



Ideas *for*
**Human Rights
Education**

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Introduction

“At its heart, education is about teaching students how to think and how to understand the world in which they live. The proposed Framework for Curriculum and Assessment is based on a set of clear values shared by all Australian schools. According to the current research, ten values have been identified. These are: tolerance and understanding, respect, responsibility, social justice, excellence, care, inclusion and trust, honesty, freedom and being ethical” *Guide to Proposed Reform of Victorian Curriculum*, Victorian Curriculum and Assessment Authority, April 2004.

The ten identified values are integral components of the principles of human rights education which underpin the *Ideas for Human Rights Education* project. The project is an initiative of the LOTE, ESL and Multicultural Education Unit in the Student Learning Division of the Department of Education & Training, Victoria.

This project was conducted in consultation with the Victorian Human Rights Education Committee (VHREC), which includes representatives from community and education organisations, all school authorities and other relevant government agencies.

The primary aim of the project was to document good practices in human rights education across the school sectors in Victoria, and to disseminate interesting and innovative ideas from which schools and teachers can draw, according to their local needs and issues. This resource has three sections entitled *Lesson Sparks*, *Whole School Organisation and Activities* and *School and Community Partnerships*. The activities in each section are not prescriptive, and this resource does not attempt to provide a full curriculum for human rights education. Rather, it is intended that the suggested activities will confirm many current practices in schools as contributing to a human rights agenda, and act as springboards for further ideas for human rights education for schools and their communities.

In the context of this project, human rights education is being broadly defined, so that a range of human rights related activities could be included in all aspects of school life. The formal curriculum, school policies and organisational practices, extra curricular activities, and learning programs may need to be audited to ensure that education about human rights is planned for and implemented on a whole school basis. For a planning and evaluation tool that schools can use to evaluate how well they are doing in working towards an inclusive and positive teaching, learning and working environment, teachers may wish to refer to the excellent on-line resource *Racism, No Way!* at <www.racismnoway.com.au>, in the section entitled *Framework for Counter Racism*. It is worth highlighting that this website also contains many practical lesson ideas and resources addressing themes pertinent to human rights education in Australia.

For assistance with the selection of reading materials, print and multimedia classroom teaching resources in the areas of multicultural, anti-racism and human rights education, teachers in all school sectors can contact the Languages and Multicultural Education Resource Centre (LMERC) Library, Department of Education & Training, by telephone on 03 9349 1418, by email to <blyton.judy.j@edumail.vic.gov.au>, or visit the library at 150 Palmerston Street, Carlton 3053. Loans will be posted to country schools on request.

Teachers can access the Library catalogue on the LMERC homepage on SOFWeb at <<http://www.sofweb.vic.edu.au/lem/lmerc>>. Instructions for using the on-line catalogue are also available at this address.

Lesson sparks

1 **It's your country**

Involve the students in creating a profile of a new and imaginary country. In the profile consider:

- 3 economic, political and social features of this country
- 3 positive aspects of human rights in this country
- 1 disadvantage faced by its citizens.

As a class or in small groups, prepare a case to present on the country's behalf to the United Nations for admission. Students could re-enact their case to the whole class and other students in the school.

2 **Visiting museums**

Visit museums in the local community and beyond including Melbourne's Immigration Museum, Chinese Museum, and Holocaust Museum. These offer invaluable visual and interactive representations of the migration/refugee experience and Australian society. Promote these activities to encourage parents to participate in these visits.

3 **Cultural exchange**

Establish a classroom exchange program with:

- a school from a different demographic area (state, country or suburb)
- a humanitarian organisation's special projects
- a cultural group that shares the same interest
- a different type of school.

Make contact to share and learn about each other's backgrounds, involvement in humanitarian causes, and other interests in social issues.

4 **You are a refugee – How would you feel?**

As a class or in small groups, develop a collection of cards that provide background information such as: age, occupation, country of origin, reason for leaving, journey description, and possessions they brought with them and possessions that were left behind.

Students select a card and play out the situation as the refugee, or write a story about 'their' experiences fleeing and/or living in Australia. The story can include the reasons why some possessions were brought with them and some were left behind.

5 **Common links and beliefs**

Develop students' understanding of different beliefs and faiths by exploring the features they share.

- As a class, document the school's religious diversity and make links with community faith leaders.
- Establish a forum for parents, teachers and students to discuss the rights and responsibilities all religious groups can share.



