Human Rights Education in Africa
Curriculum

A Transformative Curriculum for Youth in West Africa

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Introduction and Background

The twentieth century has been marked by collective violence and genocide impacting millions of people worldwide (Minow, 1996). The eruption of civil and political conflicts around the globe has caused human rights violations on a larger scale than ever before. From the civil war and genocide in Rwanda resulting in the deaths of nearly one million people to the conflicts in Liberia and Sierra Leone that involved the use of child soldiers and large scale amputation, modern day warfare has become nearly synonymous with human rights violations for civilians (Shepler, 2005). Recent attacks on schools, communities, and religious institutions by Boko Haram in Nigeria, the occupation and abduction of children by jihadists in northern Mali, and the recurring attacks on the borders of countries in sub-Saharan Africa, demonstrate the urgent need for governments, non-governmental organizations, and educators to act to mitigate human rights violations (Moland, 2015; Campbell, 2013; Stiegel, 2015; Williams, 2014).

Political instabilities due to corruption and low accountability among many African leaders illustrate the need for local and international pressure to demand more transparent governments focused on protecting human rights. How can civilians hold governments accountable if they do not have the knowledge, agency, and practical strategies for creating change? This curriculum has been designed to teach and equip formal and non-formal adolescent learners in West Africa with appropriate tools to support the protection of human rights. The main goal is to educate students of their rights according to local and international documents and treaties, explore human rights issues in the region, and equip them with practical strategies for creating change through activities that promote universal respect for and observance of all human rights (UN
By endowing learners with knowledge and skills, and developing their attitudes and behaviors, this curriculum helps empower them to contribute to the building and promotion of a universal culture of human rights.

The curriculum begins with an introduction to human rights concepts and important treaties and documents, setting the stage for learners to have a better comprehension of the origin of international human rights after World War II. To create a sense of familiarity and ownership among the learners, the lessons shed light on possible conflicts between their respective cultural norms and the Universal Declaration of Human Rights (UDHR). Students will critically evaluate their cultural norms alongside the UDHR, exploring cultural differences, while learning about the importance of diversity, tolerance, and respect. Often perceived as a product of Western ideology, the UDHR and subsequent treaties have varying degrees of support and understanding in Africa. Despite its origins, the human rights doctrine has gained recognition and support at the regional, national, and local levels through implementation of legal frameworks, integration into curricula, and the activism of local NGOs. The curriculum allows students to analyze and compare their national constitutions with regional and international human rights standards.

Students are given the opportunity to understand civic activism in relation to human rights, promoting the development of skills to influence policies and practices in their countries. This curriculum fosters a deeper understanding of practical strategies students can use to address human rights violations. The final lesson includes a project on human rights for students to apply the theoretical knowledge they have acquired in a more concrete and realistic way.
Rationale for Human Rights Curriculum

We designed this curriculum to be culturally relevant to the teachers and students. Cultural relativism holds that the universality of human rights should accommodate local cultural dimensions into its provisions to convey human rights concepts in locally meaningful terms (An-Na’im & Hammond, 2002). We recognize that the human rights dialogue has been largely influenced by Western culture, politics, and leadership resulting in a lack of representation of “major cultures and geographically specific historical perspectives” (Mutua, 2002, p. 191). As a result, we included local perspectives and considered the social structures in West Africa in our curriculum.

Additionally, to facilitate the appropriation of the curriculum, ideas were shared with colleagues in Senegal to make the content of the curriculum culturally relevant. As outsiders, designing a curriculum applicable to West African youth was challenging. We worked with our Senegalese counterpart Moustapha Fall, the Director of Programmes for Student and Youth Travel Organization, a non-profit that provides cross-cultural experiences for students and young people in West Africa, such as student exchange and gap year programs. Moustapha helped remove the cultural barrier as he provided us with valuable and specific feedback that we incorporated into our curriculum.

The curriculum is designed for youth between the ages of 12 to 19 in West Africa and the Sahel Region of sub-Saharan Africa. We included the Sahel Region because of its political, economic, and humanitarian vulnerabilities and human rights violations. In recent times, the area has been subjected to widespread acts of violent extremism from groups such as Boko Haram, al-Qaeda in the Islamic Maghreb, al-Murabitoune, Ansar al-Dine, and the Macina Liberation Front (CSIS, 2016). It is crucial to engage youth in a
transformational human rights curriculum to promote critical reflection, social dialogue, and collective action to help address human right issues in their communities.

We also selected the Sahel Region because we wanted to leverage the expertise and content knowledge of our colleagues in UNESCO Dakar and its partners in West Africa. Through collaboration with our counterparts, we produced contextualized and culturally relevant topics, objectives, and activities. We specifically selected in and out-of-school youth because we believe a bottom-up approach is as equally important as a top-down approach for the adoption, enforcement, and protection of human rights (Bajaj et al., 2016). By investing in transformational education for young people, we are striving to build a society founded on the principles of respect, peace, justice, and equality.

In translating the topics to objectives, we used Tibbitts’ (2015) framework for transformational human rights education while making sure that each objective was specific, measurable, achievable, and relevant. Our desire to create a curriculum that was transformational meant that our lessons utilize learner-centered pedagogy, encouraging high levels of learner participation, agency, development of opinions on controversial issues, and engagement in higher level thinking (Vavrus et al., 2011).

One challenge we anticipate in the implementation of our curriculum is the method of instruction. Though we believe that it is essential to teach human rights education in a participatory way, we know that many educators in the region may not be familiar or comfortable with learner-centered pedagogy (LCP). Teachers within the formal education sector are unlikely to have had LCP modelled for them and may be accustomed to lecture methods emphasizing clear right and wrong answers (Vavrus and Bartlett, 2012). If the teachers of this curriculum are non-traditional teachers or NGO
workers, they may be more familiar with empowerment-based facilitation techniques as seen in the Tostan model (Tostan 2016). Regardless of who is teaching, we recommend that all teachers should participate in a training on how to effectively utilize this curriculum in which the trainer models the pedagogy to be used.

Through a carefully and collaboratively crafted curriculum, we hope to foster a progression in learners using participatory methods that ultimately guides them toward participation in rights-based transformative action. By collaborating with our Senegalese counterpart as well as utilizing the varying levels of experience in the African context among our group members, we ensured that the activities included in our curriculum retained a culturally relative perspective to produce the most impactful results amongst students. Although there are limitations to some of our goals and expectations within the curriculum, we believe that the activities included are adaptable to various contexts. We hope that this curriculum will be transformational as it is used to empower 12 to 19-year-olds, in and out of school, in West Africa and the Sahel Region of sub-Saharan Africa.
Scope and Sequence

There are ten units in this curriculum, and each unit is 90 minutes long. Units 3 and 7 include optional extension exercises.

Unit 1: Introduction to Human Rights

Essential Questions:
1. What are human rights?
2. What are the differences between human rights, human needs, and human dignity?

Objectives:
- Students will be able to understand the importance of establishing classroom culture, rules, and responsibilities.
- Students will be able to define human rights.
- Students will be able to differentiate between human rights, human needs, and human dignity.

Unit 2: Human Rights, the UDHR, and Me

Essential Questions:
1. What are the origins of human rights?
2. How do these rights apply to me?

Objectives:
- Students will be able to identify the core components of the UDHR.
- Students will be able to identify human rights violations and protections internationally and locally.
- Students will be able to express which articles are most important to them.

Unit 3: Human Rights Case Study: Prisons

Essential Questions:
1. What are the roles and functions of prisons in a society?
2. Should torture and mistreatment be a part of detention?

Objectives:
- Students will be able to articulate the purpose of prisons.
- Students will be able to identify articles from the UDHR and African Charter that protect prisoners.

Unit 4: Important Treaties and Documents

Essential Questions:
1. Which documents protect human rights?
2. How do these documents apply to me?
Objectives:
• Students will be able to understand the historical context of human rights.
• Students will be able to identify the documents that protect their rights and how they relate to one another.
• Students will be able to differentiate between the documents and explain how various documents apply to them.

Unit 5: Rights vs. Duties

Essential Questions:
1. What is the difference between human rights and duties?
2. Do I have duties because of my rights?

Objective:
• Students will be able to differentiate between rights and responsibilities and express what duties they have resulting from their rights.

Unit 6: The UDHR and Culture

Essential Questions:
1. What happens if there are conflicts between my culture and the UDHR?
2. What are the best responses to these differences?

Objectives:
• Students will be able to identify specific rights delineated in the UDHR that conflict with norms reinforced by their culture.
• Students will be able to develop a plan to address human rights violations within their country.

