This issue of The Fourth R is devoted to human rights education resources, divided into general and topical sections. We were able to compile these lists thanks to the help of many educators who shared their expertise with us. We urge you to join them and other educators in dialogue, as we work toward sharing a common ethic of human rights education.

Human rights education should take place in a classroom environment that promotes respect, cooperation, and social responsibility. These selections from the related fields of peace, anti-bias, multicultural, and global education, cooperative learning, and teaching for social responsibility will help you build a foundation for teaching human rights. Choose one or two to begin the process of developing your own approach.

We consider this bibliography a beginning and recognize that due to limitations of time and space, it is not exhaustive. Please send us comments on these materials, as well as information on additional resources. Your input could help fulfill our long-term goal of expanding this bibliography into a book-length resource guide.

The Editors

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Human Rights Education Resource Guide

Human Rights Education: The Fourth R

The title Human Rights Education: The Fourth R derives from a belief that teaching of human rights is as basic as teaching the traditional three Rs. The Fourth R should occupy as central a place in the curriculum as reading, writing, and arithmetic.

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The editors thank Maria Baldini, Lisa Cramer, Liz Norlin, and Mary Thacker for their help in preparing this edition of The Fourth R.


I. Human Rights Education

Overview


The book for 8- to 12-year-olds aims to give children information and so equips them for critical thought by teaching important humanitarian ideas. It discusses learning right from wrong, stressing such aspects as the difference between rules and principles and the importance of an individual’s rights. Simple language and illustrations make this book accessible to older children.


Important issues, concepts, and research related to international human rights are discussed, and instructional guidelines and creative teaching strategies are presented in this resource for K-12 and college social studies/social science teachers. The bulletin consists of an introduction and seven chapters. Also listed are significant events and documents in international human rights and the text of the Universal Declaration of Human Rights.


The series treats particular issues and problems in human rights. Excellent for teacher background and for short readings for senior high school.


The booklet aims at fostering awareness and comprehension of human rights by providing basic information about rights and respect for self and others, within the context of the Universal Declaration of Rights. Activities for children of all age groups are outlined; those for younger children focus on nurturing their sense of self-worth and respect for others. The exercises for older children deal with current issues and promote a greater understanding of the issues. While part of the text contains traditional instructional materials about human rights, the central theme of the book is for children to experience human rights through various activities. Emphasis is on role playing for older children, while activities for the younger ones are more exploratory in nature.


Supplementary teaching activities for primary schools to help prepare children to live in a global world. The material demonstrates our global interdependence and helps the children realize that they are part of a larger community.
Human Rights Education Resource Guide


The packet contains an explanatory/resource sheet and four participant sheets, covering the topics of food, discrimination, censorship, and disappearances. Each unit looks at the relevant UN articles and current realities, a situation in Ireland, and a case study from outside Ireland. The packet aims to promote human rights education, to help people connect their own lives with those of people around the world, and to discuss the relationship between development and human rights. Other planned units include refugees, shelter, and inequalities confronting women.


A booklet explaining the rights of Canadian young persons under the Youth Protection Act and the Young Offenders Act. The booklet focuses on the rights of youth under four section headings: “The Government and You,” “Your Right to Privacy,” “In a Reception Centre,” and “Things May Change,” dealing with the rights to reviews and appeals. A description of the Commission de Protection des Droits de la Jeunesse and a list of its offices are included.


The booklet briefly explains the 21 articles of the European Convention on Human Rights and its Protocols with the help of 11 illustrations. It also very briefly informs the reader about the essential aspects of the European Council.


The handbook was designed to help students learn the cultural contexts in which human rights are variously defined. It provides a comparative study of five nations, selected for their geographic and cultural scope, as a unique way to study human rights. The study presents activities and strategies for establishing class objectives and for examining the definition of human rights. It contains 90 readings from five countries and international documents, which broaden the knowledge and understanding of human rights such as the Helsinki Agreement. Activities are included for different grade levels. An attitudinal questionnaire is included for students to assess the effect of the unit.


In the course of his studies in the philosophy of education and travels in the Third World, the author evolved a theory for the education of illiterates based on the conviction that every human being, no matter how “ignorant” or submerged in the “culture of silence,” is capable of looking critically at his/her world in a dialogical encounter with others. The book discusses a justification for a pedagogy of the oppressed, criticizes the “banking” concept of education as an instrument of oppression, describes the essence of education as the practice of freedom, and puts forth a theory of cultural action.


An excellent short introduction to human rights, history, standards issues, and controversies. It is highly recommended as an essential handbook for teachers and is usable as a text for senior high school and up.


Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on teaching high school students their constitutional rights and responsibilities. The 40 lesson plans cover the courts and basic rights, the rights of criminal suspects, the rights of minors and education law, and individual freedom at school and in the working world. The book includes an activities chart that indicates the focus and types of activities (such as class discussion, creative writing, critical reading, role playing, group activities, etc.) found in the various lessons. The United States Bill of Rights, the Northwest Ordinance of 1787, and the Universal Declaration of Human Rights are attached.


The first two chapters of this study concern the neglect of human rights education in the schools and problems associated with this neglect and objectives of human rights education. Other chapters discuss major concepts in human rights, values, attitudes, and intellectual and action skills that should be fostered. The conclusion stresses the need for the continuation of eighteenth century enlightenment goals of toleration, justice, and humanity.

General introduction to the United Nations work in the area of human rights. Contains specific lessons on how the international standards are developed and applied.


Although not human rights curricula as such, this is an excellent collection of learning activities based on the core value of the universality of human dignity, “The Oneness of Humankind.” It comprises lessons that make a fine introduction to constructive human relations and positive peace.


Discusses what a human rights course should consist of, i.e., the objectives, course content, teaching methods, and evaluation techniques. Human rights education must foster attitudes of tolerance and respect, provide knowledge about human rights, and develop students’ awareness of how to translate human rights into social and political reality. A bibliography of further reading concludes the publication.


