



This is My Home

## THIS IS MY HOME HUMAN RIGHTS EDUCATION FRAMEWORK

LEVELS	DEVELOPMENTAL ASSESTS/ BUILDING BLOCKS FOR HEALTHY DEVELOPMENT (SEARCH INSTITUTE)	GOALS	HR PRINCIPLES, CONCEPTS, VALUES & ETHICS	PRACTICES/ SKILLS	SPECIFIC HUMAN RIGHTS PROBLEMS
<b>Grades Pre K-2</b>  Early Childhood • Preschool & lower Primary school • Ages 3 to 7	<p style="text-align: center;"><u>SUPPORT</u></p> <ul style="list-style-type: none"> <li>• Caring school climate (#5)</li> <li>• Parent involvement in schooling (#6)</li> </ul> <p style="text-align: center;"><u>EMPOWERMENT</u></p> Service to others (#9) Safety (#10)	<ul style="list-style-type: none"> <li>• Respect for self</li> <li>• Respect for parents and teachers</li> <li>• Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>• Self</li> <li>• Community</li> <li>• <b>Human Dignity</b></li> <li>• <b>Responsibility</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fairness</li> <li>• Self-expression</li> <li>• Listen</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Racism</li> <li>• Sexism</li> <li>• Unfairness</li> <li>• Hurting People (feeling, physically)</li> </ul>
<b>Grades 3-5</b>  Later Childhood • Upper primary school • Ages 8 to 11	<p><b><u>BOUNDARIES &amp; EXPECTATIONS</u></b></p> School boundaries	<ul style="list-style-type: none"> <li>• Social Responsibility</li> <li>• Citizenship</li> <li>• Distinguishing wants from needs from rights</li> </ul>	<ul style="list-style-type: none"> <li>• Individual rights</li> <li>• Group rights</li> <li>• Freedom</li> <li>• <b>Equality</b></li> <li>• Justice</li> <li>• Rule of law</li> <li>• Government</li> <li>• Security</li> <li>• Democracy</li> <li>• <b>Universality</b></li> <li>• <b>Non-Discrimination</b></li> <li>• <b>Responsibility</b></li> </ul>	<ul style="list-style-type: none"> <li>• Value diversity</li> <li>• Fairness</li> <li>• Distinguish between fact and opinion</li> <li>• Perform school or community service</li> <li>• Examine Assumptions</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Discrimination/ prejudice</li> <li>• Poverty/Hunger</li> <li>• Injustice</li> <li>• Ethnocentrism</li> <li>• Passivity</li> <li>• Immigration/ Refugee/ Displacement</li> </ul>
<b>Grades 6-8</b>  Adolescence • Lower secondary school • Ages 12 to 14	<p style="text-align: center;"><u>POSITIVE VALUES</u></p> Caring (#26) Equitable & Social Justice (#27) Integrity (#28) Honesty (#29) Responsibility (#30)	<ul style="list-style-type: none"> <li>• Knowledge of specific human rights</li> </ul>	<ul style="list-style-type: none"> <li>• International law</li> <li>• World Peace</li> <li>• World Development</li> <li>• World Political Economy</li> <li>• World Ecology</li> <li>• Legal Rights</li> <li>• Moral Rights</li> <li>• <b>Inalienability</b></li> <li>• <b>Indivisibility</b></li> <li>• <b>Interdependent</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understanding other points of view</li> <li>• Citing evidence in support of ideas</li> <li>• Examining Assumptions</li> <li>• Doing research/gathering information</li> <li>• Sharing information</li> <li>• Critical Thinking</li> <li>• Community service and action</li> </ul>	<ul style="list-style-type: none"> <li>• Ignorance</li> <li>• Apathy</li> <li>• Cynicism</li> <li>• Political Repression</li> <li>• Colonialism/ Imperialism</li> <li>• Economic Globalization</li> <li>• Environmental Degradation</li> </ul>
<b>Grades 9-12</b>  Older Adolescents and Adults • Upper secondary school and adult groups • Ages 15 and up	See Above	<ul style="list-style-type: none"> <li>• Knowledge of human rights standards</li> <li>• Integration of human rights into personal awareness and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Moral <b>responsibility</b>/ literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in civic organizations</li> <li>• Examining Assumptions</li> <li>• Critical Thinking</li> <li>• Fulfilling civic responsibilities</li> <li>• Civic disobedience</li> <li>• Community services and action</li> </ul>	<ul style="list-style-type: none"> <li>• Genocide</li> <li>• Torture</li> </ul>

Adapted from the United Nations Document, *Guidelines for National Plans of Action for Human Rights Education*.