Unit 7: Human Rights and Our Constitution

Optional Extension Activity Included

Essential Questions:
1. What does our constitution say about human rights?
2. Are there human rights violations in our country?

Objective:
• Students will be able to compare the ways human rights are protected or discussed in the national constitution, UDHR, and African Charter.

Unit 8: Civic Activism and Human Rights

Essential Questions:
1. What is civic activism?
2. How can it help prevent and/or address human rights violations?

Objectives:
- Students will be able to clearly define civic activism.
- Students will be able to identify activism around the world and within their country.
- Students will be able to identify and express three strategies used by civic activists.

**Unit 9: Human Rights Movements**

Essential Questions:
1. How do social movements connect with human rights documents?
2. How can we encourage societal change?

Objectives:
- Students will be able to identify current social movements and recognize how human rights treaties and documents have inspired them.
- Students will be able to develop ways to create transformative change in their lives and communities.

**Unit 10: Human Rights Final Project**

Essential Question:
1. How can we apply human rights concepts to produce meaningful and sustainable change within our communities?

Objective:
- Students will be able to create a final project, presentation, or performance demonstrating their understandings of human rights.
Unit 1: Introduction to Human Rights


Ice Breaker: Human Shoe Activity [APPENDIX L]
Time: 20 minutes

Teacher steps:
1. Teacher passes out paper and pens. Teacher explains to students that they will get a chance to share what life is like “in their shoes.” Teacher explains that everyone’s life experiences are unique and that no one can know exactly what their life is like unless they tell them. Considering this, it also means that they should try to understand someone else before criticizing them.
2. Teacher directs students to draw shoe and write the responses to “If you were in my shoes” (see student steps).
3. Teacher directs students to share in partners (5 minutes).
4. Teacher asks students to share with large group.
5. At the end of the activity, teacher explains, “This activity has allowed us to explore the differences and similarities within the classroom. For us to create positive classroom culture, we must value what each of us brings to the table. For this course, the subject matter will involve controversial topics, which some members of the class may have strong feelings about, both negative and positive. The goal of these discussions will never be to prove one position is correct and another wrong, but to explore different ideas in a spirit of acceptance, inquiry, and exploration. We must acknowledge clearly, however, that no one, including the teacher, is free from bias.”

Student steps:
1. Students draw a shoe on their paper.
2. Inside the shoe, students complete the following sentences.
   - If you were in my shoes, you would see…
   - If you were in my shoes you would hear…
   - If you were in my shoes you would feel (emotion)...
   - If you were in my shoes you would touch…
   - If you were in my shoes you would taste…
   - If you were in my shoes you would smell…
3. Time permitting, students can decorate their shoe.
4. Students share story with a partner.
5. Students voluntarily share with large group.

Motivation / Hook: Would You Rather Activity
Time: 20 minutes

Teacher steps:
1. Teacher explains to students that they will be governmental representatives from various nations. However, for political and economic reasons they are not able to provide citizens with the basic things they need or want. The teacher will pose
“Would you rather” questions to them and the students must decide one option or
the other. Students who would rather choose the first option will stand on one side
of the room. Students who would rather choose the second option and will stand on
the other side of the room.

2. Pose the question and have students go to one side of the room:
   “Would you rather have…”
   - Access to music or access to sports and recreation centers?
   - Access to medical care of access to shelter?
   - Clean air or opportunity to express your opinion?
   - Education or protection from discrimination?
   - Money to spend as you like or freedom to practice religion?
   - Nutritious food or protection from abuse and neglect?
   - Reliable transportation or clean water?

3. Discuss the activity:
   - What were the challenges with this activity?
   - How did you decide between wants and needs?
   - Which of your needs were material, such as food or shelter? Which were abstract,
     such as freedom of speech or religion?

Student steps:
1. Students assemble in groups of two.
2. Students discuss among themselves the “would you rather” question posed by the
teacher. Then Students move to side of the room with their partner after each
question is read.
3. Voluntarily respond to questions posed in large group setting.

**Human Rights and Human Dignity Activity**

**Time:** 30 minutes

Teacher steps:
1. Teacher explains that the most basic needs of human beings are sometimes
   referred to as rights, and that human rights are based on the things that everyone
   needs to be fully human. These needs include both material items and freedoms.
3. Write the words “human” at the top of the blackboard/chart paper. Below the word,
draw a circle.
4. Ask the students to brainstorm what qualities and characteristics define a human
   being and write them inside the circle. Provide example: intelligence, sympathy,
   relationships.
5. Explain to students that these qualities are defined as “human dignity” – the
   integrity and wholeness of being human.
6. Ask students what is needed to “protect” or “enhance” their human dignity. Have
   students think of the “would you rather “activity for inspiration. Provide an example:
   Education, access to nutritious food, a good government. Have students write the
   responses on the outside of the circle.
7. Explain to students that everything they placed outside of the circle represents “human rights.”

8. Have students work in pairs to answer the following questions on their human beings / human rights document:
   - What does it mean to be fully human? How is this different from just “being alive” or “surviving”?
   - What happens when a person or government attempts to deprive someone of something that is necessary to human dignity (i.e. treats people as though they are less than human)?
   - Can you think of examples where people have been treated as less than fully human?

9. Have students report to large group for classroom discussion

**Student steps:**
1. Students actively listening to explanation.
2. Students brainstorming ideas and reporting responses to teacher.

**Application: Our Community Activity**

**Time:** 15 minutes

**Teacher steps:**
1. Divide students into small groups and have them draw a map of their community. Make sure they include homes, major public buildings (schools, places of worship), and public services (hospital, police station), and anything else that is important to them (marketplaces, movie theaters, swimming pools).
2. When maps are complete, have students complete the human rights / human dignity t-chart.
   
   Example:

<table>
<thead>
<tr>
<th>Community symbol</th>
<th>Human Dignity</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) School</td>
<td>2) Learning/intelligence</td>
<td>3) Right to education</td>
</tr>
<tr>
<td>1) Place of Worship</td>
<td>2) Spirituality</td>
<td>3) Right worship/freedom of religion</td>
</tr>
</tbody>
</table>

3. Have students present community map and t-chart to the class.
4. Collect maps and explain that maps will be used.

**Assessment**

**Time:** 5 minutes
Teacher steps:
1. Pass out the 3-2-1 assessment worksheet. Have students respond to the following:
   - Three things you learned.
   - Two things you found interesting.
   - One question that you still have.
2. Walk around the classroom and answer questions as necessary.
3. Have students volunteer to share responses out loud to the class.

Student steps:
1. Students independently answer the 3-2-1 assessment.
2. Students volunteer to share responses out loud to the class.
Unit 2: Human Rights, the UDHR, and Me


Icebreaker Activity
Time: 20 minutes

Teacher steps:
1. Teacher will distribute a People Bingo sheet to each student.
2. Teacher will explain to students that we will do another activity to learn about one another in the classroom.
3. Teacher will explain to students that they have 10 minutes to complete their bingo sheet with the name of the peers. Explain that they will walk around asking each other questions from the bingo board and then write their friend’s name down for that box. Example: Plays sports, has more than 5 people in their family, wears glasses, etc.
4. After the activity, have students volunteer to introduce one another by explaining one of the facts they have learned about them from the game.

Student steps:
1. Students will walk around the classroom and ask different classmates the questions that are posted on the bingo board.
2. Students will return to their seats once the bingo board has been filled.
3. Students will volunteer to introduce one fact about a fellow classmate.

Guided Practice: Human Rights Through Images Activity
Time: 15 minutes

Teacher steps:
1. Teacher will display different human rights images to the class.
2. Teacher will pass out Human Rights Through Images worksheet and an abridged version of the UDHR.
3. Teacher will explain to students that they must identify which human rights from the UDHR are being depicted or symbolized using the Human Rights Through Images worksheet.
4. Teacher will work with students to complete the worksheet, walking around the classroom.
5. Example image: A person voting, which symbolizes right to participate in government and free elections (Article 21).

Student steps:
1. Students will work with the teacher to complete the Human Rights Through Images worksheet, using the abridged UDHR article.

Practice: Rights Around the World Gallery Walk Activity
Time: 20 minutes
Teacher steps:
1. Divide the participants into small groups and give each member a copy of the UDHR and the Rights Around the World list.
2. Gallery walk: Teacher will post 10 human rights statements around the classroom.
3. Have the students identify 2 or more articles from the UDHR that apply to each statement. Example statement: Government troops kill protesters in Russia during a peaceful demonstration (Right to Life, Article 3, and Freedom to Assemble, Article 20).
4. Teacher will have students return to their seats to share their responses.