Drawing on her many years as a peace educator, Betty Reardon has compiled a sampler of excellent lessons for teaching human rights and dignity. Hers is the only book that takes a developmental approach to the subject, with each chapter discussing the social and developmental purposes for teaching human rights at a particular age level; the activities that follow model those suggestions. The authors of the individual lessons provide a rich variety of styles and creative ideas. One chapter offers lists of resource agencies and curriculum materials.


The book gives a clear introduction to human rights. It begins by looking at what actually are human rights, international covenants, and different viewpoints from east-west and north-south. Case studies from Latin America, the Soviet Union, East Timor, and the West are examined. The defense of human rights is discussed from the level of UN involvement to international and local pressure groups. Many photographs, cartoons, maps, and diagrams are used. Some questions are included alongside the text.


As one of its major purposes, the Council of Europe strives to “uphold the principles of parliamentary democracy and human rights.” Published by the council, this compilation of essays provides a comprehensive overview available on teaching human rights. Its approach as well as its authorship is international. Most chapters focus on what and how to teach in different levels and institutional settings, as well as on specific issues such as multiculturalism, women’s rights, and global studies. Many essays contain suggestions for classroom activities. Also included is the text of the Council’s Recommendations on Teaching and Learning Human Rights and an insightful discussion on its implementation.


The book brings together the work of leading educators and reflects a conviction that education is not only encompassed within the concept of human rights, but that it is the ultimate sanction and guarantee of others. It is responsible for informing people of their responsibilities and their rights and should build public awareness that oppressive laws and inappropriate traditions may be reformed.


The well-documented survey tells the history of human rights from ancient Greece and China to the present day. Offering interviews and eyewitness accounts that vividly show what effect the denial of human rights has upon people’s everyday lives, the book discusses such topics as racism, genocide, discrimination, torture, hunger, and political prisoners. The book emphasizes that all people have not only the right to live by their own beliefs with respect and dignity, and without fear and repression, but also the responsibility to protect these rights. To this end, the book offers specific suggestions on how readers can actively work to protect human rights.


Part of the UN Fellowship Program for Educators and the UNESCO Associated Schools Project, these units contain materials on a variety of global issues relevant to human rights.


The manual comprises three different courses: A and B level courses are intended for primary education, C level is for secondary education and the general adult population. Each course consists of 12 lessons lasting 45 minutes (A level), one hour (B level) or two hours (C level). Each lesson uses various methods such as case studies, discussion, narratives, or role plays. In addition, it includes “cultural information” on common features between human rights education and the teaching of Buddhism. Even though the curriculum is originally designed for Cambodians, it can be mod-ified for formal and informal teaching in other Asian countries.


The video and book set focuses on the plight of abused children throughout the world and the United Nations’ effort to create universal standards of fairness and decency through the Convention on the Rights of the Child. Students will appreciate the vulnerability of the young by witnessing abusive labor practices, military conscription, and homelessness. They will learn to define and promote the rights of the individual, both in their own community and the world.


This book contains a general introduction to the role and function of the United Nations and related agencies, highlighting and outlining main objectives and achievements. Also included in the text are the charter and statutes of the International Code of Justice.


The handbook offers a history of human rights in the twentieth century, biographical sketches of human rights heroes, and thoroughly annotated listings of human rights organizations, books, periodicals, and films, as well as electronic information sources such as computer networks and databases. The final section provides the texts of the most significant international human rights instruments, excluding, however, the Conventions on the Rights of the Child and the Women’s Convention, which were ratified after the handbook’s publication date.


Stories, poems, comments, and reflections on issues of social change dealing with racism, ethnic studies, women’s studies, minorities, and colonialism. Other paradigms such as art, music, drama, math, science, and the media are used to illustrate the theme of social change.

**Preschool to Grade 4**


A basic introduction to a few of the rights of children and to the concept of human rights that is of special usefulness for younger children.

**Amnesty Interactive CD-ROM**

Amnesty Interactive is a CD-ROM disc that uses multimedia technology to create a rich educational program about people, ideas, and events that have shaped the history of human rights, about human rights conditions worldwide, and about the work of Amnesty International. The CD-ROM disc also contains curriculum support materials for teachers, reference material for students, and a “What you can do” section containing tools for individual action. Amnesty Interactive is a journey through history and human stories in words, pictures, animation, and music from around the world.

Amnesty Interactive is a landmark multimedia event, produced entirely by volunteer writers, designers, educators, and multimedia specialists. This CD-ROM disc is now available for Macintosh computers. The cost is $10.00 and covers materials and handling. For further information call the Voyager Company at 800-446-2001.
Human Rights Education Resource Guide


The book examines human rights issues in a variety of countries and discusses the role of international organizations, such as Amnesty International, which work for human rights.


The book goes beyond teaching tolerance, urging teachers to examine their biases and learn how they may influence children and reduce, handle, or eliminate biases. This practical book shows adults how to stand up for what’s right and how to empower children so they can do the same.


Activities introduce young children to concept of peacemaking, including global citizenship, interpersonal relations, and the environment.


Written by a group of Amnesty International educators, this resource book for teachers is structured around ten fundamental principles derived from the 1959 UN Declaration on the Rights of the Child. Each principle is presented with a teaching strategy that interprets it for classroom use and a series of activities that give life and meaning to the strategy. These creative activities include a variety of subject areas (geography, mathematics, language arts, social studies, art, music, and physical education) and are divided into three different developmental levels: preschool, primary, and upper-elementary. Following each section is a useful annotated bibliography of additional resources.


This manual is designed to help children and adults establish an atmosphere in which they can resolve their problems and conflict nonviolently. Five elements contribute to such an atmosphere: affirmation, the sharing of feelings, information, experience, supportive community, problem solving, and enjoying life. The manual elaborates on each of these elements, with examples, activities, and resources to help adults develop an atmosphere of nonviolent action for children in their classrooms and elsewhere.

