

# **The Rights Angle:**

*Human Rights Education*

*Using the Newspaper*

*Part Two: Overheads, Handouts and Websites for  
all Provinces and Territories*



by the  
**Alberta Civil Liberties Research Centre**

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**Handouts**  
**HANDOUT # 1**  
**THE SINKING SHIP OF RIGHTS**

- ✓ The right to **food and water**
- ✓ The right to **be different**
- ✓ The right to **be loved**
- ✓ The right to **leisure time**
- ✓ The right to **watch TV**
- ✓ The right to **learn**
- ✓ The right to **be listened to**
- ✓ The right to **a clean environment**
- ✓ The right to **vote**
- ✓ The right to **be treated with politeness and respect**

## HANDOUT #2 WORDSEARCH

Find these words in the word search on the following page

- |  |                         |
|--|-------------------------|
| 1. Aboriginal rights                     | 32. Human rights        |
| 2. Abortion                              | 33. Immigrant           |
| 3. Action                                | 34. Indigenous people   |
| 4. Adverse effect                        | 35. Land mines          |
| 5. Babylonia                             | 36. Liberalism          |
| 6. Basic needs                           | 37. Liberty             |
| 7. Capital punishment                    | 38. Life                |
| 8. Censorship                            | 39. Magna Carta         |
| 9. Child labour                          | 40. Migrant             |
| 10. Citizenship                          | 41. Minority            |
| 11. Civil and political rights           | 42. Newspaper           |
| 12. Commission                           | 43. Persecution         |
| 13. Defamation                           | 44. Pornography         |
| 14. Democracy                            | 45. Poverty             |
| 15. Deportation                          | 46. Prejudice           |
| 16. Dictatorship                         | 47. Publication ban     |
| 17. Direct                               | 48. Race                |
| 18. Disabled                             | 49. Racism              |
| 19. Discrimination                       | 50. Referendum          |
| 20. Displaced people                     | 51. Refugee             |
| 21. Economic, social and cultural rights | 52. Reproductive rights |
| 22. England                              | 53. Responsibilities    |
| 23. Equality                             | 54. Sexual orientation  |
| 24. Ethnic cleansing                     | 55. Slavery             |
| 25. Euthanasia                           | 56. Stereotypes         |
| 26. Exile                                | 57. Systemic            |
| 27. Freedom of expression                | 58. torture             |
| 28. Genocide                             | 59. Totalitarian        |
| 29. Hammurabi                            | 60. UDHR                |
| 30. Harassment                           | 61. United Nations      |
| 31. Hate propaganda                      |                         |

## Handout 2 Word Search

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

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O		E				I	A										R	I								N		L			
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**Handout # 3**  
**HUMAN RIGHTS VOCABULARY**

Search in the newspaper for the words or phrases below. Write down what you think the word or phrase means, judging from what the story you find the word in is about.

- Aboriginal rights
- Abortion
- Basic needs
- Capital punishment
- Censorship
- Child labour
- Citizenship
- Defamation
- Democracy
- Deportation
- Dictatorship
- Disables
- Discrimination
- Displaced persons (or displaced people)
- Equality
- Ethnic cleansing
- Euthanasia
- (in) exile
- Freedom of expression
- Genocide
- Harassment
- Hate propaganda
- Human rights commission
- Immigrant
- Indigenous people
- Land mines
- Language rights
- Migrant
- Minorities
- Persecution
- Pornography
- Poverty
- Prejudice
- Publication ban
- Race
- Racism
- Referendum
- Refugee
- Reproductive rights
- Sexual orientation
- Slavery
- Torture
- Totalitarian

## **HANDOUT #4**

### **BRIEF HISTORY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS**

**World War II marked the end of the most massive destruction in history. In Europe, children saw their parents taken away, and they themselves were taken to camps where numbers were tattooed on their small wrists in readiness for slave labour or execution. World War II robbed eleven million children of mothers and fathers. It broke up a countless number of families who were never together again. After the war, millions of children had no homes; many were orphans; and many more whose parents were still alive had no idea where they were. In Europe, children roamed the streets in “wolf packs”. They begged or stole the food they ate, the sticks to make a fire, old rags for clothes. Some of them were blinded and disabled. They sought shelter in the ruins of bombed-out buildings, in caves and basements.**

**After World War II, many of the world’s leaders gathered in the United Nations General Assembly to discuss the horrors of the war: the concentration camps, the barbarism of the Holocaust, and other forms of discrimination against peoples based on their colour, nationality, race, and religion that had taken place during the war. It was agreed upon at that time that there would be a Declaration or set of rules to protect human rights. The United Nations decided to develop a set of rules to act as a guide for the treatment of people by their fellow human beings, a common standard of achievement for all peoples and all nations. The Declaration was to provide a standard against which abuses of rights could be measured. The Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations on December 10, 1948. In adopting the Declaration, the international community sought to encourage each nation to work within its own borders to protect individual rights, and to assist other nations to achieve the goals of the Declaration. December 10, 1998, marked the 50th Anniversary of the signing of the Universal Declaration of Human Rights.**