6 **Human rights calendar**

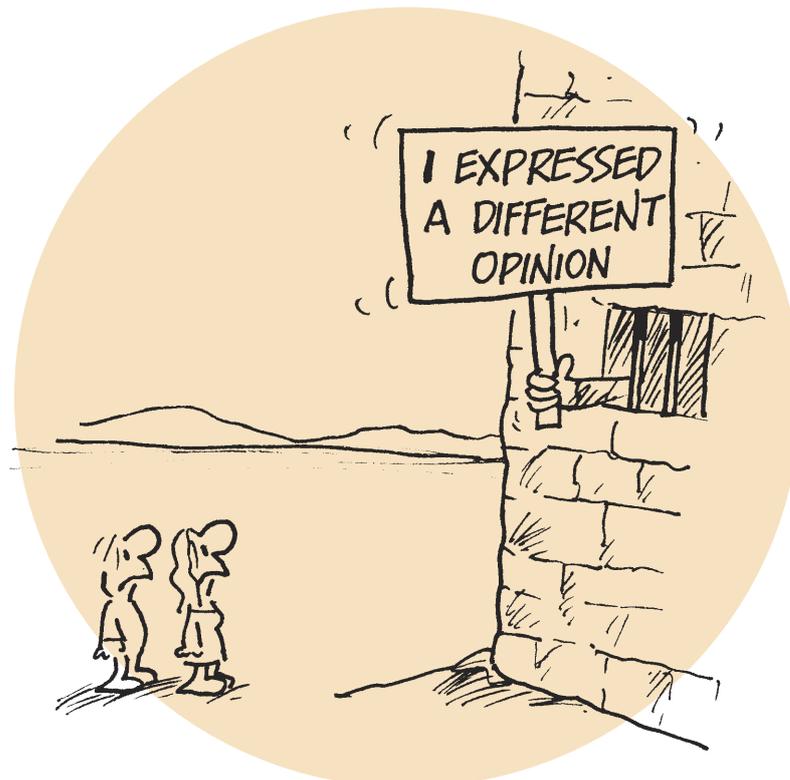
Develop a human rights calendar highlighting global and local events, reflecting what is happening in Australia and beyond. Publicise these events on the school website, newsletter and daily school calendar.

7 **Dramatisation**

As a class or in small groups, write a 10-minute story/dramatisation highlighting human rights issues that can be performed with a group of students or class.

8 **Human rights SPOT**

Select a human rights issue each week or each month from the local or international news to examine and explore. Place this on a pin board in a prominent place for other students to read. Some 'spots' can include actions students can take to address the issue.



9 Issue talk session

Conduct a brainstorm session with students to create a list of human rights issues. Place these or pictures which represent the issues on cards. Place the cards placed in a container labeled ISSUE TALK. Students select a card and speak to a group of students about the issue or image for no more than 5 min. A whole class discussion or project can be generated from issues mentioned in the talk.

10 School exhibitions

Instigate an art exhibition where students select a human rights issue to develop a piece of artwork using an artistic medium of their choice.

11 Artists in Schools Program

- Apply for an artist to work with a group of students to develop a specific project reflecting their beliefs and understandings of human rights issues, or
- Invite an Indigenous artist or musician to participate in an artist-in-residence program to share music and art history with the students and the community.

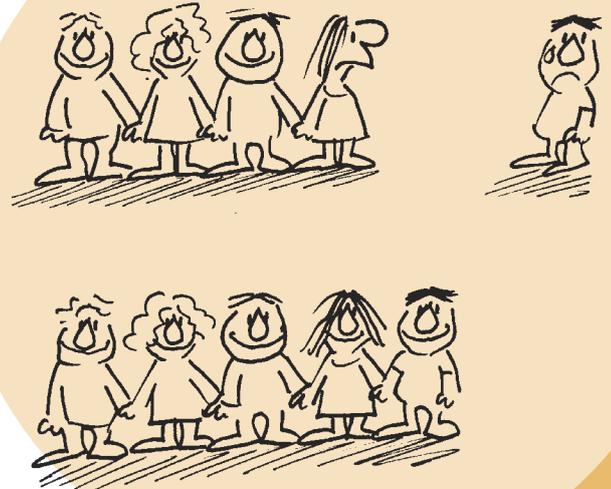
12 'Treat others as you wish to be treated'

Discuss/ brainstorm with students the meaning of this statement. Use the discussion or the list generated by the brainstorm to set up class rules or a list of how students should treat each other.

Use the statement to identify preferred behaviors when an argument or a fight occurs.

Questions like 'how would you like to be treated in this situation?' can give both parties an understanding of somebody else's points of view.

Discuss the preferred behaviours relating to a situation or an argument. Statements such as 'I'd like to be included in the game and not be pushed away' or 'I'd like to finish my turn to talk before someone interrupts me' highlight the fact that everyone likes to feel included and be treated fairly.



13 Picture it!

Collect pictures of people and situations portraying human rights violations. Ask students to select a picture and discuss what they see.

14 What is? Poems

As a class project, write poems about friendship, love, consideration, respect, loneliness, discrimination, hatred, respect, poverty, equality, etc that could be produced as cards or posters.

15 **Rap it and chant it!**

Ask students to write a rap, song, chant, jingle or rhyme celebrating their beliefs and understanding of what it means to believe, speak and live in freedom or any other human rights issue they feel passionate about.

16 **Bumper it up**

Work with groups of students to write and design logos and phrases that could be used as bumper stickers to promote human rights, with a particular focus on the rights of the child.