Written accounts of actual approaches used by teachers and parents illustrate the concepts emphasized in the book. Other chapters deal with meetings, staffings, and parent support groups. The “Books for Young People” section lists specific books in three categories (conflict resolution, sex roles, and feelings) and provides some tips for using the books.


The original text of this basic human rights document is adapted into simpler language and accompanied by beautiful illustrations.


The book is sequential in its approach to both process (cooperative learning formats) and content (cooperation as a theme). Chapters include “Why Cooperative Learning and Living,” “The Nuts and Bolts of Implementing Cooperative Learning,” “Finding and Appreciating Strengths in Ourselves and Others,” “Joining Together at School,” “Pulling Together in Families,” “Communities and Workplaces,” “Making Everyone Winners Across the Land,” and “Working Together for Worldwide Independence and Peace.” The “Resources” chapter summarizes teaching and evaluation formats for cooperative learning and provides an extensive annotated bibliography. Teachers of young children can find stimulating ideas and excellent resources on cooperative learning. The book is ideal for the upper elementary and middle/junior high school classroom.


These activities were designed for 3- to 5-year-old children, but can be adapted up to age 8. The book is divided into four chapters, but need not be followed in a particular sequence. These original, interesting, and engaging activities are structured and described with the following headings: “Skills Developed,” “Introduction,” “Age,” “People Words to Use,” “Center,” “Things You Will Need,” “What To Do,” “Want To Do More?,” “Involving Parents.” This book is easy to read and to use immediately.


A beautifully illustrated picture book presenting the ten principles of the rights of the child in language appropriate to preschool and elementary children.


Photographs by the world’s leading photojournalists show di-
Middle/Junior High School (Grades 5-8)


This curriculum offers opportunities for students to discuss the issues of race, ethnicity, religion, and related topics. The goal is to formulate questions relevant to students’ personal lives: How does my failure to communicate with people of that group affect my life and the life of my community? Does my avoidance of people I consider different enhance or deter my progress, my potential, and that of my community? How am I affected when someone else suffers injustice? How can I empower myself to make important changes? Who are my mentors and positive role models for this kind of growth? The module has two sections that feature the United Nations and its work to create a more tolerant world. Special lessons feature the UN Charter, UN Human Rights Charter, UN Conventions on the Elimination of Racial Discrimination, the Rights of the Child, Elimination of Discrimination Against Women, Forward Looking Strategies for Women, UN Declaration on the Elimination of Discrimination Based on Religion or Belief, United Nations Agencies and Leadership. Upper elementary grade level.


Are human rights purely a Western concept? Which rights are more important—the social and economic rights espoused by Communist states or the individual freedoms proclaimed by capitalist governments? Drawing on examples from all over the world, this thought-provoking resource surveys the history of human rights and investigates the status of human rights in the contemporary world. The Universal Declaration of Human Rights (1948) is reprinted in full at the end of the book. Middle grades and up.


A variety of teaching activities and approaches to a major obstacle to the enjoyment of economic rights. A timely overview of the current status of human rights in the world, punctuated with dramatic case studies, not only of people whose basic human rights have been denied, but also of people who work to end these abuses. After an historical overview of human rights, chapters discuss “Why Governments Abuse Human Rights” and “People Taking a Stand.” Describing organizations such as Amnesty International which work to make people aware of human rights abuses, the book also suggests how to join a human rights organization and stresses the importance of taking a stand on issues that affect one’s life.

Senior High School (Grades 9-12)


This book represents a curricular and a political breakthrough in South African education. Presented in both English and Zulu, it is the result of cooperation between the center and the National Institute for Citizen Education in the Law in Washington, DC. The text is based upon the 30 articles of the Universal Declaration of Human Rights, which is explicated by text and illustrations accompanied by challenging questions for class discussion. It is suitable for a variety of uses in grades 7-12 in all English-speaking countries.


An introduction to civil law in the U.S. The book addresses the interest and concerns of students and explains the practical steps they should take to protect their rights as citizens, consumers, workers, witnesses, or family members.


A joint project between Lawyers for Human Rights (South Africa) and the National Institute for Citizen Education in the Law (U.S.), this innovative curriculum was initially written to prepare young South Africans for participation in democracy. The text has now been edited for publication in the U.S., where the issues it addresses are no less relevant. Students are asked to grapple with hard questions: how to create a new country and determine its bill of rights, how to balance national security against individual lib-
Human Rights Education Resource Guide

I. Human Rights Education Resource Guide

A. Educational Books

- Simon, Ken (1993). *Human Rights for All*. New York: United Nations. ISBN 0-943804-79-5. This book is a comprehensive curricular resource for the secondary level. It is rooted in and inspired by the United Nations’ Declaration of Human Rights with activities focusing on political, civil, social, and economic rights. Subjects covered are the Universal Declaration, the impact of the Cold War, how the UN added formal covenants that gave the declaration binding force, and the role of national and international nongovernmental organizations. A teacher’s guide is included.
- Shiman, David (1993). *Teaching Human Rights*. Denver: Center for Teaching International Relations. $29.95. ISBN 0943804-79-5. This book provides ample background content, handouts, and all that is needed to implement human rights activities. It is both informative and moving, an excellent resource for use in secondary classrooms as a vehicle for conveying and raising human rights concerns. Subjects covered are the Universal Declaration, the impact of the Cold War, how the UN added formal covenants that gave the declaration binding force, and the role of national and international nongovernmental organizations. A teacher’s guide is included.