## HUMAN RIGHTS EDUCATION FRAMEWORK

LEVELS	MN EDUCATION STANDARDS	MN HUMAN RIGHTS ACT	US CONSTITUTION	UNIVERSAL DECLARATION OF HR	CHILDREN AND OTHER TREATIES
<b>Grades Pre K-2</b>  Early Childhood • Preschool & lower Primary school • Ages 3 to 7	<b>Social Studies</b> • USHist.K-3/I.A. • WHist.K-3/III.A. • <b>Econ K-3/VI.A</b> • Gov't & Citizsp K-3/ VII.A. • Gov't & Citizsp K-3/VII.B. <b>Math</b> K/IV.A <b>LA</b> • 1/I.D • Writing 1/II.A. • Spkg/List /Viewing 1/III.A	<b>Protected Classes</b> - Race - Color - Creed - Religion - National Origin - Sex - Marital Status - Disability - Public Assistance - Age - Sexual Orientation - Familial Status - Local HR Commission Activity	• Self • Community • <b>Human Dignity</b> • <b>Responsibility</b>	• Classroom rules • Family life • Community standards	• Convention on the Rights of the Child
<b>Grades 3-5</b>  Later Childhood • Upper primary school • Ages 8 to 11	<b>Science</b> • Grade 2:IVG <b>Social Studies</b> • USHist.4-8/I.C. • Hist Skills 4-8/IV.C • Econ 4-8/V.B. • Gov't & Citizsp K-3/ VII.A. • Gov't & Citizsp K-3/VII.B. • Gov't & Citizsp 4-8 /VII.C. • Gov't & Citizsp 4-8/VII.A. • Gov't & Citizsp 4-8 /VII.B. <b>LA</b> •Lit 2/ ID •Rdg & Lit 4/I.C 5/I.C. 6/I.C. •List/Spk/Vewg 5/III.C 6/III.A) • Gov't & Citizenship 4-8/VII.C • Gov't & Citizsp 4-8/VII.D.	<b>Areas of Protection</b> - Employment - Housing - Public Accommodations - Public Service - Education - Credit - Business	• Local, national legal systems • Local and national history in human rights terms • Social Responsibility • Citizenship • Distinguishing wants from needs from rights • Individual rights • Group rights • Freedom • <b>Equality</b> • Justice • Rule of law • Government • Security • Democracy	• History of human rights • Universal Declaration of Human Rights • UNESCO • UNICEF • <b>Universality</b> • <b>Non-Discrimination</b> • <b>Responsibility</b> • <b>Equality</b>	• Convention on the Rights of the Child
<b>Grades 6-8</b>  Adolescence • Lower secondary school • Ages 12 to 14	<b>Science</b> • Grade 8: IB • Grade 8: IC • Grade 8:ID • Grade 8:3A • Grade 9-12:IB <b>Social Studies</b> • USHist.4-8/I.G.	• Knowledge of specific human rights	• Legal Rights • Moral Rights	• International law • <b>Inalienability</b> • <b>Indivisibility</b> • <b>Interdependent</b>	• UN Covenants • Elimination of Racial Discrim • Elimination of Discrim Against Women • Regional human rights conventions

