



RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights

Anti-Racism Edition

"Racism is a learned affliction, and anything that is learned can be unlearned"
 ~ Jane Elliot

On October 21st, 1994 the United States ratified the International Convention on the Elimination of All Forms of Racial Discrimination (CERD). By ratifying this document the U.S. has committed to taking all appropriate measures to eliminate racial discrimination and ensure equal access to all human rights including the right to education. As article 5 of CERD states:

“States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right to everyone, without distinction as to race, color, or national or ethnic origin, to equality before the law, notably in the enjoyment of ... (e) Economic, social and cultural rights, in particular: (v) The right to education and training.”

Addressing issues of inequity in our schools is just as important now as it has ever been. A quarter century of desegregation has not yet solved the self-deprecation, low levels of educational performance, or overall quality of life for minority and low-income students in America. Racism in any measure undermines children's self-esteem and erodes the educational process.

WHAT IS RACISM?

Racism is a developed set of attitudes that include antagonism based on the supposed superiority of one group or on the supposed inferiority of another group, premised solely on skin color or race. Anti-racism on the other hand includes beliefs, actions, movements, and policies adopted or developed to oppose racism. In general, anti-racism is intended to promote an egalitarian society in which people do not face discrimination on the basis of their race, however defined. By its nature, anti-racism tends to promote the view that racism in a particular society is both pernicious and socially pervasive, and that particular changes in political, economic, and/or social life are required to eliminate it.

What role can schools play in combating racism? Schools districts are in an excellent position to educate not only students about racism but also teachers and parents. Some exemplary schools are training students to create a climate of antiracist peer pressure. Other schools are taking a closer look inward at their own district policies related to educational equity and how they can better prepare teachers to promote meaningful, engaged learning for all students, regardless of their race, gender, ethnic heritage, or cultural background. And in a growing number of schools, new curricula promoting racial and ethnic awareness through multicultural education is turning diversity into opportunity.

This issue of Rights Sites News is dedicated to the elimination of racial discrimination and to educating this generation and the next to resist racism. As Nelson Mandela states, “education is the most powerful weapon which you can use to change the world.”

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Human Rights Education

The Human Rights Education Program is designed to introduce international human rights and responsibilities to K-12 students. It uses the framework of the Universal Declaration of Human Rights to help students understand and appreciate common human values, encourages them to apply international standards to their own lives, and supports positive student action to remedy human rights violations in their own communities.

ANNOUNCEMENT!

As of February 1st, 2008, Minnesota Advocates for Human Rights has officially changed its name to The Advocates for Human Rights. Our mission, however, will remain the same: to promote and protect international human rights locally, nationally and internationally.



We remain committed to all aspects of our work, including connecting important local human rights issues to the global human rights movement. Our new name will better represent our organization as a whole and avoid confusion about the scope of our work and our status as an independent non-profit. Thank you for your support of our work. Please visit our website at www.theadvocatesforhumanrights.org.



LESSON: BALLOONS

Grade Level: 7-12

Time: 20-30 minutes

Group Size: 10 to 40

Objective: To create a positive atmosphere in the group, to reflect upon the mechanism of oppression, discrimination, and exclusion, and to lead the group to positive action and encourage follow-up activities on the issues they discuss.

Materials: 2 balloons per participant
2 pieces of string (about 50 cm long) per participant
Permanent felt-tip or marker pens - enough to share
One block of sticky labels and pencils
A blank wall or notice board
The room should be large enough for people to run around and the central space should be free of chairs and tables

Procedure:

- 1. Imagine.** Ask the students to reflect individually for a minute on the kind of society they would like to live in and then to identify one or two characteristics of that society. Ask them to write those two characteristics on a sticky label and then, one at a time, to come up to stick their label on the wall or notice board.
- 2. List Barriers.** Now ask each student to think about two things, “chains”, which prevent them from pursuing the two characteristics of their ideal society.
- 3. Create Balloons.** Hand out the marker pens, give each student two balloons and two pieces of string and tell them to blow up their balloons and write on each balloon a “chain” that prevents them from pursuing their dream society. Go around the circle and ask each student in turn to say the two words they wrote on the balloons.
- 4. Play.** Tell the group that they now have the possibility to break the “chains.” Each person must tie one balloon to each ankle. When everybody is ready, explain that to break the chains they have to stamp on the balloons to break them. To add some more fun and competition, you may like to suggest the students try to burst each other’s balloons while protecting their own. Give the signal to start the game.
- 5. Discuss.** Start the discussion by asking whether students liked the activity and what they felt about it. Ask the following questions as a class or in small groups.