B. Educational Videos

- This 60-minute documentary weaves together live footage, still photographs, key passages from documents, and presentations by human rights activists and former prisoners of conscience. The film uses the human rights situations in Czechoslovakia and Guatemala to highlight issues. It is both informative and moving, an excellent resource for use in secondary classrooms as a vehicle for conveying and raising human rights concerns. Subjects covered are the Universal Declaration, the impact of the Cold War, how the UN added formal covenants that gave the declaration legally binding force, and the role of national and international nongovernmental organizations. A teacher’s guide is included.

C. Educational Films

- Film uses the human rights situations in Czechoslovakia and Guatemala to highlight issues. It is both informative and moving, an excellent resource for use in secondary classrooms as a vehicle for conveying and raising human rights concerns. Subjects covered are the Universal Declaration, the impact of the Cold War, how the UN added formal covenants that gave the declaration legally binding force, and the role of national and international nongovernmental organizations. A teacher’s guide is included.

II. Human Rights Education Topics

A. Children

- Castelle, Kay and Dennis Nurske (1990). *In the Spirit of Peace: A Global Introduction to Children’s Rights*. New York: Defense for Children International-USA. $7.95. This book introduces the other books to adults and explains how they may be used, with extra activities. Book 1 introduces the concept of human rights and responsibilities to children. Books 2-5 specifically address the convention under the four categories of how to survive, grow, be protected, and participate. They include a poem, a short description, and a thought about each topic. Book 6 is a glossary for children.

B. Human Rights Education Resource Guide


C. Human Rights Education Resource Guide

- United Nations (1991). *Teaching about Human Rights*. New York: Department of Public Information, United Nations, Room S-955, New York, NY 10017. A compilation of readings and classroom examples on various aspects of human rights with a special emphasis on the rights of the child. A companion video “About the United Nations: Human Rights” is also available. A major theme of the activities is discrimination and taking action against it. The UN and related agencies are also explored and guidelines are provided on how to initiate a Human Rights Society. This material is suitable for upper elementary as well as secondary students.

Amnesty International, Puerto Rican Section (1993). *Our Rights! Series for Children and Youth*. Puerto Rico: AI Puerto Rican Section. ISBN 0-9633407-2-7. This series contains seven booklets based on the International Convention of the Rights of the Child. A Guide for Grownups (in English and Spanish only) introduces the other books to adults and explains how they may be used, with extra activities. Book 1 introduces the concept of human rights and responsibilities to children. Books 2-5 specifically address the convention under the four categories of how to survive, grow, be protected, and participate. They include a poem, a short description, and a thought about each topic. Book 6 is a glossary for children.

This special section examines in detail the rights of children according to provisions in the UN Convention on the Rights of the Child. It also contains classroom ideas for learning about children’s issues and providing opportunities for children to practice these rights and responsibilities.


See “Preschool to Grade 4” for abstract.


In 1989 the United Nations General Assembly adopted the Convention of the Rights of the Child, guaranteeing basic rights to all children. This module has students “adopt” an infant from another region of the world, taking personal responsibility for their new “brother” or “sister.” This responsibility takes the form of activities of celebrating the naming of the child and activities exploring rights, including health, security, freedoms, economic well-being, and education. This module has contacts for teachers and students worldwide, with whom students can link to receive information on that area and on “growing up” in the region. In turn, students will share their dreams for their “adopted” brother or sister. The module includes the UN Charter Preamble, the Human Rights Charter, and the UN Convention on the Rights of the Child.


This pack provides a concise overview of the Convention on the Rights of the Child and how to introduce it to young people. Designed specifically for youth organizations, it can be used in two main ways: by youth leaders to incorporate children’s issues and human rights into their programs, and by 16- to 25-year-olds to carry out activities with children. Fact sheets, discussion, and activity ideas as well as introductory material is included.


This teachers’ handbook aims to promote understanding and valuing of childhood and a multicultural society, to consider childhood in relation to political and economic influences as well as ethnicity, gender, and class, and to affirm the range of physical and relational contexts for growing up. Group work and discovery methods allow participants personal choice of a topic on six “dimensions” of childhood. These are “World Wide,” “Multicultural,” “Social and Economic,” “Gender,” “Historical,” and “Hidden” (marginalised groups). The course comprises three phases. “Preparation” includes eight activities and handouts, phase two is “Enquiry,” and phase three is “Presentation, Discussion, and Evaluation.”


A wonderfully written and illustrated pamphlet presenting ten articles of the convention, with details of child rights violations in different parts of the world and descriptions of UNICEF activities to deal with the problems. Twenty-six activities are then outlined in conjunction with the various articles.


Includes three 15-minute programs on armed conflict, health, education, substance abuse, child labor, and children without families. Interviews with children around the world and commentary by a BBC reporter. One booklet contains suggested discussion questions and actions to take and another is the text of the Convention on the Rights of the Child. Intended for adult use, but can be used in high school.


This education kit outlines case studies, discussion questions, activities, role playing, and background information, with suggested age ranges. The material is arranged into eight categories covering themes such as identity, food and security, education and creative expression, family, equality, violence, war, and the law.


The Whole Child is the first volume of UNICEF-UK books designed to introduce the Convention on the Rights of the Child. It deals with the articles covering the child’s participation in his/her
own development. It is a compilation of innovative, experiential approaches and child-centered activities teaching about a child’s basic cultural identity, his/her childhood, and involvement in the wider society. Although there is a British perspective to the teaching, many activities are suitable for children anywhere, and most activities may be easily adapted.

The second volume, *It's Our Right*, deals with those articles of the Convention of the Rights of the Child which cover provision for the child’s physical and emotional development, including nutritious food, clean water, and health services. It examines these rights and introduces case studies on the lives of children in both the UK and other countries.

The third volume, *Keep Us Safe*, expands upon the protection articles, rights which require adults to care for the children by protecting them from psychological, emotional, physical, and sexual maltreatment. The right to rehabilitation is stressed throughout. As in the other two books in the series, related articles expand on the various experiential activities focusing on children worldwide whose various protective rights are not recognized.