	<ul style="list-style-type: none"> <li>•USHist. 4-8/I.I.</li> <li>•USHist. 4-8/I.J.</li> <li>•USHist 9-12/I.J.</li> <li>•USHist 9-12/I.K.</li> <li>•USHist 9-12/I.M.</li> <li>•USHist 9-12/I.N.</li> <li>•USHist 9-12/I.O</li> <li>•MNHist 4-8/II.G</li> <li>•Whist 4-8/III.F.</li> <li>•WHist 9-12/III.E.</li> <li>•WHist 9-12/III.F.</li> <li>•WHist 9-12/III.G.</li> <li>•WHist 9-12/III.H.</li> <li>•Hist Skills 4-8/IV.B.</li> <li>•Hist Skills 4-8/IV.C</li> <li>•Gov't &amp; Citizshp 9-12/VII.D</li> <li>•Hist Skills 9-12/IV.A.</li> <li>•Geography 4-8/V.E.</li> <li>•Geography 9-12/V.B.</li> <li>•Geography 9-12/V.C.</li> <li>•Econ 9-12/VI.D.</li> <li>•Econ 9-12/VI.E.</li> <li>•Gov't &amp; Citizsp 4-8/VII.A</li> <li>•Gov't &amp; Citizsp 4-8/VII.B.</li> <li>•Gov't &amp; Citizenship 4-8/VII.C</li> <li>•Gov't &amp; Citizshp 4-8/VII.D</li> <li>•Gov't &amp; Citizshp 9-12/VII.A</li> <li>•Gov't &amp; Citizshp 9-12/VII.B</li> <li>•Gov't &amp; Citizshp 9-12/VII.C</li> </ul> <p><u>LA</u></p> <ul style="list-style-type: none"> <li>• Rdg &amp; Lit</li> <li>7/I.C.</li> <li>7/I.D.</li> <li>8/I.C.</li> <li>• Writing</li> <li>7/II.A.</li> <li>7/II.D.</li> <li>8/II. A</li> <li>8/II. B</li> <li>8/II.D</li> <li>9-10/II.A-B</li> <li>9-10/II.D</li> <li>• List/Spk/Vwg</li> <li>8/III.C</li> </ul> <p><b>9-10/III.A,C Math</b></p> <ul style="list-style-type: none"> <li>• Mthcl Resnig 7/I</li> </ul>				<ul style="list-style-type: none"> <li>• UNHCR</li> <li>• Non-Governmental Org. (NGOs)</li> </ul>
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<p><b>Grades 9-12</b></p> <p>Older Adolescents and Adults</p> <ul style="list-style-type: none"> <li>• Upper secondary school and adult groups</li> <li>• Ages 15 and up</li> </ul>	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• WHist 9-12/III.H.</li> <li>• WHist 9-12/III.I</li> <li>• Econ 9-12/VI.E.</li> <li>• Gov't &amp; Citizshp 9-12/VII.A</li> <li>• Gov't &amp; Citizshp 9-12/VII.B</li> </ul> <p><u>LA</u></p> <ul style="list-style-type: none"> <li>• Rdg &amp; Lit</li> <li>11-12/I.B,D</li> <li>• Writing</li> <li>11-12/II.A</li> <li>• Spk/List/Vewg</li> </ul>		<ul style="list-style-type: none"> <li>• Participation in civic organizations</li> <li>• Examining Assumptions</li> <li>• Critical Thinking</li> <li>• Fulfilling civic responsibilities</li> <li>• Civic disobedience</li> <li>• Community services and</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of human rights standards</li> <li>• Integration of human rights into personal awareness and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Geneva Conventions</li> <li>• Specialized conventions</li> <li>• Evolving human rights standards</li> <li>• Genocide</li> <li>• Torture</li> </ul>
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## **UNDERLYING PRINCIPLES OF HUMAN RIGHTS**

### **Equality**

The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: “All human beings are born free and equal in dignity and rights.”

### **Universality**

Certain moral and ethical values are shared in all regions of the world, and governments and communities should recognize and uphold them. The universality of rights does not mean, however, that the rights cannot change or that they are experienced in the same manner by all people.

### **Human Dignity**

The principles of human rights are founded on the notion that each individual, regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class, deserves to be honored or esteemed.

### **Non-discrimination**

Non-discrimination is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors. Reference to some factors that contribute to discrimination contained in international human rights treaties include: race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. The criteria identified in the treaties, however, are only examples, it does not mean that discrimination is allowed on other grounds.

### **Indivisibility**

Human rights should be addressed as an indivisible body, including civil, political, social, economic, cultural, and collective rights.

### **Inalienability**

The rights that individuals have cannot be taken away, surrendered, or transferred.

### **Interdependency**

Human rights concerns appear in all spheres of life – home, school, workplace, courts, markets – everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.

### **Responsibility**

Government responsibility: human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable.

Individual responsibility: Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.

Other responsible entities: Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights.

**Sources:** Flowers, N. (2000). The Human Rights Education Handbook: Effective Practices For Learning, Action, and Change. Minneapolis, MN: University of Minnesota.

Ravindran, D.J. (1998). Human Rights Praxis: A Resource Book for Study, Action and Reflection. Bangkok, Thailand: The Asia Forum for Human Rights and Development.