17 **Pledge**

Together with the students, develop a class pledge which commits students to respecting everyone, and sets out the rights and responsibilities valued in the classroom. These rights can then be selected by democratic vote.

18 **The Rights of the Child**

As part of a class project, read the *Convention on the Rights of the Child*. (Australia ratified this convention on 16 January 1991.)

- Develop a list of questions to ask the country's leaders. The list can include:

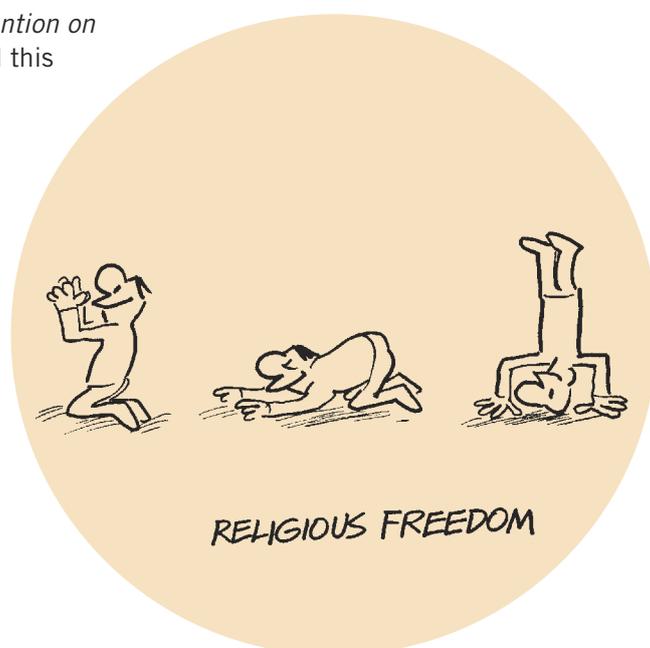
What does this *mean* for Australia?

What *advances* have occurred in Australia or Victorian law since 1991 that relate to children's rights?

Does Australia meet all of its obligations under the Convention?

or

- Produce a list of recommendations, which pursue, improve, promote and protect children's rights, or
- Draw up a proposal, including recommendations, to send to your members of parliament and local government.



19 **Places of worship**

Arrange visits to different places of worship in the local community. (Some municipalities coordinate such visits.) As a class, list questions to ask the religious leaders concerning the faith, place of worship, artwork, music and services to the community.

20 **Local to global human rights stories**

Develop a large scrapbook that could be placed in an open area in the library. With the students, collect articles and illustrations promoting human rights stories across different issues from the local to the global community.

21 **Keywords**

As a class, brainstorm and research definitions of key words relating to human rights such as: treaty, declaration, convention, covenant, protocol, ratification, right, etc. Compare and vote for the most meaningful definition for each word.

22 **Ratifying conventions**

In small groups, ask students to

- Describe the process used in Australia for ratifying United Nations human rights treaties
- Make lists of the ones Australia has ratified and those we have not
- Select one which they think Australia should consider ratifying and make 5 points in favor of ratifying it
- E-mail them to appropriate members of federal parliament <<http://www.fed.gov.au/KSP>> or invite them to visit the class to discuss the issue.

23 **The essential freedoms debate**

As a class topic, debate:

'That today's world is founded upon Roosevelt's four essential freedoms.'

(US President Franklin D. Roosevelt's State of the Union Address, January 6, 1941 spoke of these four essential freedoms.)

Website: <<http://www.libertynet.org/~edcivic/fdr.html>>

24 **Migrating to another country**

As a class, list the matters students would need to take into consideration if they were to leave Australia and go to another country to live (why? how? when? and where?). Are some members of the class more limited in their options than others? Discuss ways to overcome these limitations.

25 **First glimpses of the new country**

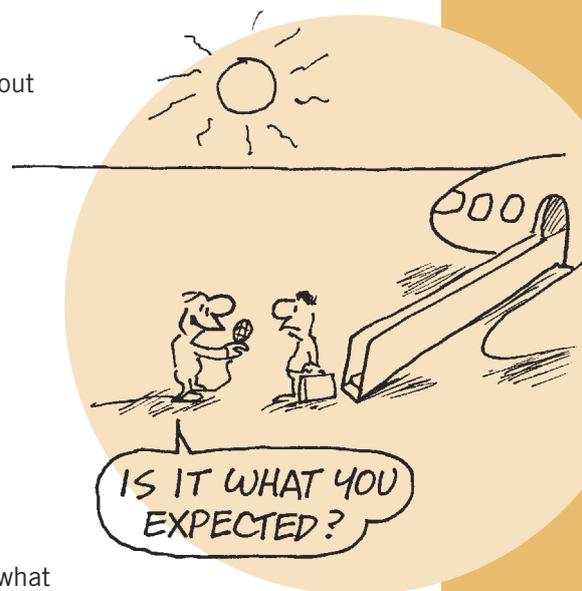
As a project, interview newly arrived students to find out about their views, feelings and emotions when they first saw their new country. Obtain permission from the students and place their stories in the school newsletter.

