

K-2 Lesson Plan Contents

Human Rights Process Model.....	1
Human Rights Unit Lesson Plan.....	2
Right to Equality.....	14
About Me!.....	15
This is How I Treated Others With Kindness.....	16
Where are the Kindness Coins.....	17
What do my Classmates Think?	18
RESOURCES FOR K-2 CURRICULUM LESSONS	
Bibliography of Human Rights Stories.....	19
Internet Resources.....	20

Grade Level: Kindergarten-Grade 2

Topic: Caring School Climate

Unit Goal(s): Students study Article 1 (Right to Equality) of the Universal Declaration of Human Rights (UDHR) and explore issues of kindness, equality and brotherhood. Students distribute kindness coins to friends and family and create a flower quilt and Unity Book.

The students:

1. Discuss why Article 1 (Right to Equality) of the Universal Declaration of Human Rights (UDHR) is important and why it is a human right.
2. Role-play equality
3. Role-play kindness
4. Describe and/or respond to the concept of "Right to Equality" in a reflection journal.

The students:

1. Participate in a read-aloud story.
2. Discuss the story using the Think/Pair/Share strategy.
3. Respond to and describe the story in the reflection journals.

The students:

1. Make a kindness sharing time in class each day.
2. Make the Unity Book into a slide show for multi-media and/or online display.

G. Communicate and demonstrate your human rights learning

How can we share what we learned within our schools, families, and communities?

F. Reflect and draw conclusions on what you have learned about promoting and protecting human rights

What did we learn? Did our action have the intended impact?

The students:

1. Share experiences about showing kindness to others, the kindness coins, the quilt and the Unity Book.
2. Review Article 1 of the UDHR.
3. Revisit the class quilt and Unity Book.

E. Interview community members and collect information about the impact of your human rights action

What happened when we took action? Whose lives did we impact?

The students:

1. Collect information about treating others with kindness.
2. Collect information about the kindness coins.
3. Collect information about the class quilt.
4. Collect information about the Unity Book

A. Observe and identify the human rights issue

What is at the heart of this human rights issue?

Human Rights Process Model

D. Select a human rights response and take action

What is the best response or position?

The students:

1. Practice ways to show kindness in the classroom and other places.
2. Obtain kindness coins and distribute them.
3. Create class quilt and display it.
4. Create a Unity Book.
5. Hold a kickoff celebration for the Unity Book before beginning circulation.

B. Describe and share human rights stories

How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities promote and protect this human right?

C. Generate human rights responses and make predictions about their impact on the community

What could we do? What will happen if we do that?

The students:

1. Discuss possible ways (solutions) to treat people with kindness every day and make predictions about their effectiveness.
2. Role-play the solutions.
3. Discuss the concept of kindness coins and make predictions regarding how people will respond to being given such a coin.
4. Discuss the idea of the flower quilt.
5. Discuss the creation of a Unity Book.

Unit I

Grades K-2 Unit Lesson Plan

UNIT I: CARING SCHOOL CLIMATE

Key Question: How do we create a spirit of brotherhood/sisterhood in our classroom?

Unit Goal(s): Students study Article 1 (Right to Equality) of the Universal Declaration of Human Rights (UDHR) and explore issues of kindness, equality and brotherhood. Students distribute kindness coins to friends and family and create a flower quilt and Unity Book.

Time: 16 hours – 21 sessions

Materials: See individual activities

Setting: Kindergarten–Grade 2

Student Learning Goals

Students will understand the following human rights principles, language and values:

Brotherhood/sisterhood	Kindness
Equality	Respect
Human Dignity	Responsibility
Human Rights	Unity

Students will apply the following human rights standards:

Universal Declaration of Human Rights (UDHR)

Article 1 Right to Equality

Students will demonstrate the following human rights skills and practices:¹

- Describe civic values, rights, and responsibilities in a republic.²
- Understand the importance of participation in civic life and demonstrate effective civic skills.³
- Communicate effectively through listening and speaking.⁴
- Read or listen to a variety of texts.⁵
- Actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.⁶
- Communicate effectively through listening and speaking.⁷

¹ All footnotes are specific MN Educational Standards that correspond to the unit's human rights skills and practices.

