

RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of Minnesota Advocates for Human Rights

Human Rights Education

The Human Rights Education Program is designed to introduce international human rights and responsibilities to K-12 students. It uses the framework of the Universal Declaration of Human Rights to help students understand and appreciate common human values, encourages them to apply international standards to their own lives, and supports positive student action to remedy human rights violations in their own communities.

Human Rights in the U.S.

“There is nothing wrong with America that cannot be cured by what is right with America.” ~William J. Clinton

Americans have long held the belief that all human beings have the right to live in dignity and freedom. As stated in our Declaration of Independence, we believe that all people are created equal and endowed with certain inalienable rights. Principles that promote the natural rights of individuals abound in our state constitutions, the Bill of Rights, and the U.S. Constitution. In 1948, the United States served as a leader in the creation of what has come to be regarded as the single most important document created in the twentieth century: the Universal Declaration of Human Rights (UDHR), which stands as the first comprehensive internationally approved statement of rights. We should be proud of our record of advancing people’s human rights!

More than half a century later, however, American leadership in the global human rights movement is lagging, and the rights being violated are our own. The truth is, as the wealthiest nation in the world, the U.S. has the highest poverty rate of developed countries, and people of color comprise a disproportionate number of people living in poverty. We can connect human rights violations in the United States to issues such as discrimination and inequity in employment, housing, education, and in the criminal justice system and lack of equal access to such things as capital, credit, technology, health care, and education.

The UDHR states that “a decent standard of living, adequate nutrition, health care, education, decent work and protection against calamities” are all important human rights. As a nation, we are entrusted to ensure the equal and non-discriminatory enjoyment of all people’s human rights. This issue of Rights Sites News takes an honest look at how the United States is doing, with a focus on four different rights:

 **Right to HEALTH**

 **Right to HOUSING**

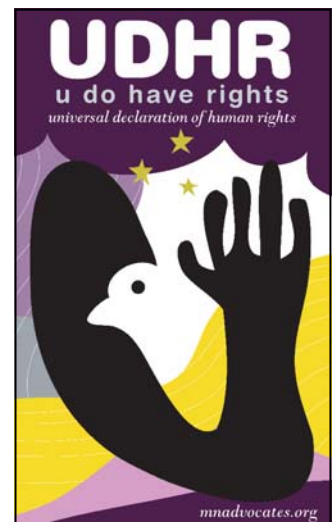
 **Right to EDUCATION**

 **Right to FOOD**

It is time for the U.S. to return to a human rights leadership role. The country that led the way to creation of the UDHR must embrace the rights defined in that document for all its people. We hope that this issue of Rights Sites News challenges and inspires you and your students to get informed, get involved, and get others interested about our rights and responsibilities. Remember - U DO HAVE RIGHTS!

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Check out the **UDHR - U DO HAVE RIGHTS**

campaign on our website: <http://hrei.urbanplanet.com/UDHRCampaign.html>.

Download the **Discover Human Rights** toolkits on the rights to education, housing, food, and health which include quizzes, fact sheets, take action ideas, local organizations working on these rights, and lesson plans for teachers!

Lesson: The People Behind the Statistics

Grade Level: 7-12

Time: 1-2 class periods

Objective: Students will gain a general understanding of the concept of human rights, explore certain articles from the Universal Declaration of Human Rights (UDHR) and the International Covenant on Economic, Social, and Cultural Rights (ICESCR), and examine how well the United States is doing in fulfilling those rights.