## HANDOUT #5 CROSSWORD

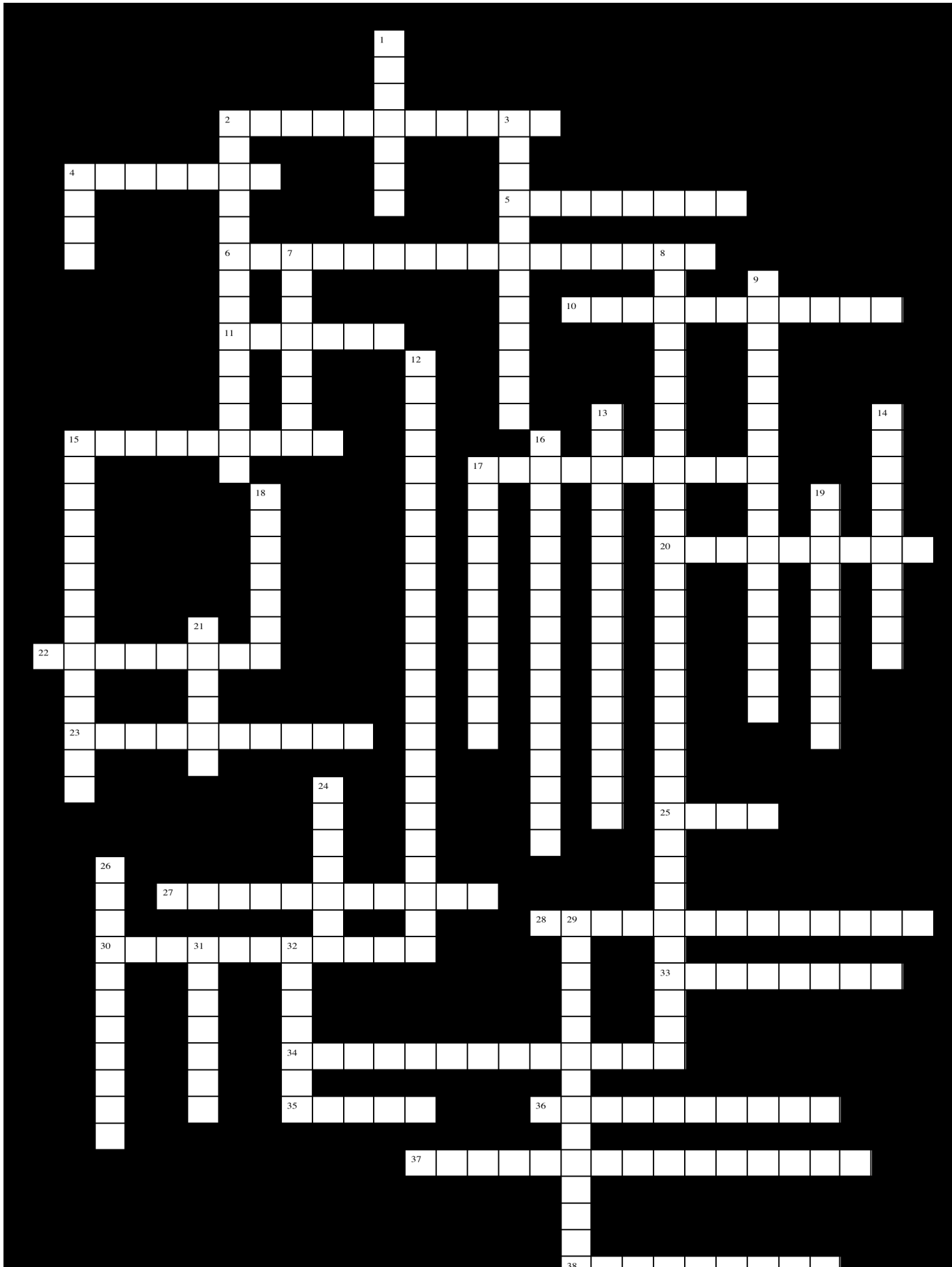
Use the following clues to complete the crossword on the following page. The numbers in brackets indicate when more than one word is required.

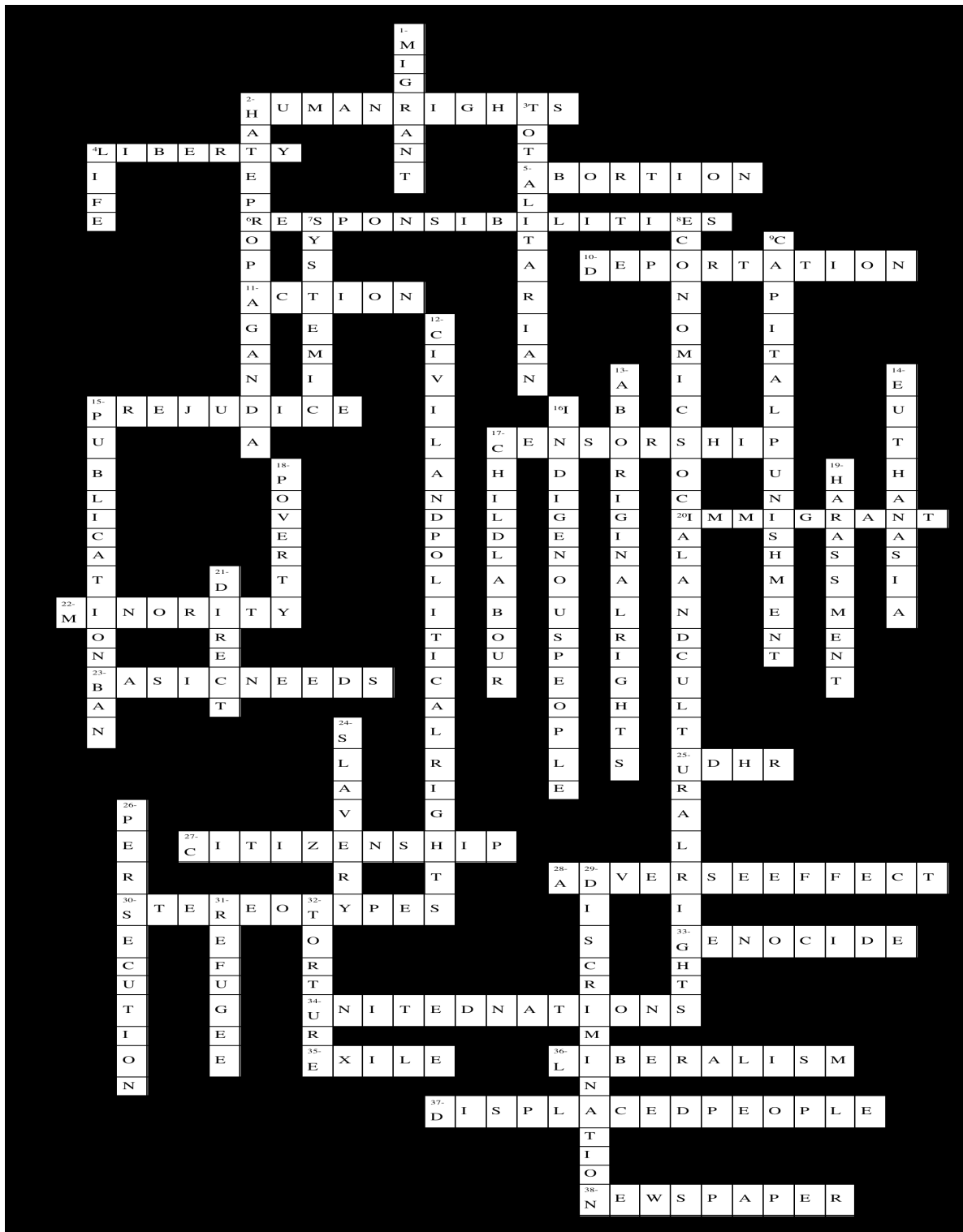
### ACROSS

- 2. Rights that belong to everyone. (2)
- 4. A basic human rights issue. (See 4 down.)
- 5. Artificial or purposeful miscarriage.
- 6. Rights and \_\_\_\_\_.
- 10. Expelling someone from a country.
- 11. Thought vs.
- 15. Attitude or belief without the facts.
- 17. Suppressing material.
- 20. Person who settles in a new country.
- 22. Small, often different, groups.
- 23. Requirements to live.
- 25. Document passed on December 10, 1948.
- 27. Quality of possessing certain rights.
- 28. A form of unintentional discrimination. (2)
- 30. Universal assumptions.
- 33. Systematic destruction of an entire people.
- 34. Organization formed in 1945. (2)
- 36. Notion that people have inherent, fundamental and inalienable rights.
- 37. Those who flee or are driven out of their communities. (2)
- 38. Important source for human rights information.