² Social Studies: Government & Citizenship – K-3/VII.A. Civic Values, Skills, Rights, and Responsibilities

³ Social Studies: Government & Citizenship – K-3/VII.A. Civic Values, Skills, Rights, and Responsibilities

⁴ Language Arts: Speaking, Listening and Viewing – K/III.A. Speaking and Listening

⁵ Language Arts: Reading & Literature – K/I.D. Literature

⁶ Language Arts: Reading & Literature – 1/I.D. Literature

- Depict data with objects and pictures.⁸
- Gather and record data in real-world and mathematical problems.⁹
- Represent quantities using whole numbers and understand relationships among whole numbers.¹⁰
- Apply skills of mathematical representation, communication and reasoning throughout the remaining four content strands.¹¹
- Understand and use artistic processes to create, perform, and interpret art works in at least two of the three required arts areas: dance, music, theater, and visual arts.¹²
- Understand the elements of visual art, including color, line, shape, form, texture, and space.¹³
- Create original works of art to communicate ideas.¹⁴

Overall Impact

When first thinking about your lesson plan, it is recommended that you keep in mind its intended impact on four levels: (a) student, (b) school, (c) family, and (d) community. Below are some examples of possible impacts for this lesson plan that might occur at each of these levels. Identify other possible impacts with your students, and discuss how you might collect information to decide on whether or not they have taken place.

Student Impact	School Impact	Family Impact	Community Impact
<ul style="list-style-type: none"> • Decrease in reports to teacher of disrespectful/unkind behavior in the classroom • Increase in reports to teacher of respectful/kind behavior in the classroom • Ability of students to use the language of Article 1 when illustrating how it affects their life 	<ul style="list-style-type: none"> • Decrease in number of students sent for formal disciplinary action • Increase in number of discussions among teachers regarding human rights curriculum • Student/teachers/administrators identify positive change in school climate, e.g., in hallways, cafeteria, schoolyard 	<ul style="list-style-type: none"> • Increase in discussions with family members about kindness, respect, equality • Increase in discussions with family members about school-based human rights projects • Increase in visits to school by family members • Students explaining “kindness coin” to friends/family • Decrease in discipline related calls and conferences 	<ul style="list-style-type: none"> • Ability to identify examples of equality in the community, such as: (a) everyone can go to school for free from K-12, (b) everyone has to pay for parking when they use a parking lot, (c) everybody can borrow books from the public library.

⁷ Language Arts: Reading & Literature – 1/III.A. Writing

⁸ Math: Data Analysis, Statistics & Probability -- K/IV.A Data and Statistics

⁹ Math: Data Analysis, Statistics & Probability -- 1/IV. Data and Statistics

¹⁰ Math: Number Sense, Computations, and Operations -- K/ II.A. Number Sense

¹¹ Math: Number Sense, Computations, and Operations -- K/ I Mathematical Reasoning

¹² Art: Kindergarten through Grade 3 Standards

¹³ Art: Visual Arts -- Kindergarten through Grade 3 Standards

¹⁴ Art: Visual Arts -- Kindergarten through Grade 3 Standards

Activity A: Observe and Identify the Human Rights Issue

Key Question: What is at the heart of this human rights issue?

Activity Goal(s): Identify issues of creating a caring classroom climate that establishes unity and embraces diversity through the use of guided discovery questions and role-play scenarios.

Time: 2 hours – 4 sessions

Materials: Handout 1: Right to Equality

Setting: Kindergarten-Grade 2

Step 1: Discuss why Article 1 (Right to Equality) of the Universal Declaration of Human Rights (UDHR) is important and why it is a human right.

Students will:

- a) Be introduced to the subject of human rights with some general information as well as some explanation of the Universal Declaration of Human Rights (UDHR). See the “What are Human Rights?” section of the Resource Kit for ideas on introducing these subjects.
- b) Comprehend the simplified form of the UDHR more easily. The teacher may post a copy of Handout 1: Right to Equality in class as a reminder to the students and use opportunities to refer to it throughout the year.
- c) Define equality, kindness, respect, and responsibility. Discuss the differences in the definitions of these human rights terms.
- d) Answer guided discovery questions. Examples of questions include:
 - Does equality mean we are all the same? Why/Why not?
 - How does it feel when people are not showing equality/fairness/respect to you?
 - Why should we be kind?
 - How do we act kind/unkind? (possible role-play)
 - Have you ever been treated with kindness?
 - What did being treated with kindness feel like?
 - Have you ever treated someone else with respect?
 - What did you do?
 - How did that make you feel? How did it make the other person feel?
 - What would it look like if everyone in our class treated their classmates with equality, kindness and respect? (possible role-play)
 - Do you have a responsibility to treat others with equality, kindness, and respect?
 - How can you act on this responsibility?