Materials: Articles 25 and 26 from the UDHR - download at www.unhchr.ch/udhr/lang/eng.htm
 Articles 11, 12 and 13 of the ICESCR - download at www.unhchr.ch/html/menu3/b/a_cescr.htm
 Handout: "The People Behind the Statistics" (see pages 4 and 5) - cut into separate strips
 Human Rights in the United States Fact Sheets - download at hrei.urbanplanet.com/State_Fair_20072.html
 A pen

Procedure:

1. **Play the "Pen Game."** (The purpose of this game is to show how rules that are made without consulting all people lead to unfairness and injustice and breed cynical attitudes.) Ask the students to sit in a circle. Explain to the students that they are going to play the Pen Game, the objective of which is to successfully pass the pen around the group seated in a circle. Tell them the rules of the game will not be explained. Give a pen to one person and ask them to start the game by passing the pen to the next person in the circle. After the pen is passed, announce that the passer has broken a rule, and say what the rule was. It can be an arbitrary thing. Ask the second person to continue passing the pen to the next person. Every so often, announce another broken rule; continue the game until the pen returns to the person who started. *Sample broken rules: passing the pen with the left hand, passing with the tip of the pen forward, passing the pen with the cap off, passing pen without saying "Bam!", passing pen with legs crossed, passing pen to someone wearing a ring, passing pen to someone wearing a green t-shirt, etc....*
2. **Discuss.** Discuss the following questions as a class:
 - What mistakes were made?
 - What were the rules of the game?
 - Do they accept their mistakes?
 - Was the game fair?
 - Who is to blame for the errors, the participants or the facilitator?
 - What was wrong with the game?
 - How should it be changed?
 - How can it be made more fair?
3. **Teach.** Ask the students if they have ever heard of human rights. Can they explain what they are? Explain to the students that human rights are those rights which are essential for us to live as human beings. Solicit some examples from the group. Unlike the rules of the Pen Game, human rights are agreed upon by everyone, make sense and are fair. They are meant to protect people from unfair rules, and ensure not only access to basic needs such as food and shelter, but also the chance to grow and develop beyond what is required for survival.

Human Rights Overview: Explain that after WWII and the formation of the United Nations (UN), a group of some 50 countries got together and agreed on the Universal Declaration of Human Rights (UDHR) which lists the rights that every person has. The UDHR is not a law, it is a statement about what countries should do; however, many countries like the United States, have made the UDHR part of their own laws.

There are also two international covenants (treaties) based on the Declaration that provide the principles of the UDHR with legal backing, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). These two documents, along with the UDHR, make up the International Bill of Human Rights. Several other treaties on specific rights, such as the rights of women and children, have also been adopted by the UN. Explain that human rights come in different categories but they are all equally important. Give examples of each category:

- Political rights (right to vote)
- Civil rights (right to freedom of opinion)
- Equality rights (right to be free from racism)
- Economic rights (right to be paid fairly for work)
- Social rights (right to an education)
- Cultural rights (right to speak one's own language)

Explain that the UN works to protect human rights by setting standards and coordinating human rights-related activities through the UN Office of the High Commissioner for Human Rights.



- 4. Read.** Explain that today you are going to be looking at Economic, Social and Cultural Rights within the United States and more specifically the rights to health, food, housing, and education. Show the students where those rights are set forth in International Law by having them read sections of the UDHR and the ICESCR aloud. Distribute the UDHR and Articles 11-13 of the ICESCR. Ask students to volunteer to read articles 25 and 26 of the UDHR and articles 11, 12, and 13 of the ICESCR. Ask them “*What do you think of these rights?*” and “*Do you think one is more important than another?*”

Give each student a different statement from the handout, “The People Behind the Statistics.” Make sure to mix them up so they are reading them in random order. Explain to the students that too often when we are looking at statistics we forget they represent real people with real stories. Based on concrete data, these statements put a human face on the very real challenges people are facing in the U.S. with regard to health, housing, education, and food.

Assign each corner of the room one of the four rights. Have the students read the statements out loud one by one. Remind them that they are representing not just one person, but symbolizing thousands of others facing similar situations. Encourage them to read loudly, clearly, and with expression and to listen respectfully to others reading their statements. As they read the statements have them determine which right the statement is referring to: health, housing, education, or food; and then have them go to that corner. Once all the statements have been read out loud there should be four separate groups representing each of the rights.

