

TEACHER PAGES

22 ISSUE

April
2007

NGĀ NGOHE MŌ NGĀ WHĀINGA TIKA ME NGĀ HAEPAPA

Ka haere tahi ngā haepapa i te taha o ngā whāinga tika tangata. I roto i tēnei ngohe ka ako ngā tamariki mō te hononga o ngā whāinga tika me ngā haepapa i roto i te kura.

Ka noho takitoru, takiwhā ngā ākonga. Ka whiwhi tēnā rōpū, tēnā rōpū i ōna anō kāri whāinga tika, haepapa hoki (whakaahuatia ngā tūtohi i raro iho nei, tapahia kia taki wehewehe, ka hoatu ai i tētahi huinga tūtohi ki ia rōpū.) Mā ia rōpū e whakamātau i runga i te mahi tahi kia tūhonohonotia ngā kāri whāinga tika ki ngā kāri haepapa. He nui ake peā i te kotahi ngā haepapa o ētahi whāinga tika, ngā whāinga tika rānei i ngā haepapa. Kia mutu rā anō te ngohe, ka kōwhiri ia rōpū i tētahi o ana kāri whāinga tika hei whakamārama i ngā haepapa e tika ana kia haere i te taha, ki te nuinga o te akomanga.

He Kāri whāinga tika

He whāinga tika tō tātou kia noho i tētahi rūma ako mā tonu, rūma pai mō te noho i roto.	He whāinga tika tō tātou kia rangona ūtātou whakaaro e te tangata.	He whāinga tika tō tātou kia mahi tātou, kia kaua e whakapōreareatia.
He whāinga tika tō tātou kia mahi tātou kia whiwhi i te katoa o ngā rauemi ako e tika ana.	He whāinga tika tō tātou kia inoi kia āwhinatia, ki te hiahariatia.	He whāinga tika tō tātou kia ngahau tonu tātou i te ruma ako i ētahi wā.

He Kāri Haepapa

He haepapa tō tātou kia kaua e uru mai ki te kura me ūmātou hū paruparu.	He haepapa tō tātou kia whai whakaaro ki te tangata kē.	He haepapa tō tātou kia whakarongo ki te tangata kē.
He haepapa tō tātou kia kaua e whiuwhiu parahanga ki te papa.	He haepapa tō tātou kia kaua e moumou i ngā rawa o te kura.	He haepapa tō tātou kia mahia ngā mahi ka hōmai e te kaiako ki a tātou.
He haepapa tō tātou kia kaua e whakaweti i ētahi.	He haepapa tō tātou kia hāpainga te mana o te tangata ahakoa ko wai.	He haepapa tō tātou kia kaua e takahi i te kōrero a te tangata kē.

Teaching Activity



OBJECTIVE:	CURRICULUM LINKS:	MATERIALS:
Students will gain a greater understanding of how current events relate to human rights issues. They will also learn to consider human rights issues from different angles.	Social Studies: How and why people exercise their rights and responsibilities. How and why people seek to gain and maintain social justice and human rights.	The current <i>Global Issues</i> magazine, a copy of the Universal Declaration of Human Rights (you were sent a copy of this with <i>Global Issues</i> magazine, but you can also download a simplified version from www.hrea.org/feature-events/simplified-udhr.html), a recent newspaper.

ACTIVITY 1

Human Rights Jury

Extension: If you have the time, prepare your students for this activity by asking them to watch the news on TV, read the newspaper, or check out the news on the internet, for a couple of days. As students do this, they should note what the major issues are around the world.

Instructions: Give your class copies of *Global Issues* #22, recent newspapers, and any other information you have handy regarding current events or human rights. As a class, brainstorm some of the major events going on around the world. This could include things like the War on Terror, the security situation in Iraq, the Israel/Palestine conflict, events in the Sudan, war crimes, child abuse, free trade issues, refugees and migrants etc. Then divide the class into equal-numbered groups, allocate one of the issues that arose from the brainstorm to each group, and ask each group to answer the following questions:

1. In what ways is the issue a human rights issue?
2. Every situation can be seen to have two sides; both of which claim to have human rights issues at stake. What do you think could be the two sides to your issue?

One half of each group should now prepare the argument for one side of the issue, and the other half of each group should prepare the opposing argument. Give them about ten minutes to do this. Invite each original group of four to come to the front of the class, and have each half of the group present their position on the issue. The rest of the class is the jury and should come to a consensus on which 'side' they are in favour of; their decision should be based on support for human rights.