Step 2: Role-play equality.

Some possible ideas for role-play scenarios include allowing only students with red shirts to play a game or have a snack while other students work. After an unequal scenario has been acted out, discuss with the students how it made them feel. Ask them to come up with a solution based on equality. Role-play their solution.

Step 3: Role-play kindness.

Some ideas for role-play scenarios include exclusion from a game or birthday party, teasing someone because he/she is different, and laughing and walking away when someone falls on the playground. After an unkind scenario has been acted out, discuss with the students how it made them feel. Ask them to come up with a solution based on kindness. Role-play their solution.

Step 4: Describe and/or respond to the concept of “Right to Equality” in a reflection journal.

This could be private or used an opportunity to share with the class or a neighbor. The reflection journal may have both written and artistic expressions.

Possible Evaluation/Assessment Indicators:

- The student will demonstrate an understanding of what a caring school climate is and why it is important.
- The student will define in their own words the term “equality”, and support this with examples from daily life.
- The student will explain an entry in their reflection journal, focusing on the concept of “Right to Equality”.

Activity B: Describe and Share Human Rights Stories

Key Question: How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities promote and protect this human right?

Activity Goal(s): Deepen understanding of equality and kindness by empathizing with a character in a story and connecting to the Right to Equality.

Time: 1 hour — 2 sessions

Materials: Storybook, reflection journals

Setting: Grades K-2

Step 1: Participate in a read-aloud story.

For examples of read-aloud stories see Unit I Resources.

Step 2: Discuss the story using the Think/Pair/Share strategy.

Example questions for Think/Pair/Share might include:

- Do you think the main character was treated with kindness?
- Do you think the main character was treated with equality?
- Do you think the main character was treated with respect?
- Why/why not?
- How did it make him/her feel?
- How would you feel if you were treated that way?

Step 3: Respond to and describe the story in the reflection journals.

Students may use pictures, words or both in their reflection journals.

Possible Evaluation/Assessment Indicators:

- The student will illustrate a deepened understanding of “equality”, “kindness” and “respect” through participation in activities.
- The student will summarize the discussion that took place in the Think/Pair/Share strategy.
- The student will make an entry in the reflection journal that is relevant to the concepts of “equality”, “kindness” and “respect”.

Activity C: Generate Human Rights Responses and Make Predictions about Their Impact on the Community

Key Question: What could we do? What will happen if we do that?

Activity Goal(s): Discuss ways to make brotherhood/sisterhood a reality: introduce kindness coins, flower quilt, and Unity Book.

Time: 2 hours – 4 sessions

Materials: Chalkboard and chalk

Setting: Kindergarten–Grade 2

Step 1: Discuss possible ways (solutions) to treat people with kindness every day and make predictions about their effectiveness.

Students respond to guided discovery questions such as:

- How can you remember to treat people with kindness?
- What is “brotherhood/sisterhood?”
- How do you foster the feeling of “brotherhood/sisterhood?”
- When is it appropriate to use the solutions you generated to treat others with kindness?

Step 2: Role-play the solutions.

Students may need to practice solutions several times to feel comfortable before they begin using them in real situations. Have the students act out some of the ideas they generated to make someone feel cared for and decide if they produced the desired effect.

Step 3: Discuss the concept of kindness coins and make predictions regarding how people will respond to being given such a coin.

Kindness coins can be created or purchased (see Unit 1 Resources for link to purchase coins). The coins can be tied onto lanyards and worn around the neck as human rights medals in recognition of an act of kindness. Kindness coins are distributed when an act of kindness is witnessed, and are meant to be passed on from person to person. Students will:

- a) Discuss how and when to give out the coins in school, at home and in the community.
- b) Practice how to explain to the people who receive them that the coins should be passed on to others when acts of kindness are observed.
- c) Generate a list of “kind” actions for which they want to give out coins and make predictions about how many coins they think they will need to give away.
- d) If a single coin is circulated in the classroom, discuss when and how the kindness coin should be distributed among students.
- e) Make predictions about how many people will receive the coin in a certain number of days or on a specific day. Students will also make predictions about how they will feel if they receive the coin and how they will feel when they give it away.

