

# Human Rights Education Institute Minutes

Friday, August 5, 2016 (9:00am-3:00pm)

## 9:00-9:10am

Meet and greet, sign-in, receive binders, nametags.

## 9:10-9:30am

Myrna Cervantes and Angelica Pereyra

Welcome and introductions.

- Angelica Pereyra reminded us, “Human rights are the minimal guidelines for human dignity.”

## 9:30-9:45am

Pam Magee and Pam Bruns

Building a Human Rights Community at Pali.

- Pam Magee said the school’s mission is to empower students. “It’s important to instill a sense of dignity within our students.”
- Pam Bruns reviewed the event binder contents and the Pali Student Bill of Rights and Responsibilities (SBRR) section, with hopes the binder will continue to grow this year. She announced a UDHR poster for each attendee, designed by Pali alumna, Brooke Greenberg. For more posters contact: [Hrwstf.oti@gmail.com](mailto:Hrwstf.oti@gmail.com)

## 9:45-10:15am

Amy Calfas, Karina Duarte, and Linda Gordon

Why Human Rights Education Is Essential, the Student Perspective.

- Karina Duarte discussed her leadership role in STF while she was a junior and senior at Pali, and how that led to exposure to the Universal Declaration of Human Rights (UDHR) through human rights campaigns. On a personal level, Karina shared that she had been very ill and her mother would not take her to a doctor or hospital because they didn’t have any money. Karina later felt empowered when she learned that healthcare is a basic human right (UDHR Article 25).
- Amy Calfas created a course on human rights in conflict zones for her high school. In 2008, she discovered STF, which developed a lifelong passion for human rights and was the first time she found other likeminded students in Los Angeles that cared about how these issues played out in their own community. Through STF and human rights education (HRE), Amy learned that there’s a toolset to use to deal with these violations. For her, HRE is important because it makes curriculum come alive, adds greater complexity to the lesson plan, equips students with tools to produce change in their local and global community, and is transformative because it gives students a voice and a sense of agency.
- Linda Gordon developed a student-led human rights workshop for instructors and administrators at Santa Monica High School. This served as a catalyst for increased student-teacher collaboration, and informed teachers about ways to integrate the topic of human rights into existing curriculum. It was created out of recognition of the significant impact HRE could have at her school, to create a more proactive, educated student body. Linda spoke of recent curriculum she developed for New York high school social studies classes, and of witnessing the impact these lessons had when she taught in schools. She cited her own experiences hearing of ways to incorporate HRE into biology by discussing the ethical implications of research, or statistics and the ways the meaning of numbers can be manipulated, as motivation to increase the number of human rights educators in schools. “Human Rights education contextualizes academic material, bringing subjects alive for students as they realize their broader applications, purpose and power.”

## 10:15-11:15am

Nancy Flowers

Bringing Human Rights Home: What are Human Rights Concepts and Instruments? What is HRE?

- [Download the PowerPoint](http://www.hrwtf.org/wordpress/?page_id=2343) for presentation details, or to find all binder documents see the STF website: [www.hrwtf.org/wordpress/?page\\_id=2343](http://www.hrwtf.org/wordpress/?page_id=2343).
- The Universal Declaration of Human Rights (UDHR) was adopted and proclaimed by the United Nations on December 10, 1948. The UDHR has been signed by every member of the UN and declares the rights of all people and encompasses a broad spectrum of economic, social, cultural, political and civil rights. Most Americans think that human rights are only Constitutional rights. Nancy discussed the reasons for the inclusion of both civil and political rights, as well as economic and social rights.
- Human Rights Education is:
  - ABOUT human rights (content) -- the historical and contemporary significance of human rights and the mechanisms that protect them
  - IN human rights (methodology) – “How” you teach is also related to “what” you teach. Rather than an “abuse” model, a better model is a “culture of human rights,” the activation of your own human rights. This should involve not only the students and teacher, but extend to parents and the larger community.
  - FOR human rights (goals) – There are lots of types of education that involve standards and values. HRE equips students to be active members of the global community.

**11:15-11:30am**

**Leslie Magana and Sandra Martin**

Bringing Human Rights to Pali Students: Review 2015 student/teacher assessment “Taking the Human Rights Temperature of Your School” and development of the Student Bill of Rights and Responsibilities (SBRR).