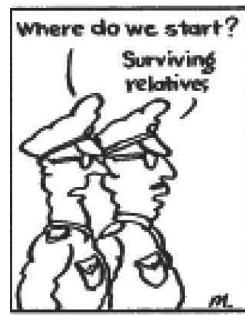
ACTIVITY 2

Cartooning

Instructions: Provide students with a copy of the cartoon on this page and ask them the following questions:

1. What does the speaker mean when he says they should start with the surviving relatives?
2. What human right does this cartoon refer to?
3. Can you think of any cases in the media recently where policy brutality, torture, or murder has been an issue?

Then ask the students to choose a human right from the Universal Declaration of Human Rights document and create their own cartoon. Display the cartoons around the classroom.



Source: Arrest That Cartoonist! Amnesty International, Penguin Books, New Zealand, 1986.

Resources



SELECTED RESOURCES ON HUMAN RIGHTS

All resources are available to borrow FREE from the Global Education Centre library. Simply fill in the library registration form (see reverse) and email, fax, or phone us with your request. Please note, this is only a selection of the available resources, more are available.

PRINT

50 Facts That Should Change the World, Jessica Williams, The Disinformation Company, USA, 2004.

This handy little book explores 50 different facts – from ‘There are more than 27 million slaves in the world today’ to ‘Every week, an average of 88 children are expelled from American schools for bringing a gun to class.’ Each fact is accompanied by an explanation and analysis of the issue.

Freedom! Human Rights Education Pack, Amnesty International, Hodder & Stoughton, UK, 2001.

This resource book explores the basic human rights to which we are all entitled as human beings. It offers teachers a range of activities and ideas to use with students 11 to 18 years of age. Activities explore What are human rights? How have they developed? How are human rights denied? How are human rights abuses challenged?

Human Rights and Wrongs, Jill Brand, Glade Global and Development Education, UK.

This resource kit guides the teacher through a unit on human rights. It starts by looking at the foundations of human rights

and moves through personal rights, rights in relationships, public freedoms and political rights, economic, and cultural and social rights. It includes numerous activities for the classroom throughout.

Arrest that Cartoonist! Amnesty International, Penguin Books, Australia, 1986.

27 of Australia’s leading cartoonists come together in this book to demonstrate their support for human rights. It includes cartoon on arrest, torture, disappearances, trial, the death sentence, police, prisons and more. Great for stimulating debate in the classroom.

Voices for Freedom, Amnesty International, UK, 1986.

This book tells the stories of prisoners of conscience and people facing torture or death at the hands of the state. It includes numerous case studies from around the world – from martial law in Poland, to a prisoner testimony from North Korea. Note: Some of the pictures and text are very graphic and may not be appropriate for children. However, it is a good resource book for teachers.

VIDEO & DVD

Beyond the Frame, Media Education Foundation, Canada. 2hrs 26min. DVD.

This DVD provides alternative perspectives on the war on terrorism. It includes a series of interviews with some of the most prominent scholars, experts, and activists in political and social thought; and critiques the mainstream media’s coverage of events relating to the 9/11 attacks, and the Afghanistan and Iraq wars.

Road to Nowhere, Images Asia, Thailand, 1999. VIDEO.

This video investigates forced labour in Burma. It includes recent video pictures of forced labour projects inside Burma, and interviews with ordinary people who have had their lives destroyed by forced labour projects.

Seeing is Believing, Necessary Illusions Productions Inc, Canada, 2002. 58 minutes. DVD.

This DVD is an exploration into the political and social uses of handicams and new communications technologies. Human rights activists, war crimes investigators, and ordinary citizens are arming themselves with the tools of the new visual revolution. The DVD addresses essential questions

about the authority of mainstream media, what constitutes access, and who owns the truth.

Letter to the President, QD3 Entertainment Inc., USA, 2004. 90 minutes. DVD.

Narrated by Snoop Dogg, this DVD takes a look at a variety of issues affecting the American urban community – including the crack conspiracy, censorship, racial profiling, police brutality, poverty, prison for profit, and NYPD Hip Hop Task Force. Features interviews with a wide range of Hip Hop artists.

Globalisation and Human Rights, Video Education Australasia, New Zealand. 53 minutes. VIDEO.

Can profits and principles co-exist? There is an emerging conflict in the new world of globalisation between those who make economic decisions and those who struggle to cope with the impact of those decisions. Accompanied by extensive teacher notes, this video examines the ownership, allocation and distribution of resources in an economy; reasons for the emergence of globalisation; reasons for the expansion of organisations across national boundaries; the effects of globalisation on the environment, consumers, and labour; and alternatives to globalisation.

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School/Organisation:

Primary postal address:	Secondary postal address:
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You also need to fill out the contact details below in order to borrow library resources:

Alternative contact (relative or friend living at a separate address in Aotearoa New Zealand):	Contact's address:
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Please send me the Global Education Centre email update on upcoming resources, workshops, and information. I have included my email address.

I agree to return books by the due date and to make good any loss or damage to library material while on loan to me.

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