26 **An Australian with a refugee background**

In small groups, research and profile prominent Australians with refugee backgrounds.

27 **What are human rights about?**

As a class, write a list of multiple choice questions that would develop other students' understanding of what human rights are about, how to value the rights of others and take responsibility for respecting, defending and promoting human rights. Post these in a special section of the school's website.



28 **Rights versus opportunities**

'Everyone should have the right to a high paying job'

'Everyone should have the opportunity to obtain a high paying job'

Discuss with the students if the two statements are the same and the implications if one or both statements are true.

29 **Puzzle it out**

As a class, design different types of puzzles such as crosswords, word finds, picture puzzles etc to explore human rights vocabulary such as: genocide, respect, freedom, health, etc. These puzzles could be posted on your school's website or included in newsletters or the school magazine for all to enjoy.

30 **Multilingual vocabulary**

As a class project, select the most used human rights words and translate them into the different languages spoken by students or people in the community.

Design posters with each word and place interpretations of the word on the poster. A collection can be used to create a school mini exhibition.

(UDHR website <<http://www.unhcr.ch/udhr>> may be a useful resource.)

31 **Right or Wrong?**

Design a hypothetical question related to a human rights issue and place it on an A4 poster. Pin it in the middle of an empty pin board. Students respond in different ways and pin these responses around the question.

32 **Rights 'r' us**

Select 4 or 5 rights from the UN Convention on the Rights of the Child and place each on a card.

Divide the class into small groups of however many cards are used.

Each group rotates from one 'right' to the other (teachers can allocate a time limit for each rotation).

Students discuss each right and write what they think it means.

Each group builds upon the previous groups responses by leaving their responses with the card when they have finished.

Students regroup and allocate a card and its responses to each group. Responses are reviewed and written in point form to create a poster illustrating each right.

Classes can work together to explore the UN Convention on the Rights of the Child and produce a poster illustrating each 'right'.

33 **What if?**

Ask students to select 10 basic human rights and write about what would happen if these rights did not exist.



34 Timeline it
Create a class timeline of the historical development of different rights, such as political, land, women's, workers' and children's rights etc adopted by Australia. Compare the time it took for each right to be accepted. Research and discuss the reasons behind each timeline.

35 Child labour
Study an industry where child labour is an issue, for example: domestic work, work in factories, fields and sweatshops. The study could include the recruitment of children into government forces and armed groups.
Find documented examples of children such as: Iqbal Masih – the little boy who complained for fellow workers in the carpet industry in Pakistan. (Refer to the website: <<http://www.mirrorimage.com/iqbal/>> for his story.)
Develop an article that could be placed in the community newspaper drawing attention to the issue of under aged children working in different industries in our community and others around the world.

36 The rights of the child
Ask students to work in small groups and rewrite the UN's Convention on the Rights of the Child in their own words.

37 Support for economic rights
As a class project, investigate how our community compares with others, both within and outside Australia, in relation to standards of living, level of care and support for the poor, the sick and the homeless, the illiterate and unemployed people.

38 Work experience
Investigate opportunities for students to have a go at working with organisations that deal with human rights issues such as: Red Cross, Equal Opportunity Commission, Salvation Army, Amnesty International, World Vision, juvenile justice, children's law, legal aid, refugees, geriatric patients, etc. Make the information available across the school, school network or Local Learning Employment Network (LLEN).

39 Law week
During Law Week (<<http://www.liv.asn.au/news/law-week/>>) highlight Australia's record in introducing human rights laws.

40 A fair go
Ask the students to explain what the term 'fair go' means to them. Write and compare the definitions.
Debate: That Australia is the land of the 'fair go'.

41 Should Australia have a Bill of Rights?
As a class, identify several countries that have Bills of Rights, and follow up with some of the following activities

- compare the rights guaranteed to citizens according to the Bills of Rights of the identified countries
- investigate to what extent these rights are provided in practice, and how they are upheld?

- explore reasons advanced for and against Australia having a Bill of Rights, and hold a class debate on the proposition 'That human rights would be enhanced in Australia if the nation adopted a Bill of Rights'
- If Australia were to adopt a Bill of Rights, what rights should be included in it?

42 **People who have made a difference**

With the students, develop a class list of people they know about who have campaigned to bring changes for the better to the lives of others.

Use a map of the world to show where they come from and attach a link with a brief synopsis of the impact of their work, achievements and struggles.

43 **'Poverty causes hunger; hunger causes poverty'**

In small groups, explain this statement and create a diagram to illustrate what you mean.

Invite a speaker from a community organisation such as the Brotherhood of St Laurence, the Smith Family, St Vincent de Paul, to raise awareness of the range of the causes and effects of poverty in Australia.

44 **What is a good citizen?**

In small groups, list the characteristics of a 'good' citizen.

Share these attributes with the class and select the most important.

Create a collage illustrating a 'good' citizen.

Discuss: How should a good citizen deal with laws and government actions that they consider violate human rights?