### DOWN

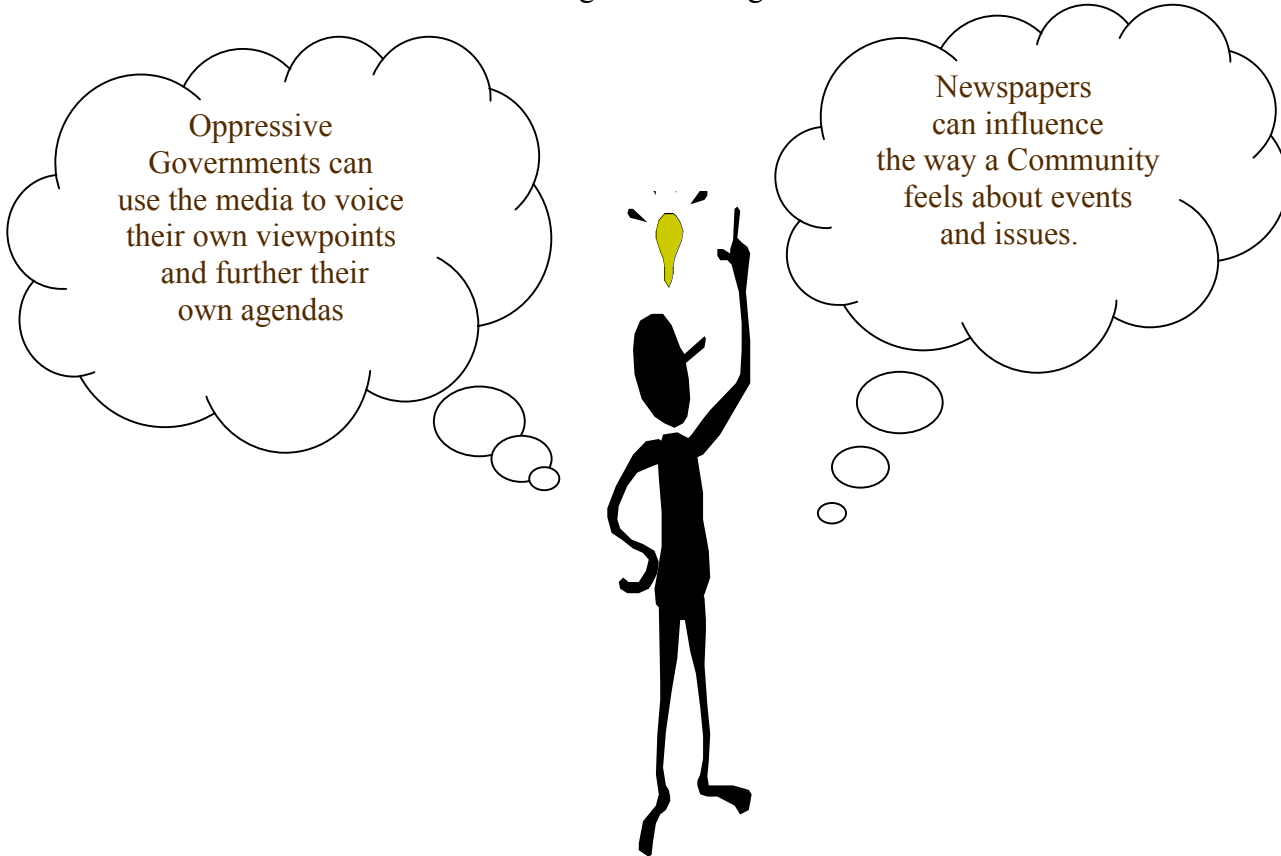
- 1. One who moves from country to country.
- 2. Biased, prejudicial and discriminatory material. (2)
- 3. Terror-based government or regime.
- 4. A basic human rights issue. (See 4 across.)
- 7. A kind of discrimination.
- 8. A category of human rights. (See 12 down.) (4)
- 9. Penalty of death for a crime. (2)
- 12. Another category of human rights. (See 8 down.) (4)
- 13. Rights of the original inhabitants. (2)
- 14. Deliberate putting to death.
- 15. Keeping the press and public out of a trial. (2)
- 16. People native to a region. (2)
- 17. Making minors work. (2)
- 18. State of being very poor.
- 19. Unwanted attention.
- 21. A form of obvious discrimination.
- 24. Ownership of human beings.
- 26. Mistreatment or oppression.
- 29. Unequal and unfair treatment.
- 31. One who flees from persecution.
- 32. To inflict extreme pain.





## HANDOUT #6 ANALYZING A NEWSPAPER ARTICLE

- Who wrote the story?
- When was the story written?
- What is the story's "lead"?
- What human right is this story about?
- Do you think the way the story is written is fair? Why or why not?
- Is there anything that is not in the story that you want to know about?
- Where did the writer get the story from? Whom did he or she ask questions?
- Is the story interesting to you? Why or why not?
- Does the headline tell you exactly what the story is about, or is it misleading or confusing?



HANDOUT #7  
SAMPLE HUMAN RIGHTS ARTICLE

IMPAIRED WILL FORFEIT LICENCES AUTOMATICALLY  
DARCY HENTON, CALGARY HERALD, EDMONTON

Motorists suspected of driving while impaired will be automatically suspended before their cases go to court under a provincial law that takes effect on Dec. 1.

The law will mean that motorists who have been apprehended by police for driving while impaired or failing to provide a breath sample will be required to forfeit their licences immediately.

Under the administrative licence suspension provisions of the Traffic Safety Act, they will be granted a 21-day permit to give them time to arrange other means of transportation before their driving privileges are revoked.

The law, passed last spring, has been hailed by the Alberta Motor Association as an effective means of addressing the societal damage caused by impaired drivers and blasted by opposition Liberals as an infringement on rights.

“This program is in effect in other provinces and has withstood every court challenge to date,” said Ron Glen, an official in Infrastructure Minister Ed Stelmach’s office.