Discussion Questions:

- What makes the chains that “oppress” us so heavy?
- Where do they come from?
- Do you think there are people who carry more chains than others?
- Who are they?
- Can we do something to help them break the chains?

Suggestions for follow-up:

Ideas for concrete activities to follow-up will come from the discussion. One possible outcome could be that the group plans some specific activity on which they’d like to work together to “break the chains.” Another might be that they plan to work to realize a particular aspect of their ideal society. This lesson was taken from the Council of Europe’s “All Different, All Equal (ADAE) Education Pack” which can be downloaded for free at the following website: www.iwtc.org/ideas/24_equal.pdf. In this Education pack you will find many more great ideas for follow-up activities to this lesson. For more information on the ADAE campaign please visit <http://alldifferent-allequal.info/>.

In order to pursue our dreams we first need to break free from the chains which oppress us. Together we can make our dreams come true!

ANTI-RACISM TEACHING RESOURCES

Different, All Equal European Youth Campaign Against Racism, Xenophobia, Anti-Semitism, and Intolerance

<http://alldifferent-allequal.info/>

Ideas, resources, methods, and activities for informal intercultural education with young people and adults.

Anti-Racist Alliance

www.antiracistalliance.com

This website is designed for individuals, educators, activists and trainers who are interested in being part of a national movement for racial justice. With a curriculum designed to create change, A.R.A. holds to the vision that the will of White America can be transformed for racial justice, and the transformation will take place one person at a time. It can be accomplished through organized action for reparations and racial justice.

Anti-Racist Education Resources from the Human Rights Education Association

www.hrea.org/index.php?base_id=103&language_id=1&category_type=2&category_id=729

A list of curricular resources for anti-racist education including a literature review, newsletters, lesson plans, and more.

Anti-Slavery

www.antislavery.org

Campaigns for the freedom of millions of people worldwide who are trapped in situations of slavery or slavery-like practices.

Artists Against Racism

www.vrx.net/aar

Join leading musicians, actors, authors and artists from around the world in an ambitious public education campaign, largely targeting youth, to combat racism. Check out how youth can get involved through school concerts, videos and other artistic actions and learn from the experiences of other youth.

Association for the Elimination of Hate

www.londonagainsthate.org

This organization, based in London, Ontario, focuses locally on making that city prejudice-free (offers support lines, educates, etc). There is a fantastic Links section. Don't miss it!

The BBC Northern Ireland Learning Network

http://www.bbc.co.uk/northernireland/schools/11_16/citizenship/teachers/racism.shtml

This website offers video clips, lesson plans on racism, student journal templates and many creative classroom-appropriate tools for teaching anti-racism.

Cultural Profiles

www.settlement.org/cp/english/

Initially developed to help users gain a basic understanding of various cultures, this site offers a series of cultural profiles, each providing an overview of life and customs in a profiled country.

The Daughters and Sisters Project

www.daughters-sisters.org

Here you can learn about issues that young women are facing and be inspired to better relations between genders and cultures.

Disabled Peoples' International

www.dpi.org

DPI is an international organization working to promote the human rights and full participation of people with disabilities. Click on resources to research by subject or by region.

National Geographic Kids

<http://magma.nationalgeographic.com/ngexplorer/0601/quickflicks/index.html>

This site shows a short movie about the Underground Railroad, a passage from south to north leading thousands of slaves to freedom.

Remembering Slavery

www.uncg.edu/~jpbrewer/remember/

This site allows you to hear original recordings and dramatic readings of personal stories of living in slavery.

Teachers Against Prejudice

www.teachersagainstprejudice.org

A non-profit group dedicated to fighting prejudice, intolerance and bigotry through education. TAP helps teachers address issues of sensitivity and respect concerning diversity in the classroom. TAP provides trained professionals to teach students how to confront prejudice.