45 **Racism. No way!**

Download the *Ten Point Plan for Human Rights Action* and *Worksheet* from the web <http://racismnoway.com.au/classroom/lesson_ideas/20040202_65.html>

Divide class into pairs or groups and give each a copy of *Ten Point Plan for Human Rights Action*. Read and discuss the plan.

Give each student a copy of the *Worksheet* and in the same groups consider how they personally relate to the ten points. Each student records their thoughts on their worksheet.

As a class, collate ideas on butcher's paper.

46 **Research activities**

As a class project, research the statistics highlighting human rights issues regarding refugees, the homeless, famine, people living with AIDS, students not completing school, etc. Display statistics in different mathematical ways.

47 **Writers for human rights**

As a class project, research the writers both in the past and present who portrayed human rights issues in their literary works and in doing so became controversial.

48 **Map the planet**

Ask students to create a map of the world and show in a visual way the different strategies countries use to protect the environment to maintain a healthy planet.

49 **Physical education**

As a class, develop a questionnaire to find out what other students think of the sports they play. Present the findings to the school and propose recommendations that would improve students' participation in sports activities.

Research the historical, financial, political and cultural reasons some sports are represented and promoted at world events and some are not.

(See UNESCO <www.unesco.org> Website)

50 **Artists for human rights**

As a class project, research the artists both in the past and present who portrayed human rights issues in their artworks.

51 **Graphics**

In small groups, ask the students to design a 'human rights friendly' school logo that could be placed on the school's stationery and building signs.

52 **Collaborate and explore**

Design a global project with a human rights theme that would encourage students across all year levels, and/or students and schools from around the world, to participate.

Single or multiple themes such as: working conditions and workers' rights, respecting everyone's rights, education for all, living in harmony, countering discrimination or eradicating poverty could be considered.

53 **Where in the world?**

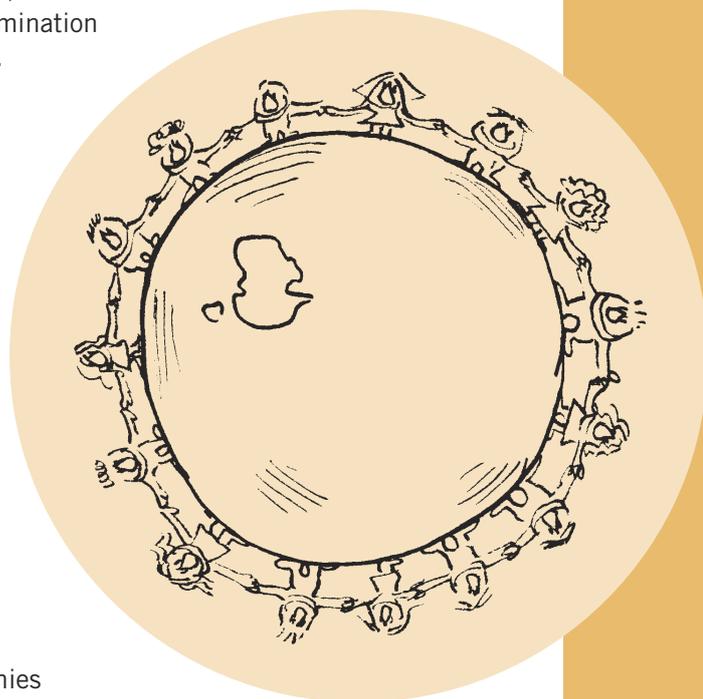
As a class project, build a picture of a human rights issue using a world map to highlight the extent of the issue and how it relates to different communities and environments.

(New Internationalist magazine would be a useful resource for this activity. See www.newint.org)

54 **Scientific 'know how'**

Ask students to research scientists who have:

- struggled to have their ideas recognised
- lost their ideas to countries and companies who have not acknowledged their contribution
- pursued science under unethical circumstances
- used the knowledge of indigenous peoples without compensation
- become refugees to pursue their learning and exploration of their chosen field
- been forced to carry out scientific explorations under duress
- been recognised for work that has had a positive impact on everyday life.



55 **Our indigenous land**

As a class activity, research the indigenous history of the school environment. Consult with the indigenous landowners, and invite them to speak to the school and the wider community.

The research can include:

- the indigenous name for the land
- the name(s) of the land owners
- the history of the local traditional owners
- how implementation of the Draft Declaration on the Rights of Indigenous Peoples might affect the local area.

56 **Dances our students dance**

Plan a dance exhibition promoting a variety of dances and music. The performance could be video taped and information about each dance including its meaning, purpose, costumes and the occasion the dance may be performed can be displayed visually.

Organise a whole school dance for students, teachers and community members as a follow up.

57 **Magazine insert**

Include an insert in the school magazine highlighting school and student involvement in human rights issues. Students could design and produce the insert as a cooperative learning task.

58 **Listen and get involved**

Invite guest speakers from human rights organisations to speak to students.