Student steps:
1. Students will be divided into small groups and walk around the classrooms to complete the Rights Around the World list using the UDHR.
2. Students will rotate from station to station at the command of the teacher (5 minutes per station maximum).
3. Students will return to their seats and share their responses.

Application: Revisiting Community Rights Map Activity
Time: 15 minutes

Teacher steps:
1. Teacher will have students revisit human rights community map.
2. Teacher will have students generate a list of 5 protections and 5 violations that are specific to their own country and community.
3. Teacher will have students return to the class and answer the following questions:
   - Which protections or violations affect your life?
   - Why are these statements especially meaningful?
   - Are there any groups that you know are working to address the abuses?
   - Are there any actions that the students want to take to address them?
4. Teacher closes lesson by explaining the importance of human rights and the UDHR. Teacher will make references to the upcoming lessons, specifically regarding advocacy.

Student steps:
1. Students will return to their human rights community group to generate a list of 5 protections and 5 violations within their community and country.
2. As a class, students will respond to the questions posed by the teacher.

Assessment
Time: 5 minutes

Teacher steps:
1. Teacher will have students select an article from the UDHR that they feel is especially important to them.
2. Teacher will direct students to create an illustration of the right and explain the significance of this right to them in a few sentences.
Student steps:
1. Students will select an article from the UDHR that they feel is especially important to them.
2. Students will illustrate this article and explain why they chose it.
3. Students will present their illustration and description to a small group or the whole class.
Unit 3: Human Rights Case Study: Prisons

Materials: UDHR, ICCPR, African Charter on Human and People’s Rights, papers, pencils / pens / markers / crayons, large size papers for poster designs.

Icebreaker Activity
Time: 5 minutes

Teacher steps:
1. Prior to class, teacher writes events on pieces of paper, folds, and puts them in a box, basket, or any appropriate container. Examples:
   - After class, a friend told you that your father or mother has been arrested and jailed.
   - You won a large amount of money (teacher can choose the amount in the local currency).
   - One of your best friends was shot during a riot in which they were not participating.
   - Your doctor told you that you will lose your eyesight forever due to a health condition.
2. Volunteer students select a piece of paper, unfold it, and react to the experience using words, gestures, and/or facial expressions. The other students take one minute maximum to try to guess what the event is. When the teacher calls time, the student demonstrating the event says what it was, then heads back to their seat.
3. The teacher asks the class what they would feel if they were arbitrarily arrested.

Student steps:
1. Students follow instructions and act accordingly.

Motivation / Hook
Time: 10 minutes

Teacher steps:
1. Divide the students into small groups of 5 – 10 people.
2. Provide each group with the UDHR.
3. Each group must give up rights proportional to the number of people in the group. A spokesperson reports to the class by giving the reasons why the group made the decision to give up those rights.
4. The teacher should challenge the students by pointing out the real-world consequences of losing the specific rights.

Student steps:
1. Students read the UDHR, decide on the rights to give up, and then report to the class justifying their decisions.

Presentation
Time: 5 minutes

Teacher steps:
1. Teacher introduces students to the purpose of prisons [APPENDIX I] and the legal requirements for conditions of detention [APPENDIX H] in prisons.
Student steps:
1. Quiet listening.

Guided Practice: Purposes of Prisons and Conditions of Detention (Take a Stand)
Time: 30 minutes

Teacher steps:
1. Teacher goes through a list of controversial statements and asks the students to raise their hands high up if they completely agree with the statement, raise their hands low if they are neutral, and not raise their hands at all if they disagree with the statement. Give a few minutes for each group (agree, neutral, disagree) to justify their position. Students should be encouraged to think critically during this activity, and to express how they truly feel, not simply mirror what their peers are doing.
2. Conditions of detention in prisons: As a transition to the extension activity, teacher asks the students to join their small groups again.
3. The teacher hands out copies of a text dealing with the detention of prisoners in Syria along with the UDHR, International Covenant on Civil and Political Rights (ICCPR), and the African Charter on Human and People’s Rights to each group. Please use this link to access the document: https://www.amnesty.org.au/harrowing-accounts-of-torture-inhuman-conditions-and-mass-deaths-in-syrias-prisons/
4. The teacher asks each group to go through the text and then identify articles from the human rights documents that have been violated.
5. Each group chooses a spokesperson to report their answers back to the class.
6. Time permitting, the teacher can share a 2017 report from UNESCO about the conditions of prisons in Senegal that discusses how the harsh treatment of prisoners (including torture) often radicalizes prisoners, leading to increased violent extremism: http://www.unesco.org/new/en/dakar/about-this-office/single-view/news/preventing_violent_extremism_pve_by_addressing_the_situati/

Student steps:
1. Students follow teacher’s instructions.
2. Students read the different documents given by the teacher, and enumerate any human rights violated in the detention of the prisoners.

Application
Time: 30 minutes

Teacher steps:
1. Remaining in their groups, the teacher asks the students to identify at least two conditions in their country that do not protect prisoners’ human rights and then plan to act against the practice. Actions can include, but are not limited to:
   • Design a poster to denounce the deplorable conditions of detention and/or arbitrary arrest.
   • Perform a skit to raise public awareness about the conditions mentioned above.
   • Write an article in a newspaper to call attention to the issue.
1. Students should utilize the language of human rights in their work.

**Student steps:**
1. Students choose to design a poster, perform a skit, or write an article to a local newspaper to call attention to the conditions of prisons, treatment of prisoners, and/or arbitrary arrest.

**Assessment**
*Time: 5 minutes*

**Teacher steps:**
1. Teacher asks the follow questions:
   - What are the primary purposes of prisons in societies?
   - Should prisons allow for torture to be used on prisoners?
   - Does harsh treatment (such as food deprivation) rehabilitate prisoners? Do you agree with it from a moral standpoint? Why or why not?
   - Why is arbitrary arrest dangerous?

**Student steps:**
1. Students raise their hands and provide short responses to the questions.
Unit 4: Important Treaties and Documents


Motivation / Hook
Time: 5 minutes

Teacher steps:
1. Teacher will ask students if they could create a document that protected human rights specifically in their country, what would they put in it?
2. Students will first brainstorm with a partner. After allowing adequate discussion time, teacher will ask students to share what they discussed with their partner to the class.
3. Students may use previously learned rights from the UDHR to inform their responses. Encourage students to not simply to repeat rights from the UDHR, but to use the UDHR to inspire adaptations that are relevant to the African context, more specifically, their home country.
4. Teacher will list the rights brainstormed by the students on a large sheet of paper at the front of the classroom.

Student steps:
1. Students will discuss rights important in the African context in general, and their home country, with their partner. They will explain what about each right pertains to the larger African context and to their home country.
2. Students will explain to the class which rights they have chosen, and the considerations they would include in an African-specific HR document.

Presentation
Time: 15 minutes

Teacher steps:
1. Teacher will introduce the African Charter, passing out a copy to each student. Depending on the level of the students, you may use the infographic summary [APPENDIX M] instead of, or in addition to, the original document.
2. Teacher will begin by giving a brief history [APPENDIX A] of the creation of the charter.
3. Teacher will also present map [APPENDIX A] indicating which African nations are signatories, and which are not.
4. Teacher will use the map to directly connect the meaning of the charter to students’ home country, whether their country is a signatory, or whether they still need to encourage their government to sign on to this charter.
5. As difficult vocabulary comes up in the African Charter, teacher will identify keywords within the documents and assign a related movement that students will perform each
time the keyword is used. Example: For the word “convention,” students will put their arms around their neighbor, because when people hold a convention, they come together.

**Student steps:**
1. Students will be taking notes on key points.
2. Students will identify the implications on their home country based upon this charter.
   - Can I expect my country to respect and follow this charter, or is there a need for me to advocate for the adoption of this charter by my government?
3. Student will practice use of the new vocabulary throughout the lesson.

**Guided Practice**
**Time:** 15 minutes

**Teacher steps:**
1. Teacher will tell students they are now going to be detectives, taking a critical look at the African Charter. Some people say that the African Charter is no different than the UDHR, but is this truly the case?
2. Teacher will ask students to use what they know about the UDHR to find one similarity and one difference between the two documents.

**Student steps:**
1. Students will work in small groups to identify one similarity and one difference between the African Charter and the UDHR.
2. Students record their answers using the African Charter worksheet [APPENDIX C].
3. A few students will share the similarity or the difference they identified aloud to the class.

