure & Recreation

The right to leisure, play, and participation in cultural and artistic activities.

Article 32 - Child Labor

The right to be protected from economic exploitation and from engagement in work that constitutes a threat to health, education, and development; the State to set minimum ages for employment, regulate conditions of employment, and provide sanctions for effective enforcement.

Article 33 - Narcotics

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

Article 34 - Sexual Exploitation

The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35 - Sale and Trafficking

The State to prevent the sale, trafficking, and abduction of children.

Article 36 - Other Exploitation

The State to protect children from all other forms of exploitation.

Article 37 - Torture, Capital Punishment, and Deprivation of Liberty

The State to protect children from torture or other cruel, inhuman, or degrading treatment or punishment; capital punishment or life imprisonment for offenses committed by persons below the age of 18; and unlawful or arbitrary deprivation of liberty. The right of children deprived of liberty to be treated with humanity and respect, to be separated from adults, to maintain contact with family members, and to have prompt access to legal assistance.

Article 38 - Armed Conflict

The State to respect international humanitarian law, to ensure that no child under 15 takes a direct part in hostilities, to refrain from recruiting any child under 15 into the armed forces, and to ensure that all children affected by armed conflict benefit from protection and care.

Article 39 - Rehabilitative Care

The State to ensure the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation, torture, or armed conflicts.

Article 40 - Juvenile Justice

The right of accused children to be treated with dignity. The State to ensure that no child is accused by reason of acts or omissions not prohibited by law at the time committed; every accused child is informed promptly of the charges, presumed innocent until proven guilty in a prompt and fair trial, receives legal assistance, and is not compelled to give testimony or confess guilt; and alternatives to institutional care are available.

Article 41 - Supremacy of Higher Standards

The standards contained in this Convention not to supersede higher standards contained in national law or other international instruments.

Article 42 - Public Awareness

States to make the rights contained in this Convention widely known to both adults and children.

Article 43 - Committee on the Rights of the Child

Election of a Committee on the Rights of the Child to examine the progress made by States Parties in achieving their obligations under the Convention and establishment of rules of procedure.

Article 44 - Reports by States

States to submit to the Committee reports on measures adopted that give effect to rights in the Convention and on progress made in the enjoyment of those rights, and to make the reports widely available to the public in their own countries.

Article 45 - Implementation

The right of the specialized agencies and UNICEF to be represented at Committee proceedings; the prerogative of the Committee to invite competent bodies to provide expert advice, to request the Secretary-General to undertake studies and to make recommendations.

Article 46 - Signature

The Convention to be open for signature by all States.

Article 47 - Ratification

The Convention to be subject to ratification.

Article 48 - Accession

The Convention to be open to accession by any State.

Article 49 - Entry into Force

The Convention to enter into force on the 30th day after the 20th instrument of ratification or accession deposited with the Secretary-General.

Article 50 - Amendments

Provision for amending the Convention if approved by the General Assembly of the UN and accepted by a two-thirds majority of States Parties; binding on those States Parties that have accepted it.

Article 51 - Reservations

Provisions for States to make certain permitted reservations, so long as they do not conflict with the object and purpose of the Convention.

Article 52 - Denunciation

Provision for denunciation of the Convention by a State Party to become effective one year after date of receipt.

Article 53 - Depositary

Designation of Secretary-General of the UN as the depositary of the Convention.

Article 54 - Authentic Text

Arabic, Chinese, English, French, Russian, and Spanish texts of the Convention to be equally authentic.

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