Step 4: Discuss the idea of the flower quilt.

Students make a list of what they like about flower gardens. The list can help them understand that gardens with flowers of different types, colors, and smells are more interesting and more beautiful than gardens in which all the flowers are the same color, size and scent. Each flower lends its unique difference to make the garden more interesting just as humans are all different but equally important to making the class more interesting and unique. Students discuss how they can create and contribute a flower square for a class quilt that can be displayed in the room. Ask students questions such as:

- Have you ever made a class quilt before?
- If you did, why did you do that?
- Do you think the quilt will remind us to respect each other’s differences? How? Why?
- How do you think our school year will be if we all admire each other’s differences and make everyone feel cared for?

The “quilt” may be made out of various materials, such as: cloth, paper, clay tiles, wood tiles, etc.

Step 5: Discuss the creation of a Unity Book.

Students discuss how to create a class book with pictures of each of them with their quilt squares, as well as personal information about each student and their reflections on the idea of brotherhood/sisterhood. Students discuss how the book will make them feel both unified as a class and important as a unique individual within the class. Students discuss the importance of sharing the book by taking it home one evening to show friends, family or anyone who would be interested in all the unique and interesting people in the class. *Note:* The Unity Book might be color copied and the copy sent home with students while the original book stays in the classroom.

Possible Evaluation/Assessment Indicators:

- The student will actively participate in discussions and role play scenarios in determining proper human rights actions to take.
- The student will make predictions about the effectiveness of various human rights actions.
- The student will explain the goals of: (a) the kindness coins, (b) flower quilt, and (c) Unity Book.

Activity D: Select a Human Rights Response and Take Action

Key Question: What is the best response or position?

Activity Goal(s): Show a spirit of brotherhood/sisterhood at home, in the community, and in the classroom. Students distribute kindness coins, and create the class quilt and unity book.

Time: 7 hours – 3 sessions

Materials: Kindness coins (either purchased or created), art materials, Handout 1: Right to Equality, Handout 2: About Me.

Setting: Kindergarten-Grade 2

Step 1: Practice ways to show kindness in the classroom and other places.

Students take action to show kindness. They may decide to do this in the classroom, in the school, at home and/or in the community.

Step 2: Obtain kindness coins and distribute them.

Students make or are provided with kindness coins and begin circulating them. Discuss the concepts of cooperation and competition and emphasize that the goals of this step are not the quantity of kindness coins distributed or received, but tracking where and why the coins travel.

Step 3: Create a class quilt and display it.

Students design and create a square for the class quilt. This activity could be integrated with visual art lessons including instruction in line, shape, color, space and point of focus. The finished quilt can be displayed in the classroom or in a place where other classes in the school can view it.

Step 4: Create a Unity Book.

The first page of the book is a printout of the Right to Equality in the UDHR (see [Handout 1: Right to Equality](#)), which can be decorated by the students. Next, each student poses with his/her quilt square and the teacher takes a picture of the student to create a page for the class book. The opposite page is personal information and reflections on the meaning of brotherhood/sisterhood (see [Handout 2: About Me](#)). Pages are bound together and a cover is designed and decorated to complete the Unity Book. Remind the students that this book shows the differences and similarities that unite us. Also, let them know that we are celebrating unity by sharing and embracing these differences and similarities with other people.

Step 5: Hold a kickoff celebration before beginning circulation.

The kickoff celebration is to make the students aware of how special and important the book is, which may help remind them to value and return it. Parents and/or volunteers may bring in treats, help serve, and supervise the celebration.

Possible Evaluation/Assessment Indicators:

- The student will demonstrate creativity and understanding when practicing ways of showing kindness and creating art projects.
- The student will discuss how he/she feels about (a) the kindness coins, (b) flower quilt, and (c) Unity Book.

Activity E: Interview Community Members and Collect Information about the Impact Your Human Rights Action

Key Question: What happened when we took action? Whose lives did we impact?

Activity Goal(s): Use handouts, graphs, and questionnaires to collect information about making others feel included, the kindness coins, the class quilt, and the Unity Book.

Time: 2 hours – 4 sessions

Materials: Art materials, [Handout 3: This Is How I Treated Others with Kindness](#), [Handout 4: Where are the Kindness Coins?](#), [Handout 5: What Do My Classmates Think?](#)

Setting: Kindergarten-Grade 2

Step 1: Collect information about treating others with kindness.