- 5. Role Play.** In their small groups have students take on the role of the person in their quote. Let the students know that they are to go to be part of a Summit on Human Rights in the United States. Each group will have a chance to discuss their issue and come up with a list of recommendations or solutions they believe would help them overcome some of the obstacles they are facing in getting their rights met. It is important for each group to have concrete goals for change and be able to discuss their reasons. To help them with their presentation, give each group the “Fact Sheet” on the right that they are representing. Give each group 20-25 minutes to read over the information and create their main talking points on: 1) the problems they are facing and 2) what should be done about it. Each group should have 5-7 minutes to present. Key questions for each group to discuss are:

Questions for Small Groups

- What problem does the person I am role playing face and what change would he/she like to see?
- Who does this issue affect - only certain groups or does it cross race/class/gender lines?
- What are some specific changes your group can agree should be made to address your group’s issues?
- Why do you think these types of changes would make a difference?
- Who are the different actors/organizations/institutions that would need to be involved and what can they do?

- 6. Present.** Have the room set up so that everyone can see and hear one another. As the teacher, you are the moderator of the summit. If possible, have someone write down each group’s main issues and solutions on the board.

- 7. Discuss.** Once all the groups have presented discuss the following questions:

Questions for Large Group

- What are your reactions to this information?
- How did it feel to play your role?
- Does personalizing factual information make it more relevant? Does it make the need for action more urgent?
- How important do you think these issues are?
- In your opinion, what responsibility should the United States have in fulfilling these rights?
- How are these rights interrelated? Does the inability to have one right fulfilled affect other rights?
- How realistic do you think some of your solutions are and why do you think the United States hasn’t implemented these types of solutions? What are the barriers to getting them implemented?

★ For further resources, download the Human Rights in the the U.S. Toolkits at hrei.urbanplanet.com/StateFair20072.html. Developed by Minnesota Advocates for Human Rights, these toolkits include fact sheets, quizzes, take action ideas, and lists of local and national organizations working on the right to health, education, housing, and food.



Right to Education



Right to Housing

I am the parent of a four year old who qualifies for Head Start, but there are no spaces available. They say there is only enough funding to serve half of all eligible children. No wonder only half of Minnesota's kindergartners are ready to start school. It's not fair that my child should be left behind.

I am a 17-year-old Latino student. My test scores are at approximately the same level as the average white eighth grader. I assure you it has little to do with my IQ. I question these tests and our methods of teaching Latinos and African-Americans if the average gap is that large.

I am a learning disabled student. Although the statistics show a rise in graduation rates overall for students like me, in MN, only 54% of special education students will graduate as compared to a state average of 79%.

I feel like I'm the only student of color who is participating in the post-secondary enrollment options – taking college classes as a high school student. Many of my classmates would be interested in Advanced Placement or other higher education opportunities, but it seems that students of color are not encouraged to pursue these options.

I was expelled from high school two months ago and will have to finish out my semester through an online school program. The district's zero tolerance policy didn't care that the fight I was in was self defense. I've fallen behind in all of my college prep courses and having an expulsion on my record is going to hurt my chances of getting into the colleges that I want.

I am a high school guidance counselor. I've heard my state has the lowest counselor to student ratio in the country. My school is a typical example. I have nearly 800 students myself. It is impossible for me to meet the needs of all of my students.

I came to this country from Mexico when I was four. I'm an A student in high school right now and dream of going to college but unfortunately because my parents and I don't have legal status in the U.S., I am ineligible for in-state tuition, most scholarships and loans, and I can't afford to pay triple what my classmates pay to go to college.

I am the principal of an elementary school. When the Individuals with Disabilities Act was passed, the federal government promised to pay 40% of the cost for each special ed. student. They only delivered 20%. Our district has a huge shortfall and we will have to lay off many teachers and cut programs which means less quality education for all students.

I am the student president of the Gay-Straight Alliance at my high school. The school administration has not treated us like other clubs. We aren't allowed to advertise on the PA and all of our promotion posters have to be ok'd by the administration. All we ask is to be treated like all the other clubs and not be discriminated against.

I am in fourth grade. I have asthma and I miss a lot of school. My doctor said the asthma is because of the apartment building where we live, but my parents can't afford to move to a nicer building.

