

# HUMAN RIGHTS

## CHILDREN'S RIGHTS

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# What ARE Human Rights?

A human right is something that you have simply because you are a human being. Seems simple, doesn't it? But not everybody agrees on what are the basic human rights.

Many countries in the world protect the human rights of their citizens. However, many more do not. Millions of people around the globe do not have many rights at all.



Following World War II the United Nations was formed to try to prevent future wars. After much debate, the delegates voted a document called the Universal Declaration of Human Rights. This attempts to define the rights that all people should have no matter where they live.

In later years, the United Nations has also addressed the rights of women, children, prisoners of war, and refugees.





# Does The Bible Mention Human Rights?

The term “Human Rights” cannot be found in the Bible. However, the Bible does give us deeply spiritual roots for upholding human rights, for it tells us that human beings are made in the image of God. The Bible does, however, mention rights that citizens of Israel were to have.

Genesis 1:27 tells us that among all the created plants and animals, only mankind was made in God’s image. From the Christian perspective, this means that rights and dignity are given to humans by our Creator God. So trampling on these rights is degrading to both the person and the Creator. And while animals are not made in God’s image, people are called upon to protect their rights also.



Later in history, God shows His great love and concern for the people of Israel. “I have observed the misery of my people, I have heard their cry on account of their taskmasters. Indeed, I know their sufferings, and I have come down to deliver them” (Exodus 3:7-8). God helped them regain their rights as persons and as a community.

Jesus’ ministry was not only to the poor, handicapped, prisoners, and oppressed, but to those in power and the oppressors themselves. He quoted Isaiah 4:16-21 and declared He was here to bring peace, wholeness, well-being, harmony, abundance, justice, freedom, and righteousness.

Jesus assuredly said: “No one has greater love than this, to lay down one’s life for one’s friends” John 15:13. Early in His ministry Jesus defined our friends and brothers. It is because of this love that working to give rights and dignity to all people of the Earth is Biblical and Christ-centered.



Human Rights

America’s founding fathers put it well: “all men are created equal . . . endowed by their Creator with certain inalienable (impossible to take away) Rights.” The image of God in man also means that murder is a most heinous crime. “Whoever sheds the blood of man, by man shall his blood be shed; for in the image of God has God made man” (Genesis 9:6). The punishment is severe because the offense is terrible.

The Mosaic Law is full of examples of how God expects everyone to be treated humanely. The



Ten Commandments contain prohibitions against murder, theft, coveting, adultery, and bearing false testimony. Other examples in the Law include commands to treat immigrants well (Exodus 22:21, Leviticus 19:33-34), to provide for the poor (Leviticus 19:10, Deuteronomy 15:7-8), to grant interest-free loans to the poor (Exodus 22:25), and to release all indentured servants every fifty years (Leviticus 25:39-41).

The Bible teaches that God does not discriminate or show favoritism (Acts 10:34). Every person is a unique creation of His, and He loves each one (John 3:16, 2 Peter 3:9). “Rich and poor have this in common: The LORD is the Maker of them all” (Proverbs 22:2). The Bible also teaches that Christians should not discriminate based on race, gender, cultural background, or social standing (Galatians 3:28, Colossians 3:11; James 2:1-4). We are to be kind to all (Luke 6:35-36). It gives warnings against taking advantage of the poor and downtrodden. “He who oppresses the poor shows contempt for their Maker, but whoever is kind to the needy honors God” (Proverbs 14:31).

Instead, God’s people are to help whoever is in need (Proverbs 14:21, Matthew 5:42, Luke 10:30-37). Throughout history, most Christians have understood their responsibility to aid their fellow human beings. Concerned Christians were the original founders of the majority of hospitals and orphanages in our world.





## Human Rights

Many of the great humanitarian reforms of history, including abolition and better conditions for mental patients and prisoners, were spearheaded by Christian men and women seeking justice.

Today, Christians are still working to combat human rights abuses and to promote the welfare of all people. As they preach the Gospel around the world, they are digging wells, planting crops, giving clothes, dispensing medicine, and providing education for the destitute. Many believe a Christian has no “rights” of his own, because he has surrendered his life to Christ. Christ “owns” the believer. “You are not your own; you were bought at a price” (1 Corinthians 6:19-20). As we submit our will to the will of God, we live out the command to “love your neighbor as yourself” (Matthew 23:39). In fact, we are serving God when we serve others (Matthew 25:40).

The Seventh-day Adventist Church shares the good news of the gospel and the message of the soon return of Jesus. As it does, however, it also serves humanity with an educational, health, and service ministry.



ADRA stands for Adventist Development and Relief Agency. Founded in 1956, it has changed names several times through the years. ADRA improves the lives of people around the world. The agency searches out deprivation, social injustice, and need, and then works to eliminate them. ADRA responds to both temporary needs (such as storm victims) and long-term essentials (such as clean water for a village).



**Later in this unit, there is a WebQuest based on ADRA.**



# ADRA ---What Do Seventh-day Adventists Do?

ADRA is an acronym for The Adventist Development and Relief Agency. It is an international humanitarian agency that was established by the Seventh-day Adventist Church. Founded in 1956 as the Seventh-day Adventist Welfare Service (SAWS), the agency changed its name to ADRA in 1984 and is now one of the leading non-governmental relief organizations in the world. In 2008 alone it assisted more than 20 million people with USD \$120 million in aid. More than 5,000 ADRA staff members and volunteers currently work in more than 100 countries.

In 1997, ADRA received General Consultative Status at the United Nations, which is the highest status available to non-governmental entities. ADRA also continues to receive high marks for efficiency from Charity Navigator and is part of the Better Business Bureau's Wise Giving Alliance, with over 93 percent of its funding going toward programmatic activity.



Through dedicated full-time staff and local volunteers, ADRA fulfills its mission by touching the lives of God's children regardless of color or creed. The agency is actively engaged in its mission by searching out deprivation, social injustice, and need--then works to eliminate them. ADRA invests in the potential of individuals by protecting the vulnerable, supporting families, promoting health, providing food and water, establishing livelihoods, and responding to emergencies.

Jesus tells us in Matthew 25 that he expects those who love him to feed the hungry, serve the poor, heal the sick, and assist the disenfranchised of this earth. ADRA attempts to remain nonpartisan, treating all in need. It remains dedicated to “Changing the World, One Life at a Time.”





Human Rights

# ADRA—What Do Seventh-day Adventists Do? (cont.)



Adventists around the world try to make a difference not only in the spiritual lives of people, but in their earthly lives as well. Many Christians minister to people in their families and neighborhoods.

As an organized group, Christians can take on larger projects. The Seventh-day Adventists support an organization called ADRA that helps suffering people around the world. It not only helps in emergencies such as earthquakes, but tries to give people a way to improve their lives as time goes on.

**Investigate** ADRA’s Website and answer the following questions: [www.adra.org](http://www.adra.org)

1. Name five (5) areas of the world where ADRA is active:

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2. Describe three (3) projects from the Gift Catalog that you could support for under \$500.

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Human Rights

3. Choose one (1) of the projects in the Gift Catalog and tell WHY this interests you.

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4. Find the area of the Website that has the audio and video clips (multimedia). Most are under four minutes. Watch one and summarize it:

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Human Rights

5. Under the section “About Us” look at the Timeline. What happened in 1989?

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6. Under the section “About Us” look at the Timeline. During 1994, ADRA is the only nongovernmental organization to stay in this country during a horrible genocide. It feeds 400,000 and the medical staff treats 1000 patients a day. What country was this?

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7. Under the section “About Us” click on FAQs. Under General FAQs click on #7 “Why doesn’t ADRA proselytize?” Write the definition of “proselytize.” Then explain why ADRA does not do this.

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## Human Rights

# What Human Rights Are Most Important to YOU?

Use PowerPoint #1 Introduction to Human Rights to introduce this lesson. The following pages contain the text of the PowerPoint.

What do human beings need to live?

What basic things do human beings need to survive?

What is the difference between wants and needs?

## Basic Needs

All human beings have similar basic needs:

Nutritious food

Clean pure water

Shelter

Adequate clothing

Protection from harm

Love and nurturing



Discuss each of these and decide if you consider them needs:

Health care

A belief system or religion

An iPod, iPad, laptop, iPhone, or up to date technology

Education past 8<sup>th</sup> grade

## Human Rights

Human beings need certain things to live and grow and develop.

However, needs are different from wants. Although wants make our lives nicer, they are not necessary for us to survive.

Everyone has the right to have these needs met.

These rights are called **human rights**.

Human rights support all areas of our lives, such as:

The right to have your own thoughts, beliefs, and religion.

The right to have an education.

The right to not be treated as a slave.

The right to live in safety.



## Human Rights

You can think of human rights as a set of rules that state what we all need to live and grow, and how we should treat each other.

Religions give rules for how to treat people. There are many good rules in religions; however, not all religions grant people all their basic rights. In the Christian Bible we can find “The Golden Rule.” “Therefore, whatever you want men to do to you, do also to them, for this is the Law and the Prophets” Matthew 7:12.

**The Ten Commandments**

The Ten Commandments are the basis for laws and moral codes all over the world.

They are found in the book of Exodus in Jewish and Christian Bibles.

The Bible says that they were written in stone by the finger of God, and given to Moses on Mt. Sinai.

**Exodus 20**

**You shall have no other Gods before Me.**

**You shall not make for yourself any carved image of anything to worship.**

**You shall not take the name of the Lord your God in vain.**

**Remember the Sabbath Day to keep it holy. Six days you shall labor and do all your work, but the seventh day is the Sabbath of the Lord your God.**

.....continued

**The Ten Commandments**

The second part of the Ten Commandments deal with the relationships between human beings.

**Exodus 20**

**Honor your father and mother.**

**You shall not murder.**

**You shall not commit adultery.**

**You shall not steal.**

**You shall not bear false witness against your neighbor. (Do not lie.)**

**Do not covet what is owned by your neighbor.**

Not everyone agrees on what human rights should be.

Divide into groups of three (3). One person should be the recorder.

In ten minutes list as many human rights as you can think of.

Now compare with the other groups and come up with a master list of rights.

Do we all agree? Not everyone in the world agrees what rights are basic to all people.

Many people do not think everyone should have freedom of religion.

Slavery exists in much of the world.

Some think it is okay to take land, food, and water from other people.

What rights are most important to YOU?

We will be playing a game to get you thinking about what rights are most important to you. So start thinking!



# ACTIVITY: Value, Buy, and Sell Human Rights

Make copies of the rights chart.  
Here are two ways to use them:



## #1. VALUE A RIGHT

- Divide the class into groups.
- Each group should be given four rights from the chart.
- The groups are given 10 minutes to “rank” their rights from the “least important” (in their opinion) to the “most important.”
- The class should reassemble and present their rights to the class. They should then tell which right they picked as most important, and defend their choice.
- Discussion can continue to then pick from the highest ranked to come up with the right that the class feels is most important.