**Practice**
**Time:** 35 minutes

**Teacher steps:**
1. Students will be divided into groups. Each group should have 4 – 6 members.
2. Teacher will pass out copies of The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), ICCPR, Committee on Economic, Social and Cultural Rights, or one of the Economic Community of West African States (ECOWAS) documents. Each group should only receive one of the documents.
3. Students will use the documents to research their histories [APPENDIX B]. After identifying the historical context in which the document was created, they will identify key similarities between their document and the African Charter.

**Student steps:**
1. Students will complete worksheet [APPENDIX D] for their document, including why this document was necessary.
2. They will review the historical data, understanding the context in which their document was created.
3. They will use their document and analyze it to find similarities and differences between it and the African charter.
4. They will prepare to share their findings with the class.

Application
Time: 20 minutes

Teacher steps:
1. Teacher will introduce a large timeline in the classroom, rendered on a chalkboard, dry erase board, sheet of chart paper, etc.
2. Teacher will then ask students to place their human rights document along the timeline while they share their information with the class.
3. Each group is responsible for sharing a different document, so by the end of this activity, all documents should be covered.

Student steps:
1. Students take turns placing their document along the timeline in the correct place based upon their research.
2. Students will share a summary of the context in which their document was created, as well as the differences and similarities between the African Charter and their document.
3. Student will list ways that their document relates to the protection of their rights.
Unit 5: Rights vs. Duties


Review
Time: 15 minutes

Teacher steps:
1. On the board, the teacher draws four concentric circles. The smallest circle is worth 10 points, the next level is 5 points, the third is 2 points, and the fourth is 1 point. Then the teacher makes a paper airplane (or just crumple a piece of paper into a ball).
2. Students are divided into two teams. Each team is asked a question about the African Charter on Human and People’s Rights. If someone gets it wrong, the question goes to the other team. If someone gets it right, then they throw the paper airplane at the target and receive points based on where it hits (outside the circles is zero points).
3. Ask 10 questions. The team with the most points at the end of the 10 questions wins.

Review Questions:
1. List three human rights included in the UDHR.
2. What does UDHR stand for?
3. What international body produced the UDHR?
4. What is one difference between the UDHR and the African Charter on Human Rights?
5. What does CEDAW stand for?
6. How are the rights of children and the rights of adults different?
7. Who has human rights?
8. Where do human rights come from?
9. When was the African Charter on Human Rights created?
10. Share two human rights that must be protected for prisoners.

Student steps:
1. Students answer questions one by one from each team. If correct, they throw the paper airplane to find out how many points they will earn.

Rights vs. Duties Activity
Time: 15 minutes

Teacher steps:
1. On the board, the teacher writes a t-chart where one side is titled “Rights” and the other side is titled “Duties.”

<table>
<thead>
<tr>
<th>Rights</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg. Entitlement</td>
<td>Eg. Something you have to do, responsibilities</td>
</tr>
</tbody>
</table>
2. Give students a few minutes to fill in the chart with examples, and then ask them to share how they filled in the t-chart. Ask students to think about the connection between rights and duties.

3. Post final definitions:
   - Rights: A moral or legal entitlement to have or obtain something or to act in a certain way.
   - Duties: Responsibilities to respect the rights of other.

**Student steps:**
1. Working alone or with a partner, students think about what each of those words means, and writes their examples of each on the board.
2. Students copy the official definitions and share their thoughts.

**Guided Practice**

**Time:** 15 minutes

**Teacher steps:**
1. Teacher presents the example of the Freedom of Religion, as presented in the article.
2. Ask students:
   - What does this right mean?
   - What does this allow you to do?
   - Are there limitations to this right? Why or why not?
   - What duties come with this right?
3. After the discussion, let students know they will now do that same exercise in groups with different rights.

**Student steps:**
1. Participate in group discussion.

**Application**

**Time:** 35 minutes

**Teacher steps:**
1. Explain the assignment to students.
2. Divide the class into groups of four.
3. Distribute one right to each group.
4. Circulate to oversee instruction.
5. Facilitate role play presentations.

**Student steps:**
1. Break into groups of four.
2. Each group gets one right from the UDHR or the African Charter.
3. As a group, they discuss the responsibilities that might be associated with that right.
4. Each group must come up with a role play to show the duties that come with the right they are given to present to the class.
**Conclusion**

Time: 10 minutes

**Teacher steps:**
1. Teacher facilitates closing discussion:
   - What does it mean that we have both rights and duties?
   - How do duties affect our daily life? Rights?
   - How do duties affect our relationships with other people? Rights?
   - How do duties affect our relationship with the government? Rights?

**Student steps:**
1. Students respond to the questions in a class discussion.
Unit 6: The UDHR and Culture

**Materials:** Copies of article (one copy per student or one copy per pair of students), posters or chart paper, markers, community maps (from Unit 2).

**Motivation / Hook**
**Time:** 10 minutes

**Teacher steps:**
1. Teacher explains that there are many examples across the world of cultural practices conflicting with the UDHR, from the practice of female genital mutilation (found across Africa, Asia, and the Middle East) to treating women as second class citizens in general (countries in the Middle East that do not allow women to drive, and prohibit female athletes from competing in their home country).
2. Why are such practices human rights violations? What should you do if your culture conflicts with human rights? Class will discuss this question.

**Student steps:**
1. Students will listen, turn and talk with a peer, using the UDHR to identify which UDHR rights are being violated by the various cultural practices. A few students will share their discussions with the class.

**Presentation**
**Time:** 15 minutes

**Teacher steps:**
1. Teacher will summarize student discussions and ask students to brainstorm what they would do if they were a girl in a country that banned female athletes from competing, and furthermore, their parents and community would not let you play sports.

**Student steps:**
1. Pairs of students will combine with other pairs, forming groups of four, to discuss what they would do in this situation.
2. Within groups, students will write down ideas about who they would go to for help in their community if they wanted to play sports and were not allowed.
3. Students will share ideas with the class.

**Guided Practice I**
**Time:** 15 minutes

**Teacher steps:**
1. Teacher will use the Take a Stand activity from Unit 3 to address more culturally controversial parts of the UDHR.
2. Teacher will ask students to place themselves on a spectrum based on their level of agreement with a given statement.
3. Teacher should pick rights that are specifically controversial within their context. Articles 13
and 21 are possible examples.
4. These rights will be put into more colloquial terms, as to not give away the connection to the UDHR.
5. Teacher wants to present them as statements with no legal implications to get students’ honest opinions. Ask students to explain why they chose their stance.

**Student steps:**
1. Students will place themselves along a spectrum of agree to disagree with each statement presented.
2. After students have placed themselves along the spectrum, students will discuss their stance with people nearby.
3. Students will need to justify their stance, as the teacher will ask a few students why they chose their specific level of agreement.

**Guided Practice II**
**Time:** 15 minutes

**Teacher steps:**
1. Teacher asks students to pull out their copies of the African Charter.
2. Teacher identifies the roots of the statements used in the previous activity.
3. Teacher explains that the class is going to see if there are rights that their culture values, as well as rights that their culture fails to recognize.

**Student steps:**
1. Students will review the rights included in the African Charter.
2. Students will start to think critically about the dynamic between human rights and culture.

**Practice**
**Time:** 25 minutes

**Teacher steps:**
1. Teacher issues a challenge to the students to identify the rights they believe their society fails to recognize. If the students struggle to identify rights within their society, ask students if they can identify nearby countries that might be violating the rights of inhabitants.
2. Teacher roams around the room to see which rights are being discussed, and helps guide group discussions as needed.

**Student steps:**
1. Working in pairs, students will discuss various violations of the rights in the African Charter by providing concrete examples of these violations.

**Application**
**Time:** 25 minutes

**Teacher steps:**
1. Teacher asks groups to choose one right they spoke about in their group to create a poster.
The poster will include the right as stated in the African Charter, how the right is being violated, and what can be done by civilians to access this right.

2. Teacher will introduce students to a database [APPENDIX E] of organizations within their culture that are currently working to protect human rights.

**Student steps:**
1. Students will use the previous discussion to inform the sections of the poster regarding the right and how it is being violated.
2. The students will then explore a database of organizations that help protect human rights.

**Assessment**

**Time:** 5 minutes

**Teacher steps:**
1. Teacher asks students questions as they work on the practice and application sections of the unit to assess students’ understandings of human rights violations, specifically how human rights sometimes conflict with cultural norms.
2. Ask students to write a goal for themselves: What do you plan to do differently in your society to protect human rights?