I should have known it was too good to be true, but my mortgage company assured me that I could afford to own my own home. After sixteen months however, the payments more than doubled and I had to foreclose. Like millions of Americans, I was the victim of predatory lending.

It seems like forever that I have been on a waiting list for public housing. I may never get one considering that only 1 in 3 eligible applicants actually receives assistance.

My brother was involved in a gang and because of his gang activity my whole family was kicked out of public housing and now we are homeless.

I want to leave my abusive boyfriend but I don't have anywhere else to go and my children need a roof over their heads. In fact, 1/3 of homeless women in Minnesota left their last home due to abuse.

I am a former resident of the infamous Cabrini Green housing project in Chicago. I was happy when they tore it down in '99 because the living conditions were horrible, but to this day I'm on a waiting list for housing because the government destroyed over 13,000 units and built only 200.

I am a veteran who served in the First Gulf and the current Iraq War. I am homeless; in fact 26% of the homeless male population in Minnesota are vets like me. What happened to "support our troops?"

There wasn't room at the homeless shelter and I had to spend a night on the street – I was picked up and given a misdemeanor for loitering. Now I am employed and looking for an apartment but have been denied based on my misdemeanor. This is the effect of criminalizing the homeless.

I'm in 7th grade and failing. I have been at six different schools this year alone. Between shelters, staying with friends, and scraping by until my family gets evicted, I have had a hard time keeping up. At least I still go to school. In Minnesota 13% of homeless youth are not even enrolled.

I am a landlord renting to a family that I suspect is undocumented. They are great tenants, always pay on time, and never give me any trouble. I want to keep renting to them but I'm scared because in some cities they are going after landlords who rent to undocumented people. I shouldn't be expected to discriminate against people – isn't that illegal?

My landlord seemed happy for me when I was getting married, but when my African-American wife moved in, we suddenly were asked to leave. He says it is because our lease doesn't allow two people, but that wasn't a problem until he met my wife.



Right to Health



Right to Food

I have worked two part-time jobs for 3 years and I do not qualify for insurance. My pay check barely covers rent and food so I cannot purchase health insurance.

I do not have health insurance but I do have diabetes. I have had to go to the emergency room several times and have even ended up hospitalized. The doctors want me to receive regular treatment so the consequences won't be so severe, but I can't afford insurance.

I am a small business owner. I cannot afford the high costs to insure myself, much less my employees.

We have no health insurance. When my daughter had strep throat, I had no choice but to take her to the emergency room where they can't turn her away, even if I can't pay. It would be cheaper for taxpayers to support insuring all children than subsidizing emergency room visits.

I have a disability and some of my special needs are not covered by my insurance provider. I understand that my case is not unique at all. In fact the disabled are four times as likely as non-disabled individuals to have needs that are not covered by insurance.

I am a senior who has had to choose between food and medical care. It's estimated that nearly 30% of seniors have had to choose between paying for food and paying for medical care.

I am an American Indian mother in Minnesota and my infant son died before we could even bring him home from the hospital. Did you know that infant mortality rates for African-American and American Indian babies are twice as high as those for Whites?

As an uninsured child, I am more likely to develop a chronic condition like diabetes or asthma.

I am a sophomore in high school and have been diagnosed with depression, but my parents' insurance does not cover the number of visits that my counselor recommends. I guess I am lucky that I am getting any services since nationally 80% of teenagers who need mental health services are not receiving care.

I am a physician in the emergency room of our local hospital and because of the rising number of uninsured patients and the high costs to treat them, the emergency room and trauma center are overcrowded and we cannot afford to fund as many services.

Minnesota ranks among the healthiest states in the nation, unless you look at it from my point of a view as a racial minority. There are significant gaps in the access to and quality of health care services based on race and only four states are worse than Minnesota.

I am a child who depends on Minnesota's food shelves for food. 14% of the kids like me whose families use food shelves have to skip meals to stretch our budgets.