Teaching Tolerance: The ABCs of Whiteness and Anti-Racism

<http://www.tolerance.org/teach/activities/activity.jsp?ar=713>

For young white students, explorations of fair and unfair, just and unjust, can go a long way in advancing anti-racist white identity. Purposeful use of literature and basic study of white anti-racists are among the key ways educators can advance such aims.

The Tolerance Project from the City College of San Francisco

<http://www.ccsf.edu/Resources/Tolerance/res.html>

A collaborative web resource for learning and teaching how to understand, create, nurture, and find tolerance.

The Working Group: Not in Our Town Documentary

www.theworkinggroup.org/

Not In Our Town is a documentary series and nationwide campaign against hate that combines public television broadcasts with grassroots events, educational outreach and online activities to help communities and classrooms battling hate talk and hate crimes.

Yes! I Can Make a Difference!

<http://hastings.lexingtonma.org/Library/Yes/links.html>

This project centers around the development of resources to help children learn ways of opposing racist and biased actions and attitudes. These resources include sets of mini-lessons using appropriate children's literature and related media, as well as books for adults and community resources.

10 QUICK WAYS TO ANALYZE CHILDREN'S BOOKS FOR RACISM AND SEXISM

Both in school and out children are exposed to racist and sexist attitudes. These attitudes - expressed over and over in books and other media - gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a librarian or teacher to convince children to question society's attitudes. Children who learn how to detect racism and sexism in a book, will have the skills to transfer the perception to wider areas. The following guidelines are offered as a starting point in evaluating children's books from this perspective. Check out www.birchlane.davis.ca.us/library/10quick.htm for more in depth definitions and guidelines for all ten tips!

1. Check the Illustrations

Look for Stereotypes.
Look for Tokenism.
Who's Doing What?

2. Check the Story Line

What are the standards for success?
How are problems presented and resolved?
How are women represented?

3. Look at the Lifestyles

How are minorities depicted?
Is culture of another oversimplified, inaccurate, or inappropriate?

4. Weigh the Relationships Between People

Who possesses the power?
How are families portrayed?

5. Note the Heroes

Who is the hero?
Whose interest is the hero serving?
How is the hero portrayed and under what cultural norm?

6. Consider the Effect on a Child's Self-Image

Does the book counteract or reinforce the positive association with the color white and negative association with black?
How might the book impact a girl's self-image?

7. Consider the Author's or Illustrator's Background

What qualifies the author or illustrator to be writing about the subject(s) and/or characters dealt with in the book?

8. Check Out the Author's Perspective

How does the author's perspective strengthen or weaken the book?
Is the perspective patriarchal or feminist?
Is it solely eurocentric?

9. Watch for Loaded Words

Look for words with insulting overtones - like savage, backward, or lazy.
Look for sexist language - like generic use of "man."

10. Look at the Copyright Date

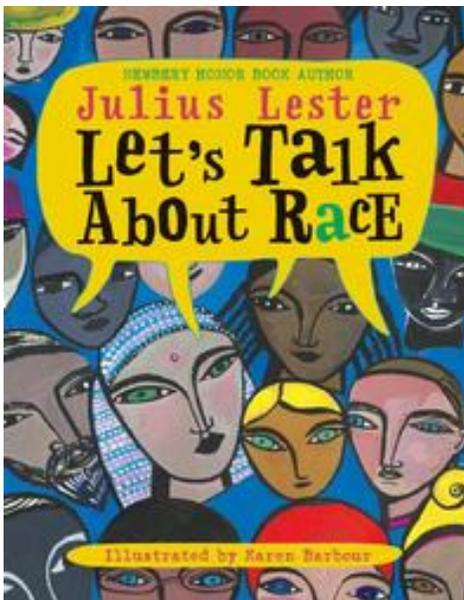
The copyright dates are a clue as to how likely the book is to be overtly racist or sexist, although a recent copyright date, of course, is no guarantee of a book's relevance or sensitivity.

SOURCE: The Council on Interracial Books for Children

FEATURED BOOK: LET'S TALK ABOUT RACE!

LET'S TALK ABOUT RACE

by Julius Lester (Author), Karen Barbour (Illustrator) for Grades 1-5.