## #2: BUY AND SELL YOUR RIGHTS

- Each class member is given \$1000 in “credits” plus five to ten human rights randomly, depending on the size and age of the class. Some sets should be duplicates; several may be unique. A student may have duplicates of some rights.
- Each student decides which two human rights he or she is willing to “sell.” Fill out the RECORDING SHEET.
- Now negotiations should begin! Students may set a price, or trade and haggle. Trading could take the form of a “marketplace” where students walk about shouting and trading much like the PIT game.
- Students should try to buy or trade for other rights. They should keep track of the new rights they have bought or sold and explain why they made their choices.
- Pick a few students to present what rights they have bought. Which one do they value the most? The least?
- Activity can continue as a written activity as students explain which rights were obtained and how they value them.





# HUMAN RIGHTS CHART

<p><b>Right</b> to make and keep enough money to pay for your needs and the needs of your family</p>	<p><b>Right</b> to Say Your Views and Opinions without Fear of Punishment</p>	<p><b>Right</b> to Not Be Tortured and unfairly put in prison</p>	<p><b>Right</b> to have health care</p>
<p><b>Right</b> to Not Be A Slave</p>	<p><b>Right</b> to an Education</p>	<p><b>Right</b> to Freedom</p>	<p><b>Right</b> to Security And Protection</p>
<p><b>Right</b> to A Fair Trial</p>	<p><b>Right</b> to Have Your Own Beliefs and Religion</p>	<p><b>Right</b> to Get Married and Have a Family</p>	<p><b>Right</b> to A Private Family Life (no spying on you)</p>
<p><b>Right</b> to be treated fairly whether you are a man, woman, or child</p>	<p><b>Right</b> to be treated fairly no matter what disability you may have</p>	<p><b>Right</b> to live wherever you want in your country</p>	<p><b>Right</b> to travel wherever you want in your country</p>
<p><b>Right</b> to get together with other people in groups.</p>	<p><b>Right</b> to own guns privately</p>	<p><b>Right</b> to vote for government leaders</p>	<p><b>Right</b> to watch, read, and listen to whatever you want</p>



# RECORDING SHEET

Name: \_\_\_\_\_

ANSWER BEFORE THE TRADING BEGINS:

1. Which THREE of your **Right Cards** do you consider to be the **most** important?

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2. Which ONE of your **Right Cards** do you consider to be the **least** important, and WHY?

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DECIDE WHICH TWO RIGHTS YOU ARE WILLING TO SELL OR TRADE.  
MAKE A POSTER ADVERTISING THESE RIGHTS, WHY SOMEONE WOULD WANT THEM,  
AND HOW MUCH THEY COST.

**GET YOUR RIGHT TO LIVE ANYWHERE!**

Don't be stuck in that old shabby house in that scary country any longer!



With this right you can move any place you can afford, even if you have five arms and are purple!



\$300 or Trade!



# Development of the Human Rights Declaration

In 1945, a horrendous war came to an end. There were very few countries that did not suffer because of the war known as World War II. Millions of men, women, and children died in horrible inhumane ways. The countries of the world wanted to prevent such conflict in the future. They met together and formed what is now known as the United Nations.



Unfortunately, the U.N. has not been able to prevent all wars. It has, however, done much good in the world. Through the years special and additional focus on the rights of women, children, and refugees has been added.

One of the first things that the newly-formed United Nations faced was coming up with a statement that defined human rights. This was not easy! Not all countries agreed with what rights should be allowed people, or to what extent. Other countries say they concur, but do not actually grant their citizens the rights.

In the United States, President Harry Truman appointed Mrs. Eleanor Roosevelt to the United Nations. Mrs. Roosevelt, the widow of President Franklin D. Roosevelt, served magnificently in her role in leading the development of the Human Rights Declaration.

Mrs. Roosevelt had already been active in the United States championing the rights of black Americans. Now she worked to see that people around the world would also get the rights they were born with. Of immediate concern was finding a place for all the displaced refugees to call home.



# Human Rights



These pictures show the United Nations Committee on Human Rights at work (left), Eleanor Roosevelt (center) and children examining the freshly printed Declaration of Human Rights.

13-18-48 20

DEPARTMENT OF STATE  
REQUEST FOR PERSONNEL ACTION

PROCESSED BY THE PERSONNEL DIVISION OF THE DEPARTMENT OF STATE  
REPLY TO THE PERSONNEL DIVISION OF THE DEPARTMENT OF STATE

PERSONNEL ACTION REQUEST (PRESIDENTIAL APPOINTMENT)

Proposed Effective Date: December 22, 1948

Name: ROOSEVELT, Anna Eleanor Date of Birth: 10-26-1882

Position No.: 15-100-820

Title: U.S. Representative to General Assembly of UNO

Office or Division: Office of Liaison

Branch: State

Grade: GS-12

Rate: \$12,000 per annum

Remarks: No Class Necessary

REASON: (See Sec. 5312, D.S.A.)  
This action is proposed pursuant to 49th letter signed by the President dated 12-14-48

APPOINTMENT IN ACCORDANCE WITH PROVISIONS OF PUBLIC LAW 284 - 78th Congress, "United Nations Participation Act of 1948". Copy of office letter December 22, 1948. Letter of Presidential appointment dated December 21, 1948.

2/12/48  
S. J. [Signature]  
S. J. [Signature] - Executive Officer, PERSONNEL DIVISION, DEPARTMENT OF STATE

DEPARTMENT OF STATE  
DIVISION OF DEPARTMENTAL PERSONNEL  
Washington, D. C.

March 15, 1946

To: Roosevelt, Anna Eleanor (U.S.)

The Secretary of State has approved the following action concerning your employment in the Department of State:

Nature of Action: Appointment (Presidential)

Effective Date: U.S.D. December 22, 1948

From: To:

Position: U.S. Representative to General Assembly of United Nations Organization

Grade & Salary: GS-12

Rate: \$12,000 per annum

Office: United Nations Organization

Department: State

Remarks: This action for payroll purposes only. Appointment letter signed by the President dated December 21, 1948.

PERSONNEL JACKET



On December 10, 1948, the General Assembly of the United Nations adopted a resolution endorsing the Universal Declaration of Human Rights.

In her speech before that Assembly, Eleanor Roosevelt said:

"We stand today at the threshold of a great event both in the life of the United Nations and in the life of mankind. This declaration may well become the international Magna Carta for all men everywhere. We hope its proclamation by the General Assembly will be an event comparable to the proclamation in 1789 [the French Declaration of the Rights of Citizens], the adoption of the Bill of Rights by the people of the US, and the adoption of comparable declarations at different times in other countries."



Human Rights

# Eleanor Roosevelt on the Universal Declaration of Human Rights:

"Where, after all, do universal human rights begin? In small places, close to home -- so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world."

More from Eleanor Roosevelt:

The Struggle for Human Rights, delivered September 28, 1948 in Paris, France:

<http://www.americanrhetoric.com/speeches/eleanorroosevelt.htm>

Address to the United Nations General Assembly December 10, 1948:

<http://www.learnoutloud.com/Free-Audio-Video/History/World-History/Eleanor-Roosevelt-Address-to-the-United-Nations-General-Assembly/21339>

Please also see the podcast featuring Eleanor Roosevelt.



# Eleanor Roosevelt and the United Nations (Script of podcast)

Millions of people had suffered cruel violations of their basic rights during World War II. The reality of the Nazi concentration camps had just been revealed to the world. Representatives of the major world powers gathered on April 25, 1945, to form an organization that would try to prevent future wars. Their agenda did not include the promotion of human rights.

When representatives of the major world powers (the Soviet Union, the United Kingdom, France, China, and the United States) arrived in San Francisco, California, in the United States their goals did not include the promotion of human rights. But this conference began on April 25, 1945, after a long period of depression and war. Millions of people had suffered cruel violations of their basic rights. The reality of the Nazi concentration camps had just been revealed to the world. Many people throughout the world believed that the organization should embrace the protection of human rights as a part of its mission.

Many people contributed to the Universal Declaration of Human Rights that was eventually adopted on December 10, 1948, but most observers believe that it would have never reached fruition without the leadership of the UN Commission on Human Rights chair: Eleanor Roosevelt. She herself considered it her greatest achievement.



Eleanor Roosevelt's husband Franklin was the President of the United States during World War II. He died shortly before the war's end. Eleanor had no legal training or expert knowledge of parliamentary procedure, but she had vast experience as a political activist, reformer, and advocate for civil and women's rights.





## Human Rights

She also had a shrewd understanding of the political and cultural obstacles awaiting the passage of a bill of human rights. Even the United States, embroiled in its own civil rights issues at home, at first opposed a special commission on human rights. Eventually it supported the commission.

President Harry Truman appointed Eleanor Roosevelt to the United States General Assembly. This Assembly in turn appointed certain delegates from around the world. Eleanor Roosevelt, representing the United States, was unanimously elected the chair. In accepting the position, she told them she would be “not only an impartial Chairman, but perhaps at times a harsh driver” and that members of the commission would “have to stick to the subjects we are discussing.”

Eleanor Roosevelt had already emerged as an international stateswoman at the first meeting of the UN General Assembly. There she ended up in a tough debate over the hotly debated issue of what to do with the European refugees stranded in camps. Some countries believed they must return to their country of origin even though most of them had no remaining families or homes to return to. Other countries believed that they should be allowed to settle any place that they felt offered a safe future.



The Commission on Human Rights collected many existing bills of rights along with a list of rights compiled by John Humphrey. Delegates trained in Western democratic ideas, believed that the rights of the individual was more important than that of the state. Other countries believed that “common interest is more important than the individual interest.” ER summed up the major difference in outlook:

“Many of us believe that an organized society in the form of a government, exists for the good of the individual; others believe that an organized society in the form of a government , exists for the benefit of a group.



Differences also emerged as some countries were more concerned about social and economic rights while others felt civil and political rights were more important.

Eleanor Roosevelt often clashed with members of her own United States State Department. Many in the United States did not believe that economic and social rights such as the right to work and the right to an education and health care should be in a bill of human rights. Furthermore, the United States fell short in guaranteeing the rights of its own citizens of color.



The Universal Declaration of Human Rights was at last adopted near the end of 1948. It has become the cornerstone of modern human rights movements. It is not a treaty or an international agreement. Created by fifty-eight nations, it is a declaration of basic principles of human rights and freedoms.

“The resistance of her own country to going a step beyond the Declaration and entering into human rights treaties, which ER tried to combat, remains strong: (the United States has failed to ratify the covenants on economic and social rights, women, children, and persons with disabilities, for example), and the world has made slow progress in implementing the covenants and the principles of the Declaration. But as ER well knew: “In each generation and in each country there must be a continuation of the struggle and new steps forward must be taken” for human rights is preeminently a field in which to stand still is to retreat.”