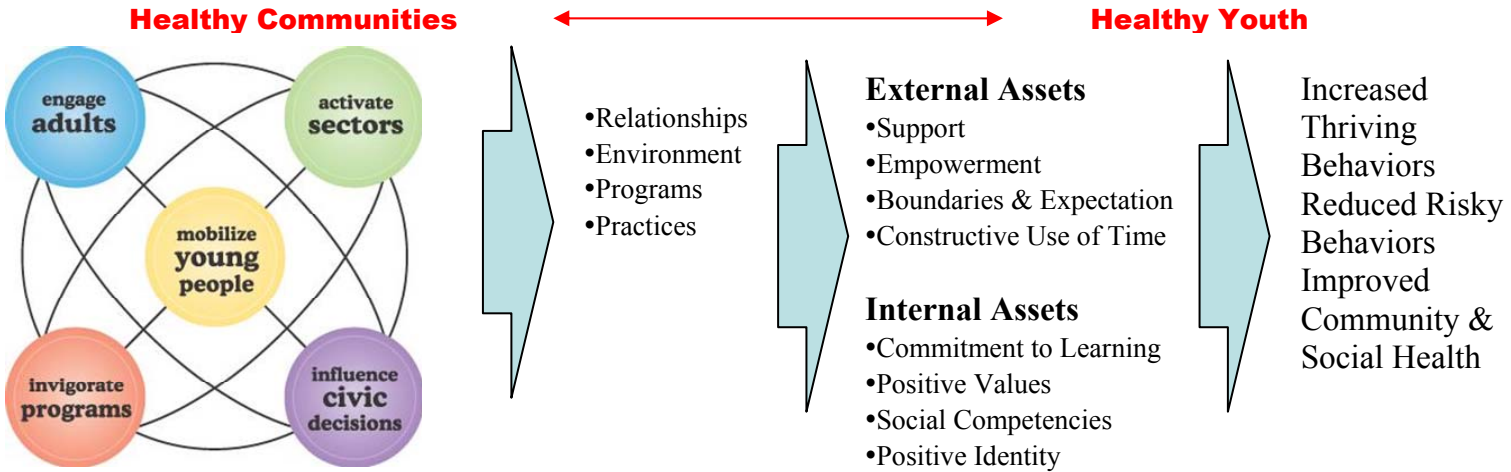
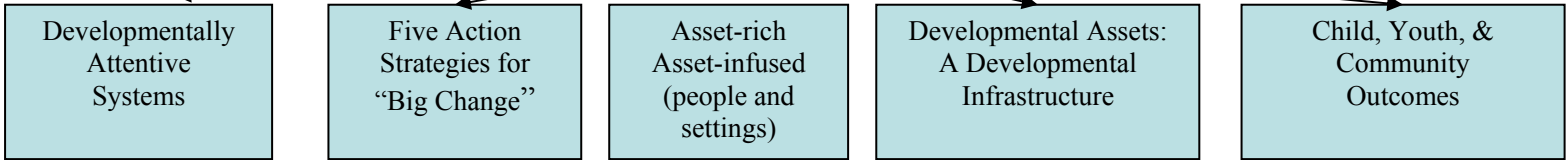
## 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



	Category	Asset Name and Definition
<b>External Assets</b>	<b>Support</b>	1. Family Support-Family life provides high levels of love and support.
		2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
		3. Other Adult Relationships-Young person receives support from three or more nonparent adults.
		4. Caring Neighborhood-Young person experiences caring neighbors.
		5. Caring School Climate-School provides a caring, encouraging environment.
		6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.
	<b>Empowerment</b>	7. Community Values Youth-Young person perceives that adults in the community value youth.
		8. Youth as Resources-Young people are given useful roles in the community.
		9. Service to Others-Young person serves in the community one hour or more per week.
		10. Safety-Young person feels safe at home, school, and in the neighborhood.
	<b>Boundaries &amp; Expectations</b>	11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts.
		12. School Boundaries-School provides clear rules and consequences.
		13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior.
		14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior.
		15. Positive Peer Influence-Young person's best friends model responsible behavior.
		16. High Expectations-Both parent(s) and teachers encourage the young person to do well.
	<b>Constructive Use of Time</b>	17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
		18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
		19. Religious Community-Young person spends one or more hours per week in activities in a religious institution.
		20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week.
<b>Internal Assets</b>	<b>Commitment to Learning</b>	21. Achievement Motivation-Young person is motivated to do well in school.
		22. School Engagement-Young person is actively engaged in learning.
		23. Homework-Young person reports doing at least one hour of homework every school day.
		24. Bonding to School-Young person cares about her or his school.
		25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
	<b>Positive Values</b>	26. Caring-Young person places high value on helping other people.
		27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty.
		28. Integrity-Young person acts on convictions and stands up for her or his beliefs.
		29. Honesty-Young person "tells the truth even when it is not easy."
		30. Responsibility-Young person accepts and takes personal responsibility.
		31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	<b>Social Competencies</b>	32. Planning and Decision Making-Young person knows how to plan ahead and make choices.
		33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills.
		34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
		35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations.
		36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
	<b>Positive Identity</b>	37. Personal Power-Young person feels he or she has control over "things that happen to me."
		38. Self-Esteem-Young person reports having a high self-esteem.
		39. Sense of Purpose-Young person reports that "my life has a purpose."
		40. Positive View of Personal Future-Young person is optimistic about her or his personal future