This fourth volume, *Teachers Handbook*, is a companion guide and provides background for the teacher about the rights of the child and how other disciplines can include teaching about these rights. It also includes an official text of the convention with unofficial summaries of the provisions.


Three 20-page curricula on the topics of justice, street children, the right to food, the role of the United Nations, and the Convention on the Rights of the Child. The curricula treat the same themes with increasingly mature activities and discussion for grades K-4, 5-8, and 9-12. Good background information including charts, diagrams, tables, and grade-appropriate lessons. Pamphlets can be purchased separately.


The resource book provides teachers with basic information, statistical details, diagrams, case stories, photographs, and suggestions of additional resources. It aims to create in teachers and students an informed awareness of living conditions of women and children in the developing world. Seven units and an appendix address the state of the world’s children, children in difficult circumstances, women and development, children and the world situation, children’s rights, Africa, a case study, and children as refugees.

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**Conflict Resolution and Peace**


This unit serves as a general introduction to conflict and its resolution/management on personal, group, and international levels for grades 7-12. Includes 10 slides.


Students examine personal and interpersonal conflicts and proceed to school, local, and global problems. Activities (many with reproducible worksheets) involve sharing circles, skits, games, dramas, pantomimes, puppet plays, art activities, discussion, research, writing experiences, stories, and communication exercises.


An exceptional curriculum filled with concrete activities which allow children to learn self-awareness, sensitivity to others, mediation, compromise, and cooperative problem solving. It consists of 56 lessons which focus on each individual’s personal responsibilities as well as on developing a respect for human differences, tolerance, acceptance, and cooperation.


A peace education and human rights project started by the author when he was principal of the International School and director of the Center for Conflict Resolution in Hiroshima, Japan. Based upon the true story of Sadako Sasaki and her classmates, the foreign children living in Hiroshima began the 1,000 Crane Club in 1985. It has since been transformed into a variety of peace education and community building projects worldwide.

In the introduction, Kreidler states that the book’s purpose is to help teachers and others who work with children to (1) increase their understanding of conflict and its resolution and expand their repertoire of peacemaking skills; (2) examine their behavior and attitudes to assess how they contribute to classroom conflict and its resolution; and (3) work on establishing a sense of classroom community that will not only reduce conflict but also help children respond creatively, constructively, and nonviolently to conflict—in short, to build the peaceable classroom (p.3).


The author presents an overview of the format of more than 80 activities presented in the book and the pedagogy of social responsibility that is reflected by these activities. The six chapters, “What is Peace?,” “Peace and Community Building,” “Peace and Conflict,” “Peace and Diversity,” “Peace and Enemies,” and “Visions of Peace,” provide an organizational framework for peace concepts and related activities, but they are not intended to be rigid or exclusive categories. Target grade levels (between kindergarten and grade 6) are designated for each activity, and are traditional subject areas which could include the specific activity. These activities can also be grouped and used as a separate unit. The book concludes with three valuable appendices: “Teaching Controversial Issues to Elementary Children,” “Children’s Books with Peace-Related Themes,” and “Curricula and Other Resources for Teachers.”


Twelve lessons tested in urban schools help the teacher and students learn their conflict styles, strategies for win-win outcomes, and processes that solve conflict. In addition, the lessons show how to build relationships, how to fight fair, and violence prevention skills that work. Reproducible student handouts are included.


Contains a wealth of instructional material created by teachers and used in classroom situations. Thirty-five curriculum samples, grouped according to grade level, cover a wide variety of topics and subject areas, but all aim at envisioning the possibility of a peaceful world through the education of young people. Elementary and secondary school teachers, curriculum specialists, social studies supervisors, and school librarians will find this volume essential to their peace education program planning and study.


A series of lessons that first focus on the role of a peacemaker, arbitrator, or third party in personal, community, and national issues. The heart of the module is the Cambodia Peace Plan of the United Nations. Activities include a study of the Secretary-General’s Agenda for Peace, roleplaying the key players in Cambodia’s recent past and present, a gathering of the key players in resolving current challenges to the Peace Plan, and the application of the principle of the Peace Action Plan to student’s own school, neighborhood, and community. It incorporates materials and the history chart from lessons in Parallel Histories: United States and Vietnam (Mary Eileen Sorensen, 1988), which is no longer available.


In this simulated cultural exchange, students are divided into two “cultures” to gain first-hand experience in the formulation of stereotypes, perceptions, and misperceptions. Easy text for exploring cultures in one’s local community as well as in other parts of the world. This revised edition includes improved teacher and student instructions and all necessary game pieces.


The resource is a handbook of creative activities and exercises to enable children to explore and experience nine peacemaking themes with activities and art forms. The activities are intended for use with children grades 1-6; however, they can be easily adapted for use with any age group. The activities are designed to involve
Death Penalty, Torture, and Other Human Rights Abuses


The curriculum presents issues related to political rights and torture through poetry, prose, and art work of those who have endured it. The curriculum consist of readings and related research, action activities, and discussion questions. Because the material is very serious, explicit, and highly sensitive, teachers must judge the appropriateness in terms of their students. This material may be used in a number of different disciplines.


The issue details the history, laws, and practice regarding the execution of juvenile offenders in the U.S. Cases of 23 juveniles sentenced to death are described as well as the influences of physical and sexual abuse and drug and alcohol addiction. This publication is also available in Spanish.


An extensive international study of the death penalty. Contains two chronicles of the international abolition movement with detailed country entries that document worldwide legislation and practice of the death penalty from 1985-88. This study is also available in Spanish and Arabic.


Sister Helen Prejean is a Roman Catholic nun who counsels both death row inmates convicted of hideous crimes and the families of their victims. The book is Sister Helen’s gripping first-hand testimony—an intensely candid meditation that puts a human face on this complex ethical issue. It is addressed to those millions for whom the issue of capital punishment remains unclear.