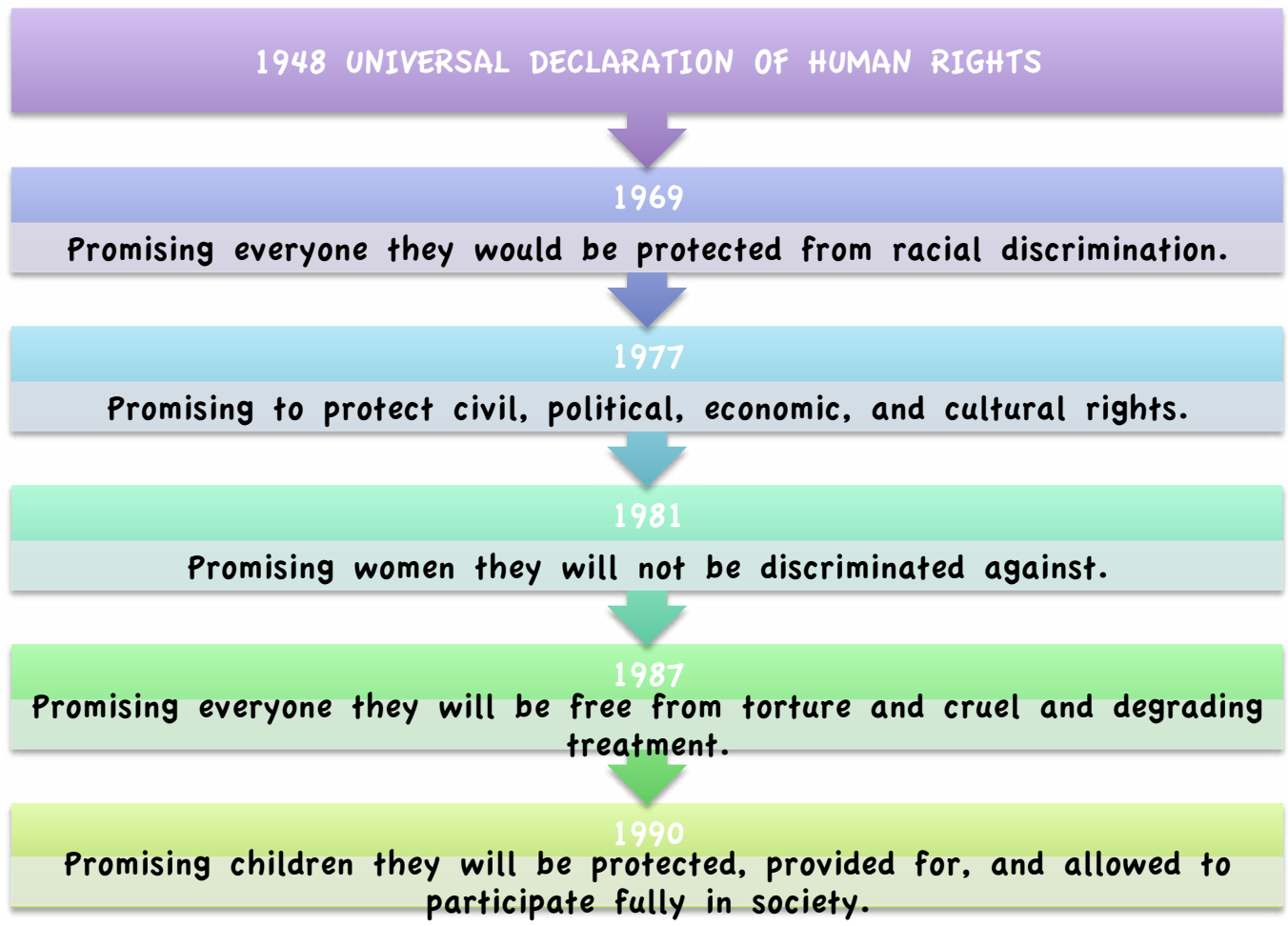
**John F. Sears: Research Consultant, Franklin and Eleanor Roosevelt Institute (FERI)  
Hyde Park, NY, USA**

Website: [www.erooseveltudhr.org](http://www.erooseveltudhr.org)



## When the U. N. Addressed Specific Rights:

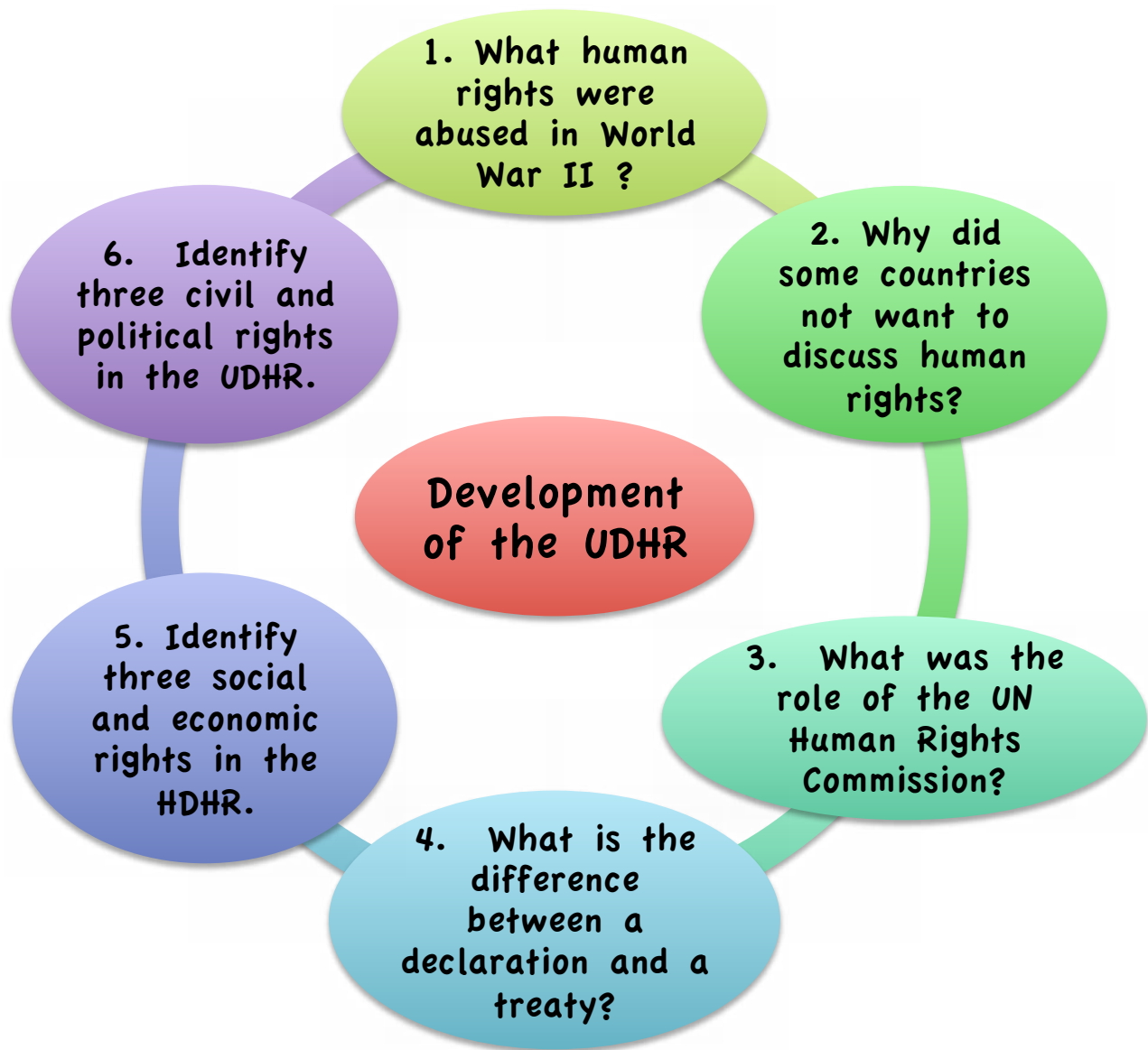
Since 1948, the United Nations has also addressed the rights of specific groups, such as women, children, and refugees. Here are the dates of these efforts.





# Assessment: Mind Map for the UDHR

Divide into pairs and answer each question together.



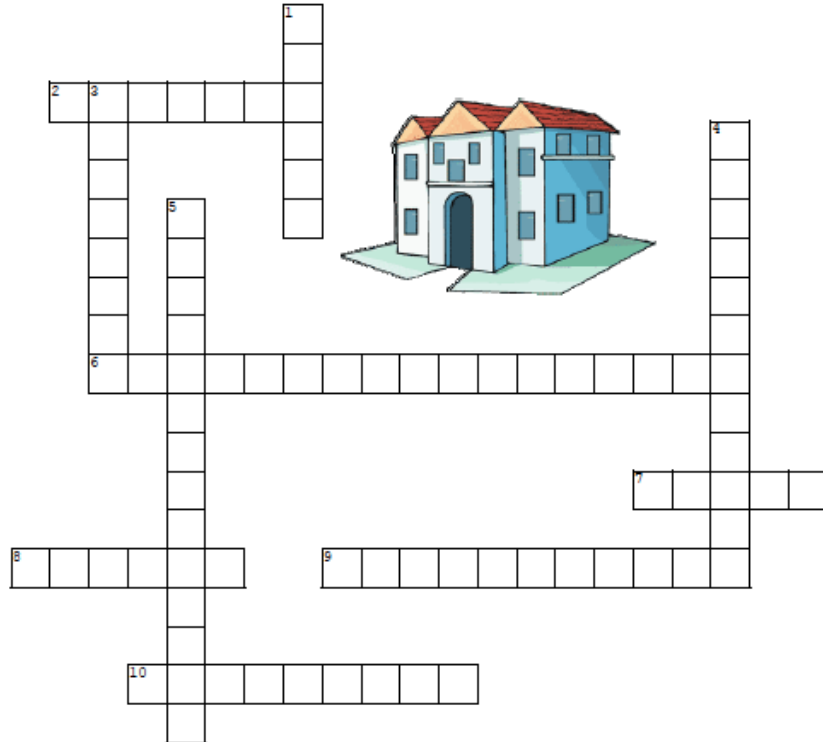


# Declaration Of Human Rights Crossword

Name: \_\_\_\_\_

## Declaration of Human Rights

Complete the crossword below using the information "Development of the UDHR."



© TheTeachersCorner.net Crossword Maker

### Puzzle

#### Across

- 2. a person who has to leave his own home and maybe country for some reason such as war
- 6. The representative from the United States that led the Human Rights Commission
- 7. word in UDHR that means people
- 8. word in UDHR that means something you have just because you were born a person
- 9. word in UDHR that means a statement
- 10. word in UDHR that means for everyone

#### Down

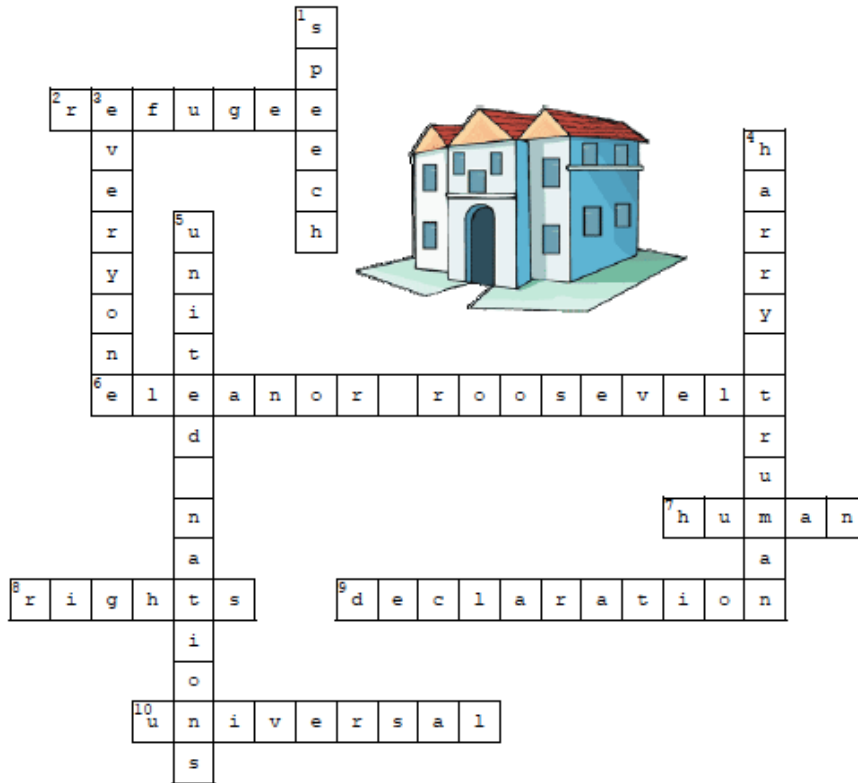
- 1. a talk
- 3. who has human rights
- 4. United States President when the United Nations was formed
- 5. an organization that was formed at the end of WWII to try to prevent future wars and to protect the rights of people



# Declaration of Human Rights ANSWER KEY

## Declaration of Human Rights

Complete the crossword below using the information "Development of the UDHR."