Speakers could:

- be involved in specific tasks or projects
- work with students on specific fundraising and involvement activities
- inspire students, teachers and community members with their experiences to continue their involvement further
- inform students about the progress of projects in different parts of the world or Australia.

59 **Memorable moments**

With the class, explore milestones in Australia's political, social and economic history. Examples of some historical moments could be:

- who invented the secret ballot, and when?
- when women were given the right to vote?
- how Aborigines gradually won equal voting rights in the 20th century
- Australia's record in relation to the Refugee Convention since WWII.



60 Human rights competitions
Encourage the students to participate in competitions conducted by organisations that promote human rights issues such as the Cultural Diversity Quest for Victorian students. The information about the Quest is available from Multicultural Education SOFWeb website <<http://www.sofweb.vic.edu.au/lem/multi/index.htm>>

61 Film reviews
Ask the class to produce reviews of films that deal with human rights issues such as: *Rabbit Proof Fence* or *Molly and Mobarak*. Publicise the reviews through the school website, school newsletter, school intranet and the school library to encourage further comments and reviews on other films from students.

62 What they used to say
As part of a classroom activity, use proverbs and folktales (both in original languages and translated versions) from around the world and explore the commonalities and differences.

63 Human rights on display
As an on-going class project, match up news items that illustrate particular rights in the United Nations Bill of Rights (ie, the UN Declaration of Human Rights, International Covenant on Civil and Political Rights & International Covenant on Economic Social and Cultural Rights). Include these on school display board.
Create a permanent multimedia display that could be placed on the intranet highlighting human rights issues important to the school community.

64 Design and produce it
Develop a range of designs through class projects across the Arts program reflecting concepts such as: respect, forgiveness, acceptance, togetherness, dignity, equality, understanding and love.

65 Citizenship of Humanity Certificate
Find out about the *Citizenship of Humanity Certificate* <<http://vic.uca.org.au/jim/humanrights/>>
Use some of ideas in the *Lesson Plan* as springboards to promote the Universal Declaration of Human Rights and appreciation for the diversity of the human family.
Contact Dr. Mark Zirnsak, Chair of the Victorian Human Rights Education Committee, on (03) 9251 5265 or <mark.zirnsak@vic.uca.org.au> and find out how to obtain Citizenship of Humanity certificates for final year primary students.

66 Fairwear
Ask students to investigate the origins of school/sporting uniforms and/or equipment. Do the manufacturers adopt high ethical standards in their manufacturing processes? What action could be taken to encourage the adoption or retention of ethical practices by manufacturers?
Where necessary, develop a case for swapping to more ethical suppliers, to put to the school principal and school council.
(Resources and assistance available from the Fairwear Campaign at <<http://www.awatw.org.au/fairwear/>>).

67 **Sexual Diversity**

Explore sexual diversity and/or the dire consequences of homophobia amongst teens in classroom activity or at a school forum. Discuss and document how sexual orientation and gender identity issues can be included in the inclusion/participation/non-discrimination strategies and policies of the school.

Whole school organisation and activities

68 **Be inclusive**

Ensure that all school programs and activities are inclusive of all students with disabilities and impairments.

69 **40 Hour Famine**

Introduce the 40 Hour Famine, Walk Against Want, or similar program from any of the aid organisations to your school and get involved. Discuss with staff and students what human rights issues the program seeks to fulfill.

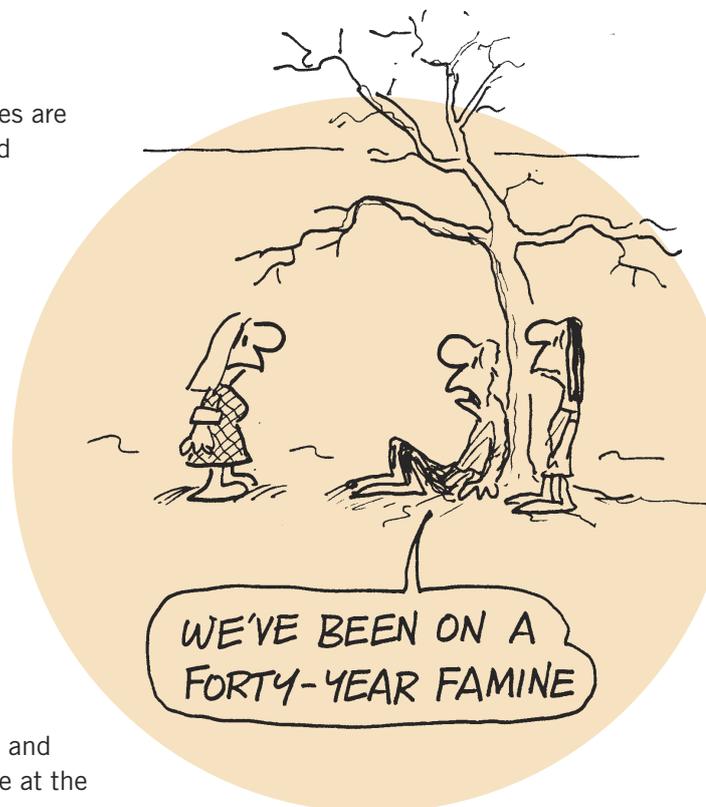
70 **Access Human Rights Education resources**