**Student steps:**
1. Students will demonstrate their mastery through discussion and presentation of posters.
2. Each student will write a goal for themselves, using the following sentence stem:
   - I will do ________________ to protect my right to ________________.
Unit 7: Human Rights and Our Constitution

Materials: Copies of the African Charter, copies of the national constitution, green and red cards, blackboard or dry-erase board.

Motivation / Hook (Take a Stand)
Time: 10 minutes

Teacher steps:
1. Teacher asks students to raise a green card if they agree with the following statements, and a red card if they disagree. Teacher asks students to share why they held up the card they did. If red and green paper is not available, students can raise their hand if they agree, and keep their hand down if they disagree.
   1. My culture values human rights.
   2. My government protects the human rights of all people.
   3. The police equally respect the human rights of suspected criminals, prisoners, and civilians.
   4. We have laws that protect the human rights of women in my country.
   5. We have laws that protect the human rights of children in my country.
   6. My government is actively trying to address human rights violations.

Student steps:
1. Students raise a green card if they agree with a statement, or red card if they disagree. Alternately, they may raise their hand if they agree, and keep their hand down if they disagree.

Introduction
Time: 10 minutes

Teacher steps:
1. Teacher facilitates class discussion:
   • Are human rights mentioned or protected in our constitution?
   • Give an example of a human right mentioned in our constitution.
   • Is there any human right that is not mentioned in our constitution?
2. Create a KWL chart on the board and ask students to come and fill out the first two columns, leaving the last column (“Learned”) empty:

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to Know</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student steps:
1. Students participate in the class discussion.
2. Students help complete the KWL chart.
**Presentation**

**Time:** 25 minutes

**Teacher steps:**
1. Teacher facilitates class discussion and writes students’ ideas on the chart on the board (leave up the KWL chart from the previous exercise).
   - Are human rights protected by our constitution?
   - What does the government do to protect human rights? Can you give an example?
   - Are there any human rights not protected by our constitution? Why or why not?
   - Why might certain rights be included and other rights excluded from our constitution?
   - Are there any rights guaranteed in our constitution that are being violated somewhere in our country? Which rights?
   - What do we do if rights are violated? What actions should we take?

<table>
<thead>
<tr>
<th>Human rights protected in our constitution</th>
<th>Actions by our government to protect human rights</th>
<th>Human rights being violated in our country</th>
<th>Actions we can take to protect human rights</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student steps:**
1. Participate in class discussion.
2. Contribute ideas for the chart.

**Application**

**Time:** 45 minutes

**Teacher steps:**
1. Give instructions to students for the application activity. Circulate while students are working in their groups and making their posters. Facilitate student presentations.

**Student steps:**
1. Students work in pairs to pick one of the rights from the “Human rights being violated in our country” column and brainstorm about how the class can protect that right.
2. Students should create a poster that displays the following:
   - Explain the right.
   - Explain how the right is being violated.
   - Explain what people can do to help stop the human rights violation.

**Assessment**

**Time:** 10 minutes

**Teacher steps:**
1. Complete the final column in the KWL from the beginning session as a group.
2. Ask students to consider what they learned today.
3. Remind students that they are change makers, they have power and agency, and their voices matter. They can use their voices and agency to protect human rights in their country and beyond. Explain that we will talk more about this next session.

**Student steps:**
1. Complete the L column from the KWL chart.

**Extension Activity: Research**

Teacher may choose to include the following extension activity if time allows. Alternately, it may be assigned as a homework project.

Students select a human rights issue relevant to their country, culture, region, religion, or gender.

Using local internet cafes, newspapers, and/or research from UNESCO and UNICEF documents, gather facts about the issue.

Answer the following questions:
1. What is the problem?
2. What human right is being violated?
3. Who are the key players?
4. Where is this human rights violation taking place?
5. What needs to change?
6. How can people stop this human rights violation? Identify three actions.

Organize the information on a poster. Include at least two pictures, drawn or printed.

Students present their posters to another class and emphasize the three actions they can take to stop this human rights violation.
Unit 8: Civic Activism and Human Rights

Materials: Poster papers, pens, markers (blue, black, and red), papers, crayons, pencils, blackboard or dry-erase board, and handouts with pictures of human rights activists [APPENDIX F] and handouts for each student with human trafficking text [APPENDIX G].

Introduction
Time: 10 minutes

Teacher steps:
1. Teacher asks students to remain seated in their groups, and gives the students pictures of different people and activists [APPENDIX F] from around the world.
2. Teacher instructs students to work together to answer the following questions about each picture:
   - Who is this person?
   - Where are/were they from?
   - What do/did they do?
   - Why do/did they decide to act the way they do/did?
   - Who do/did they act for?
   - What is/was the outcome of their actions?
3. If the students are struggling to identify the people in the pictures, the teacher can give hints.
4. Teacher provides answers to questions that the students incorrectly answered, or were unable to answer (answers attached).

Student steps:
1. Students work collaborate to answer the questions about the pictures.

Presentation and Case Study
Time: 35 minutes

Teachers steps:
1. Teacher reads the following definitions:
   - According to the Cambridge online dictionary, activism is the use of direct and public methods to try to bring about social and political changes that you and others want.
   - According to the Merriam-Webster dictionary, activism refers to a doctrine or practice that emphasizes direct vigorous action especially in support of or opposition to one side of a controversial issue.
   - Civic activism is any action aimed at improving social norms, and organizations and practices which facilitate greater citizen involvement in public policies and decisions (adapted from www.indsocdev.org/civic-activism.html).
2. Teacher distributes a text on child trafficking [APPENDIX G].

Student steps:
1. Listen to the teacher explain activism definitions.
2. In a group of five to ten, students work though the text by answering the questions.
Application
Time: 30 minutes

After working on the case study, students position themselves as activists and decide to act against child trafficking. Each group is encouraged to come up with innovative strategies on how this would combat this human rights violation.

Assessment
Time: 10 minutes

Teacher steps:
1. Teacher assesses the students using the following chart:

<table>
<thead>
<tr>
<th>What I knew about activism before the class</th>
<th>What I did not know before the class</th>
<th>What I now about activism now</th>
</tr>
</thead>
</table>

Student steps:
1. Complete the chart and submit it to the teacher.
Unit 9: Human Rights Movements

Materials: Photos of social movements.

Motivation / Hook
Time: 5 minutes

Teacher steps:
1. Teacher shows a photo of Black Lives Matter (BLM) supporters.
2. Teacher asks students to write down a sentence or a few words about how the picture makes them feel.
3. Teacher asks students to share their written responses.

Student steps:
1. Students write a sentence or a few words about how the photo of BLM supporters makes them feel.
2. Students share their responses with the class.

Presentation
Time: 15 minutes

Teacher steps:
1. Teacher gives a history of the BLM movement.
2. Explain the ideology of the movement, while showing more pictures to illustrate the movement.
3. After providing the history, ask students why they think protesting is used to promote change.

Student steps:
1. Students take notes on the basic history of the movement, raising their hands to ask the teacher questions, if questions arise.
2. Students identify human rights infringements that they believe catalyzed the movement.

Guided Practice
Time: 20 minutes

Teacher steps:
1. Teacher asks students to connect the BLM ideology to the human rights documents from previous lessons.
2. After gathering student ideas, teacher identifies any missed connections between BLM and documents from previous lessons, specifically the UDHR and the African Charter.

Student steps:
1. Students brainstorm the rights from the UDHR and other documents that the BLM supporters seek to protect.
2. Students connect how human rights violations in the United States necessitated action in the
form of the BLM movement.

**Practice**  
**Time:** 20 minutes

**Teacher steps:**  
1. Teacher passes out photos of the Rhodes Must Fall movement, the anti-Apartheid movement, the LGBT rights movement, the Bring Back Our Girls movement, and the Burundi presidential protests.  
2. Students research the history of these movements.

**Student steps:**  
1. Working in a group of five to ten, students research the circumstances surrounding the social movement of which they received a picture. They should examine the changes (if any) that the movement produced in society or in the world.

**Application**  
**Time:** 20 minutes

**Teacher steps:**  
1. Teacher explains that all the movements in the pictures are connected to human rights.  
2. Teacher challenges students to find these connections in the human rights documents they studied in the previous lessons.  
3. Tell the students to select a human rights violation that they find particularly grievous, and have them work together, as human rights activists, to develop solutions to this violation.

**Student steps:**  
1. Students identify the connections between their social movement and human rights documents, searching for the rights most important to the social movement.  
2. Students complete a plan to address the human rights violations as human rights activists. They identify the obstacles and priorities for developing an action plan to successfully address the issue.

