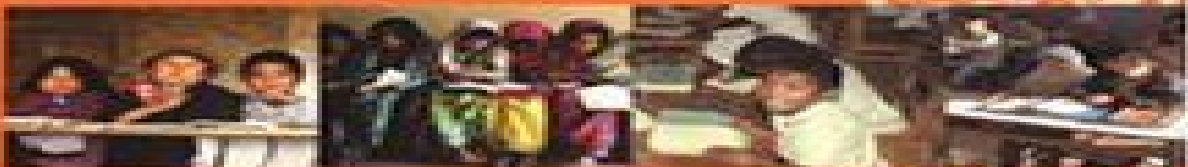


Teaching Human Rights

A B C



**Practical activities for
primary and secondary
schools**

Teaching Human Rights Practical Activities For Primary And Secondary Schools

William R. Nesbitt



Teaching Human Rights Practical Activities For Primary And Secondary Schools:

ABC United Nations. Office of the High Commissioner for Human Rights, 2004 This publication contains guidance on key areas of basic human rights education for teachers in primary and secondary schools designed to assist in infusing human rights issues into subjects already taught in the school curriculum The texts of the Universal Declaration of Human Rights 1948 and the UN Convention on the Rights of the Child 1989 are included as annexes Suggestions for practical learning activities are included each of which has been defined in terms of particular issue areas Abc Teaching Human Rights United Nations, 2003-12-01 **Teaching Human Rights** William R. Nesbitt, 2000-07 Provides basic info for teachers in primary and secondary schools who want to foster awareness and knowledge of human rights and the sense of reciprocity and universality upon which it is based and some practical activities Chapters human rights literacy role plays and brainstorming confidence and social respect trust protecting life the individual in soc peace and the right to life development and the environ gov t and the law the freedoms of thought conscience religion opinion and expression the freedom to meet and take part in public affairs econ develop and well being soc and cultural wellbeing discrim color or race gender minority group status and disability *Teaching Human Rights* United Nations Centre for Human Rights, 1993 Teaching Human Rights United Nations. Centre for Human Rights, 1989 **Educating for Human Dignity** Betty Reardon, 1995 Reardon human rights educator presents a theory and pedagogical approach to human rights education followed by curriculum samples presented by grade level The final section offers resources to help teachers educate themselves and prepare their own materials Paper edition unseen 24 95 Annotation copyright by Book News Inc Portland OR *Teaching Human Rights in Literary and Cultural Studies* Alexandra Schultheis Moore, Elizabeth Swanson Goldberg, 2015-11-01 Since the adoption of the Universal Declaration of Human Rights of 1948 the discourse of human rights has expanded to include not just civil and political rights but economic social cultural and most recently collective rights Given their broad scope human rights issues are useful touchstones in the humanities classroom and benefit from an interdisciplinary and cross cultural pedagogy in which objects of study are situated in historical legal philosophical literary and rhetorical contexts *Teaching Human Rights in Literary and Cultural Studies* is a sourcebook of inventive approaches and best practices for teachers looking to make human rights the focus of their undergraduate and graduate courses Contributors first explore what it means to be human and conceptual issues such as law and the state Next they approach human rights and related social justice issues from the perspectives of particular geographic regions and historical eras through the lens of genre and in relation to specific rights violations for example storytelling and testimonio in Latin America or poetry created in the aftermath of the Armenian genocide Essays then describe efforts to cultivate students capacity for ethical reading practices and to deepen their understanding of the stakes and artistic dimensions of human rights representations drawing on active learning and experimental class contexts The final section on resources directs readers to further readings in history criticism theory and

literary and visual studies and provides a chronology of human rights legal documents

Human Rights in Teaching

Practices Zankar, 2016-03-10 Human Rights are the basic rights which one gets being human. These are inherent rights which are received since inception. Knowing and valuing the Human Rights is the best practice to prevent the violation in any form. When an individual learns about one's rights, it builds respect for the rights of others, which helps in constructing more tolerant and peaceful citizens, ultimately leading to peaceful civil societies. All Human Rights for All ascertains the universality, indivisibility, and interrelationship of all human rights. The fact of unchangeable nature of Human Rights is essential for human existence. Human rights in Teaching Practices is a book for students, teacher educators, teachers, as well as researchers in the field of Education and Human Rights Education who intend to know about Human Rights and how to impart them to their students. The main objective of this book is to share knowledge and skills to generate awareness and develop attitude towards Human Rights Education amongst student teachers. It provides an in-depth description of concepts of Human Rights, Human Rights Education, and strategies for teaching Human Rights in B Ed course. The book is divided mainly in three parts. First part deals with concept of human rights, Human Rights Education, the policy perspective of Human Rights, the concept of human rights awareness and attitude towards human rights. This section describes the theoretical underpinnings of human rights from different approaches: Universal Declaration of Human Rights and how and where human rights are reflected in Indian Constitution. The concept of human rights Education and its policy perspectives in Indian Education system. Human Rights Education at different levels of school and at Teacher Education are described in detail from Indian Education policy perspective. Researchers at National and International level are studied with respect to human rights of different persons in the society such as children, women, and other vulnerable groups. Second part deals with the analysis of various components of human rights education programme for teacher education. Following areas are included in the present module of Human Rights Education: Concept, Foundation, and History of Human Rights, Gender Discrimination and Equality, Rights of the Child, Secularism and Education, Environmental Protection and Human Rights, The Right to Education, Egalitarianism and Education, Protection of Human rights in India. The Human Rights Education programme for student teachers of Bachelor in Education course was developed and its effectiveness was studied. This part explains different teaching strategies for imparting Human Rights Education. The constructivist and experiential learning approaches were used to inculcate the human rights culture among student teachers, awareness about human rights and their attitude towards human rights. Third part deals with the research work and findings. Experimental research on student teachers was done and the effectiveness of the programme was tested. The Human Rights Education programme for generating awareness about Human Rights and attitude towards human rights was ascertained by considering various moderator variables. The research findings have manifold uses for school teachers, student teachers, curriculum planners in teacher education, all stakeholders of Education and human rights education so as to contribute directly or indirectly creating a peaceful and progressive society.

Guide to International Human Rights Practice Hurst Hannum,2016-11-11 This thoroughly revised edition of what has become the standard work in its field continues the original focus on the nuts and bolts of international human rights law and practice Hurst Hannum and the contributors to this volume describe in detail regimes and procedures which have been developed during the past decade and evaluate the effectiveness of procedures which were only in their infancy in the early 1980s The fifteen contributors all specialists in their fields offer a panoramic yet meticulously detailed survey of the many and varied techniques now available for the protection of human rights at global regional and national levels A fully revised and updated set of appendixes including a bibliographic essay which itself serves as a miniguide to the flourishing human rights literature contains additional information useful to human rights lawyers nongovernmental personnel academics and others interested in making the promotion and protection of human rights a reality As democratization and other changes sweep through the world the Guide seeks to ensure that human rights will have an important and influential place in whatever new world order the diplomats may devise

Human Rights Education: Modern Approaches And Strategies Selvan,2010-08 Study conducted among the selected school students of Sivaganga District Tamil Nadu India

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