- Leslie Magana, Pali senior, explained that the Pali SBRR came out of the 2015 HRE Summer Institute as a way to address perceived student grievances on campus. It is a work-in-progress document that details students’ rights, plus the responsibilities that go with each right. The SBRR is rooted in the UDHR and the survey results of “Taking the Human Rights Temperature of Your School”. Pali student leaders articulated 18 rights and responsibilities for presentation to the student body and faculty for review and comment.
- Sandra Martin emphasized that Pali’s SBRR may be first of its kind in U.S. with roots in the UDHR. Student drafters of the SBRR researched over a hundred high school and university versions of student bill of rights posted online and met throughout last year to complete the document by late spring. It was presented to the faculty by Leslie Magana and Josh Garcia on May 17, 2016 and presented to the student body on Schoolology the same week. Sandra urged teachers to support the SBRR, by distributing and discussing the document in their classrooms. We are developing a shortened version of SBRR for a companion poster and other materials to go with the UDHR poster handed out today.
- Question: How are infractions of the SBRR going to be handled?
  - The current plan is to have the situation reviewed by the Dean’s Office, but we are open to other ideas.
  - Recommendation: research and consider establishing an honor board made up of students, similar to Occidental College or Harvard-Westlake.

**11:30-11:55am**

**Breakout Groups**

How Can We Disseminate and Implement the Student Bill of Rights and Responsibilities?

- In breakout groups, participants discussed dissemination and implementation ideas, as well as questions they have about the document.

**11:55-12:25pm**

Lunch.

## Report Back on Disseminating and Implementing the Student Bill of Rights and Responsibilities.

- Dissemination:
  - Everyone on campus needs to be educated on it: program where everyone has to read the SBRR, sign and return it by a deadline.
  - Have students get into groups and have them focus on how to make it visual in the classroom setting. Post a copy in every classroom. Ask students to relate rights and responsibilities to class curriculum.
  - Introduce to faculty through Human Resource mandatory lessons.
  - Read a new article and responsibility each week over PA announcements.
  - Put it on the marquee with a new right and responsibility rotating.
  - Create short video clips of each right and responsibility – either as individual classes or as a media project
  - Assembly where students and adults discuss
  - Ask members of the development group to come to classes to share the SBRR
  - Do a specific mailing to families, either US mail or virtual email blast and include a virtual signature
  - Make it part of the enrollment process
  - Have a staff PD. Have teachers get together to do each right and responsibility from their perspective.
  - Having some role plays at assemblies or 9<sup>th</sup> grade orientation that include both students and teachers so people have an idea of what the rights and responsibilities look like in reality – include both respect and violations of rights. Make it mandatory for incoming freshmen to watch videos about SBRR and have quizzes on them.
  - Need student and teacher buy-in with the student referendum
  - Have speakers about discrimination
  - Articulation with feeder middle schools
- Implementation:
  - Visit schools with a similar code of ethics (i.e. Occidental College, Brentwood, Harvard-Westlake) to see how they run their disciplinary boards.
  - Train students to run an Honor Board to hold other students accountable. Faculty have concerns that students may be more punitive to peers. We don't want to create a hierarchy so we would have to be careful as to how this comes about, i.e. elections. We must make sure everyone understands it is restorative justice, not punitive.
  - Develop an advisory or freshmen seminar class, grade level meetings, that would discuss HRE, intolerance, social and emotional awareness, along with other skills we need to work on – can we combine it with the mandatory health class?
  - Develop a counsel of representatives: grades, LSU, BSU, athletics, student board member, teacher, community member (i.e. parent)
  - Have human rights as the next bubble for a pro-social development practice (character development, social and emotional learning, mindfulness).
  - Discuss how to make some of these goals into real rights on campus.
  - Ask students what they think would be a good enforcement mechanism
  - Teach communication skills about what you do if you feel a right has been violated, how do you approach someone if you are upset or bothered – after everyone understands the SBRR
  - Include it in the culture chat when the kids start
  - Student court and discipline committee
  - Figure out the “what next” when there is a violation or complaint

- Find a way to weave in non-violent communication

### 12:45-1:15pm

Nancy Flowers

#### Sample HRE Lesson Plan: Human Rights Timeline Activity

- At tables, participants identified times since 2000 that they felt human rights affirmed or violated on personal, national and international levels, and then wrote actions they could take to affect change. This was done on a timeline with three PostIt colors.
- No report back. Timelines were hung around the room for participants to view at the end of the day.