**Search Institute**  
 Leadership • Knowledge • Resources  
 Vision: A world where all young people are valued and thrive  
 Mission: to provide leadership, knowledge and resources to promote healthy children youth and communities



**The Change Pathway**  
 (The *process* for making asset building a way of

What idea(s) holds together/ inform an entire system? What are the ways of operating, processes, procedures? How does a focus become parts AND whole?

What strategies need to be employed to transform communities and society (larger systems)?

What intentional focus can we have on the “parts” (people/ places) that will surface qualities contributing to asset building? How are these qualities nurtured? Focus on specific “parts”

What experiences, relationships, and qualities do young people need for optimal

How can we achieve these desired outcomes? What does optimal development look like in the first two decades of life?

# Human Rights Learning Communities

by Kristi Rudelius-Palmer

## The Human Rights Learning Community Wheel

No matter how one defines "community"—family, neighborhood, classroom, school, workplace, town, nation, or other association—one must recognize the role of community in the learning process. To facilitate a "Human Rights Learning Community," everyone must recognize that each participant has his/her own identity as well as a collective identity of learning together about human rights and responsibilities. How can we build community? More specifically, how can we create a community which focuses on education "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" (excerpted from Article 26 of the Universal Declaration of Human Rights)?

### The Need for Community—A Common Vision and Language

Whether one focuses on a school, town, or other association, each has similar needs of creating a place where every member can learn, feel valued and safe, and connect with others. Schools have been challenged by multiple initiatives placed one upon another (e.g., safe schools, peace schools, literacy projects, educational standards). Towns have witnessed the same separation of issue-based initiatives (e.g., fair housing projects, domestic violence centers, food shelves, immigration and refugee services). However, in both community settings, the unifying overlap is a human rights framework. Whether a community is working on assuring peace and security, housing, education, or food, that community must understand the interdependence and universality of all their needs as human rights. Reclaiming our human rights enables us to share a common vision, speak the same language, and practice responsible actions toward one another.