Students keep a record of their actions by listing the places and ways they make others feel included (see [Handout 3: This Is How I Treated Others with Kindness](#)). They may want to share their lists with other class members. If students are not proficient with writing, they may draw pictures of their actions rather than describing them in words. (This could lead to a math activity such as documenting various feelings to display on a class graph.)

Step 2: Collect information about the kindness coins.

Students track the number of kindness coins they give out and for what reason they give them. Also, they record when and why if they receive kindness coins (see [Handout 4: Where are the Kindness Coins?](#)).

Step 3: Collect information about the class quilt.

Students may want to collect responses from their classmates about how they felt about making the class quilt and if it makes the class more unified. If the quilt is displayed for the entire school to see, students may want to ask students in other classes what they think of the quilt and how they think it might help the students value one another (see [Handout 5: What Do My Classmates Think?](#)).

Step 4: Collect information about the Unity Book.

Students may generate a list of questions to ask people who view the book. Copies can be made and the list sent home with each child to help guide him/her.

Possible Evaluation/Assessment Indicators:

- The student will collect the proper information on the class human rights projects by successfully completing out Handouts 3-5.
- The student will explain the information collected using Handouts 3-5.

Activity F: Reflect and Draw Conclusions on What You Have Learned about Promoting and Protecting Human Rights

Key Question: What did we learn? Did our action have the intended impact?

Activity Goal(s): Reflect on how we fostered a spirit of brotherhood/sisterhood by sharing experiences, reviewing Article 1 of the UDHR, and revisiting the class quilt and the Unity Book throughout the year.

Time: Article 1 of the UDHR and class projects that foster the spirit of brotherhood/sisterhood should be revisited regularly throughout the year.

Materials: Art materials, journal, [Handout 1: Right to Equality](#)

Setting: Kindergarten-Grade 2

Step 1: Share experiences about showing kindness to others, the kindness coins, the quilt and the Unity Book.

This can be done through story telling, writing, and/or drawing pictures in a journal and/or for another display type. Students should discuss the concept of equality in relation to each of these activities. For example, what was the importance of having each student have the same sized square to create a community quilt? If students chose different sizes, would the results have been different? If each piece of the quilt should be the same size, do they also need to look the same and use the same materials? What would happen if all squares looked alike?

Step 2: Review Article 1 of the UDHR.

Re-read Handout 1: Right to Equality. Discuss how the students' activities helped them foster a spirit of brotherhood/sisterhood with their classmates, at school, at home, and in the community.

Step 3: Revisit the class quilt and Unity Book.

The class quilt should be revisited throughout the year and new students should make a square to be added to it (new students should also be included in the class book). Ideas include holding a 'flower of the day' event, in which a different student's flower is displayed in a prominent place in the classroom each day and that student is allowed some special privilege or responsibility. The class may also play memory games about students and their flowers.

Possible Evaluation/Assessment Indicators:

- The student will reflect on Article 1 of the UDHR and their class projects by sharing experiences and revisiting projects throughout the year.
- The student will recount stories of kindness and equality that classmates have shared throughout the year.

Activity G: Communicate and Demonstrate Your Human Rights Learning

Key Question: How can we share what we learned within our schools, families, and communities?

Activity Goal(s): Students incorporate the idea of brotherhood/sisterhood into their lives and the lives of those around them by sharing kindness stories each day and displaying their Unity Book online.

Time: Kindness sharing time should continue all year long: 20 minutes per session.
Making the Unity Book into a slide show: 2 hours – 4 sessions

Materials: Art materials, journal

Setting: Kindergarten–Grade 2

Step 1: Make a kindness sharing time in class on a regular basis.

Students communicate their learning continuously throughout the year by using the kindness coins. Students volunteer to share stories about kindnesses they received, experienced, or gave to others. Classroom time should be set aside each day to reflect on kindness and unity in the classroom and the community.

Step 2: Make the Unity Book into a slide show for multi-media and/or online display. Share book with others through the school website, class website and/or the This is My Home website (<http://www.thisismyhome.org>).

Possible Evaluation/Assessment Indicators:

- The student will demonstrate the incorporation of Article 1 of the UDHR into their everyday life by sharing kindness stories with the class and showing the online Unity Book to friends and family.
- The student will recount stories of kindness and equality that classmates have shared throughout the year.