I am a client at one of Minnesota's food shelves. Most of us make less than \$1,000 a month.

I am one of the 26 million people in the U.S. who receives food stamps. The average amount of help that we get on the program calculates to 99 cents per meal.

My family qualifies for food stamps but only for the minimum benefit. That means we receive \$10 worth of food stamps each month. I hate to complain but \$10 doesn't last very long. That minimum amount has not been raised since 1977.

My family barely gets by on the food stamps we receive. We usually run out before the end of the month.

The fancy term to describe my family is food insecure. That means that we cannot buy enough food to fully meet our basic needs at all times. 52% of parents in such families are like me – unable to feed our kids balanced meals.

Hi, I work in your school's cafeteria. Just because we serve it, doesn't mean it's healthy. Under federal guidelines, fruit snacks count as fruit and the nuts in a Snickers allow the candy bar to meet nutritional guidelines.

I am a small family farmer. I cannot compete against the large corporate farms in the U.S. and the multinational corporations that produce a rising amount of the food in the grocery stores. I want U.S. policies to be fair and respect the livelihood of small family farmers.

I got severely sick from the e-coli outbreak that affected spinach. I question whether our food production is sustainable and protects the health of animals, workers and consumers.

I am a migrant farm worker. To put food on the tables of America, I am exposed to pesticides, dust, heat and dehydration. In fact, the average migrant worker lives to be only 49 years old. Food production ought to protect the workers.

I am a senior citizen who counts on the food shelf, but still I have to choose between paying for food or medical care. Of the many senior food shelf users, 29% of us have had to make that difficult choice, and even more of us have to choose between food or paying utility bills.

HUMAN RIGHTS IN THE U.S. RESOURCES

MINNESOTA ORGANIZATIONS

Admission Possible

www.admissionpossible.org/

Admission Possible is a nonprofit organization dedicated to helping promising, low-income students obtain admission to college.

Children's Defense Fund Minnesota

www.cdf-mn.org/

Works to educate local communities about the needs of children, paying particular attention to poor and minority children and those with disabilities. Includes information on various human rights issues affecting children, including health care and education.

Hunger Solutions Minnesota

www.hungersolutions.org/

Operates as a statewide coalition of organizations working to address the root causes of hunger. They provide food distribution services in addition to serving as a voice for Minnesota's hungry.

Minnesota Coalition for the Homeless

www.mnhomelesscoalition.org/

Generates policies, community support, and local resources for housing and services to end homelessness in Minnesota.

People Serving People

www.peopleservingpeople.org/

Provides education, social and life skill programs to all residents in need.

Ready4K

www.ready4k.org

Works to assure that every young child in Minnesota enters kindergarten encouraged, supported, and fully prepared for learning success by supporting parents, promoting quality, increasing access and producing results.

Second Harvest Heartland

www.2harvest.org/

The state's largest hunger-relief organization, working to combat hunger via community partnerships. The organization operates programs focusing on child and senior hunger, food rescue, and equitable access to nutritional foods.

St. Stephen's Human Services

www.ststephensmpls.org/default.cfm/PID=1.1

Operates shelter, housing, recovery, and employment services to those who are homeless or living in extreme poverty.

TakeAction Minnesota

takeactionmn.nonprofitoffice.com/

Promotes the building of social, racial and economic justice in Minnesota by promoting grassroots action.

University of MN Human Rights Center

www1.umn.edu/humanrts/center/default.html

The Human Rights Center assists human rights advocates, monitors, students, educators, and volunteers in accessing effective tools, practices, and networks to promote a culture of human rights.

CURRICULAR RESOURCES

Amnesty International USA – Take Action at Your High School

www.amnestyusa.org/Student_Center_Take_Action_at_Your_High_School/page.do?id=1041102&n1=4&n2=1140&n3=1401

Includes student activism resources for various human rights issues addressed by Amnesty International USA.

Homeless in America

www.pbs.org/wnet/religionandethics/teachers/lp_homeless.html

In this lesson, elementary students develop an understanding of what it means to be homeless and why people become homeless. Using various resources students explore different perspectives on the homeless and examine different methods of helping them.