### The Practice for Human Rights Learning Communities

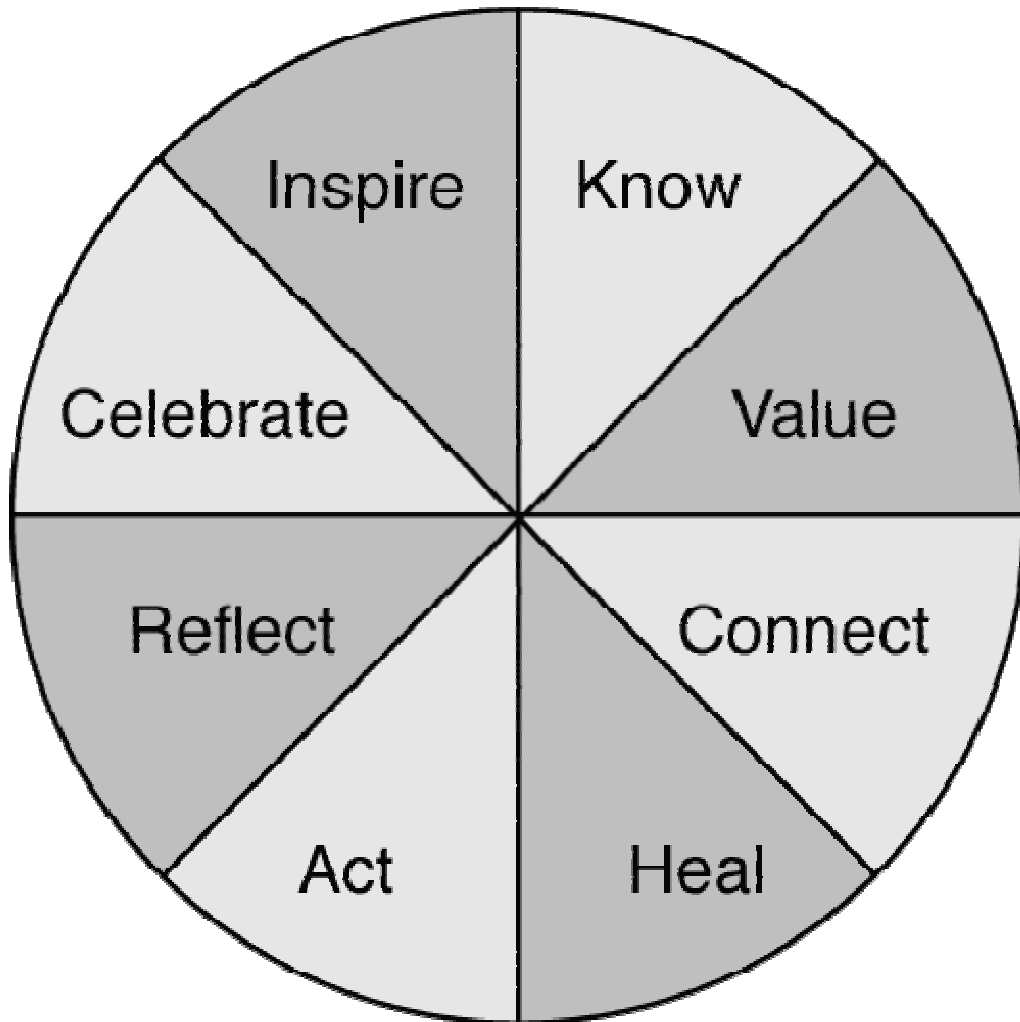
Human Rights Learning Communities aim to promote and enhance effective leadership and responsible action for the realization of human rights. Human Rights Learning Communities should also support and strengthen the personal and professional development of the facilitators and the participants. The Human Rights Learning Community Wheel provides eight characteristics of ways each member of society should act in community to encourage inspiration, exploration, creation, collaboration, and transformation.

### The Human Rights Learning Community Wheel

A Human Rights Learning Community includes both *individual* and *collective* learning and practices. The following eight characteristics in the Human Rights Learning Community Wheel are interdependent components for nurturing one's creative individual and community spirit. These components aid facilitators and participants to challenge themselves and the other community members to identify what inspires their action and inaction. However, these eight components are not exhaustive: your own community may choose to add others. The characteristics are not presented in any specific order, since all aspects are of equal importance.



# THE HUMAN RIGHTS LEARNING COMMUNITY WHEEL



## **INSPIRE**

Individuals and communities must identify meaning and purpose to **inspire** themselves and others to develop and grow as human rights leaders, educators, and activists.

## **KNOW**

Individuals and communities must **know** their human rights and responsibilities. Such knowledge is itself empowering and an important building block for learning.

## **VALUE**

Individuals and communities must **value** human rights. If human beings do respect the dignity of themselves and others, a safe space for developing and sharing is created.

## **CONNECT**

Human beings need to **connect** both with their full self (mind, body, heart, and spirit) as well as with other people. How one relates with oneself and others determines whether the individual and community will grow to their full potentials and provide ways to reenergize each other.

## **HEAL**

Every individual and community has suffered loss and pain. In order for the community to thrive, the individual and the collective group must both learn to **heal** through internal analysis, story telling, sharing with one another, and learning new ways.

## **ACT**

Human beings, both individually and collectively, need to **act** to improve and realize their human rights. Practicing what one might feel or know is "right" empowers the individual and community with an acknowledgement of justice.

## **REFLECT**

Individuals and communities must **reflect** on the other seven characteristics of the Human Rights Learning Wheel. For example, have their values and actions led to improvements of human rights conditions for themselves and others? What have they learned, individually and collectively?

## **CELEBRATE**

Individuals and communities must take time to celebrate ways they have been working to foster respect for human dignity and the rights of others. The recognition of the time, commitment, and dedication must be adequately supported for the individuals and community to feel revitalized and cherished.