© TheTeachersCorner.net Crossword Maker

### Across

- 2. a person who has to leave his own home and maybe country for some reason such as war (**refugee**)
- 6. The representative from the United States that led the Human Rights Commission (**eleanor roosevelt**)
- 8. word in UDHR that means something you have just because you were born a person (**rights**)
- 9. word in UDHR that means a statement (**declaration**)
- 10. word in UDHR that means for everyone (**universal**)

### Down

- 1. a talk (**speech**)
- 3. who has human rights (**everyone**)
- 4. United States President when the United Nations was formed (**harry truman**)
- 5. an organization that was formed at the end of WWII to try to prevent future wars and to protect the rights of people (**united nations**)





# Document of Human Rights

On the next few pages, you will find two simplified versions of the Universal Declaration of Human Rights. Use either one or the original in the activities.



## Universal Declaration of Human Rights VERSION #1: Plain Language Version

- 1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
- 2 Everyone can claim the following rights, despite
  - a different sex
  - a different skin color
  - speaking a different language
  - thinking different things
  - believing in another religion
  - owning more or less
  - being born in another social group
  - coming from another countryIt also makes no difference whether the country you live in is independent or not.



- 3 You have the right to live, and to live in freedom and safety.
- 4 Nobody has the right to treat you as his or her slave and you should not make anyone your slave.
- 5 Nobody has the right to torture you.
- 6 You should be legally protected in the same way everywhere, and like everyone else.
- 7 The law is the same for everyone; it should be applied in the same way to all.
- 8 You should be able to ask for legal help when the rights your country grants you are not respected.
- 9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.



## Human Rights

10 If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.




12 You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

13 You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

14 If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.

15 You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.

16  As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your religion should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect you and the members of your family.

17 You have the right to own things and nobody has the right to take these from you without a good reason.

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

19 You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.



## Human Rights

- 20 You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
- 21 You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
- 22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.
- 23 You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
- 24 Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.



- 25 You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Mothers and their children are entitled to special care. All children have the same rights to be protected, whether or not their mother was married when they were born.
- 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.



## Human Rights

- 27 You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
- 28 So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
- 29 You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
- 30 In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

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# Universal Declaration of Human Rights

## VERSION #2: Simplified

This simplified version of the 30 Articles of the [Universal Declaration of Human Rights](#) has been created especially for young people.

1. **We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
3. **The Right to Life.** We all have the right to life, and to live in freedom and safety.
4. **No Slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.



5. **No Torture.** Nobody has any right to hurt us or to torture us.

6. **You Have Rights No Matter Where You Go.** I am a person just like you!

7. **We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.

8. **Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
9. **No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The Right to Privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.



**13. Freedom to Move.** We all have the right to go where we want in our own country and to travel as we wish.

**14. The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

**15. Right to a Nationality.** We all have the right to belong to a country.

**16. Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

**17. The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.



**18. Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

**19. Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.



**20. The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

**21. The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

**22. Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.

**23. Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

**24. The Right to Play.** We all have the right to rest from work and to relax.





**25. Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

**26. The Right to Education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.



**27. Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

**28. A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

**29. Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.

**30. No One Can Take Away Your Human Rights.**

Great videos and material:

<http://www.youthforhumanrights.org/>

Music: The Price of Silence @ Amnesty International

<http://www.amnesty.org/en/news-and-updates/video-and-audio/video-price-silence-global-musical-mosaic-20081210>

Place to get UDHR in different translations:

<http://www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx>

The State of the World's Human Rights

<http://www.amnesty.org/en/media-centre>





# Illustrate a Right

Choose from the following ideas. Version #2 is the easiest to use for these projects as they are abbreviated.

1. Choose a number of rights to illustrate with personal drawings on individual posters.



2. As a group project, make a booklet of quarter-pages illustrating a number of rights. Use magazine pictures, personal pictures, or pictures from the Internet.



3. Find pictures or graphics that can be used as icons to stand for a number of rights. Enlarge them to paper plate size and put them around the room with their right, or make a bulletin board with them.



## #24. The Right to Play





#### Human Rights

4. Choose one or more rights and write a short essay on why you think this right is important. \*Upper grades: Include times or situations that you think this right should be restricted.
5. As a group project, pose your own pictures of some of the rights, and make a PowerPoint or Prezi.



6. Interview several adults and ask them what they feel are the most important rights a human could have.
7. Earn a little money and send it to ADRA to fund a project that supports a human right.
8. Choose a few rights and assign some students to “defend” and “restrict” those rights. Hold a debate.



## YOUR Country and Human Rights



## Human Rights

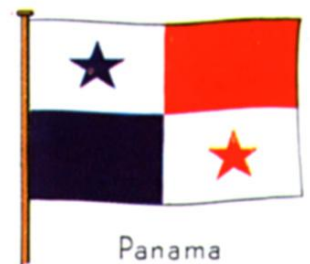
Sad to say, no country of the world supports or enforces ALL of the rights found in the Universal Declaration of Human Rights. Use the following websites to investigate where countries around the world have problems.

As you read, remember to consider the source of the information. Iran's view of the United States could be biased since the two countries are not considered friends and allies. In addition, you may want to compare countries. Some countries are very open to scrutiny, and allow investigation and free reporting. Others may not have much reported because they are very closed to freedom of the press.



You will find that some issues in human rights resonate with you more than others. While the United States fights about what age children should be allowed to work at a MacDonald's restaurant, other countries work six year olds in poisonous and hazardous conditions. If you are a woman, women's rights may be more important to you than another issue.

Whatever your individual interests, continue to be alert to abuses of those around you. Wherever you are, whenever you can, make a positive difference in your world.



Panama

# Reports on Human Rights around the World



Human Rights

Human rights organizations publish annual reports and special reports on specific pressing human rights situations. In addition to these sites, do a search using “human rights violations” or look for human rights violations in a specific country.



**Amnesty International Reports (These can be accessed by country)**

"World leaders owe an apology for failing to deliver on the promise of justice and equality in the Universal Declaration of Human Rights (UDHR), adopted sixty years ago. In the past six decades, many governments have shown more interest in the abuse of power or in the pursuit of political self-interest, than in respecting the rights of those they lead." <http://amnesty.org/en/annual-report/2013>



**Human Rights Watch World Report (The site is divided by regions and topics. Click on the region, and from there go to the country of choice.)**

“Rarely has democracy been so acclaimed yet so breached, so promoted yet so disrespected, so important yet so disappointing. Today, democracy has become the *sine qua non* of legitimacy. Few governments want to be seen as undemocratic. Yet the credentials of the claimants have not kept pace with democracy’s growing popularity...”

[www.hrw.org/](http://www.hrw.org/)



**U. N. Office of the High Commissioner for Human Rights**

Many free downloadable documents. Recent publications include a handbook for nongovernmental Organization and a plan of action for a world program for human rights education. Main page: [www.ohchr.org/](http://www.ohchr.org/) Easy access to individual countries:

<http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx>



### US State Department

The US State Department's Annual Country Reports on Human Rights Practices survey the situation of human rights around the world (outside of the United States).

[www.state.gov/g/drl/rls/hrrpt](http://www.state.gov/g/drl/rls/hrrpt)



For more information on the U.S. Government's engagement on human rights, visit [HumanRights.gov](http://HumanRights.gov)



### United for Human Rights

Lots of free resources featured here, including some great ads for each right and a free education kit. There are also online courses, and apps available. [www.humanrights.com/](http://www.humanrights.com/)



# What Human Rights Do Bible Stories Illustrate?

Write a brief summary of each Bible passage and tell what human right from the Declaration of Human Rights you think it involves. There may be more than one.

## 1. The Good Samaritan

**Luke 10:25-37 NIV:** <sup>25</sup> On one occasion an expert in the law stood up to test Jesus. “Teacher,” he asked, “what must I do to inherit eternal life?”

<sup>26</sup> “What is written in the Law?” he replied. “How do you read it?”

<sup>27</sup> He answered, “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind”; and, ‘Love your neighbor as yourself’.”

<sup>28</sup> “You have answered correctly,” Jesus replied. “Do this and you will live.”

<sup>29</sup> But he wanted to justify himself, so he asked Jesus, “And who is my neighbor?”

<sup>30</sup> In reply Jesus said: “A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. <sup>31</sup> A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. <sup>32</sup> So too, a Levite, when he came to the place and saw him, passed by on the other side. <sup>33</sup> But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. <sup>34</sup> He went to him and bandaged his

wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. <sup>35</sup> The next day he took out two denarii and gave them to the innkeeper. ‘Look after him,’ he said, ‘and when I return, I will reimburse you for any extra expense you may have’.”

<sup>36</sup> “Which of these three do you think was a neighbor to the man who fell into the hands of robbers?”

<sup>37</sup> The expert in the law replied, “The one who had mercy on him.” Jesus told him, “Go and do likewise.”



## 2. Ruth and Boaz

**Ruth 2 NIV:** Now Naomi had a relative on her husband’s side, a man of standing from the clan of Elimelek, whose name was Boaz.<sup>2</sup> And Ruth the Moabite said to Naomi, “Let me go to the fields and pick up the leftover grain behind anyone in whose eyes I find favor.”

Naomi said to her, “Go ahead, my daughter.” <sup>3</sup> So she went out, entered a field and began to glean behind the harvesters. As it turned out, she was working in a field belonging to Boaz, who was from the clan of Elimelek.







#### Human Rights

<sup>4</sup> Just then Boaz arrived from Bethlehem and greeted the harvesters, “The LORD be with you!”  
“The LORD bless you!” they answered.

<sup>5</sup> Boaz asked the overseer of his harvesters, “Who does that young woman belong to?”

<sup>6</sup> The overseer replied, “She is the Moabite who came back from Moab with Naomi. <sup>7</sup> She said, ‘Please let me glean and gather among the sheaves behind the harvesters.’ She came into the field and has remained here from morning till now, except for a short rest in the shelter.”