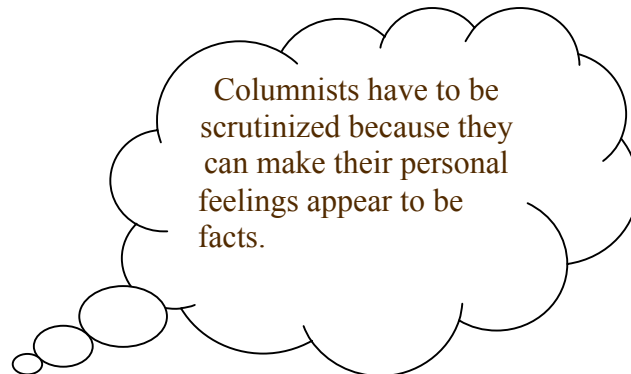
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## HANDOUT #8 EXAMINING PHOTOGRAPHS

- How many photographs are there in the newspaper?
- On average, how many photographs are there for every page of the newspaper?
- How many photographs are in colour, and how many are in black and white? How many are large and how many are small?
- Which sections of the newspaper have the most photographs? Why?
- What do the photographs show?
- What kinds of people are shown in the photographs?
- Are there any photographs that deal with human rights issues?
- Are there any photographs that you would like to see that are not in the paper?
- Are there any photographs you find to be inappropriate?
- How important are the photographs compared to the printed word?

## HANDOUT #9 EDITORIALS AND OPINION COLUMNS

- ✓ Search for an editorial or opinion column you agree with. Why do you think the opinions expressed in the article are right? Identify ‘what are the facts’ and ‘what are the opinions’ in the article.
- ✓ Look for an opinion piece you disagree with, why do you disagree with it? Look for words or phrases you feel are evidence of “bias” on the part of the writer.
- ✓ Write an opinion column of your own on an issue of your choosing.
- ✓ Exchange the opinion column you wrote with another student. Identify any bias in the writing of the other student, and if the columns touch upon any human rights issues.



## HANDOUT #10 SAMPLE LETTER TO THE EDITOR

*Escalation in player salaries resulting from sheer greediness is the main reason the Flames are having troubles. I am tired of watching a bunch of selfish, overpriced, pampered athletes play a kid's game. I used to be a hockey addict, but no more. Mayor Al Duerr, if you are worried the Flames will leave town, why don't you give them a tax break? Give me a tax break, too, so I can afford to go to the games with my family. This is not about winning and losing. I would support the Flames if I could afford to.*

*Mike Baldwin*

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### *Letter Facts*

Newspapers will often contain instructions for how to compose letters to the editor. For example, letters will usually have to be a certain length (measured in words), and should focus on one topic only.

The newspaper reserves the right to edit the letters to make them fit on the page.

Letters usually respond to something that has already appeared in the paper, but not always.

The sample letter on the left is an example of someone simply writing a letter about something that was on his mind.

Generally, letters can be e-mailed, faxed, or sent by post.



HANDOUT #11  
SAMPLE EDITORIAL

**ECONOMIC CHILLER**

Federal Environment Minister David Anderson insists our country can meet the Kyoto agreement standards for reducing greenhouse gas emissions without any real damage to the economy.

Anderson must be whistling past the smokestacks.

Not that there are many in Canada.

We have perhaps the purest air, most sparkling rivers and lakes, and fertile lands of any nation on Earth.

Yet, we have tied ourselves to an agreement and standards that are totally unnecessary and will, if we adhere to them, in Premier Ralph Klein's assessment, bring "devastation" to the Alberta economy.

It will, some say, make the federal Liberal government's National Energy Program (NEP) look like a Sunday afternoon picnic.

The Kyoto trap was one we should never have entertained or entered.

And one of the things that is galling about it is that while nations like ours—with already stringent anti-pollution and environmental safeguards—sign on, some Third World nations that spew out tonnes of industrial waste are exempt from the treaty.

It simply doesn't make sense.

Once again, we remind Ottawa when Alberta's economy fell apart in the 1980s because of the NEP, it caused a recession that spread across the entire nation.

If, as Klein and other experts contend, Kyoto devastates our province's economy in a nightmare scenario, the rest of Canada won't escape the cold blast.

Then we'll all have to freeze in the dark together.

*We gratefully acknowledge The Calgary Sun for permitting us to reproduce this material*

HANDOUT #12  
SAMPLE OPINION COLUMN

**BARBIE ISN'T TO BLAME FOR THE WORLD'S WOES**

**By Naomi Lakritz**

**We can all sleep better at night. We are safe from the evil messages yet another doll might have beamed into our children's minds.**

**Wal-Mart Canada is following the lead of its U.S. parent company and pulling from its shelves a wrestler doll that supposedly sends a message that brutalizing women is OK.**

**Thank heaven for that. Now when are they going to pull all those Dirt Devil vacuum cleaners off shelves lest the word "devil" incite kids to dabble in Satanism after they've cleaned their rooms?**

**We should not be so quick to sneer at the ignorant, superstitious masses shivering in their mud huts at the dawn of the last millennium. Our hysterical obsession with inanimate objects, particularly dolls, sending us messages marks us as little more evolved emotionally than our brutish friends of 1,000 years ago.**

**The doll in question was modelled after World Wrestling Federation star Al Snow who carries a female mannequin's head into the ring. An American university professor set off the alarm bells—"what kind of message would this toy send about brutalization of women?" she shrieked. Wal-Mart execs in two countries chorused, "Oh, my God!" and mobilized to remedy the situation.**

**And we laugh at voodoo. Isn't ascribing powers to dolls the same thing?**

**We congratulate ourselves that, thanks in part to technology, we live in the most progressive, enlightened world that ever was and our social conscience is collectively second to none. The flourishing of these primitive beliefs about dolls and the fact that intelligent people like professors and psychiatrists loudly promulgate them does not say much for that presumed degree of enlightenment.**

**Inanimate objects hold no power. People do. And people are wasting precious time blaming Barbie for the world's woes instead of dealing with the real issues straight on.**

*We gratefully acknowledge The Calgary Herald for permitting us to reproduce this material*

## HANDOUT #13 YOU BE THE EDITOR

Answer the following 4 questions, while considering the rights of the people involved.

**❶ A well-known person has died from AIDS, and you have confirmed it. If you were the editor, would you publish the cause of death even if that person's family asks you not to?  
Why or why not?**

**❷ The Prime Minister is playing basketball with some refugees from Kosovo, and your photographer takes a picture of him lying face-down on the pavement looking ridiculous. Will you print the picture? Why or why not?**

**❸ Your reporter, who is not on assignment, goes to a restaurant and hears a prominent movie director seated at the next table loudly complain about specific and well-known members of the cast of the movie she is presently working on. The reporter takes notes, and**

**There is a widespread rumour that a major industrial operation will be downsizing about one-third of its employees. However, your reporters have come up with no evidence to support the rumour. What will you do? Why?**

HANDOUT #14  
CURRENT INTERNATIONAL HUMAN RIGHTS ISSUES

## **Activity**

Examine the newspaper and answer the following questions:

1. What are presently the most publicized international human rights issues?
2. Whom do these issues affect?
3. Do these issues affect you? If yes, then how do they affect you? If no, then why not?