**Assessment**  
**Time:** 10 minutes

**Teacher steps:**  
1. Teacher explains that these movements came about because of passionate civilians, many of whom are/were students, just like them.  
2. Teacher challenges students to think about potential movements for human rights in their own society.

**Student steps:**  
1. The students are challenged to examine their society and identify one area in which they believe a social movement could help advance human rights.
### Unit 10: Final Project

**Options for Final Projects:**

1. Students write and illustrate children’s books / stories to teach younger students about human rights, and present it to them at a local primary school.

2. Students write and illustrate comic books / strips that teach the basics of human rights, and create copies to share with peers. The children’s books and the comics should have an original storyline that depicts a person or people experiencing a human rights violation, with a conclusion that shows how to fight against and prevent the violation.

3. Students write a report about human rights issues that they have observed in their community or experienced themselves. They submit this report to a local newspaper to be published in the opinion section.

4. Students create a manual demonstrating the steps that should be taken in their context when a human rights violation occurs, including how to involve community members, police, local government officials, human rights advocacy groups, and more. Students should disseminate this manual around their community.

Students can pick any of the four options, and they can either work alone or in pairs.
### Assessment Rubric: Final Project

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Average (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Hook is exciting, establishes credibility, provides clear and original thesis statement.</td>
<td>Hook is exciting, establishes credibility, provides thesis statement.</td>
<td>Lacks a hook, does not establish credibility, and/or unclear thesis statement.</td>
<td>Many missing components. Introduction provides little to no information.</td>
</tr>
<tr>
<td><strong>Issue</strong></td>
<td>Issue is thoroughly explained. Importance and urgency of issue shown through selection of real-world examples. Issue is connected to the UDHR, African Charter, and national constitution.</td>
<td>Issue is explained. Importance of issue shown through at least one real-world example. Issue is connected to the UDHR, African Charter, and/or national constitution.</td>
<td>Issue is explained. Importance and urgency not illustrated. Evidence is lacking. Issue is connected to at least one official document.</td>
<td>Issue is not explained. Little to no evidence provided. Issue is not connected to any official documents.</td>
</tr>
<tr>
<td><strong>Solution</strong></td>
<td>Proposed solution is insightful and viable. Steps are clear for audience to help achieve goal. Draws upon the civic activism lesson (Unit 8).</td>
<td>Proposed solution is viable. Steps are clear for audience.</td>
<td>Proposed solution is not feasible. Audience is not given a realistic way to help with issue.</td>
<td>No solution provided, or proposed solution is inapplicable to the issue. Audience has no idea how to help.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Main points are reviewed, and key information is highlighted. Closing line is creative and memorable.</td>
<td>Main points are reviewed, and key information is highlighted. Closing line included.</td>
<td>Main points are reviewed, but there is no closing line, and the takeaway-message is unclear.</td>
<td>No real conclusion. Abrupt ending.</td>
</tr>
<tr>
<td><strong>Visual Aid</strong></td>
<td>Visual aid is creative, effective, and relevant.</td>
<td>Visual aid is effective and relevant.</td>
<td>Visual aid is irrelevant and/or ineffective.</td>
<td>No visual aid.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Presentation is engaging and clear. Appropriate length.</td>
<td>Presentation is clear. Appropriate length.</td>
<td>Unclear at times (i.e. student speaks too quickly) and/or too short or long.</td>
<td>Extremely unclear and/or much too short or long.</td>
</tr>
</tbody>
</table>

**TOTAL POINTS: ____ / 24 points**
References


Appendix A

A Brief History of the African Charter on Human and Peoples’ Rights

- It is also known as the Banjul Charter.
- It was created in 1979 by the Organization of African Unity (OAU), which is now the African Union.
- At the Assembly of Heads of States and Government of the OAU, a formal request was made for a committee of experts to draft a human rights document regionally specific to the African context.
- 20 African experts met in Dakar, Senegal for ten days and prepared an initial draft of the Charter.
- Two Ministerial conferences were held in Banjul, The Gambia where the Charter was adopted and submitted to the OAU.
- 1986: Most member states of the OAU ratify the Charter.
- 1999: All member states of the OAU have ratified the Charter.

Map of States that have Ratified the African Charter on Human and Peoples’ Rights:
Appendix B

**Human Rights Instruments and Corresponding Websites**

**African Charter on Human and Peoples’ Rights**

Additional resources:
http://www.achpr.org/instruments/achpr/history/
http://www.achpr.org/about/history/
http://www.achpr.org/about/

**Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)**

Additional resources:
http://www.un.org/womenwatch/daw/cedaw/history.htm
http://www.un.org/womenwatch/daw/cedaw/cedaw20/history.htm

**Convention on the Rights of the Child (CRC)**

Additional resources:


Additional resource:
http://www.monitor.upeace.org/archive.cfm?id_article=61

**International Covenant on Economic, Social and Cultural Rights (CESCR)**
http://ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx

Additional resources:
http://hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module3.htm
http://humanrightshistory.umich.edu/glossary/international-covenant-on-social-economic-and-cultural-rights-icescr/

**International Covenant on Civil and Political Rights (CCPR)**
http://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx
Additional resources:
https://www.aclu.org/other/faq-covenant-civil-political-rights-iccpr

The Supplementary Protocol on Good Governance (2001)
http://www.internationaldemocracywatch.org/index.php/economic-community-of-
west-african- states-treaties-and-protocols/350-protocol-on-democracy-and-good-
governance-2001

Additional resource:

Universal Declaration of Human Rights (UDHR)
Other languages: http://www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx

Additional resources:
http://www.universalrights.net/main/creation.htm
http://www.humanrights.com/what-are-human-rights/brief-history/the-united-
nations.html
## Appendix C

### Worksheet: The African Charter on Human and Peoples’ Rights

<table>
<thead>
<tr>
<th>When was it created?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where was it created?</td>
<td></td>
</tr>
<tr>
<td>Three key historical facts:</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

*Is the African Charter different than the Universal Declaration on Human Rights? How so?*

| Similarities between the two: | Differences between the two: |
### Appendix D

**Worksheet: My Document vs. The African Charter**

Name of document: ________________________________________________

<table>
<thead>
<tr>
<th>When was it created?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where was it created?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Three key historical facts (including why this document was necessary):

1. 

2. 

3. 

How does my document compare to the African Charter?

<table>
<thead>
<tr>
<th>Similarities between the two:</th>
<th>Differences between the two:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix E

#### Database of Human Rights Organizations in the Sahel

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location(s)</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maison Des Droits De L’Homme Du Cameroun (MDHC)</td>
<td>Cameroon</td>
<td>No website, contact: <a href="mailto:bismax75@yahoo.com">bismax75@yahoo.com</a></td>
</tr>
<tr>
<td>Ligue Centrafricaine Des Droits De L’Homme (LCDH)</td>
<td>Central African Republic</td>
<td>No website, contact: <a href="mailto:bindoumi05@yahoo.fr">bindoumi05@yahoo.fr</a></td>
</tr>
<tr>
<td>Organisation pour la Compassion des Familles en Détresse (OCODEFAD)</td>
<td>Central African Republic</td>
<td>No website, contact: <a href="mailto:ocodefad@yahoo.fr">ocodefad@yahoo.fr</a></td>
</tr>
<tr>
<td>Association Ion Tchadienne Pour La Promotion Et La Defense Des Droits De L’Homme (ATPDH)</td>
<td>Chad</td>
<td>No website, contact: j <a href="mailto:moudeina@hotmail.com">moudeina@hotmail.com</a></td>
</tr>
<tr>
<td>Ligue Tchadienne Des Droits De L’Homme (LTDH)</td>
<td>Chad</td>
<td>No website, contact: <a href="mailto:ltdh@intnet.td">ltdh@intnet.td</a></td>
</tr>
<tr>
<td>Human Rights Council (HRCO)</td>
<td>Ethiopia</td>
<td>No website, contact: <a href="mailto:yomulugeta@yahoo.com">yomulugeta@yahoo.com</a></td>
</tr>
<tr>
<td>Civil Liberties Organisation (CLO)</td>
<td>Nigeria</td>
<td>No website, contact: <a href="mailto:elo@clonigeria.org">elo@clonigeria.org</a></td>
</tr>
<tr>
<td>Ligue Sénégalaise des Droits Humains (LSDH)</td>
<td>Senegal</td>
<td><a href="http://lsdh.org/actualites">http://lsdh.org/actualites</a></td>
</tr>
</tbody>
</table>
Appendix F

Human Rights Activists

Martin Luther King Jr. (January 15, 1929 – April 4, 1968) was an American Baptist minister and activist who was a leader in the African-American Civil Rights Movement. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience based on his Christian beliefs. King led the 1955 Montgomery bus boycott and helped found the Southern Christian Leadership Conference in 1957, serving as its first president. King also helped to organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech. His activism helped catalyze the Voting Rights Act of 1965 that protected the right to vote for African-Americans, who were widely barred from voting in the South. There, he established his reputation as one of the greatest orators in American history. King was assassinated in 1968.