<sup>8</sup> So Boaz said to Ruth, “My daughter, listen to me. Don’t go and glean in another field and don’t go away from here. Stay here with the women who work for me. <sup>9</sup> Watch the field where the men are harvesting, and follow along after the women. I have told the men not to lay a hand on you. And whenever you are thirsty, go and get a drink from the water jars the men have filled.”

<sup>10</sup> At this, she bowed down with her face to the ground. She asked him, “Why have I found such favor in your eyes that you notice me—a foreigner?”



<sup>11</sup> Boaz replied, “I’ve been told all about what you have done for your mother-in-law since the death of your husband—how you left your father and mother and your homeland and came to live with a people you did not know before. <sup>12</sup> May the LORD repay you for what you have done. May you be richly rewarded by the LORD, the God of Israel, under whose wings you have come to take refuge.”

<sup>13</sup> “May I continue to find favor in your eyes, my lord,” she said. “You have put me at ease by speaking kindly to your servant—though I do not have the standing of one of your servants.”

<sup>14</sup> At mealtime Boaz said to her, “Come over here. Have some bread and dip it in the wine vinegar.”

When she sat down with the harvesters, he offered her some roasted grain. She ate all she wanted and had some left over. <sup>15</sup> As she got up to glean, Boaz gave orders to his men, “Let her gather among the sheaves and don’t reprimand her. <sup>16</sup> Even pull out some stalks for her from the bundles and leave them for her to pick up, and don’t rebuke her.”

<sup>17</sup> So Ruth gleaned in the field until evening. Then she threshed the barley she had gathered, and it amounted to about an ephah. <sup>18</sup> She carried it back to town, and her mother-in-law saw how much she had gathered. Ruth also brought out and gave her what she had left over after she had eaten enough.

<sup>19</sup> Her mother-in-law asked her, “Where did you glean today? Where did you work? Blessed be the man who took notice of you!”





#### Human Rights

Then Ruth told her mother-in-law about the one at whose place she had been working. “The name of the man I worked with today is Boaz,” she said.

<sup>20</sup> “The LORD bless him!” Naomi said to her daughter-in-law. “He has not stopped showing his kindness to the living and the dead.” She added, “That man is our close relative; he is one of our guardian-redeemers.”

<sup>21</sup> Then Ruth the Moabite said, “He even said to me, ‘Stay with my workers until they finish harvesting all my grain.’”

<sup>22</sup> Naomi said to Ruth her daughter-in-law, “It will be good for you, my daughter, to go with the women who work for him, because in someone else’s field you might be harmed.”

<sup>23</sup> So Ruth stayed close to the women of Boaz to glean until the barley and wheat harvests were finished. And she lived with her mother-in-law.

### 3. A Couple Gives Elisha a Place to Live



#### 2 Kings 4: 8-10 NIV:

<sup>8</sup> Once, while Elisha was in the town of Shunem,<sup>[a]</sup> he met a rich woman who invited him to her home for dinner. After that, whenever he was in Shunem, he would have a meal there with her and her husband.

<sup>9</sup> Some time later the woman said to her husband, “I’m sure the man who comes here so often is a prophet of God. <sup>10</sup> Why don’t we build him a small room on the flat roof of our house? We can put a bed, a table and chair, and an oil lamp in it. Then whenever he comes, he can stay with us.”

<sup>11</sup> The next time Elisha was in Shunem, he stopped at their house and went up to his room to rest. <sup>12-13</sup> He said to his servant Gehazi, “This woman has been very helpful. Have her come up here to the roof for a moment.” She came, and Elisha told Gehazi to say to her, “You’ve gone to a lot of trouble for us, and we want to help you. Is there something we can request the king or army commander to do?”<sup>[b]</sup>

The woman answered, “With my relatives nearby, I have everything I need.”

### 4. Commandment to Remain Honest

#### Exodus 20:15

“You shall not steal.”

### 5. Joseph Sold By His Brothers



Human Rights

**Genesis 37 NIV:** <sup>25</sup> As they sat down to eat their meal, they looked up and saw a caravan of Ishmaelites coming from Gilead. Their camels were loaded with spices, balm and myrrh, and they were on their way to take them down to Egypt.

<sup>26</sup> Judah said to his brothers, “What will we gain if we kill our brother and cover up his blood?

<sup>27</sup> Come, let’s sell him to the Ishmaelites and not lay our hands on him; after all, he is our brother, our own flesh and blood.” His brothers agreed.

<sup>28</sup> So when the Midianite merchants came by, his brothers pulled Joseph up out of the cistern and sold him for twenty shekels of silver to the Ishmaelites, who took him to Egypt.





# What Rights Would You Trade or Give Up?

It is easy to sit in our comfortable chairs and say that we would never give up our rights for anything. But it is not always easy to hold on to these rights.

Scenario I: For instance, you may say you would never sell a family member as a slave. But then for months and months there is not enough food in your family. Your baby brother dies from starvation. Your mother can hardly move any more because of malnutrition. Your other sisters and brothers are very weak. Although your father left the family several months ago to look for work, you have not heard from him in a long time. He may be dead.



A man comes to your village. He offers money and food in exchange for several of the girls in the village, including your sister. Would you **SELL YOUR SISTER** for food needed to save the rest of the family? Would you sell **YOURSELF** as a **SLAVE** to stay alive?

Scenario II: Your country has been at war for years. Now a group of people is offering peace if the country agrees to become a certain religion. You have seen family members tortured, shot, starved and beaten during the war. You do not believe this religion is a true one, but it doesn't seem like it is too bad. After all, you can keep your own religion in secret. You want the war to end before more people suffer and die. Would you give up your **RELIGION** for **PEACE**?

Many people of the world have to face hard choices like these.



**Another area of human rights focuses on what rights YOU would be willing to take away from other people.**

Most of us would like to believe that we would give all people their basic rights. We would not starve someone, burn down their home, or make slaves of them.

But sometimes we violate the rights of others without being aware of it.

If we buy clothing and shoes made by children or slaves, we are helping to take away their rights. If we refuse to rent a house to someone because they are a different religion, we are robbing someone of their rights.

**Eleanor Roosevelt on the Universal Declaration of Human Rights:**

"Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world."





## SERVICE/ACTION PLANS

Choose one of the following ideas to create a service/action plan for you or a group.

- 1) feeding the homeless
- 2) welcome to our neighborhood/school/church packages
- 3) new baby kits
- 4) welcome to the church kits for children
- 5) volunteering in a soup kitchen
- 6) helping animals
- 7) helping fire victims
- 8) immediate help kits
- 9) long term refugee help
- 10) educational help, tutoring
- 11) adult educational help
- 12) hazards in a neighborhood
- 13) id numbers on curbs
- 14) ramps for elderly/handicapped
- 15) assessing campus/church for access and hazards
- 16) gardening for others
- 17) health clinics
- 18) healthy/inexpensive recipe booklet
- 19) quilts/blankets for the cold
- 20) mittens/gloves/coats for those in need
- 21) tooth paste/toothbrushes drive
- 22) visiting the lonely
- 23) library story time for toddlers





# Human Rights Word Search

T E U A Z Y J H T F T D C W F K Z D J W  
D O T F R G O O Y X V S W T B K F V K U  
I X T H N A T C G Y L K E S D F Z E R J  
S W P Q Z G A G L D W G T Z R Y W G O V  
C B R T V V V B P Y S W N C F S N V E L  
R P Q U I I M N O B C H C M B O K K X F  
I S K R F E H V G D T R V Q I I O Q P G  
M Q P G S T O C N F Z T P T A I Y D R M  
I U F S H H G I Y A B T A Y S K O B E R  
N G A H J H I L R A T C X N F S W V S S  
A U G X K P I Y R K U I N Z Q R Z J S J  
T K I A O M V E C D M X O I B U P R I L  
I I R Z A U T D E L L H T N J X F R O T  
O W Y F V L T G O Z O E K Z A Q X D N H  
N S U E E Y U U R V H T N C R L L M Y O  
B I G H D P C I N O O M H Z B A I Q V U  
P D S Q O E H J S N B I M I S B V T P G  
A M D A F I Z A L O X T W P N F M A Y H  
T E A P S T Z A V X S X B P B G B W Q T  
S L A V E R Y H B C Z T L U C C I L A B

- PRIVACY
- THOUGHT
- SLAVERY
- EXPRESSION
- EDUCATION
- SHELTER
- DISCRIMINATION
- FOOD
- CLOTHING
- ASSEMBLY
- NATIONALITY
- FAMILY

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# Activists In Human Rights History Timeline

Cut paper strips from colored paper and attach end to end to create a timeline. Print the following cards and cut out. Put them in order on the timeline. Find pictures of each person and place them on the timeline.

**Additional ideas:**

Turn selected cards into individual brochures that include an illustration of the document /accomplishment of each person.

Pretend you are one of these people. Write a short first-person narrative telling what you did for the cause of human rights. This could take the form of a “letter” to a friend.



Cyrus Cylinder



Ten Commandments

<p style="text-align: center;"><b>Hammurabi, the King of Babylon (now in Iraq). I lived from 2123 to 2080 BC.</b></p> <p>I was one of the first leaders to actually write down laws. My laws promised to “make justice reign, to destroy the wicked and violent and to promote the good of the people.” If people were charged with a wrong-doing my laws made sure they were treated as innocent until someone could prove they were guilty. Punishments for breaking my laws were very harsh, though, and often resulted in death.</p> <p style="text-align: center;"><b>2150 BC</b></p>	<p style="text-align: center;"><b>Moses, a Jewish leader and prophet I lived around 1200 BC.</b></p> <p>I led the people of Israel out of Egypt – where they had been slaves – and eventually to freedom in Israel. I was given the Ten Commandments at Mount Sinai and promoted these to my people. I believed that these rules showed people how to behave justly towards their God and towards other human beings.</p> <p style="text-align: center;"><b>1200 BC</b></p>
<p style="text-align: center;"><b>Zarathustra, a mystic from Persia (now Iran). I lived from 628 to 551 BC.</b></p> <p>I was the founder of the Zoroastrian faith. I believed that the purpose of every human being’s life was to promote truth. I taught that everyone should actively participate in life through thinking good thoughts, saying good words and doing good deeds for the good of others.</p> <p style="text-align: center;"><b>600 BC</b></p>	<p style="text-align: center;"><b>Cyrus the Elder, King of Persia (now Iran). I lived from 600 to 529 BC.</b></p> <p>I drew up a charter for the people in your kingdom and wrote it down on what is now called the ‘Cyrus Cylinder’. This charter promised not to force any person to change their religion and faith and guaranteed freedom for all. The United Nations has called this charter the “first human rights document”.</p> <p style="text-align: center;"><b>550 BC</b></p>





Human Rights

**Siddharta Gautama Sakyamuni,  
The Buddha, a teacher and philosopher from India  
I lived from 550 to 480 BC.**

The founder of Buddhism, I preached respect for the dignity of life, believed in non-violence and promoted, among others things, the need for "right conduct" towards others.

**500 BC**

**Plato,  
a philosopher from Greece  
I lived from 384 to 322 BC.**

I believed in universal truth and virtue and that these ideas were above the laws of individual states. In one of my major books, *The Republic*, I outlined different types of government arguing that the best kind of government is truly just.