Hunger Hurts

www.learningtogive.org/lessons/unit81/lesson2.html

Learners will explore the human need for food and how it relates to hunger in the community and the world. Learners will propose alternative solutions through historical cases and current programs within their community. Learners will develop an awareness of and sensitivity to hunger issues in their community and world.

NY Times – The Young Faces of Poverty: Exploring Government Responses to Poor Children in the U.S.

www.nytimes.com/learning/teachers/lessons/20010709_monday.html?searchpv=learning_lessons

In this lesson, students explore the topic of child poverty in the United States and the government's responses to it in different areas and through different programs and laws. They then share their thoughts in letters to their Congressional representatives.

NY Times – Occupational Oxymoron: Examining the Circumstances of the Hidden Working Poor

www.nytimes.com/learning/teachers/lessons/20040119_monday.html

In this lesson, students will consider their own notions of poverty, examine the life of a woman classified as "working poor" from a variety of perspectives, and present their findings to the class. Then, students synthesize their knowledge in a paper examining poverty and hardworking people.

NY Times – Settling Down: Investigating Slum Dwelling in the 21st Century

www.nytimes.com/learning/teachers/lessons/20070117wednesday.html?searchpv=learning_lessons

In this lesson, students learn about the Umoja shantytown in Miami, Florida. They then investigate a number of other shantytowns around the world to create a Web site bringing awareness to the issue of slum dwelling in the 21st century.

NY Times- Shedding Light on an 'Invisible Problem': Advocating Awareness of Issues of Homelessness

www.nytimes.com/learning/teachers/lessons/20020325_monday.html?searchpv=learning_lessons

In this lesson, students explore the lives of homeless people, focusing particularly on children. They develop ideas to increase awareness about this issue and create campaigns that educate their peers about the large number of homeless children and families that live in cities across their country.

NY Times – Worried Sick: Analyzing the Health Insurance System in the United States

www.nytimes.com/learning/teachers/lessons/20031117monday.html?searchpv=learning_lessons

In this lesson, students learn about the increasing number of uninsured middle class Americans; they then research and present information on various aspects of medical coverage and care at a classroom forum entitled "The Current State of Health Care in the United States."

This Is My Home

www.hrusa.org/thisismyhome/

Focuses on the Right to Education and includes a toolkit with links to curricula and lesson plans.

UN CyberSchoolBus Poverty Curriculum

www.un.org/cyberschoolbus/poverty2000/health.asp

Intended for grades 5-12, includes seven units covering food, health, housing and education, among others. Focuses on issues in both the U.S. and internationally.





MINNESOTA HUMAN RIGHTS WEEK September 30-October 6, 2007

Minnesota Human Rights week is a week full of events dedicated to promoting human rights by educating and engaging individuals on human rights issues. **Human Rights week is a great time to focus on human rights in the classroom!** You could take part in the Human Rights Day Poster Contest, bring your students to the "Refugee Camp in the City" at Loring Park, or attend a teacher training on human rights education. For more information visit www.mnhumanrightsweek.org/.

TEACHER TRAINING OPPORTUNITIES:

Teacher's Workshop on Darfur, Holocaust, and Teaching and Responding to Genocide. October 13, 10am-1pm, Mondale School of Law, West Bank Campus, U of M, Mpls, MN. A workshop for middle and secondary school teachers on teaching about Genocide. RSVP to ejkennedy@mngin.org. FFI: www.mngin.org.

Community Resources and Strategies for Teaching Responsibility and Respect. October 18th, 12:30pm, Room 6, Education Minnesota Conference, St. Paul RiverCentre, 175 W. Kellogg Blvd., St. Paul. This workshop will demonstrate lessons, professional development opportunities and other resources to enable educators to link responsibility and respect in the classroom to a community and global context. FFI: www.educationminnesota.org.