### 1:15-1:40pm

Lisa Saxon, Angelica Pereyra, Kristin Ghazarians

#### Presentations Incorporating HRE into Coursework, School Life

- Lisa Saxon embedded HRE into her class through a documentary and assignment about clothing factories and is developing a human rights in media project.
- Angelica Pereyra said sometimes side conversations about human rights are enough to embed HRE into your classroom. For example, she had each student say an article of the UDHR as they entered her classroom. As a math teacher, she utilized discussion of “equal” math term and also human rights statistics, acknowledging that while numbers are important, it’s easy to insert human rights relevant numbers to use in the classroom. Angelica offered herself as a resource for other teachers.
- Myrna Cervantes and Angelica Pereyra teamed up their Spanish and art classes last year to do a human rights education project. Myrna’s Spanish students picked a human rights theme from the HRW website and became experts in the issue. They “hired” Angelica’s art students to create banners to represent the issue and a possible solution for the final presentation.
  - Myrna reminded teachers, “You don’t have to be an expert on HR to incorporate it into your curriculum.”
- Kristin Ghazarians introduced [HRE resources on the STF website](#), including multimedia resources teachers can screen in their classroom. She described some of the school-wide activities Pali can do to incorporate HRE into the campus culture, and mentioned Dr. Magee has committed to redistributing the “Taking the Human Rights Temperature of Your School” survey to the campus second semester to measure progress.

### 1:40-2:15pm

Pairs or Groups

#### Develop HRE Coursework Ideas or Plans to Address School-Wide Issues.

- As individuals, pairs or groups, participants developed curriculum ideas for the classroom, pod or school-wide. They filled out the “Planning Your HRE Project/Curriculum” paperwork and turned it in for review.

### 2:15-2:30pm

Sandra Martin

#### Report Back HRE Coursework and Project Suggestions

- School-wide presentations/days – portion of the school day, special schedule, Saturday gathering, something that brings everyone together.
- One teacher already has an assembly presentation on Bhutan. This year, she will shift the focus to a human rights theme and ask her kids what would they do without education?
- Tell historical background of the science topic (i.e. chemistry – Flint; biology – eugenics) and connecting it to human rights.
- In the school newspaper, we will have a section that highlights human rights being honored at Pali, like a “People at Pali.”
- Use current events from CNN Student News, Newzilla, NPR Youth Radio, NPR Ap on iTunes.

- Bring in statistical data to make arguments, support a point, and we can do it for human rights issues. Be critical about how data can be used to manipulate public opinion.
- Connect SBRR to other documents, i.e. UDHR, Constitution.
- Spanish 1 and 2: 2006 Kiss Revolution in Chile, tell Spanish speakers that there are singers who also sing in Italian and French.
- Italian – look for Italian singer that touches on human rights and analyze lyrics. Also look at how Italians are receiving refugees. Show “Life is Beautiful” and discuss the Holocaust. Look at Italian immigrants in the U.S. and have the students interview an immigrant about their story.

**2:30-3:00pm**

**Pam Magee**

What comes next?

- All PCHS students learn more about the SBRR in back to school Culture Chats.
- Incoming 9<sup>th</sup> graders have a student presentation on the SBRR during 9<sup>th</sup> grade orientation on August 11.
- Faculty and staff learn more about the SBRR during August 15 Welcome Back meeting.
- Schedule and provide training for faculty and staff who were unable to attend the August 5 workshop.
- Convene a committee to calendar and plan a multicultural celebration with HRE as a focal point.
- Reconvene student leaders for a September meeting to further discuss and distribute the SBRR.
- Determine date to administer schoolwide survey “Taking the Pulse of Your School.”
- Provide support for teacher collaboration to plan HRE lessons.
- Work with HRW Student Task Force to promote events on campus (screenings, speakers, etc.).

*Minutes submitted by Angela Peckham and Kristin Ghazarians.*