



# HUMAN RIGHTS HERE AND NOW

Addressing Contemporary Human Rights Issues

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## THE 2016 ELECTIONS AND HUMAN RIGHTS

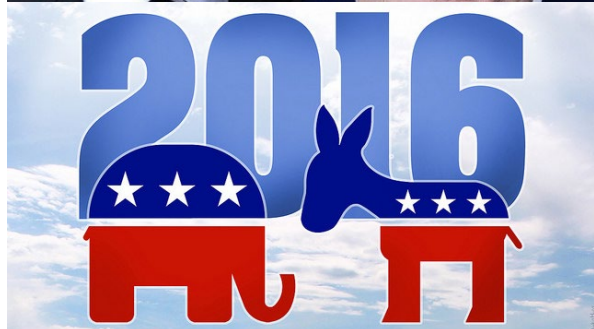


Educators are well aware that the deep divisions revealed in the contentious 2016 elections are also present in their own school communities. As these quotes reveal:

*“Students have become very hostile to opposing points of view, regardless of the topic. Any division now elicits anger and personal attacks.”* - Teacher from Jefferson, Georgia\*

*“Students do not understand why this has become such an angry and dishonorable campaign. They are taught better behavior by their teachers, and then they see this mess on TV and are confused.”* - Teacher from Omak, Washington\*

Such polarization can be a threat to learning, to safety, and ultimately to democracy itself. Prejudice, stereotyping and violence may undermine individual rights and human dignity. Human Rights Educators USA offers these resources for addressing post-election unrest, convinced that teachers can play a vital role in helping young people cultivate civility, navigate differences with respect, and take responsibility for the human rights of all members of the community.



We wish to acknowledge the contribution of the Human Rights Education Resource Center, *Teaching Tolerance*, the Choices Program, and the National Council for the Social Studies to social and civic education in the USA. We have drawn heavily from their rich resources.

We also welcome the insights and experience of our partners and encourage you to share your own ideas and recommendations for addressing these social and political divisions. Send your suggestions to Emily Farrell at [efarell@hreusa.net](mailto:efarell@hreusa.net).

- Pam Bruns, Nancy Flowers, Kristi Rudeliuis-Palmer

\*Teachers quoted from “The Trump Effect,” a report by Teaching Tolerance on the impact of the presidential campaign on our nation’s schools.

## ARTICLES

- Huffington Post: “Human Rights Vigilance Committees, A Lesson From America’s Past” by Alan Singer [huffingtonpost.com/alan-singer/human-rights-vigilance-co\\_b\\_13122620.html](http://huffingtonpost.com/alan-singer/human-rights-vigilance-co_b_13122620.html)
- New York Times: “Twelve-Step Program for Responding to Present-Elect Trump” by Nicholas Kristof [nytimes.com/2016/11/17/opinion/a-12-step-program-for-responding-to-president-elect-trump.html?ref=todayspaper&\\_r=0](http://nytimes.com/2016/11/17/opinion/a-12-step-program-for-responding-to-president-elect-trump.html?ref=todayspaper&_r=0)
- Teaching Tolerance: “What to Say to Kids on November 10 and the Days After” [tolerance.org/blog/what-say-kids-november-10-and-days-after](http://tolerance.org/blog/what-say-kids-november-10-and-days-after)
- Teaching Tolerance, “The Day After” [tolerance.org/blog/day-after](http://tolerance.org/blog/day-after)
- Teaching Tolerance, “The Trump Effect: The Impact of the Presidential Campaign on Our Nation’s Schools” [tolerance.org/publication/trump-effect-impact-presidential-campaign-our-nation-s-schoo](http://tolerance.org/publication/trump-effect-impact-presidential-campaign-our-nation-s-schoo)
- Teaching Tolerance, “Speak Up for Civility” [tolerance.org/civility](http://tolerance.org/civility)
- C3 Teachers: Career, College and Civic Life, “Cultivating and Nurturing Collaborative Civic Spaces” by Amber Strong Makaiau [c3teachers.org/publications/](http://c3teachers.org/publications/)
- Teaching Tolerance, “Polarized Classrooms: Understanding Political Divides Can Help Students Learn to Bridge Them” [tolerance.org/magazine/tt54-fall-2016/feature/polarized-classroom](http://tolerance.org/magazine/tt54-fall-2016/feature/polarized-classroom)