Few errors made by society can compare with the horror of executing a person wrongly convicted of a crime. This sobering book, which includes an expanded preface, tells the personal stories of more than 400 innocent Americans convicted of capital crimes. Some individuals were actually executed; most suffered years of incarceration, many on death row.

Development, Economic Justice, Food, and Health


This book is aimed at youth groups and briefly suggests 50 ways to help at local and international levels. Suggestions are practical and diverse. They include lifestyle changes, group activities, and career choices. Videos, books, and organizations are also listed.


A textbook reviewing the crisis in world hunger in terms of economic variables and foreign relations and focusing on a new world order. Activities and discussion questions are suggested for reasoning and skill development.


The volume contains a wide variety of supplementary teaching activities designed to complement existing curricula related to food and hunger issues. There are activities to help teach about food production and distribution, nutrition, food shortages, food habits, meal planning, and other topics currently being dealt with in junior and senior high schools as well as in community groups. Some activities are discussion starters, some present factual data, some focus on critical thinking skills, and some are simulations.


Human Rights Education Resource Guide

871440-00-9. UNICEF-UK, Lincoln’s Inn Fields, London WC2A 3NB, United Kingdom.

This teacher’s book is an active learning project on food and nutrition for primary-aged students. It is designed to raise awareness about all the issues attached to food supply. Shows ranges of choice and causes of a reduced choice of food. The project moves from a personal look at food to a global view. Each unit contains teaching aims.


See abstract under “Children.”


This curriculum provides materials very useful to exploring the right to food and the social responsibility of citizens to work to fulfill it. It also offers an excellent basis for studying issues that constitute obstacles to human rights such as poverty, scarcity, Sedinology, and aspects of the global resource distribution system.

Environment


The teaching pack combines learning French with environmental issues. It contains detailed teaching notes and English discussion materials for pupils and 28 reproducible student sheets. The work is aimed to include group work, written, spoken, and visual skills. Examples from various French speaking countries are used and cover the themes of migration, endangered species, and forests.


See abstract under “Indigenous Peoples.”

Development Education Centre (Birmingham), DEC (S Yorks), and UNICEF-UK (1992). *It’s Our World Too*. 7.95 pounds. ISBN 0-948838-24-8. DEC (Birmingham), Gillett Centre, 998 Bristol Road, Selly Oak, Birmingham B29 6LE, United Kingdom.

A local-global approach to environmental education.


This teacher’s book is designed with active project work for 8- to 13-year-olds in a school setting. There is an emphasis on group work. Children are encouraged to discover and understand the place and importance of water in their lives as well as for people in developing countries. There are clear photoset guidelines and a large number of reproducible student worksheets, games, and stories. A photoset of photographs is included.


This pack contains 44 activity sheets, eight color posters, and a 12-page teacher’s booklet. Also available is an accompanying video. The combined resources attempt to show that problems of environment and development are two sides of the same coin. The activity sheets present issues and develop new perspectives and provides ideas for action.


This resource pack contains one teacher’s book and nine 16-page supplements. Designed for primary teachers, it offers advice and guidance to help teachers deliver environmental education. Teacher’s book contains suggestions on how to use the pack and 20 reproducible worksheets.

Ethnic, Linguistic, and Religious Minorities

Adams, Clayton, et al. (1985: 1 and 2; 1986: 3). *Teaching about the Holocaust and Genocide: Introduction (1); Teaching about the Holocaust (2); and Case Studies: Persecution/Genocide (3).* New York: State Education Department. State Education Department, Education Building, Albany, NY 12234.

These three volumes serve as useful formal and informal education guides for teachers in secondary education. Although the emphasis lies on the Nazi Holocaust and other genocides, the series is intended to be a general introduction to human rights. The first volume examines the socio-psychological causes as well as the historical precursors of the Nazi genocide, the second focuses on the anti-Semitism in the Third Reich and the Holocaust. The third volume concentrates on two case studies: human rights vio-
lations and the forced famine in the Ukraine in 1933 and the killing in Cambodia 1975-79. Each volume includes a variety of materials such as original documents, photos, maps, and handouts.


This teachers’ handbook contains activities which examine the links among language, image, power, and prejudice, and encourages students to evaluate information through practical and intellectual involvement. The eight-page student-use profiles provide a range of primary source material about each topic of travellers in several places worldwide.


This resource book contains various materials and practical suggestions for teaching of majority/minority issues. Part one explores more general questions (e.g., characteristic features of minorities). Part two focuses on three case studies (e.g., Australian Aborigines), discusses possibilities and requirements of a multicultural curriculum, and suggests several experimental learning activities in the classroom. Part three proposes criteria to evaluate teaching materials and describes some current teaching projects. The book includes an index and extensive bibliography. Very useful for both formal and informal education.


The book is especially designed for teachers working with children in the primary/secondary age range. It uses three themes: “On the Move,” “Everyday Life,” and “Tea,” to examine the lives and problems of minority Tamils in Sri Lanka, including issues of citizenship, exploitation, identity, and civil war. It contains practical material for teaching, stories, games, festivals, as well as information and resources for follow-up work.

Niedergang, Mark, and Martha McCoy (1994). *Can’t We All Just Get Along?: A Manual for Discussion Programs on Racism and Race Relations*. Pomfret, CT: Study Circles Resource Center, Topsfield Foundation Inc. Study Circles Resource Center, P.O. Box 203, Pomfret, CT 06258, tel 203-928-2616.

This manual offers a means to engage the members of your community or organization in dialogue on racism and tensions among racial and ethnic groups. It provides core materials for five discussion sessions and general information on the study circle process.


Examines the nature of prejudice and its role in the development of policy on discrimination and genocide in Nazi Germany and the Ottoman-Turk Empire against Armenians, among others. This publication shows the relationship of genocide to patterns of historical and contemporary human behavior. It contains many instructional activities and materials and includes a rationale for the study of these topics in the school curriculum.