**350 BC**



John Ball

**Spartacus, a slave and gladiator in Greece/Italy.  
I lived from 110 to 71 BC**

I escaped from gladiator school in 73 BC with 70 other slaves and raised an army to fight against the Romans. I fought against oppression and for freedom from slavery. I defeated two Roman armies before I was captured and crucified.

**73 BC**

**Brigid Brethera, from Ireland.  
I lived around 30 AD.**

I was an official lawgiver in Ireland. I made judgments based on Breton Law – ancient Irish law that, among other things, promoted the idea of equality. The lowest clansman was seen as equal to the king and women as equal to men. I was responsible for granting the right to women to inherit the land from their fathers in the absence of sons.

**30 AD**

**Patrick, Apostle of Ireland.  
I lived from 378 to 493 AD.**

I brought Christianity to Ireland. I was one of the nine scholars who wrote the *Senchus Mor*. This book was based on old Irish law (called Brehon Law) but only included laws that were compatible with Christianity. Significantly, the *Senchus Mor* outlined laws relating to the rights and privileges of each section of society from the king down to the slave. It also kept the tradition of Brehon Law by not allowing the use of the death penalty.

**400 AD**

**King John of England.  
I lived from 1167 to 1216.**

I was forced by English barons to sign the Magna Carta (Great Charter). This charter limited my power. It meant that kings had to obey certain laws too. It explicitly protected certain rights of England's subjects such as the right to appeal against unlawful imprisonment. It is recognized as an early human rights document.

**1200 AD**

**John Ball, a priest from England.  
I lived from 1340 to 1381.**

I was a leader of the Peasants' Revolt in 1381 in which peasants rebelled against unfair treatment by their Lords, the Church, and King Richard II. I believed that since God had created everyone as equals that it was unjust for the rich to have more than the poor. I once said 'They have fine houses and manors, and we have to brave the wind and rain as we toil in the fields.'

I was executed in 1381.

**1381 AD**



Human Rights

**John Locke, a philosopher from England.  
I lived from 1632 to 1704.**

I believed that there were moral laws that applied to everyone and that even rulers were not above these laws. I wrote about how government should serve the people by protecting life, liberty, and property. I argued for the need to limit government power and insisted that when government abused individual rights, people had a right to rebel.

**1700 AD**

**Jean-Jacques Rousseau, a philosopher from Switzerland.  
I lived from 1712 to 1778.**

I wrote a book called *The Social Contract* which opens with the famous line: "Man is born free but is everywhere in chains". I argued that governments could only use their power if it was agreed by the general will of the people. Governments could not do whatever they wanted: they only had their power because the people gave it to them.

**1750 AD**

**Mary Ann McCracken, a social activist from Belfast, Ireland.**

**I lived from 1770 to 1866.**

I campaigned and worked for various causes, such as the welfare of women and children, the abolition of slavery and political equality for women. I led the Women's Abolitionary Committee in Belfast during the height of the anti-slavery movement. At the age of 88 I could be seen in Belfast docks, handing out anti-slavery leaflets to those boarding ships bound for the United States, where slavery was still practiced.

**1850 AD**

**Thomas Paine, an English writer and revolutionary.  
I lived from 1737 to 1809.**

I was famous for my writings about the revolution in America and France and I believed that governments should protect the rights of their citizens. I was opposed to slavery and the death penalty. I was one of the first to campaign for the idea of a world peace organization and for social security for the poor and elderly.

**1770 AD**

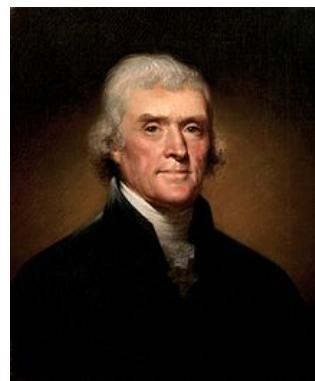
**Thomas Jefferson, the third President of the United States of America.**

**I lived from 1743 to 1826.**

I believed that government should serve the people and that people had the right to alter or abolish a government that abused their rights.

I was the main author of the *American Declaration of Independence* which famously states: "We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

**1776 AD**




Thomas Jefferson

**Mary Wollstonecraft, an English writer**



**Human Rights**

<p><b>I lived from 1759 to 1794.</b> I am known as the Mother of Feminism. I wrote a book called <i>Vindication of the Rights of Women</i> and argued women should have the same rights as men. I attacked the way women were prevented from having a good education. I said this kept women in a state of ignorance and slavish dependence. I was critical of societies that encouraged women to be docile and attentive to their looks to the exclusion of all else. <b>1790 AD</b></p>	<p><b>Elizabeth Fry, a Quaker campaigner in the UK</b> <b>I lived from 1780 to 1845.</b> Appalled at the conditions in women’s prisons, I gave my time to help the prisoners by providing clothes etc for them. I also campaigned for changes in the law to improve prison conditions. I was opposed to the death penalty and also campaigned for the homeless in London and improvements in the way patients were treated in mental asylums. <b>1810 AD</b></p>
<p><b>Jean-Henri Dunant,</b> <b>a humanitarian businessman from Switzerland.</b> <b>I lived from 1828 to 1910.</b> After witnessing the aftermath of the Battle of Solferino in 1859 (in modern day Italy), I organized volunteers to help the wounded. I worked to establish the International Committee of the Red Cross to care for the wounded, sick and homeless in wartime. My ideas helped to develop international treaties known as the <i>Geneva Conventions</i> which are mainly concerned with the treatment of prisoners of war and civilians during wartime. <b>1860 AD</b></p>	<p><b>John Stuart Mill,</b> <b>an English philosopher and Member of Parliament.</b> <b>I lived from 1806 to 1873.</b> In my book <i>On Liberty</i>, I argued strongly in favor of free speech and individual freedoms. I argued that each individual has the right to act as he wants, so long as these actions do not harm others. I also said that society had no right to interfere if a person decided to take an action that only affected them, even if society felt the person was harming themselves. I was opposed to slavery and a strong supporter of women’s liberation. <b>1835 AD</b></p>
<p><b>Meng-Tse (‘Mencius’), a philosopher from China.</b> <b>I lived from 371 to 289 BC.</b> I believed that all human beings were naturally good. I taught that people were the most important part of any state and that rulers should provide for the needs of their people. I also taught that it was acceptable for people to overthrow a ruler or even kill them if they ruled harshly or unjustly. <b>390 BC</b></p>	<p><b>Abraham Lincoln, 16th President of the United States of America.</b> <b>I lived from 1805 to 1865.</b> I ended slavery in America and led the Union to victory against the Southern Confederacy in the American Civil War. In a famous speech at Gettysburg I said: “I know there is a God and He hates injustice and slavery”. <b>1862 AD</b></p>
<p><b>Emmeline Pankhurst,</b> <b>a women’s rights activist from the UK.</b> <b>I lived from 1858 to 1928.</b> As a suffragette, I campaigned for the rights of women to vote. I founded the Women’s Social and Political Union in 1903 which encouraged women to fight for the right to vote. I was imprisoned 13 times because of my political activities. I even went on hunger strike to make my case known and I was violently force-fed in prison. In 1918 women over 30 were given the right to vote. Women were finally given the same voting rights as men in 1928, just before I died. <b>1903 AD</b></p>	 <p><b>Eleanor Roosevelt</b></p>



**Human Rights**

**Eglantyne Jebb, a children’s rights activist from the UK.**

**I lived from 1876 to 1928.**

Conditions were so terrible for children after World War I, that I set up the Save the Children Fund to look after their welfare.

I drafted the first

*Declaration of the Rights of the Child* stating:

“The child that is hungry must be fed, the child that is sick must be nursed’ and that the child ‘must be protected against every form of exploitation.”

**1920 AD**

**Raden Ajeng Kartini, women’s rights campaigner from Java (now Indonesia).**

**I lived from 1879 to 1904.**

Born to the aristocracy, I attended a Dutch colonial school, but I was forced to leave school due to the Islamic law at the time. Aged 24, I had to marry a man twice my age who already had three wives. I wrote letters to my friends in Holland protesting against the treatment of women in my country and called for equality. These letters were later published and inspired many women around the world to also call for equality. In 1903 I opened the first primary school for girls of any social background in Java.

**1903**

**Mohandas Karamchand Gandhi, a spiritual leader from India.**

**I lived from 1869 to 1948.**

I was eventually known as Mahatma (the Great Soul). I was a well-educated political and spiritual leader in India’s struggle for independence from Britain. I used non-violent means of protest such as fasting and boycott of British goods and British institutions to campaign against unjust laws and poor treatment of the Indian people. I used non-violent protest to bring about peace between the different faiths in India. This led to my assassination by an Indian of a different faith.

**1948 AD**

**Olaudah Equiano, a writer and campaigner from Eboe province (now southern Nigeria)**

**I lived from 1745 to 1797.**

I was sold into slavery at a young age to different slave ships and merchants, but was able to earn money working on the side. In three years I could afford to buy my own freedom. As a free man I travelled the world and ended up in London, where I campaigned for the abolition of slavery. I wrote an autobiography of my life, which explained the injustices and suffering experienced by slaves, and which called for the need to restore freedom and dignity to all enslaved men and women.

**1770 AD**

**Eleanor Roosevelt, First Lady of the United States of America, Ambassador to the United Nations**

**I lived from 1884 to 1965.**

I was the wife of President Franklin D Roosevelt and was very active during World War II. I was an advocate for civil rights in the United States and worked to improve the position of working women.

I supported the creation of the United Nations (UN). My major achievement was helping to write the Universal Declaration of Human Rights (UDHR), which I referred to as the “Magna Carta of mankind.”

**1946 A**



**Gandhi**



# Activists Around the World: Poem

## THE BRIDGE BUILDER

*An old man, going a lone highway,  
Came at the evening cold and gray,  
To a chasm, vast and deep and wide,  
Through which was flowing a sullen tide.  
The old man crossed in the twilight dim-  
That sullen stream had no fears for him;  
But he turned, when he reached the other side,  
And built a bridge to span the tide.*



*"Old man," said a fellow pilgrim near,  
"You are wasting strength in building here.  
Your journey will end with the ending day;  
You never again must pass this way.  
You have crossed the chasm, deep and wide,  
Why build you the bridge at the eventide?"*

*The builder lifted his old gray head.  
"Good friend, in the path I have come," he said,  
"There followeth after me today  
A youth whose feet must pass this way.  
This chasm that has been naught to me  
To that fair-haired youth may a pitfall be.  
He, too, must cross in the twilight dim;  
Good friend, I am building the bridge for him."*

*by Will Allen Dromgoole*

- Is this poem speaking only of a physical bridge?
  
- Can you think of ways a person in the past made it easier for a person now to live? What about inventions?
  
- Is there a way you/your class can "build a bridge" for those coming after you?





# Activists Around the World

## The Golden Rule: “Treat others the way you would like them to treat you.”

The Prophet Isaiah describes a wonderful time when the Earth will be made new again. Not just a physically new place, this new Earth will have no more tears, pain, wars, or injustice. Peace will reign, and all peoples will get along.

Throughout history, many individuals have chosen to make things worse here. Yet always there have been some brave and noble men, women, and children who have stood up and tried to improve things. Humans insist on dividing themselves into groups by race, language, culture, religion, and place. Then we often persecute each other based on differences, and we deprive each other of basic human rights.