## HANDOUT # 15 UNIVERSAL DECLARATION OF HUMAN RIGHTS

Handout # 14 asked you to find current international human rights issues. Match these issues with the appropriate article of the Universal Declaration of Human Rights. Important articles from the Declaration are described below:

**Article 1:** All human beings are born free and equal and with dignity. We all have the same rights.

**Article 2:** Everyone must have all of the rights in the Declaration no matter what someone's race, colour, sex, language, religion or origin is.

**Article 3:** People have the right to life, liberty and security.

**Article 5:** No one shall be tortured or cruelly punished.

**Article 9:** No one shall be arrested or put in prison without a very good reason.

**Article 11:** Everyone has the right to be presumed innocent.

**Article 18:** Everyone has the right to freedom of thought, conscience and religion.

**Article 19:** Everyone has the right to freedom of opinion and expression.

**Article 23:** Everyone has the right to work and to choose their work.

**Article 24:** Everyone has the right to rest and leisure, including reasonable working hours and holidays with pay.

**Article 25:** Everyone has the right to an adequate standard of living, including food, clothing, housing and social services.

HANDOUT # 16 (PAGE 1)  
INTERNATIONAL COMMITTEE OF THE RED CROSS

## **The Battle of Solferino**

Before 1864, there was no agreement on how to protect the victims of wars. Sometimes, both sides involved in a war would call a truce so the wounded could be moved off the battlefield. Sometimes, both sides would agree to set up medical stations where the wounded could get help. Usually, however, the attitude people had was that soldiers are “meant to die”, as Napoleon said. This meant that wounded soldiers would lie helplessly on the battlefield until they died.

In 1859, Henry Dunant was traveling through a war-torn area in Italy. He came to a place called Solferino shortly after a fierce battle between the Italian and French forces of Napoleon III on one side and the Austrian army on the other. Dunant found thousands of wounded soldiers lying on the battlefield. There was no one to care for them. Realizing these men would soon die, Dunant did his best to organize help for them. He then decided to tell the world what he had seen. Dunant’s *A Memory of Solferino* describes vividly the full horror of war. Read it on the next page.

HANDOUT # 16 (PAGE 2)  
INTERNATIONAL COMMITTEE OF THE RED CROSS

*A Memory of Solferino*

by Henry Dunant

When the sun came up, it disclosed the most dreadful sights imaginable. Bodies of men and horses covered the battlefield: corpses were strewn over roads, ditches, ravines, thickets and fields: the approaches of Solferino were literally thick with dead. The fields were devastated, wheat and corn lying flat on the ground, fences broken, orchards ruined: here and there were pools of blood. The villages were deserted and bore the scars left by musket shots, bombs, rockets, grenades and shells. Walls were broken down and pierced with gaps where cannonballs had crushed through them. Houses were riddled with holes, shattered and ruined, and their inhabitants, who had been in hiding, crouching in cellars without light or food for nearly twenty hours, were beginning to crawl out, looking stunned by the terrors they had endured. All around Solferino, and especially in the village cemetery, the ground was littered with guns, knapsacks, cartridge-boxes, mess tins, helmets, shakoes, fatigue-caps, belts, equipment of every kind, remnants of blood-stained clothing and piles of broken weapons.

The poor wounded men that were being picked up all day long were ghastly pale and exhausted. Some, who had been the most badly hurt, had a stupefied look as though they could not grasp what was said to them; they stared at one another out of haggard eyes, but their apparent prostration did not prevent them from feeling the pain. Others were anxious and excited by nervous strain and shaken by spasmodic trembling. Some, who had gaping wounds already beginning to show infection, were almost crazed with suffering. They begged to be put out of their misery, and writhed with faces distorted in the grip of the death-struggle.

**HANDOUT # 16 (PAGE 3)**  
**INTERNATIONAL COMMITTEE OF THE RED CROSS**

**What Henry Dunant Did**

He did more than just write about conditions for the wounded at the Battle of Solferino. He proposed that voluntary relief workers should be trained to help soldiers. Dunant also proposed that these workers should be neutral and not involved on either side of the war. This meant they could go on the battlefield to help the wounded of *both* sides.

Dunant helped to establish a group called the “International Committee for Aid to Wounded Soldiers”, which eventually became the International Committee the Red Cross. In 1864, the Committee’s efforts resulted in twelve nations signing an agreement called “The Convention for the Amelioration of the Condition of the Wounded in Armies in the Field”. It was agreed that the wounded and sick soldiers of both sides were to be rescued and cared for. All medical people, equipment and buildings were protected, and everyone and everything involved with this effort were to be identified by the Red Cross emblem.

**QUESTIONS**

1. Has the treatment of soldiers and civilians changed since the Battle of Solferino? How?
2. Dunant’s Red Cross workers were all supposed to be volunteers. Why? Would you volunteer to risk your life to help wounded soldiers in battle?
3. The Red Cross is a neutral organization, and as such does not choose sides in a conflict. Why do you think it is neutral?
4. Can you think of a recent or ongoing conflict where the Red Cross has assisted?
5. Does the idea of giving aid to soldiers who are going to go out and fight and possibly get hurt again make sense to you? Why or why not?



## HANDOUT # 17 (PAGE 1) MAHATMA GANDHI'S STORY

The Mahatma (Great Soul) gave a new meaning to non-violence. He said that anything gained through violence was not worth having.

Born Mohandas Karamchand Gandhi in Gujarat, India in 1869, he qualified as a lawyer in England before practicing in South Africa. There he experienced racial discrimination for the first time. There were laws to stop people without white skin from doing many things, such as becoming a lawyer or travelling in the first class compartments of trains. Gandhi saw that many black people in South Africa were poor and they were treated badly by the whites. He organized protests and went to prison fighting against injustice.

From the beginning of his life as a protester Gandhi was directed by his deep religious convictions. He believed that violence was always wrong.

Gandhi returned to India in 1915. There was a great poverty among the Indians too. The British were ruling India harshly, taking taxes that the people could not afford, preventing Indians from ruling their own country, discouraging their industry and using force to control their people.