Check out the Languages and Multicultural Education Resource Centre's (LMERC) human rights resource list and contact LMERC to borrow teacher reference and classroom materials. Information is available at the website address below:

<<http://www.sofweb.vic.edu.au/lem/lmerc/lcollect.htm#multi>>

71 **Youth literature collection**

Develop a culturally and linguistically diverse collection of youth literature (such as hard and electronic copies of teen magazines, newspapers, comics, fiction, texts for academic study and CD-ROM), which incorporates human rights themes. Students could maintain the collection. Hard copies of these materials could be placed in the library and other accessible places around the school for all students to read.



72 **Whole school activity**

Develop a student human rights activity day program that can include practical activities, panels, 'hypotheticals' and displays focusing on enhancing students' understanding of human rights. The organisation and the activities of the day should also aim to involve as many students, teachers, parents and members of the community as possible.

73 **Human rights student action committee**

Organise a student human rights action committee in the school.

74 **Resource action plan**

Review the school's library resources for both students and teachers. Themes to consider when reviewing the resources could include:

- rights of: women, children, workers, refugees
- right to: life, shelter, food, health, privacy, harmony, citizenship
- freedom of: speech, association, thought, religion, movement.

Based on the review, develop and implement a plan for human rights-friendly schools and library collection. This can include:

- KLA leaders can work with librarians to ensure the availability of appropriate resources.
- Implement an audit for all KLAs, curriculum programs and materials to ensure that human rights perspectives are included across year levels.



75 **Visuals**

Develop a human rights visual file on the school intranet that could include pictures, clip art, comics etc. Teachers and students could use these to develop learning tasks and projects.

76 **Racism. No Way! Check it out**

How well is your school working towards achieving a racism free environment? To help identify areas of strength, and those where strategies need to be developed to ensure a culturally inclusive school environment, check out the whole school planning and evaluation guide from the website below:

<<http://www.racismnoway.com.au/together/framework/index.html>>

77 **Equal Opportunity/Social Justice Coordinator**

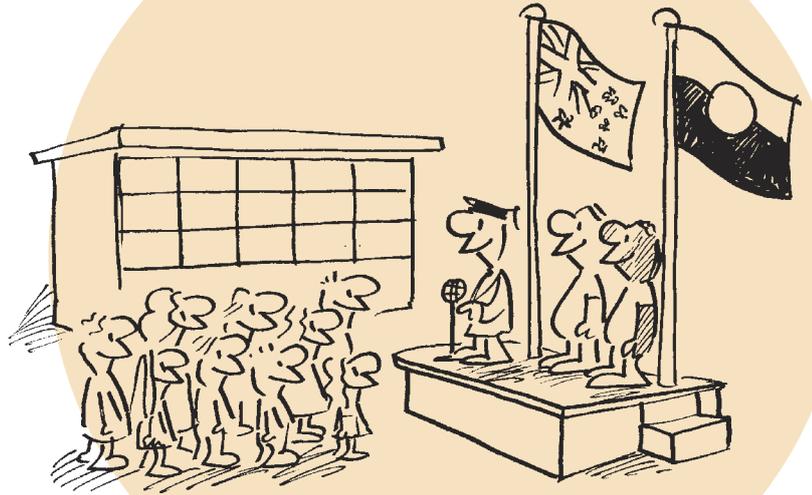
Create an Equal Opportunity/Social Justice Coordinator position in the school to develop and implement a whole-school-and-community friendly approach to equal opportunity and human rights activities.

- 78 Whole school professional development**
Promote deeper understanding of human rights issues that involve and concern the school by developing and implementing relevant whole school professional development activities.
- 79 Safe school environment**
Create a safe and non-threatening environment for productive student learning. Review safety policies across the school and implement an ongoing strategy to ensure students are not deprived of their basic right to learn.
- 80 Human rights focus within leading positions**
Include one human rights focus in the position descriptions for all leading teacher positions.
- 81 Peer support**
Encourage peer support between students of different ages to discuss different human rights themes and issues.
- 82 Key words**
Label Early and Middle Years resources with human rights key words and or phrases so that they can be identified at a glance.
- 83 Friendship days**
Develop and promote a positive sense of the 'rights of all students' through friendship days. Encourage interaction between students from diverse school environments.
- 84 School welcome**
Write a school welcome with the focus on respecting everyone's rights to education that could be used at the beginning of each school year to address the student body, new students, and possibly community activities hosted by the school.
- 85 Human rights links on the school website**
Develop and include special features on the school website providing HRE links encouraging student involvement and participation. List UN declarations and documents, recreational reading reviews by students, calendar of significant dates and informative links.
- 86 Sponsorship**
As a school, sponsor a child in Victoria through an organisation like the Smith family, or a school or a child in another country. Different classes can be given the tasks of communicating and reporting on their progress in the school newsletter and website.