***“Let no one be discouraged by the belief there is nothing one person can do against the enormous array of the world's ills, misery, ignorance, and violence. Few will have the greatness to bend history, but each of us can work to change a small portion of events. And in the total of all those acts will be written the history of a generation.”***  
— Robert F. Kennedy

Several thousand years ago, in a time of great darkness, the teachings of Jesus swept the globe. If mankind would apply the “Golden Rule,” life on this planet would even now be very different.

Thankfully, in every time and place there have been those who courageously step forward and try to win back lost rights. Sometimes this has been done through violence, but many times it has been done through peaceful means or law.

Just a little bit of research will introduce you to many brave humans who try to make a difference in the lives of others.



# Activists Around the World: PREZI

There are thousands of people around the world working to win and protect the rights of people in their countries and around the planet. This fight continues today.

Start your journey by watching the Prezi: Activists Around the World. This shows where in the world these people live. Now collaborate and find information on each of these people. Add a brief summary of their causes to the Prezi.

Many lists can be found on line. Below is a list to start you on a fascinating study of people who have dedicated their lives to improving the lives of other people.



- Nelson Mandela** (South Africa)
- Nan Joyce** (England - Gypsies, Travelers)
- Brian Dooley** (Human Rights Activist - Ireland)
- Aung San Suu Kyi** (Burmese)
- Ka Hsaw Wa** (Karen)
- Patrice Lumumba** (Congo)
- Peter Takirambudde** (Zambia, Uganda)
- Susana Chavez** (Mexico)
- Harry Wu** (China)
- Ding Zilin** (China, Tianamen Mothers)
- Shin Dong-hyuk** (North Korea)
- Gihan – Gigi - Ibraham** ( Egypt)
- Kamal Abbas** (Egypt)
- Viacheslav Chornovil** (Soviet, Ukraine)
- Anatoly Marchenko** (Russia)
- Jean Wyclif** (Haiti)
- Solange Pierre** (Dominican)





Human Rights

# Human Rights Organizations Intergovernmental and Governmental Organizations



**Office of the United Nations High Commissioner for Human Rights:** The Office of the United Nations High Commissioner for Human Rights' mission is to work for the protection of human rights for all people; to help empower people to realize their rights; and to assist those responsible for upholding such rights in ensuring that they are implemented.

[www.ohchr.org](http://www.ohchr.org)

## **Human Rights Council:**

An intergovernmental body with membership encompassing forty-seven states, the Human Rights Council has the task of promoting and protecting human rights internationally. Its mechanisms to forward these ends include a Universal Periodic Review which assesses situations in all 192 UN Member States, an Advisory Committee which provides expertise on human rights issues, and a Complaints Procedure for individuals and organizations to bring human rights violations to the attention of the Council.

## **United Nations Educational, Scientific and Cultural Organization (UNESCO):**



UNESCO's goal is to build peace in the minds of men. Its work in the field of human rights aims to strengthen awareness and acts as a catalyst for regional, national and international action in human rights.

[www.unesco.org](http://www.unesco.org)



**UNHCR**  
The UN Refugee Agency

## **Office of the United Nations High Commissioner for Refugees:**

This office directs and coordinates international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another state, with the option to return home voluntarily, integrate locally or to resettle in a third country.

[www.unhcr.org](http://www.unhcr.org)



## Human Rights

### **US State Department Bureau of Democracy, Human Rights and Labor:**



The US State Department's Bureau of Democracy, Human Rights and Labor strives to learn the truth and state the facts in all of its human rights investigations, annual reports on country conditions, etc. The bureau takes action to stop ongoing abuses and maintains partnerships with organizations committed to human rights.

[www.state.gov](http://www.state.gov)

### **Office of Democratic Institutions and Human Rights of the Organization for Security and Co-Operation in Europe (OSCE):**



The Office for Democratic Institutions and Human Rights of the OSCE, comprised of fifty-six participating states from Europe, Central Asia and North America, is engaged in human rights activities focusing on freedom of movement and religion and preventing torture and trafficking in persons.

[www.osce.org/odihr](http://www.osce.org/odihr)

[View official United Nations days in observance of human rights](#)



# Refugees

Who or what is a refugee? Are you one? Are you born one? Can anybody become one?

**REFUGEES** are:

- ⊗ People who have crossed into another country because they are fleeing a natural disaster, famine, or war
- ⊗ People who have suffered human rights abuses and been forced to leave their homes
- ⊗ Displaced people who have had to go to a different part or their country because they can no longer live safely in their home area
- ⊗ People who may have suffered torture, violence, terrible poverty, loss of freedom, slavery, malnutrition, and lack of education



## **ROLEPLAY: PACK YOUR BAGS**

**Divide into pairs. Have a paper ready. When the starting signal is given, you will have three minutes to scribble down the answers. LISTEN CAREFULLY.**

Your family has become members of a very controversial religion. This is not a popular religion in your country. In fact, you can be killed for being one. A friend has just called and told you that angry neighbors plan to come tomorrow and burn your home and belongings. They also intend to severely beat your family. The weather is rather cool, although not freezing. There are five people in your family, the youngest is just a baby about six months old.

You decide to try to run to a place of safety after dark. That place will be a month's journey away. **WHAT WILL YOU TAKE WITH YOU?** Ready? You have three minutes to make a list of what you will take along.



**ANALYZE:** When the time is up, join another pair. Look at each other's lists? What were good ideas? What did you miss? Did you provide for basic needs such as food, clothing, water, cooking, blankets, and so on? What about documents like birth certificates or passports? Did you bring any useless things? Write a brief analysis of your views on how well prepared you think you were to flee.



**EXTEND:**

1. Form small groups of three to five and jot down some brief answers to the following questions:

- ✎ How could people become refugees? Can that state be only temporary?
- ✎ Should other countries around the refugee's home country be responsible for taking in these people? Explain your answers.
- ✎ What needs could refugees have?
- ✎ What rights should refugees have in their new area or country?
- ✎ What problems could refugees cause in a new area or country?

2. Now get together and compare answers. Compile a master list.

3. From this list, choose one area as a class and brainstorm some solutions.

(For example, how could you meet the educational or winter clothing needs of a refugee group?)

**ACTION PROJECT:** Research a refugee group in your area. Find out if there are needs or problems that your class may be able to meet.



Human Rights



ADRA's website: [www.adra.org](http://www.adra.org)



Children's page: ADRA for Kids <http://kids.adra.org/>

<http://www.childrensrightsindia.org/pdf/OurRights.pdf>



**CHILD RIGHTS AND YOU**  
[www.america.cry.org](http://www.america.cry.org)

Stand up for child rights

Full Text of the CRC

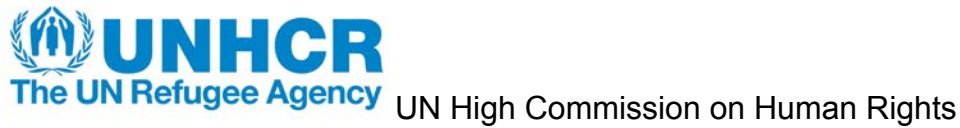
[www.unicef.org/crc/fulltext.htm](http://www.unicef.org/crc/fulltext.htm)

Campaign for the US Ratification of the CRC

[www.childrightscampaign.org](http://www.childrightscampaign.org)



[www.unicef.org](http://www.unicef.org)



[www.unhcr.org](http://www.unhcr.org)



[www.amnesty.org](http://www.amnesty.org)



[http://www.bbc.co.uk/worldservice/people/features/ihavearightto/four\\_b/all\\_rights.shtm](http://www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/all_rights.shtm) On this page we've simplified the text of the Universal Declaration of Human Rights (UDHR). All 30 rights are equal to each other and it is the duty of governments to protect and promote them. Click on a right to read a case study from around the world.

<http://teachunicef.org/explore/topic/child-rights-crc>

<http://www.un.org/Pubs/CyberSchoolBus/crc/motion.html>





Human Rights



Youth Advocate Program International

[www.yapi.org](http://www.yapi.org)



**RATIFY!**  
childrightscampaign.org



Excellent photo essay of children's rights.



<http://www.oxfamamerica.org/>

<http://www.oxfam.org.uk/education/resources/food-for-thought-geography-learn-resources>



# THE RIGHT TO AN EDUCATION: ACTIVITY

## Why Do You Need An Education?

People often forget that education, training, and knowledge are connected to income levels. Thus, education plays a large role in the ability to provide food, clothing, and shelter for families.

### **Materials:**

- Level of Education Cards (one set for every group of four)
- RED (\$1000), BLUE (\$500), YELLOW (\$100), GREEN (\$20)
- Play money
- List of expenses
- Paper, pencils, chart paper

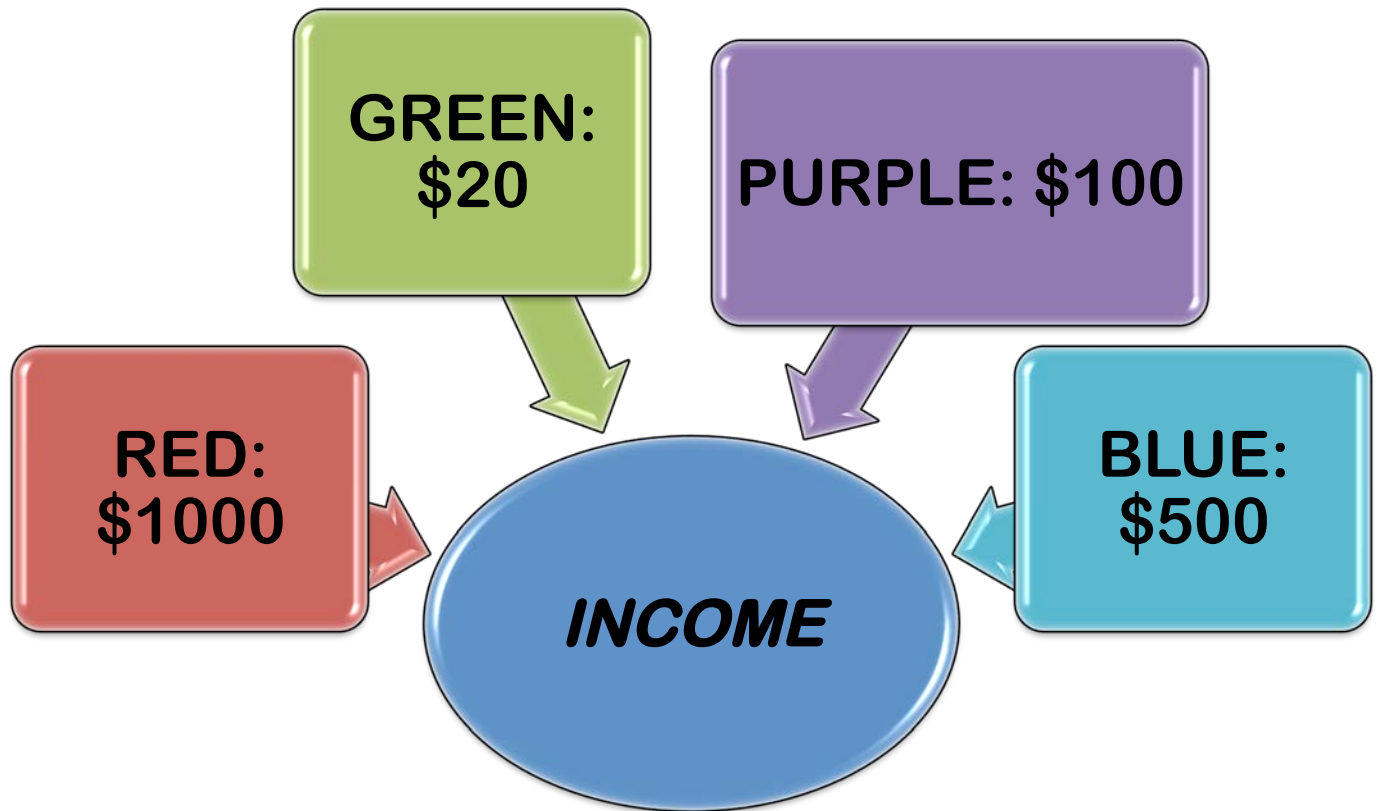
### **Procedure:**

1. Post charts in a place for easy reference.  
Take blank envelopes, cut apart the education chart and place one education and appropriate level of play money in envelopes before lesson.
2. Divide class into groups of four.
3. Place envelopes on table and let each person choose their own.
4. Participants read the cards and prepare play money for activity.
5. Explain that the income is related to the level of education attained and living expenses must be paid from that amount each month.
6. Explain as you state/write each expense the participants must set that amount aside from the play money.
7. Read and display charts. (instructions continued after charts.)