In 1930 Gandhi chose an issue to protest about that at first did not worry the British because it seemed so minor—the tax on salt. Salt can be taken from sea water but in India all salt was made and sold by British government who made money out of it. Gandhi said that the salt belonged to India and that he would break this law.

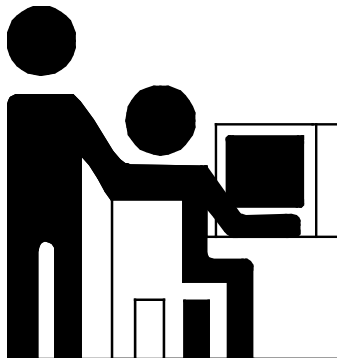
First, he asked to discuss the issue with the head of the British government in India—the Viceroy. The Viceroy refused, thinking it was unimportant. Then, on March 12th, 1930, when he was sixty years old, Gandhi set out with his followers to march 322 kilometres from his home to the sea to make salt. For twenty-four days the people of India and the rest of the world followed his progress. The anticipation was intense. On April 6th, with thousands of people looking on, Gandhi walked into the sea and picked up a handful of salt. This act of defiance was a signal to the nation. All along the coast of India people made salt illegally. He wrote, “I want world sympathy in this battle of Right against Might.” A month later Gandhi was arrested and tens of thousands had been put in prison.

Gandhi and the people of India spent many years protesting before the British finally left. They continued to march, to refuse to cooperate, and to stretch British resources by allowing themselves to be imprisoned. Finally India achieved success in 1947 when the British gave up their rule and India became independent.

**MAHATMA GANDHI'S STORY  
HANDOUT # 17 (PAGE 2)**

**QUESTIONS**

1. The Indians protested without using violence. Why do you think they chose this approach?
2. How effective do you think non-violent approaches are generally? Why do you think this?
3. Can you think of an example in your own life in which you used a non-violent approach to solve a conflict? Describe your situation and how you tried to solve the problem.
4. In the newspaper, find an example of someone trying to use non-violent means to solve a problem. Then, find an example of someone using force in order to solve a problem. Compare and contrast the two situations, and state whether you think that the methods used in each situation are the right ones, and why you think this.



HANDOUT # 18  
ADVOCACY THROUGH LETTER WRITING

SAMPLE LETTER

***What follows is a fictitious example of an advocacy letter about human rights.***

Dear Prime Minister Chretien:

I am writing to you because I am very concerned about the treatment of children in the country of Elbonia. In that country, children who are as young as seven years old are being taken into the army against their will. These children are being mistreated because they are young and easy to manipulate.

Despite this situation, Canada continues to trade goods with Elbonia. I feel that this is wrong. This is like saying to Elbonia that the way their children are being treated is okay. We are fortunate to live in a country where children are free to grow up without being forced to fight for reasons they don't even understand. Canada should not continue to trade with Elbonia while they continue to treat their children so badly. Thank you for reading my letter, and for doing what you can to help the children in Elbonia.

Sincerely,  
Terra Lang,  
Edmonton

**HANDOUT # 19**  
**INTERNATIONAL HUMAN RIGHTS PERSONALITY**

**ACTIVITY**

- ✓ **Examine the newspaper and find an individual who is involved with international human rights issues.**
- ✓ **Write down the facts you learn about this person from the newspaper.**
- ✓ **Do some follow-up study on this person at the library or on the internet.**
- ✓ **Write a concise one-page biography on the individual.**
- ✓ **Answer the following questions:**

1. From what you learned doing your follow-up research, was the newspaper article's description of the individual accurate? (One thing to keep in mind is that the newspaper will generally have more up-to-date information than other sources, so any differences in how the individual is described may be due to things that have happened recently.)
2. Did you learn a lot from the newspaper article, or did you only learn a little?
3. Do you think anything important was missing from the newspaper article? If yes, what?
4. Considering what you have seen while doing this activity, what do you think about newspaper articles? What are their strengths and weaknesses?

HANDOUT # 20  
CANADIAN CHARTER OF RIGHTS AND FREEDOMS

- **Section 2: *Fundamental Freedoms***
  - Freedom of conscience and religion
  - Freedom of thought, belief, and expression
  - Freedom of peaceful assembly
  - Freedom of association
- **Sections 3 to 5: *Democratic Rights***
  - The right to vote
  - The right to require the state to hold an election every 5 years
  - The right to seek political office
- **Section 6: *Mobility Rights***
  - The right to enter, remain in and leave Canada
  - The right to move and take up residence in any province
  - The right to work to support oneself in any province
- **Sections 7 to 14: *Legal Rights***
  - The right to life, liberty and security of the person
  - The right to a fair trial when charged with a crime
- **Section 15: *Equality Rights***

The right to equality without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

HANDOUT # 21  
JUNIOR HIGH STUDENTS AND THE NEWSPAPER

**Questions**

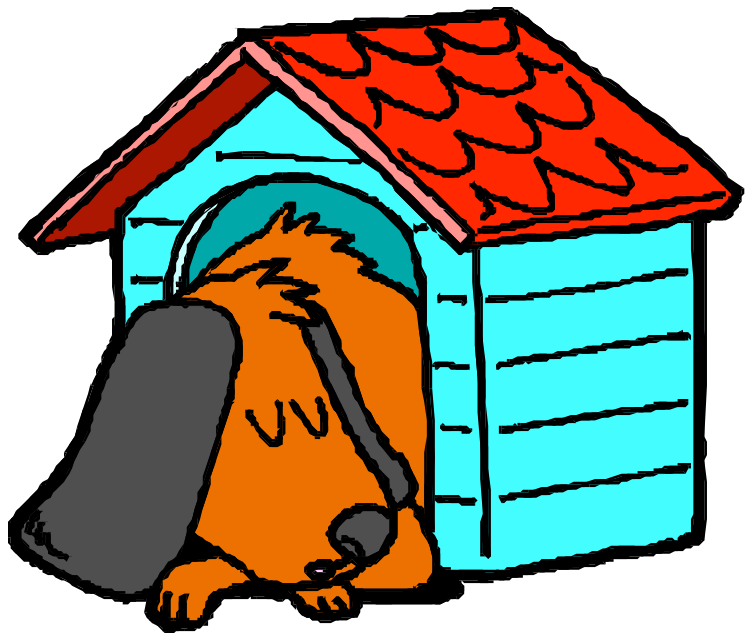
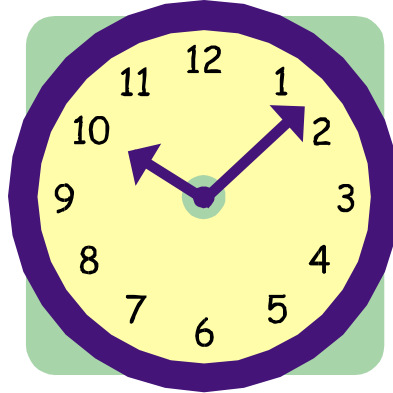
- 1. What is your favourite newspaper? Why?**
- 2. What is your favourite section of the newspaper? Why?**
- 3. What is your least favourite section? Why?**
- 4. Do you prefer TV news, or the newspaper? Why?**