Malcolm X (May 19, 1925 – February 21, 1965) was a Black liberation activist who challenged the mainstream civil rights movement and the nonviolent tactics of MLK Jr. He urged followers to defend themselves against racism “by any means necessary.” Born Malcolm Little, he changed his last name to X to signify his rejection of his “slave” name. Charismatic and eloquent, Malcolm became a leader of the Nation of Islam, which combined Islam with Black nationalism and sought to uplift disadvantaged young Black people in segregated America. As a leader of the Nation of Islam, he created a free drug rehabilitation program. He was also a Pan-Africanist who supported the fight against colonialism, and traveled to numerous African countries such as Ghana, Nigeria, and Sudan. After leaving the Nation of Islam due to ideological differences, he was assassinated by a member of the Nation of Islam in 1968.

Retrieved from [http://www.history.com/topics/black-history/malcolm-x](http://www.history.com/topics/black-history/malcolm-x) and [https://en.wikipedia.org/wiki/Malcolm_X#Africa](https://en.wikipedia.org/wiki/Malcolm_X#Africa)
Norbert Zongo (July 31, 1949 – December 13, 1998) was the publisher and editor of the Burkina Faso newspaper *L’Indépendant*. He was assassinated after his newspaper began investigating the murder of a driver who had worked for the brother of Blaise Compaore, former president of Burkina Faso from 1987 to 2015. Zongo was also a writer and his 1988 novel contained political critique of the President of Togo, Gnassingbé Eyadéma, who held fraudulent elections. In the preface of the novel, Zongo describes that he was arrested and beaten for writing it. He was a vocal supporter of human rights and helped found the Movement for Human and Peoples' Rights, an organization in Burkina Faso. He pursued truth and justice, even though it cost him his life.

**Benazir Bhutto** (June 21, 1953 – December 27, 2007) was the first democratically elected female leader of a Muslim country (Pakistan). The daughter of Pakistan Peoples’ Party (PPP) founder and Prime Minister Zulfikar Ali Bhutto, Bhutto took over as chairperson of the PPP in 1982. She was elected Prime Minister in 1988, but her attempts at reform were stifled by conservative and Islamic extremist forces. Her tenure as Prime Minister ended early due to charges of corruption, and due to the intense opposition, she spent several years in exile in London. She returned to Pakistan with plans to participate in the 2008 general election, but was assassinated during an attack at a PPP rally in December 2007.

Retrieved from https://en.wikipedia.org/wiki/Benazir_Bhutto
Nelson Mandela (July 18, 1918 – December 5, 2013) was a South African activist and former president who helped bring an end to apartheid and was a global advocate for human rights. A member of the African National Congress party beginning in the 1940s, he was a leader of both peaceful protests and armed resistance against the white minority’s oppressive regime in a racially divided South Africa. His actions landed him in prison for nearly three decades and made him the face of the antiapartheid movement both within his country and internationally. Released in 1990, he participated in the eradication of apartheid and in 1994 became the first black president of South Africa, forming a multiethnic government to oversee the country’s transition. After retiring from politics in 1999, he remained a devoted champion for peace and social justice in his own nation and around the world until his death in 2013 at the age of 95.

Retrieved from http://www.history.com/topics/nelson-mandela
**Le Balai Citoyen**, The Citizen's Broom or the Civic Broom, also called simply **Balai Citoyen** is a grassroots movement in Burkina Faso, which was part of the opposition against President Blaise Compaoré. It was co-founded by two musicians, reggae artists, to fight for democracy in the country. When the October 2014 Burkinabé uprising broke out, the group became a prominent part of the protests, its activists gaining note due to their presence on the streets. Using peaceful demonstrations and street protests, they succeeded together with other civil movements to force President Compaoré to resign and flee the country on October 31, 2014, after 27 years of rule.

Retrieved from https://en.wikipedia.org/wiki/Le_Balai_Citoyen
**Y'en a Marre** ("Fed Up") is a group of Senegalese rappers and journalists, created in January 2011. Like Le Balai Citoyen, their goal is to support the implementation of democratic values and principles. One of their goals is to reform land ownership policies to help empower the rural poor in Senegal. They are credited with helping to mobilize Senegal's youth vote and oust incumbent President Abdoulaye Wade, though the group claims no affiliation with Macky Sall, Senegal's current president, or with any political party. In February 2012, three of the group’s founders were arrested for organizing a peaceful protest, a sit-in at Dakar’s Obelisk Square.

Retrieved from https://en.wikipedia.org/wiki/Y%27en_a_Marre
Appendix G

Case Study: Child Trafficking

Vanthy is a child who lived with her father and stepmother in Cambodia. Her home life was difficult as her stepmother bullied her and would deprive her of food if she did not do her chores well enough. Because of this, Vanthy wanted to find a job in the Cambodia capital, Phnom Penh. When she was thirteen, a neighbor convinced Vanthy to go to Phnom Penh with her, promising she would find her a job. Without telling her family, she went with the woman, who took her to a house in the city and left her there. Vanthy became frightened, and the owner of the house at first consoled her, then hit her, and threatened to sell her. Vanthy realized the neighbor had sold her to a brothel.

At first, Vanthy had to do the laundry for the girls living in the brothel. However, after three months, the owner forced her to go to a hotel with a man where she was raped. From then on, she had to work as a sex worker, receiving only clothes and food in return. After three years, she managed to run away and tried to find a better job, but had to return to sex work and as a ‘beer girl’ to support herself.

A year later, Vanthy began to get ill with high fevers and swelling and lost her job. She discovered the illness was because she had HIV. She began to despair and was too afraid to return to her parents, who she thought would reject her. She met a World Vision rehabilitation center. There Vanthy received medical treatment and counselling to deal with the trauma she had been through. The center also helped her to learn new skills such as weaving and animal husbandry to support herself.

Appendix H

Call to Action

UA: 109/11 Index: AFR 17/001/2011 Cameroon

Date: 12 April 2011

URGENT ACTION
CAMEROONIAN WRITER HELD IN HARSHEL CONDITIONS

Bertrand Zepherin Teyou is a Cameroonian writer, held as a prisoner of conscience for writing a book about the President's wife. His health is deteriorating because of poor prison conditions in New Bell Prison, in Douala, Cameroon's economic capital.

Bertrand Zepherin Teyou was arrested in Douala on 3 November 2010 while trying to launch a book he wrote about Chantal Biya, the wife of President Paul Biya. Bertrand Zepherin Teyou had hired a room at the Somatel Hotel for the signing of his book, La Belle de la République bananière: Chantal Biya, de la rue au palais (The Banana Republic’s Beauty: Chantal Biya, from the street to the palace). The book is about Chantal Biya’s humble origins and her ascendency to Cameroon’s First Lady. Just before the book was about to be launched in the presence of journalists, the hotel management refused to let him use the venue he had hired. Members of the security forces arrived soon after and arrested him. After his arrest, he was detained at a police station in Douala and subsequently charged with contempt of a personality (outrage à personnalité) and unlawful assembly (manifestation illégale). He was transferred to Douala’s central prison, New Bell.

On 10 November 2010, Bertrand Zepherin Teyou was tried by the High Court (Tribunal de première instance) in Douala, which found him guilty of the charges. The court sentenced him to a fine of 2,030,150 million CFA francs (approximately 4,425 US dollars) or two years’ imprisonment if he was unable to pay the fine. Unable to pay the fine, he remains in New Bell prison. He is said to suffer from heavy bleeding caused by acute haemorrhoids, reportedly exacerbated by poor prison diet. Overcrowding is a problem in Cameroonian prisons and the food is known to be of poor quality and inadequate.

According to Articles 152 to 156 of the Cameroonian Penal code, the offence of contempt is only applicable to senior government and legislative officials, as well as foreign dignitaries. It does not mention their spouses or members of their families. Furthermore, Bertrand Teyou was not sued by the First Lady, nor was she a witness in the case after he was arrested, detained and during his trial. As for the charge of unlawful assembly, Bertrand Teyou had informed the Cameroonian authorities, as required by law, of his intention for the launch of his book.