### **YOUR EDUCATION:**

<p><b>RED:</b> You graduated from high school. Because of this, you have been able to get a monthly salary of \$1000.</p>	<p><b>BLUE:</b> You were able to complete elementary school and then it was necessary for you to work in your family's store. You earn a monthly salary of \$500.</p>
<p><b>PURPLE:</b> You were able to attend only two years of elementary school because your family needed additional income when you were growing up, so you had to work as a child. You can read and write just a little. You now earn about \$100 a month.</p>	<p><b>GREEN:</b> Your family farmed in an area far from any school, so you were never able to learn how to read or write. You now farm and earn \$20 a month.</p>

### **REFERENCE CHARTS:**





# FOOD COSTS

**RED:** \$75, you spend it in a grocery store.

**BLUE:** \$50 for other items not sold in your store.

**GREEN:** No additional costs but you can only eat what you can grow or trade for.

**PURPLE:** \$25 for just yourself.

**GREEN:** \$0 but your younger sister has been ill and you live too far from any clinics or doctors.

**PURPLE:** \$0 but you cannot afford a dentist for your toothache.

**RED:** You are able to go to the doctor any time you need to.

## MEDICAL EXPENSES

**BLUE:** \$50 for an arm you broke lifting some boxes in the store.



**RED: \$50**  
you can afford air conditioning and heat.

**EXPENSES AND UTILITIES**

**BLUE: \$100**  
for the utilities at the store.

**PURPLE: \$0** you cannot afford air conditioning or heat

**GREEN: \$30** you decide to irrigate your crops so that you can grow more corn.

Instructions continued:

9. Cut out the LIFE EVENTS CARDS and place them upside down in two piles.
10. Use the BUDGET sheet and record each of your expenses from the charts. Figure out if you are making enough money to live. If you are not, decide what you are going to have to change.
11. When you have finished choose one card from each of the piles. (You should have two.) Now go back to your BUDGET sheet and record the life events. Adjust your totals.



LIFE EVENTS CARDS

<p>You were given a gift of \$10.</p>	<p>You were able to earn another \$20. If you were Green or Purple, you are told you must pay taxes of \$3. You cannot read well enough to tell if that is true, so you pay it.</p>	<p>You were injured and so lost 25% of your income. If you are Red, you read about a plan where you can get half of that money back.</p>	<p>You were too sick to work and so lost 10% of your income.</p>
<p>You have lots of extra food. You sell some for an extra \$5. If you are Green, you don't know what it is worth, so you only get \$3.</p>	<p>You had to buy extra tools and supplies in order to do our job. This costs you an extra \$10 this month.</p>	<p>A fire burned down your home. You must live outside until you can come up with an additional \$25.</p>	<p>Soldiers made you move from your home, land, or store. Now what will you do?</p>
<p>You wish to give a birthday gift to your mother. This will cost \$2. Will you be able to do it?</p>	<p>You need shoes that cost \$10, and clothing that costs \$15. Will you be able to buy both? Or either one?</p>		<p>Your sister dies and her two children must come and live with you. This costs you another \$20 a month for food. Can you afford it?</p>
<p>You have something to sell that is worth \$50. If you are Red, Blue, or Purple, you can read well enough so that you get the full \$50. If you are Green, you cannot read. You get cheated and only get \$10 for your item.</p>	<p>Your daughter is 10 years old. She could make \$10 if she quits school and works for the neighbor. Do you let her stay in school or must she quit school and go to work?</p>	<p>Your son is 14 years old. He could make \$25 a month if he quits school and works as a farm worker. Do you let him stay in school or must he quit school and go to work?</p>	<p>If you are:  <b>Red:</b> you have savings to help with money problems.  <b>Blue:</b> you can borrow the money you need.  <b>Green:</b> If a disaster has happened you must sell a child as a slave.  <b>Purple:</b> You have family that helps you.</p>





# Budget Sheet

Name: \_\_\_\_\_

1. What color was in your envelope? \_\_\_\_\_
2. What did it say about your education?  
\_\_\_\_\_  
\_\_\_\_\_
3. Your income: \_\_\_\_\_
4. Your housing costs: \_\_\_\_\_
5. Your food costs: \_\_\_\_\_
6. Your medical expenses: \_\_\_\_\_
7. Your expenses & utilities: \_\_\_\_\_
8. After you take everything away from your income, what do you have left?  
\_\_\_\_\_
9. Can you think of anything else you might NEED each month to live?  
\_\_\_\_\_
10. What are some things you might WANT?  
\_\_\_\_\_
11. On your income, do you think you would be able to afford more needs?  
\_\_\_\_\_
12. On your income, do you think you would be able to afford a want every once in a while? \_\_\_\_\_
13. Now choose two of the LIFE EVENT CARDS. Record them here, and tell how they are affecting your budget.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Gathering: Did Education Make a Difference?

Take turns presenting the budget sheets. Who was able to take care of their family the best? Would that always be true?

1. How is education important in meeting every day needs?
2. How can education prevent child labor and slavery?
3. How might education improve human rights?
4. Oxfam UK believes that “Denial of education is the biggest single cause of global poverty and inequality.” “Education is a human right with immense power to transform. On its Foundation rest the cornerstones of freedom, democracy and sustainable human development.” By Kofi Annan, Secretary General of the UN. Do you agree with these statements? Can you think of other causes of poverty?



Six billion dollars is the same amount as the world spends on military spending in just four days.	Eight billion dollars are spent in the United States alone each year on cosmetics.
<b>To provide every child in the world with primary education will cost six billion dollars. Where could we get the money for education?</b>	
Twelve billion dollars are spent in Europe and the United States on perfume.	\$435 billion is spent globally each year on advertising.

Additional Information:  
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# APPENDIX: INTRODUCTION TO HUMAN RIGHTS TERMINOLOGY

(Excerpt from: *Human Rights: A Basic Handbook for UN Staff*, pp. 2-5)

## **What are human rights?**

Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity. They are expressed in treaties, customary international law, bodies of principles and other sources of law. Human rights law places an obligation on States to act in a particular way and prohibits States from engaging in specified activities.

However, the law does not establish human rights. Human rights are inherent entitlements which come to every person as a consequence of being human. Treaties and other sources of law generally serve to protect formally the rights of individuals and groups against actions or abandonment of actions by Governments which interfere with the enjoyment of their human rights.



The following are some of the most important characteristics of human rights:

- Human rights are founded on respect for the dignity and worth of each person;
- Human rights are universal, meaning that they are applied equally and without discrimination to all people;
- Human rights are inalienable, in that no one can have his or her human rights taken away; they can be limited in specific situations (for example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law);
- Human rights are indivisible, interrelated and interdependent, for the reason that it is insufficient to respect some human rights and not others. In practice, the violation of one right will often affect respect for several other rights. All human rights should therefore be seen as having equal importance and of being equally essential to respect for the dignity and worth of every person.



## **International human rights law**

The formal expression of inherent human rights is through international human rights law. A series of international human rights treaties and other instruments have emerged since 1945 conferring legal form on inherent human rights. The creation of the United Nations provided an ideal forum for the development and adoption of international human rights instruments.

Other instruments have been adopted at a regional level reflecting the particular human rights concerns of the region. Most States have also adopted constitutions and other laws which formally protect basic human rights. Often the language used by States is drawn directly from the international human rights instruments.

International human rights law consists mainly of treaties and custom as well as, inter alia, declarations, guidelines and principles.



## **Treaties**

A treaty is an agreement by States to be bound by particular rules. International treaties have different designations such as covenants, charters, protocols, conventions, accords and agreements. A treaty is legally binding on those States which have consented to be bound by the provisions of the treaty – in other words are party to the treaty.

A State can become a party to a treaty by ratification, accession or succession. Ratification is a State's formal expression of consent to be bound by a treaty. Only a State that has previously signed the treaty (during the period when the treaty was open for signature) can ratify it. Ratification consists of two procedural acts: on the domestic level, it requires approval by the appropriate constitutional organ (usually the head of State or parliament).

On the international level, pursuant to the relevant provision of the treaty in question, the instrument of ratification shall be formally transmitted to the depositary which may be a State or an international organization such as the United Nations. Accession entails consent to be bound by a State that has not previously signed the instrument. States ratify treaties both before and after the treaty has entered into force. The same applies to accession.



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A State may also become party to a treaty by succession, which takes place by virtue of a specific treaty provision or by declaration. Most treaties are not self-executing. In some States treaties are superior to domestic law, whereas in other States treaties are given constitutional status, and in yet others only certain provisions of a treaty are incorporated in domestic law.

A State may, in ratifying a treaty, enter reservations to that treaty, indicating that, while it consents to be bound by most of the provisions, it does not agree to be bound by certain specific provisions. However, a reservation may not defeat the object and purpose of the treaty. Further, even if a State is not a party to a treaty or if it has entered reservations thereto, that State may still be bound by those treaty provisions which have become part of customary international law or constitute peremptory rules of international law, such as the prohibition against torture.

### **Custom**

Customary international law (or simply “custom”) is the term used to describe a general and consistent practice followed by States deriving from a sense of legal obligation. Thus, for example, while the Universal Declaration of Human Rights is not in itself a binding treaty, some of its provisions have the character of customary international law.

Declarations, resolutions etc. adopted by United Nations organs General norms of international law – principles and practices that most States would agree on – are often stated in declarations, proclamations, standard rules, guidelines, recommendations and principles.

While no binding legal effect on States ensues, they nevertheless represent a broad consensus on the part of the international community and, therefore, have a strong and undeniable moral force in terms of the practice of States in their conduct of international relations. The value of such instruments rests on their recognition and acceptance by a large number of States, and, even without binding legal effect, they may be seen as declaratory of broadly accepted principles within the international community.