The U.S. Holocaust Memorial Museum offers a wide range of educational materials including artifact poster sets, guidelines for teaching the Holocaust, Daniel’s Story videocassette and lesson plans, Days of Remembrance lesson plans, a videography, bibliography, and focus pamphlets on a variety of topics.

A World of Difference is an unprecedented community and school-based educational program designed to promote respect for and appreciation of racial, religious, and ethnic differences. The project was originated in 1985 by the New England Regional Office of the Anti-Defamation League of Bnai Brith. The campaign is a combination of specially produced television programming throughout the year, foundation support seminars and specialized materials for teachers, community-based projects and activities, newspaper materials, billboards, posters, and more.

Gays and Lesbians


This curriculum for teachers of high school students and adults contains six lessons which explore gay and lesbian issues in the context of broader human rights issues. Also included: resources for gay and lesbian youth, extensive bibliography, Universal Declaration of Human Rights (official and children’s version).


Written for a facilitator with little experience. Excellent activities.


Excellent curriculum used in Los Angeles Unified School District, modeled after the World of Difference Program.


The book provides an overview of legal doctrine to assist people in asserting their rights provided by law. It is written for people facing discrimination or legal uncertainty in criminal matters, security clearances, and AIDS and HIV infection.


Nine units for 7th & 8th grade that can be used in other classes.


Lesson plans for workshops to combat homophobia, for the more experienced workshop leader. Contains a wide variety of activities.


Worksheets and information, looks at how differences in race, sex, sexual orientation, age, or disability can make people feel pride or prejudice.


The manual uses a question and answer format to discuss “Adolescents and AIDS,” “Homosexuality,” “Gay, Lesbian, and Bisexual Adolescents,” “Intervention Strategies,” and “AIDS Prevention for Gay Teenagers.” This publication includes appendices on resources, suggested books, and facts about AIDS and gay youth.


Learning activities to explore male role stereotypes for high schools and other programs working with youth.


Sixteen units integrating a wide scope of topics into sexuality education programs for adolescents. Very little on homosexuality. Sex ed., rather than denial, is supported.

Indigenous Peoples


Classroom activities and teaching lessons exploring gender roles, stereotyping, prejudice, and their impact on today’s society. Focuses on various Native American Tribes.

The Fourth R

15 - Summer 1994
The book has been created to show that a child’s world is saturated with hundreds of images of savage, noble, lazy, or nonhuman Indians that obscure, misrepresent, and render trivial the rich cultures and histories of Native Americans. Intended for early childhood, elementary, and secondary educators and the general public, the publication contains carefully selected articles that spell out the attitudes of children about Indians, explain the emergence of the Plains Indian stereotype, scrutinize in detail the images of Indians in children’s stories and textbooks, analyze toy Indian imagery, describe the misuse of Native American religion and customs, and report on sports teams with Indian names and derogatory mascots.


Essays by American Indians examine treaty, land, fishing, and religious rights; self-governance; identity; and the Leonard Peltier case.


A bibliography of materials and resource people for teaching about the impact of the European invasion on the native peoples of the Americas. Several introductory essays.


This activity-based resource packet for grades 7–adult is an exciting new multicultural curriculum packet honors indigenous Guatemalan leader Rigoberta Menchu Tum. Designed for social studies classes, Spanish language classes, and adult study groups, this 32-page resource utilizes photographs, journaling, maps, background information on Guatemala, group discussion, and decision-making to examine relationships between indigenous peoples of the Western Hemisphere. Activities center on themes common to people in Guatemala and the United States, including human rights, shared leadership, toxic substances, conflict resolution, and “thinking globally.” Available in Spanish and English.


This special issue on the Quincentenary, “Rethinking Columbus,” critically examines traditional teachings on the European
conquest. It includes book reviews on Columbus, essays by native and African Americans on Columbus's legacy, an annotated bibliography, and more.


This issue of The Fourth R coincided with the beginning of the Amnesty International (AI) campaign for “Indigenous Peoples in the Americas.” Articles address the historical context and importance of land and water rights, the range of AI concerns and activities about indigenous peoples, and culturally sensitive education of indigenous peoples in Canada. It includes information on the film “The Mission,” violations of indigenous rights in Ecuador, a learning activity for grades 7-12 on “Investigating the Rights of Indigenous Peoples,” and a comprehensive bibliography prepared by the AI-USA Task Force on Indigenous Peoples.


Although this book—actually a looseleaf binder—covers New England, it provides an excellent model for teaching history and contemporary issues. The lessons are easy to use, complete, and many of the handouts are suitable for use anywhere in the country.


An excellent resource for elementary classroom teachers and librarians. The first half of the book is filled with articles, stories, and poetry. In the second half are in-depth reviews of books dealing with Native Americans. The final section includes one of the best bibliographies of books on Native Americans for children.


A Dickens-like drama with spirits of education past, present, and future showing the Minister of Indian Affairs his errors.

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Refugees


This material includes eight lesson plans which incorporate a holistic approach to teaching about refugees, including clever games and activities which encourage the child to take the perspective of the refugee child and closely examine governmental attitudes toward the issue. The approach has a religious bent and biblical teachings are offered as supplemental to the curriculum. There is an informative section specifically for teacher training and sensitization to the topic. Adaptable to secular settings.


This excellent resource seeks to engage students in learning about the experience of refugees and human rights, and to enhance their education through experiential learning. The packet contains three items: a text of student readings, maps, and activities; a teaching guide; and a 10-minute video.


Most U.S. residents cannot distinguish between a refugee and an immigrant. Through classroom activities for many subject areas (U.S. history, government, world history, geography, English, and art), this resource curriculum teaches the history of refugees in the U.S., international legal standards and practices, and current refugee issues. The final chapter leads students to investigate their own towns and encourages community service. The appendices contain useful bibliographies and filmographies, a directory of refugee organizations, and the text of international instruments.