*More Questions*

- 5. What areas of the newspaper are aimed at people your age? How can you tell?*
- 6. Do you actually like these sections of the newspaper that are aimed at you? Why or why not?*
- 7. How would you change the newspaper to make it more relevant for you?*

HANDOUT # 22  
SAMPLE HUMAN RIGHTS ADVERTISEMENT

It's **TIME** to  
put the idea of  
mandatory curfews  
for young people to  
**REST.**



*Let young people earn (or lose) the right to go out late  
on an individual basis.*

Brought to you by Youth Equality and Hedonism (YEAH).

HANDOUT # 23  
RIGHTS OF THE CHILD EDITORIAL

**UN Convention a Bad Idea**

Many people seem to think that the concept of rights for children is a good idea. The number of countries who have signed the United Nations Convention on the Rights of the Child is an excellent indicator of this. However, have these people really thought about what they are endorsing? What happens in real life when children have rights? What happens to the rights of parents?

Here's what could happen:

Children will have the right to check out the most awful web sites there are because of their right of access to information. Children will have the right to go out with whomever they please, and this includes a 14 year-old girl who wants to take up with a middle-aged man.

Children will be able to invoke the right to rest whenever they are expected to contribute to the household chores.

Clearly, Canada should never have signed this convention.



HANDOUT # 24  
CHILD CURFEW COLUMN

**LET'S HAVE A CURFEW FOR CHILDREN**  
**UNDER 16**

**John Johnson**  
**National Globe**

It's becoming more and more obvious each day that it's about time we did something about the nefarious deeds that are constantly being committed by young people late at night. Once again, we are being inundated with stories about fourteen year-olds stealing cars, going for joyrides and getting into, tragically, horrific traffic accidents. Why is it that these ridiculous but sad events always seem to occur in the wee hours? Clearly, children under the age of 16 have no business being anywhere but in their own bedrooms at home at this time of the day, let alone doing the silly and senseless things that I referred to above.

If this is the case, then there is a solution that's as obvious as the problem. Children under 16 simply should not be permitted by law to be outside of their homes after midnight.

For those of you who think that this is unfair, that this would violate children's "rights", I simply ask you to consider exactly what good these children are doing when they are not at home in the middle of the night. Why should a 13 year-old be standing around outside 7-Eleven at 2:00 am? The answer is perfectly clear: there isn't one. Let's stop the silliness *and* the tragedies. Let's have a curfew.

**HANDOUT # 25  
VOTING RIGHTS**

**16 AND 17 YEAR OLDS SHOULD GET VOTE**

**Sherrill Lance  
The Post and Mail**

When I gave birth to my two children, 16 and 18 years ago respectively, I was so caught up in the moment and the day-to-day survival that I really didn't consider what kind of people they were going to develop into. I didn't realize that I would learn far more from them than they will ever learn from me. I didn't know that they would, before they actually became adults in the eyes of the law, become the people I would go to for advice on career choices, friendships, and even politics.

With the federal election looming ever more large over the horizon, I have been trying to sift through the candidates and come up with a voting plan. I thought I knew enough about the political climate of our country to know what the different parties stood for, and I felt I was a good enough judge of character to discern from the handful of television interviews I had seen featuring the actual candidates in my area who can be trusted and who can't. I thought that until my 18 year-old daughter informed me that the party I was planning to vote for had been responsible for the protection of firearms bill that I had so vehemently opposed a few years back. Thinking about this, I remembered that she was absolutely right, and that I had forgotten about that incident. Then I asked her, "When did you learn about this?", and she responded, "Oh, I think it was when it happened, about three years ago."

Now *that* got me thinking. Three years ago, my then-fifteen year-old daughter was completely aware of this political incident, and all the while I was blissfully unaware of her awareness. While I was thinking about this, my 16 year-old son came home and he and my daughter began to engage in a conversation about the election that was far more learned than any such conversations I have had with any of my contemporaries.

Maybe I'm wrong, but it seems to me that age is not the factor we generally think it is, especially when people get to be 16. I think that maybe it's time for people like my 16 year-old son and his friends to be able to have a say politically, especially considering that so much politics is concerned with things that affect them, such as education and health care.

Maybe we should be getting more than just voting advice from our 16 and 17 year-olds.

Maybe we should be getting votes, too.

**Overheads**  
**OVERHEAD 1**  
**UNIVERSAL DECLARATION OF HUMAN RIGHTS**

- ✎ Passed by the United Nations in 1948**
- ✎ Reaction by the whole world to the terrible atrocities in World War II**
- ✎ Protects individuals from actions of their governments**
- ✎ Has 30 articles (sections) which set out various rights and freedoms for men and women throughout the world**
- ✎ There are limits on the rights set out in Article 29**

OVERHEAD 2  
HUMAN RIGHTS CODES

**USUALLY, HUMAN RIGHTS  
CODES COVER THE  
FOLLOWING AREAS:**

- *Employment or employment advertising*
- *Trade Unions*
- *Tenancy*
- *Services customarily available to the public*
- *Notices*

## OVERHEAD 3 HUMAN RIGHTS CODES—GROUNDS

**THESE CODES WILL USUALLY PROVIDE  
PROTECTION FROM DISCRIMINATION  
BASED ON THE FOLLOWING GROUNDS:**

- *Race*
- *Physical disability*
- *Ancestry*
- *Religious beliefs*
- *Mental disability*
- *Place of origin*
- *Colour*
- *Marital status*
- *Source of income*
- *Gender (includes sexual harassment and pregnancy)*
- *Age (only protected in employment-related areas and public notices)*
- *Family status*
- *Sexual orientation*

**OVERHEAD 4  
CHARTER FACTS**

- **The Charter was passed by the Canadian government in 1982.**
- **The Charter is part of the Constitution, and is therefore very difficult to change.**
- **The Charter is the most important of all Canadian laws.**
- **Even so, provinces can ignore the Charter by using Section 33—the “notwithstanding clause”.**
- **Premier Bourassa of Quebec tried to use Section 33 to protect Quebec’s French-only sign-law in 1989.**