ADDITIONAL INFORMATION
Date: 12 April 2011

AMNESTY INTERNATIONAL
Bertrand Zepherin Teyou went on a hunger strike on 15 February 2011 to protest against “the lack of respect for his fundamental rights” and poor diet. At the insistence of his family worried about his health, he stopped the hunger strike. According to Bertrand Zepherin Teyou, he has received medical treatment outside of the prison but only if and when he can pay for it.

When Amnesty International delegates visited Cameroon in August 2010, prisons and other detention centres were overcrowded and conditions were often life-threatening. Medical care and food were often not provided or were inadequate. Disturbances and escape attempts were frequent, and several prisoners were killed during escape attempts. Prison guards were poorly trained, ill-equipped and their numbers inadequate for a large prison population.

Douala (New Bell) prison, with an official capacity of 700, held more than 2,453 inmates in August 2010. Many of its inmates were in pre-trial detention and were held together with convicted prisoners. Some prisoners were held in leg irons.

UA: 109/11 Index: AFR 17/001/2011 Issue Date: 12 April 2011
Appendix I

**Purpose of Prisons**

**Priscilla**
The purpose of a prison is to isolate a person for him/her to reflect and think about the actions that caused him/her to be imprisoned. It is also a way of punishment to seclude a person away from the outer world and into a new punishing one. Jails should provide more mental health and drug and alcohol treatment services. Governments should pay for these expenses because it overall helps the community.

**Joseph**
The purpose of prison is to punish people that commit crimes or are waiting to have a fair trial in court. The cops [police] have done their job well because if crime rates drop then that means we are catching more people who commit crimes than ever before. Should jails and prisons punish people? Absolutely, if you don’t punish someone for doing something wrong what’s the point of the rule or law?

**Jennifer**
The purpose of prison is quite simple. It’s used as a means of deterring offenders and other people from committing the same or similar offences in the future. Globally however, prisons don’t seem to be effective in achieving this — this is namely because our societies are too intent on punishing criminals, and not providing them with the means to be re-immersed successfully into society i.e. “rehabilitated.”

**Vanessa**
The purpose of prison should be to reform people, with any means and methods possible, so that they can be reintegrated into society as well as to deter others from committing crimes. Obviously retribution as the main purpose doesn’t work because the justice system and prisons in America aren’t functioning well. We should look to Norway which has a re-offence rate of 20% to better our prisons.

**Becky**
The purpose of prison is to keep violent people from hurting others. It doesn’t work as punishment or a deterrent, it simply keeps violent people away from the public. If you are trying to rehabilitate people or teach them a lesson, there are more effective ways to do so.

**David**
Jail is made [for] teaching prisoners a lesson; beating them, torturing them, if need be so that they can understand the wrongs they did to the other people. After a good lesson in prison, criminals or any prisoner will think twice before breaking the law.

Adapted from https://learningblogs.nytimes.com/2015/02/27/what-should-be-the-purpose-of-prison/?mcubz=1
Appendix J

Rights Through Images

Image 1: Right to participating in government and free elections (UDHR Article 21).

Image 2: Right to marriage and family; freedom from interference with family; right to adequate standard of living (UDHR 12, 16, 25).

Image 3: Right to remedy by trial / tribunal; right to fair public hearing; right to innocence until proven guilty (UDHR 8, 10, 11).
Image 4: Right to free opinion; right to assembly and association; freedom of speech (UDHR, 19, 20).

Image 5: Right to free belief and religion (UDHR 18).

Image 6: Right to nationality; right to participation in cultural life of community (UDHR 15, 27).
Rights Around the World Statements

Instructions: cut statements and place around classroom.

1. Chinese government punishes couple for having a second child.
2. A Brazilian child is denied a school education because their family cannot afford to pay for the books.
3. A fourteen-year-old girl in Myanmar is sold by her impoverished family to a brothel where she is forced to work.
4. Afghan women are not allowed to attend school or work.
5. Guatemalan activists start a cooperative to provide food and education for homeless youth.
6. A teacher insults a student for incorrectly answering a question.
7. Haitians fleeing armed violence are refused admission to the US as refugees.
8. A terrorist from England bombs a restaurant in Ireland.
9. An Iranian woman is beaten for not wearing a veil, an illegal act.
10. Students in the Philippines form clubs to debate current events and politics.
Rights Around the World List

Instructions: Read the statements posted around the world. Using the UDHR, identify which articles apply to the situation. Please note that some situations have more than one article.

Station 1
Article: ______________________
Why are these rights being violated or protected?

Station 2
Article: ______________________
Why are these rights being violated or protected?

Station 3
Article: ______________________
Why are these rights being violated or protected?

Station 4
Article: ______________________
Why are these rights being violated or protected?

Station 5
Article: ______________________
Why are these rights being violated or protected?

Station 6
Article: ______________________
Why are these rights being violated or protected?

Station 7
Article: ______________________
Why are these rights being violated or protected?

Station 8
Article: ______________________
Why are these rights being violated or protected?

Station 9
Article: ______________________
Why are these rights being violated or protected?

Station 10
Article: _____________________
Why are these rights being violated or protected?
**Human Rights / Dignity T-Chart**

**Instructions:** Using your Community Map, identify as many community symbols, human dignity characteristics, and human rights characteristics as you can.

<table>
<thead>
<tr>
<th>Community Symbol</th>
<th>Human Dignity Characteristics</th>
<th>Human Rights Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) School</td>
<td>1) Learning/Intelligence</td>
<td>1) Right to Education</td>
</tr>
</tbody>
</table>

---

**3-2-1 Assessment**

<table>
<thead>
<tr>
<th>3 Things you learned today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
</tr>
<tr>
<td>2)</td>
</tr>
<tr>
<td>3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Things you found interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
</tr>
<tr>
<td>2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Question that you still have</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
</tr>
</tbody>
</table>
People Bingo

**Instructions:**
Walk around the room and ask various people which square they can sign. Do not use the same person more than 2 times. Ret to your seat and raise your hand when you have the entire chart completed.

**Can you find someone who...?**

<table>
<thead>
<tr>
<th>Speaks more than 4 languages</th>
<th>Has been discriminated against</th>
<th>Does not like football</th>
<th>Has more than 5 sisters</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name)</td>
<td>(Name)</td>
<td>(Name)</td>
<td>(Name)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writes with their left hand</th>
<th>Loves the color yellow</th>
<th>Wears glasses</th>
<th>Loves to cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name)</td>
<td>(Name)</td>
<td>(Name)</td>
<td>(Name)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has been to or lived in another country</th>
<th>The oldest child in the family</th>
<th>Likes to sing</th>
<th>Has no sisters</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name)</td>
<td>(Name)</td>
<td>(Name)</td>
<td>(Name)</td>
</tr>
</tbody>
</table>
Appendix M

African Charter on Human and Peoples' Rights
A Basic Summary

Chapter 1 Rights

Article 1- Obligation of state parties to uphold rights
Article 2- All individuals are entitled to all rights without discrimination
Article 3- Everyone shall be protected by the law equally
Article 4- Individuals have the right to life
Article 5- Individuals have the right to dignity and legal status
Article 6- Individuals have the right to liberty and personal security
Article 7- Individuals have the right to a fair trial
Article 8- Individuals have the right to freedom of thought and religion
Article 9- Individuals have the right to information and opinion
Article 10- Individuals have the right to freedom of association
Article 11- Individuals have the right to peaceful assembly
Article 12- Individuals have the right to immigrate and seek asylum freely
Article 13- Individuals have the right to participate in government
Article 14- Individuals have the right to property
Article 15- Individuals have the right to work
Article 16- Individuals have the right to mental and physical health
Article 17- Individuals have the right to education
Article 18- Individuals have the right to rights protecting families
Article 19- Individuals are equal and have the right to freedom of domination
Article 20- Individuals have the right to free existence
Article 21- Individuals have the right to use personal resources freely
Article 22- Individuals have the right to development
Article 23- Individuals have the right to peace and security
Article 24- Individuals have the right to live in an environment that supports their own development
Article 25- Individuals have the right to learn and teach about personal rights
Article 26- Governments have the responsibility to protect these rights and freedoms

Chapter 2 Duties

Article 27- Individuals have a duty to respect and ensure the rights of others in their family and society.
Article 28- Individuals have a duty to offer one another respect without discrimination
Article 29- Individuals have a duty to promote African unity by promoting peace and respect at home

Part II concerns the formation of a commission to ensure the protection of these rights in Africa. Articles 30–68 pertain to the regulations for this commission.