Possible Evaluation/Assessment Indicators

It is important to examine the impact of human rights actions on families, school and community. However, assessing these impacts is more subjective than assessing impact on the individual level. In order to address this, discuss measures that indicate impact in the areas of families, school, and community **PRIOR TO BEGINNING THIS UNIT**. Refer to the possible impacts on four levels: (a) student, (b) school, (c) family, and (d) community (p.3). Create a checklist that can be referred to over the course of the unit to gauge impact using these impacts, or the more specific student-focused indicators found at the end of each activity:

The student will:

- Demonstrate an understanding of what a caring school climate is and why it is important.
- Define in their own words the term “equality”, and support this with examples from daily life.
- Illustrate a deepened understanding of “equality”, “kindness” and “respect” through participation in activities.
- Summarize the discussion that took place in the Think/Pair/Share strategy.
- Participate in discussions and role play scenarios in determining proper human rights actions to take.
- Explain the goals of: (a) the kindness coins, (b) flower quilt, and (c) Unity Book.
- Discuss how he/she feels about (a) the kindness coins, (b) flower quilt, and (c) Unity Book.
- Collect the proper information on the class human rights projects by successfully completing out Handouts 3-5.
- Reflect on Article 1 of the UDHR and their class projects by sharing experiences and revisiting projects throughout the year.
- Demonstrate the incorporation of Article 1 of the UDHR into their everyday life by sharing kindness stories with the class and showing the online Unity Book to friends and family.
- Actively participate in discussions and role play scenarios in determining the proper human rights actions to take.
- Collect the proper information on the class human rights projects by successfully completing out Handouts 3-5.
- Reflect on Article 1 of the UDHR and their class projects by sharing experiences and revisiting projects throughout the year.
- Demonstrate the incorporation of Article 1 of the UDHR into their everyday life by sharing kindness stories with the class and showing the online Unity Book to friends and family.

'RIGHT TO EQUALITY'

Article 1 of
The Universal Declaration of Human Rights says:

"All people are born free. All people are born equal and so have equal rights. People can think for themselves and understand what's going on around them. Everyone should act as brothers and sisters."

*Article One of The Universal Declaration of Human Rights adapted by R. Rocha and O. Roth in
The Universal Declaration of Human Rights

ABOUT ME!

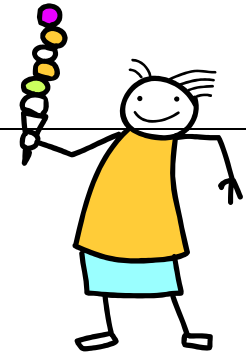
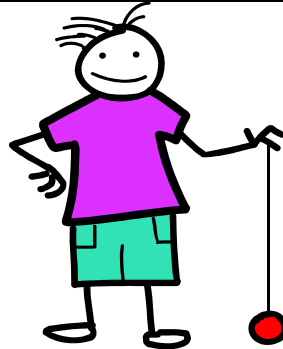
My name:

My favorite color:

My favorite food:

What does the "spirit of brotherhood/sisterhood" mean to me?

How can I show brotherhood/sisterhood to my classmates?



Name _____.

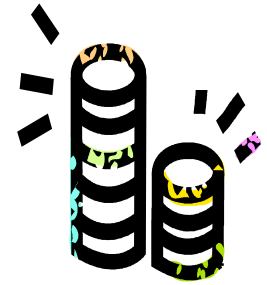
This Is How I Treated Others with Kindness:

Complete the chart.

Where?	What did you do to treat others with kindness?

Name _____.

Where Are The Kindness Coins?



Write the name of the person you give a kindness coin to and why.

Who?	Why?	When and where?

Name _____.

What do my classmates think?

Complete the chart.



Classmate's Name	Use ONE word to describe how you felt about making our class quilt	Does it make our class feel more unified? (yes or no)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Resources

Bibliography of human rights stories:

All the Colors We Are. Redleaf Press, 1994.

Carlson, Nancy. *I Like Me.* Penguin books, Inc., 1990.

Cheltenham Elementary School Kindergartners. *We are Alike, We Are Different.* Scholastic Inc., 1991.

Cowen-Fletcher, Jane. *It Takes A Village.* Scholastic Inc., 1994.

Davol, Marguerite W. *Black, White, Just Right.* Albert Whitman & Company, 1993.

Ehlert, Lois. *Planting a Rainbow.* Harcourt Brace Jovanovich Publishers, 1988.