Immigration and Your Classroom. October 18th, 1:45pm, Room 6, Education Minnesota Conference, St. Paul RiverCentre, 175 W. Kellogg Blvd., St. Paul. This workshop explains the current immigration trends in MN, offers suggestions on how to create a welcoming environment for immigrant students, and provides lessons to approach the complex topic of immigration. FFI: www.educationminnesota.org.

Jonathan Kozol at Education Minnesota Conference. October 19th, 8:45 am, St. Paul RiverCentre 175 W. Kellogg Blvd., St. Paul. Kozol will deliver the Friday keynote address and will follow up at 10 am with a discussion session on the learning gap and its impact on disadvantaged students. FFI: www.educationminnesota.org.


Integrating Human Rights into Your Classes. November 7th, 4:30-7pm. Room 40, Mondale School of Law, West Bank Campus, U of M, Mpls. The Human Rights Center and Minnesota Advocates will demonstrate lessons, professional development opportunities, and other resources to enable educators to integrate human rights concepts, issues, and principles into their coursework. Cost: Free. RSVP to jkashaeva@mnadvocates.org.

EVERY DAY IS A HUMAN RIGHTS DAY!

Want an excuse to incorporate more human rights into your curriculum? The following dates provide great opportunities to go more in depth on different human rights issues throughout the school year.

- **International Day of Peace**
September 21, 2007
www.peaceday.org
- **Human Rights Day**
December 10, 2007
www.un.org/events/humanrights
- **World Habitat Day**
October 1, 2007
www.worldhabitatday2007.org/
- **International Migrants Day**
December 18, 2007
www.un.org/depts/dhl/events/migrants/
- **World Food Day USA**
October 16, 2007
www.worldfooddayusa.org/
- **International Day of Commemoration in Memory of the Victims of the Holocaust**
January 27, 2008 www.un.org/holocaustremembrance/
- **International Day for the Eradication of Poverty**
October 17, 2007
www.oct17.org/en
- **International Women's Day**
March 8, 2008 www.unac.org/en/news_events/un_days/women1.asp
- **World Usability Day**
November 8, 2007
www.worldusabilityday.org/
- **International Day of Tolerance**
November 16, 2007
www.un.org/depts/dhl/tolerance/index.html
- **International Day for the Elimination of Racial Discrimination**
March 21, 2008
www.un.org/depts/dhl/racial/
- **World AIDS Day**
December 1, 2007
www.health.state.mn.us/divs/idepc/diseases/hiv/worldaidsday/
- **World Health Day**
April 7, 2008
www.who.int/world-health-day/2007/en/index.html
- **International Day of Disabled Persons**
December 3, 2007
www.un.org/esa/socdev/enable/
- **World Environment Day**
June 5, 2008
www.unep.org/wed

**2007 HUMAN RIGHTS DAY
POSTER CONTEST**



"You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful."

- Marie Curie

Human Rights Day Poster Contest!

Human Rights Day is December 10! Celebrate Human Rights Day with your students by entering the Human Rights Day Poster Contest.

This year's theme: How would you represent the quote by Marie Curie? Enter the 2007 Human Rights Day Poster Contest, and present in art form what you think the message from Marie Curie means.

The contest is open to all Minnesota students in grades kindergarten through senior high school. Prizes will be awarded. The winning artwork will also be featured in a 2008 calendar. Entries must be postmarked by **October 1, 2007**.

To download poster contest guidelines, an official entry form, and a release form, please go to www.humanrights.state.mn.us.



COMMUNITY EVENTS CALENDAR

RIGHTS SITES NEWS

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

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

SEPTEMBER

Encounterpoint. September 25th, 7pm. 25 Mondale Hall (Law School), 229 19th Ave S, Mpls. Documentary that follows Palestinian and Israeli citizens who stand up to promote a nonviolent end to the conflict. Post-film discussion featuring Director/Producer Ronit Avni, Ziad Amra of the American Arab Anti-Discrimination Committee, and Architecture Professor Wendy Pullan of Cambridge University. Cost: Free.