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## LEARNING ACTIVITIES

- **#America I Believe in**  
[americaibelievein.amnestyusa.org/](http://americaibelievein.amnestyusa.org/)  
Action and information from Amnesty on anti-Muslim hate, refugees, and war crimes, including discussion guidelines for controversial subjects.
- **Bystander to Helper** (auto-download)  
[hreusa.net/upload\\_image/Activity.Bystander%20to%20Helper.docx](http://hreusa.net/upload_image/Activity.Bystander%20to%20Helper.docx)  
Engages students in sharing experiences as victims, abusers, bystanders, and helpers and discussing what it takes to be a defender of the rights of others.
- **Social Change Strategies** (auto-download)  
[hreusa.net/upload\\_image/Activity.Social\\_Change\\_Strategies.docx](http://hreusa.net/upload_image/Activity.Social_Change_Strategies.docx)  
A step-by-step activity for creating social change, using hypothetical and then real community issues.
- **Taking the Human Rights Temperature of Your School**  
[hrusa.org/thisismyhome/project/temp.shtml](http://hrusa.org/thisismyhome/project/temp.shtml)  
Students take the human rights climate of their school community.
- **Values and Politics** (auto-download)  
[hreusa.net/upload\\_image/Activity.Values%20and%20Politics.docx](http://hreusa.net/upload_image/Activity.Values%20and%20Politics.docx)  
Helps students prioritize their values, compare with others, and examine the role of values in political decision-making.

## VIDEOS

- **“5 Ways to Disrupt Racism”**  
[youtube.com/watch?v=v1NNSeE5paM](http://youtube.com/watch?v=v1NNSeE5paM)
- **“Trump Should Stand Up for the Rights of All”**  
[youtube.com/watch?v=3LOvy6XbToE#t=22](http://youtube.com/watch?v=3LOvy6XbToE#t=22)  
1 minute talk by Human Rights Watch ED Kenneth Roth.

## POSTERS

- **Respect Poster: respectful learning environment**  
[hreusa.org/thisismyhome/project/documents/RESPECTPOSTERCLASSROOMGUIDELINES.pdf](http://hreusa.org/thisismyhome/project/documents/RESPECTPOSTERCLASSROOMGUIDELINES.pdf)
- **UDHR Poster: Simplified text of UDHR** [hreusa.org/thisismyhome/resources/UDHR\\_Poster.pdf](http://hreusa.org/thisismyhome/resources/UDHR_Poster.pdf)
- **HRE USA posters** [hreusa.net/customize\\_page.php?sub\\_menu\\_id=75](http://hreusa.net/customize_page.php?sub_menu_id=75)

## LEARNING ACTIVITIES

- **Accompany My Neighbor: A sign up form for people willing to accompany anyone who feels vulnerable in the post-election climate:**  
[docs.google.com/forms/d/e/1FAIpQLScGWE8zpTAqoLj6HMLGkKIoKR DVq2RMW\\_vH8jjh0OwyBGU0YA/viewform?c=0&w=1](https://docs.google.com/forms/d/e/1FAIpQLScGWE8zpTAqoLj6HMLGkKIoKR DVq2RMW_vH8jjh0OwyBGU0YA/viewform?c=0&w=1)
- **Active Bystander Strategies: Suggestions for appropriate response to acts of discrimination:**  
[mit.edu/bystanders/strategies/](http://mit.edu/bystanders/strategies/)
- **Ten Ways to Fight Hate: A community response to discrimination from the Southern Poverty Law Center:**  
[splcenter.org/20100216/ten-ways-fight-hate-community-response-guide](http://splcenter.org/20100216/ten-ways-fight-hate-community-response-guide)
- **What to Do If Your See Islamophobia: Suggestions for positive responses:**  
[indy100.com/article/everyone-should-read-this-guide-about-what-to-do-if-you-see-islamophobia--bJWvwnNH\\_W](http://indy100.com/article/everyone-should-read-this-guide-about-what-to-do-if-you-see-islamophobia--bJWvwnNH_W)

## DOCUMENTS

- **Universal Declaration of Human Rights (English text)**  
[un.org/en/universal-declaration-human-rights/index.html](http://un.org/en/universal-declaration-human-rights/index.html)
- **Universal Declaration of Human Rights (simplified)**  
[http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/8\\_udhr-abbr.htm](http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm)
- **Universal Declaration of Human Rights (Spanish text)**  
[www2.gwu.edu/~erpapers/humanrights/udhr/lang/spn.htm](http://www2.gwu.edu/~erpapers/humanrights/udhr/lang/spn.htm)  
*Note: the Universal Declaration of Human Rights (UDHR), the most translated document in the world. For the UDHR in other languages, see [www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx](http://www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx).*