An extraordinary collection of photographs, essays, and factual information that movingly conveys the global refugee crisis.


This useful book provides an overview of the situation and needs of refugee women and children and stresses the importance of women’s participation in the design and implementation of assistance programs.


This resource provides an extensive collection of narratives from immigrants who span the century and the globe.
Refugee policies and services in the United Kingdom, the book and the events that caused them. Although one chapter is specific to refugee issues, historical concentrations of refugee populations provide an overview of refugee issues, historical concentrations of refugee populations. The active role of women is examined in the context of refugee issues, highlighting the contributions of women to the welfare of their families and their communities.

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The rights of women and young girls is a complicated and lengthy topic, embracing all aspects of life. This education pack seeks to act as an introduction to some basic issues that can be taken up through the many publications that have been produced for schools.

Three separate instructional units on Africa South of the Sahara, Latin America, and South Asia for secondary to adult students. Themes of women and family, work, life stages, health, education, and empowerment are investigated. Readings, statistics, and participatory exercises. Copyright permission allows instructors to photocopy handouts.

A collection of stories about building women’s alliances, including the welfare rights movement, an informal group of Black women writers and filmmakers. Insight into the race, class, and gender issues which impact women’s participation in alliances and women’s groups. A constant theme of this publication is leadership roles for women within women’s own cultural communities and families. It also documents how women are organizing alliances for change across international borders. The active role of feminists in Hong Kong and Peru are included in the text, along with excerpts from lectures about women’s leadership within the Native American and African American communities.


This unit of interactive activities for middle school students examines the concept of migration through Latin American case studies. Poetry, music, drawings, and personal testimony convey the flight of political refugees and the quest for economic opportunities.


A beautifully presented resource curriculum for secondary schools that provides an overview of refugee issues, historical context, and special focus on regions of great refugee concentrations and the events that caused them. Although one chapter is specific to refugee policies and services in the United Kingdom, the book is otherwise entirely adaptable for general use. Activities are innovative and accessible to a number of subject areas.


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Emphasizing geography, the exercises and readings in this global education unit introduce high school students to the Third World by focusing on the perspectives of women. Students consider how to define family and work, read about the everyday lives of Third World women, and consider how change is brought about by programs that benefit—and are often organized by—Third World women. Glossary, outline maps, and selected bibliographies are included. Copyright permission allows instructors to photocopy handouts.


Meant to introduce undergraduates, educators, and general audiences to the contemporary concerns of women in the Third World and their contributions to the welfare of their families and their
Human Rights Education Resource Guide

countries’ development. Instructions, participant exercises, readings, selected bibliographies, and glossary. Copyright permission allows instructors to photocopy handouts for students.


The book presents the views of women who are leading the struggle for gender equality in their own countries. It provides insights into the reality of women’s oppression and their battles to change their lives. It explores current approaches to advancing the rights of women and outlines the tasks ahead, including lobbying policy makers, legal reform, and altering social attitudes.


The book describes the lack of adequate attention to the rights of women, encompassing everything from political participation to freedom from torture and from free and responsible parenthood to property. It also outlines what has been done so far to articulate and define women’s rights, in particular the Convention on the Elimination of Discrimination Against Women, and the lack of adequate response to violations at national and international levels. It draws attention to categories of women who are most at risk, including women refugees, the disabled, indigenous women, and women in prison. The book concludes with proposals for a plan of action, involving educating women as to their rights, community-level mobilization, and international networking and litigation.


“How do I teach respect for other cultures and still discuss customs and conditions that have a negative impact on girls and women?” This question is central to teaching about women and development. Students investigate this and other concerns through reading and exercises in the manual. Practical suggestions are given on how to integrate women and development issues into educational programs at the secondary, university, and community levels. Manual includes lesson objectives, directions for the instructor or workshop facilitator, student exercises, readings, selected bibliographies, and a list of organizations with additional resources.


Upper Midwest Women’s History Center, c/o Hamline University, C-1924, 1536 Hewitt Avenue, St. Paul, MN 55104-1284, tel 612-644-1727, fax 612-926-2958.

Written under the aegis of the Carter Center of Emory University, the book focuses on the historical role of women and the law from the Pre-Colonial era to the present. The Declaration of Independence: were women included? The U.S. Constitution’s 13th, 14th, 15th, and 19th Amendments are especially examined. Chapter topics include women’s participation in the anti-slavery movement, the suffrage movement, the three branches of government, the civil rights movement, and the ERA. Plus a look towards the twenty-first century. Selected bibliography and index.

Material not originating with Amnesty International is included here for information. Inclusion does not necessarily indicate that AI has verified the information contained therein.

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- **Scope** (language arts for grades 7-9) relates human-rights tales from Guatemala, Vietnam, Sri Lanka, and the U.S.
- **Update** (social studies for grades 9-12) reports from Bosnia, Haiti, India, and other locales, and tells students the history of the human rights movement.
- **Literary Cavalcade** (language arts for grades 9-12) features stories and essays by renowned authors.


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Amnesty International: The Struggle for Human Rights

Amnesty International (AI) is a worldwide movement of people acting on the convictions that governments must not deny individuals their basic human rights and that ordinary men and women can effectively pressure governments to live up to their commitments to human decency. The organization was awarded the 1977 Nobel Peace Prize for its efforts to promote global observance of the UN Universal Declaration of Human Rights. AI’s effectiveness depends on its impartial application of a single standard of human rights to every country in the world.

The Fourth R Submissions

The next issue of The Fourth R will focus on human rights organizations and important human rights education activities going on in your schools and communities. To contribute to The Fourth R, please contact the Human Rights Center, University of Minnesota, 437 Law Center, 229-19th Ave. South, Minneapolis, MN 55455, U.S., tel 612-626-0041, fax 612-625-2011.

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