A Refugee Camp in the Heart of the City. September 27-30, 9am-5:30pm. Loring Park, Mpls. An outdoor educational exhibit by Doctors Without Borders/ Médecins Sans Frontières (MSF). Please allow 40-60 minutes for the tour. Reservations are recommended for groups of 15 or more. Cost: Free. FFI: www.refugeecamp.org/.

League of MN Human Rights Commissions Conference. September 29th, 8:30-4:30pm. Grand Casino, Mille Lacs, Convention Center, 777 Grand Ave., Onamia, MN. The 2007 annual League of Minnesota Human Rights Commissions conference. Cost: \$100. FFI: www.hrusa.org/league/default.shtm.

OCTOBER

Speak Truth to Power: Voices From Beyond the Dark. October 1st, 7:30pm. Children's Theater, 2400 3rd Ave. S., Mpls. This play, based on a book by Kerry Kennedy, highlights human rights abuses and the defenders struggling against them from every corner of the globe. Cost: \$100. FFI: www.mnhumanrightsweek.org/.

The Secret Life of Words: Healing after Unspeakable Trauma. October 3rd, 7-9:30pm, 3M Auditorium, Carlson School, U of M, Mpls. The Center for Victims of Torture and the U of M Human Rights Center will show a film inspired by the work of torture rehabilitation centers around the world and will facilitate a post-film discussion. Cost: Free. FFI: www.cvtv.org.

The Devil Came on Horseback. October 12-14, 7pm and 9pm. Bell Museum U Film Society Auditorium, 17th St. and University Ave. SE, Mpls. This film takes the viewer on an emotionally charged journey into the heart of Darfur, where an Arab-run government is systematically ridding the province of its black African citizens. Post-film panel discussion with activists and experts on the crisis. Cost: \$5-8. FFI: www.mnfilmarts.org.

Camp Darfur Exhibit. October 13, 10am-5pm. Minnesota State Capitol Mall, 75 Dr. M. L. King Blvd., St. Paul. A simulated refugee camp with information about genocides. Cost: Free. FFI: www.mngin.org.

Teacher's Workshop on Darfur, Holocaust, and Teaching and Responding to Genocide. October 13, 10am-1pm, Mondale School of Law, West Bank Campus, U of M, Mpls. A workshop for middle and secondary school teachers on teaching about Genocide. Cost: Free. RSVP: ejkenedy@mngin.org. FFI: www.mngin.org.

Community Resources and Strategies for Teaching Responsibility and Respect. October 18th, 12:30 pm, Room 6, Education Minnesota Conference, St. Paul RiverCentre 175 W. Kellogg Blvd., St. Paul. This workshop will demonstrate lessons,

professional development opportunities and other resources to enable educators to link responsibility and respect in the classroom to a community and global context. Cost: Free. FFI: www.educationminnesota.org.

Immigration and Your Classroom. October 18th, 1:45 pm, Room 6, Education Minnesota Conference, St. Paul RiverCentre 175 W. Kellogg Blvd., St. Paul. This workshop explains the current immigration trends in MN, offer suggestions on how to create a welcoming environment for immigrant students, and provides lessons to approach the complex topic of immigration sensitively and with current, accurate information. Cost: Free. FFI: www.educationminnesota.org.

Jonathan Kozol at Education Minnesota Conference. October 19th, 8:45 am, St. Paul RiverCentre 175 W. Kellogg Blvd., St. Paul. Kozol will deliver the Friday keynote address and will follow up at 10 am with a discussion session on the learning gap and its impact on disadvantaged students. Cost: Free. FFI: www.educationminnesota.org.

NOVEMBER

Workshop: "Tools and Techniques for Integrating Human Rights into Your Classes." November 7th, 4:30-7pm, Room 40, Mondale School of Law, West Bank Campus, U of M, Mpls. Presenters from the Human Rights Center and Minnesota Advocates for Human Rights will offer lessons, professional development opportunities, and other resources to enable educators to integrate human rights concepts, issues, and principles into their coursework. Cost: Free. RSVP: jkashaeva@mnavocates.org.

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