## OVERHEAD 5 UN CONVENTION ON THE RIGHTS OF THE CHILD

- ***Article 1:*** a “child” means a person under 18 years of age, unless a country’s laws say differently
- ***Article 2:*** children must not be discriminated against
- ***Article 3:*** children’s best interest must be the prime consideration
- ***Article 5:*** governments must respect the responsibilities, rights and duties of parents
- ***Article 6:*** every child has the right to life

UN CONVENTION ON THE RIGHTS OF THE  
CHILD  
OVERHEAD 6

- ***Article 7:*** children have the right to a name, nationality, and to be cared for by their parents
  - ***Article 9:*** children must not be separated from their parents, except when it is in their best interests
  - ***Article 12:*** children have the right to express their own views in matters concerning them
- Article 13:*** children have the right to express themselves freely



## UN CONVENTION ON THE RIGHTS OF THE CHILD OVERHEAD 7

- ***Article 14:* children have the right to freedom of thought, conscience and religion**
- ***Article 15:* children have the right to freedom of association and peaceful assembly**
- ***Article 16:* children have a right to privacy**
- ***Article 17:* children have the right to access mass media**
- ***Article 24:* children have the right to the best possible health care**

UN CONVENTION ON THE RIGHTS OF THE  
CHILD  
OVERHEAD 8

***Article 27:* children have the  
right to an adequate standard  
of living**

***Article 28:* children have the  
right to an education**

***Article 31:* children have the  
right to rest, leisure and  
play**

***Article 32:* children have the  
right to be protected from  
economic exploitation and  
dangerous work**

***Article 38:* children under 15  
must not be recruited for the  
army**

UN CONVENTION ON THE RIGHTS OF THE  
CHILD  
OVERHEAD 9  
CHILD LABOUR FACTS

- **There are over 250 million child labourers in the world**
- **Children are desirable employees because:**
  - They are easily intimidated
  - They can be paid a lower wage
  - They do not form unions

**Child labour does exist in Canada**

## Web Sites

*It is suggested that teachers visit these sites to preview their applicability to individual classes and students.*

***Alberta Civil Liberties Research Centre***—<http://www.aclrc.com>

Student and teacher resources on human rights and civil liberties.

***Amnesty International***—<http://www.amnesty.org>

News & Updates: <http://www.amnesty.org/en/features-news-and-updates>

This link offers information regarding international infringement of human rights, and is accessible for senior high students.

Children Devastated by War: Afghanistan's Last Generations:

<http://www.amnesty.org/en/library/info/ASA11/013/1999/en> —This link to a pdf document can be used effectively to show students of all ages how human rights pertain to them and their generation. The information within this link has an immediate impact on students. It is best browsed with a teacher who directs them to reflect on specific issues.

Learn About Human Rights: <http://www.amnesty.org/en/human-rights> —This link addresses issues such as civil liberties, the death penalty, gay and lesbian civil rights, prisoner support, refugees, victim support and women's rights. The information is fairly easy to maneuver through because it is broken down clearly into topics and countries. The language used is not overly academic, and the link provides relevant historical background information.

***EGALE (Equality for Gays and Lesbians Everywhere)***—[www.egale.ca/~egale](http://www.egale.ca/~egale)

EGALE is a Canadian organization committed to advancing equality and justice at the federal level for gays and lesbians. This web site is bilingual and easy to read for teachers

and senior high students. It provides keen insight into current amendments relating to gays and lesbians.

***Global Change Game*** —a great teaching aid is a link which shows you how to play the Global Change Game, at <http://www.ourworld.ca/ow2002/gcgame.html>. As it says at the site, “By the end of the game...players have explored, understood, and even solved, in their own ways, some of the most difficult challenges facing the modern world, including: international relations, war, international trade, political awareness, gender issues, and refugees/immigration.”

***Free the Children***—[www.freethechildren.org/](http://www.freethechildren.org/)

This site contains all you need to know about young phenom Craig Kielburger’s organization, its activities and its beliefs.

***The Human Rights Program:*** [http://www.pch.gc.ca/progs/pdp-hrp/index\\_e.cfm](http://www.pch.gc.ca/progs/pdp-hrp/index_e.cfm)

The entire site is bilingual. Some useful links within the site are:

Human Rights in Canada

[http://www.pch.gc.ca/progs/pdp-hrp/canada/index\\_e.cfm](http://www.pch.gc.ca/progs/pdp-hrp/canada/index_e.cfm) — This link gives information on Human Rights Day and the Universal Declaration of Human Rights, as well as the *Canadian Charter of Rights and Freedoms*. The Partnering for Children’s Rights portion gives teachers a list of resources and curricula ideas for teaching human rights. The Themes and Tributes portion should prove interesting to students because they are given a summary of human rights topics and current concerns in Canada. As well there are tributes to well-known human rights advocates and their life history. It is easily accessed by students of all ages and is an excellent way to introduce the topic of human rights. The information provided is not overly technical or academic.

International Human Rights:

[http://www.pch.gc.ca/progs/pdp-hrp/inter/index\\_e.cfm](http://www.pch.gc.ca/progs/pdp-hrp/inter/index_e.cfm) — This link is a good research tool for senior high students. The language is technical because it explores human rights

legislation. However, the information includes a glossary and other guides that make the site more accessible.

***The Human Rights Web***—<http://www.hrweb.org>

A summary of UN Agreements on Human Rights:

<http://www.hrweb.org/legal/undocs.html>

This link is helpful for senior high students.

***Human Rights Internet***—<http://www.hri.ca/>

The highlight of this page is the list of numerous reports, journals and books on a variety of human rights issues that HRI has produced. The Human Right Tribune is an electronic publication produced three times a year; For the Record is an on-line yearbook of the UN's and European human rights systems; and the Human Rights Think Tank Watch is an e-publication dedicated to sharing the latest information from human rights research organizations, academics and international organizations from around the world.

***Media Awareness Network***— <http://www.media-awareness.ca/english/index.cfm2>

This site contains many lessons and classroom ideas for teaching using mainstream media.

***Racism: Stop It! International Day for the Elimination of Racial Discrimination***  
—<http://www.pch.gc.ca/march-21-mars//>

***Canadian Children's Rights Council*** — <http://www.canadiancrc.com/>

The Canadian Children's Rights Council, is a non-profit, non-governmental educational and advocacy organization concerned with Canadian children's human rights and responsibilities.

***United Nations Home Page***—[www.un.org](http://www.un.org)

For students who would rather learn about it on their computer, the basic structure and idea of the UN is provided here.

***Women's Human Rights Group Database***—[www.law-lib.utoronto.ca/Diana/](http://www.law-lib.utoronto.ca/Diana/)

For students and teachers interested in women's rights issues.