For every child: The U.N. convention on the rights of the child in words and pictures. Phyllis Fogelman Books, 2001.

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Kindergarten Children of Westfield School. *My Family, Your Family.* 1995.

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Oxenbury, Helen. *Tickle, Tickle.* Macmillan Publishing Company, 1987.

Porter, Laurel. *I Love My Mommy Because...* Dutton Children's Books, 1991.

Silverstein, Shel. *The Giving Tree.* Harper and Row Publishers, 1964.

Sose, Bonnie. *Designed By God, So I Must Be Special.* Character Builders for Kids, Aloma Business Center, 1988.

Stand up Speak out: A book about children's rights. Peace Child International, 2001.

Williams, Vera B. *More, More, More Said the Baby.* Scholastic, Inc., 1990.

Links for human rights education:

www.umn.edu/humanrts

www.humanrightsandpeacestore.org

<http://hrusa.org>

Links for the United Nations:

www.un.org

www.unhchr.ch/html/menu3/b/k2crc.htm

www.un.org/Pubs/CyberSchoolBus

www.un.org/Overview/rights.htm

Links for rubrics:

www.theeducatorsnetwork.com

www.cps.k12.il.us

www.exworthy.com

www.canadateachers.about.com

www.school.discovery.com

www.middleweb.com

www.education-world.com

Effective practice example links:

Quilting for social change:

<http://www.womenfolk.com/historyofquilts/articles.htm>

<http://www.fortunecity.com/victorian/whistler/218/caq1.html>

<http://www.quilt.co.uk/quilting-articles.asp?idNo=16>

Links for quilt ideas:

www.educationworld.com

www.aidsquilt.org

www.eduplace.com/act/quilt.html

www.womenfolk.com/historyofquilts/

Link for purchasing “kindness currency”:

www.humanrightsandpeacestore.org

HUMAN RIGHTS HERE AND NOW

Celebrating the Universal Declaration of Human Rights

edited by Nancy Flowers

Parts: 1 | 2 | 3 | 4 | 5

HRRC Home - Table of Contents

Part 4: Taking Action for Human Rights

Ten Tips for Taking Action

- 1. Choose a problem.** You might want to work on improving conditions or issues you observe in your community or that you hear about in the news. You could also choose a problem you learned about through a school course or your own reading. Finding a problem isn't hard, but staying focused on one problem is. Try writing out a definition of exactly what you want to address. Deal with just one problem at a time.
- 2. Research the problem.** Survey your school or community to find out about the problem and how people feel about it. Call officials for information. Write letters. Read newspapers, magazines, and reports on the issue. See Action Activity 5 for more on research and planning.
- 3. Brainstorm possible solutions and choose one.** Brainstorm everything you can think of, however zany. Then choose one or two solutions that seem the most possible and likely to make the most difference.
- 4. Build coalitions of support.** Find as many people as possible who are concerned about the problem and agree with your solution. Survey your community. Ask teachers, officials, community activists, and young people. The more people on your team, the more power you will have to make a difference.
- 5. Identify your opposition.** Find out who the people and organizations are who oppose your solution. They may not be the "bad guys" but people with different opinions. Consider meeting with your opponents: you might be able to work out a compromise. At the least you will understand each other's point of view. In every case, always be polite and respectful of other opinions.
- 6. Advertise.** Let as many people as possible know about the problem you are trying to solve

and your proposed solution. Newspapers, radio, and television are usually interested in stories of youth action. Some TV and radio stations offer free air time for worthy projects. Write a letter to the editor (See Action Activity 5, The Power of the Pen). The more people who know about what you are doing, the more who may want to support you.

7. Raise money. This isn't essential, but sometimes you can be more effective with money to spend toward your solution.

8. Carry out your solution. Make a list of all the steps you need to take, and once you've prepared yourself for action, just do it!

9. Evaluate. Is your plan working? How do you know? Try to define some indications for what progress means. Are some efforts effective and others not? Have you tried everything? Keep thinking creatively about how to solve the problem.

10. Don't give up. Problem solving means eliminating all the things that don't work until you find something that does. Don't pay much attention to people who try to tell you that the problem can't be solved. Keep on keeping on!

Source: Adapted from Barbara A. Lewis, *The Kid's Guide to Social Action* (Minneapolis, MN: Free Spirit Press, 1991).

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