87 **Traditional owners' welcome**

Involve traditional owners in featuring a welcome to country ceremony at significant school events. With permission from the traditional owners, a description and the photos of the welcome ceremony could be placed on the school website and in a prominent place in the school.

Alternatively, acknowledge the traditional custodians of the land at the commencement of all significant school events.



88 **School strategic plan inclusive of human rights issues**

Include human rights issues in the school strategic plan. Issues may be changed when the plan is revisited and reviewed.

89 **Human rights calendar**

Develop a calendar of students' 'human rights' involvement in different events. Events could be promoted on the school website, newsletter and local media.

90 **HR shop**

Create a human rights shop on-line. Develop a list of items designed and produced by students that could be sold in the shop along with locally produced items.

Funds generated by the shop could be used to support human rights projects involving students.

91 **Cultural diversity teacher professional development**

Provide teachers and support staff with professional development activities to develop their awareness of major religious and cultural events and practices pertinent to the school community to increase flexibility and participation by all students when planning curriculum and school programs.

The information can include when students may need to be absent from school and how this may impact on the school timetable during occasions such as Orthodox Easter, Islamic Eid-Fitr and Ramadan, Jewish and Baha'i festivals.

Consider the cultural and religious celebrations and holidays observed by the students and community when planning for excursions, camps, including exams and work due dates to maximise everyone's opportunity to participate.

A multicultural resource calendar is available from the Edna Online Education Network Australia website:

<<http://www.diversityresources.com/rc21d/2005Cal/index>>

92 **School canteen**

Review the school canteen menus and the products sold to students. Survey students and develop a menu reflecting their needs and wants. Incorporate an ethical and fair-trade assessment of items on sale.

Culturally appropriate food pyramids can be used to design daily menus reflecting the cultural backgrounds of the students. Check out the websites below for suggestions:

<<http://www.nal.usda.gov/fnic/etext/000023.html#xtocid2381818>>

<http://w2.shorecrest.org/MSUS/K-McClellan/claris%20home%20page/food_pyramids.htm>

<<http://kidshealth.org/Search01.jsp>>

93 **Dealing with international tensions**

Develop a school strategy plan to assist teachers, students and parents in dealing with the impact of international tensions. Check out the website below for ideas to help schools in troubled times.

<<http://www.sofweb.vic.edu.au/lem/multi/musa.htm>>

94 **Teacher-teacher mentoring**

Organise a cross-year-level and KLAs mentoring program that focuses teachers on the teaching of human rights issues.

95 **Student council**

- Develop a whole school leadership program encouraging and including students' participation.
- Implement an elected Student Representative Council that would report to students, promote student issues and represent students on the school council.
- Initiate a whole school leadership-training program for students involved in the Student Representative Council that includes human rights issues related to the school environment.
- Encourage school staff and school councillors to participate in the student leadership-training program.
- Select a social issue that relates to the school and community. Prepare an agenda for reform and present the SRC views to the students, teachers and school council to gain support. Implement the action plan to bring about reform and include progress reports in the school newsletter/website/local news/student assemblies.

96 **Community Empowerment**

Ensure that students, parents and teachers are involved in the planning and implementation of all aspects of changes in the school to promote participation, rights and a sense of community ownership.

97 **Flexible enrolment procedures**

Review the school's enrolment procedures to ensure that students who want to continue and complete their education, can be accepted, particularly those who may have had disrupted schooling related to homelessness or abusive home situations.

98 **Promoting human rights through video/DVD**

Develop a collection of promotional and entertaining video/DVD material that would encourage student involvement in human rights issues.

99 **Conflict resolution and peer mediation**

Organise conflict resolution training for interested students and provide opportunities for them to mediate conflicts that arise in the school.

School and community partnerships

100 **Multilingual media connections**

Use local, state and national multilingual media to promote your school's human rights activities.

101 **Community business links**

Develop links and relationships with local community businesses. This could lead to sponsorships for, and participation in school activities which promote human rights issues.

102 **Exchanges**

Establish links (including mail or email links) between schools, student groups or classes, or generate community support and funding for student exchanges between interstate and overseas schools, to enable students to participate in each other's human rights projects and programs.

103 **City-country relationships**

Implement a rural/city school exchange that enables students to experience each other's living and working environments and develop a mutual understanding of each others' backgrounds and interests.

104 **Supportive action**

Encourage students to become involved in human rights community action groups of their choosing. Link these activities to 'real life' learning programs, including work experience and VCAL programs.



105 **Amnesty committee**

Form a school Amnesty International group that campaigns and fundraises for human rights causes.

106 **School and community communication**

In the school newsletter add a section featuring human rights themes, activities and events happening in the school, community and the world. Students and school communities can be invited to contribute to the newsletter.

107 **Community funding**

Explore funding opportunities from service groups and other different sources to support specific human rights activities involving the school community.

Approach community members and organisations that would sponsor specific human rights resources in the school. Formally acknowledge donations to sponsors by labeling the item.