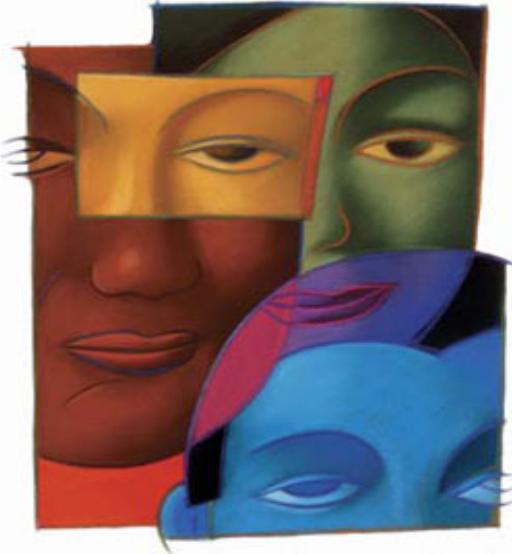


"This stunning picture book introduces race as just one of many chapters in a person's story. Beginning with the line, "I am a story," Lester tells his own story with details that kids will enjoy, like his favorite food, hobbies, and time of day. Then he states, "Oh. There's something else that is part of my story...I'm black." Throughout the narrative, he asks questions that young readers can answer, creating a dialogue about who they are and encouraging them to tell their own tales. He also discusses "stories" that are not always true, pointing out that we create prejudice by perceiving ourselves as better than others. He asks children to press their fingers against their faces, pointing out, "Beneath everyone's skin are the same hard bones." Remove our skin and we would all look the same. Lester's engaging tone is just right and his words are particularly effective, maintaining readers' interest and keeping them from becoming defensive. The pairing of text and dazzling artwork is flawless. The paintings blend with the words and extend them, transporting readers away from a mundane viewpoint and allowing them to appreciate a common spiritual identity. This wonderful book should be a first choice for all collections and is strongly recommended as a springboard for discussions about differences." - Mary Hazelton, Warren Community School and Miller Elementary School, ME.

Julius Lester says, "I write because our lives are stories. If enough of those stories are told, then perhaps we will begin to see that our lives are the same story. The differences are merely in the details." In *Let's Talk About Race*, Mr. Lester shares his own story as he explores what makes each of us special. Karen Barbour's dramatic, vibrant paintings speak to the heart of Lester's unique vision, truly a celebration of all of us. To order a copy of *Let's Talk about Race* visit www.harpercollins.com/books.

“CHECK ONE”

A 10th grader shares her frustrations of not being able to identify as bi-racial on school forms



Check one. These are the instructions given on forms and in surveys asking to check your race. I raise my hand and ask the teacher, "Can we check more than one box?" The teacher looks back, almost mockingly, and replies: "Nya, the directions are clear." How do they expect me to check only one box when I am more than one?

I sometimes have friends and classmates telling me, "just pick which one you consider yourself more of." The directions aren't to choose which one you want to be, it says choose what you ARE. I am two, and the form has clearly set a boundary for me expressing my mixed race. My mother is black, born in Jamaica, and my dad is white, born and raised in the United States. I deeply believe that there are no signs of different races in my house. It's not that we ignore it; it's just that we understand who we are. Our family is comprised of different races and this has helped us to become more accepting of different kinds of people and more open to different cultures. Being bi-racial makes me feel unique.

Some may not consider this a boundary that divides, for me it is. It is frustrating to me that I have to identify with only one race, and it frustrates me more to know the expectation is for me to only choose one race. Being bi-racial, I feel pressured to choose which race I should be, especially from friends. Oftentimes my friends attempt to help me decide. They think the decision should be based on the group you mostly hang out with and it shouldn't be this way.

Interracial couples aren't respected or even praised as much as they should be. My parents were able to look past the racial boundaries, and their love broke through that. Mixed couples are able to put aside the differences that make their races unique and focus on the important thing, their love for one another and their relationship.

I feel my community does absolutely nothing to help families who are bi-racial and it feels as if they encourage segregation within the community. I hardly ever hear of any racial problems or racial slurs from my friends or peers. In my school, holding events such as "Multicultural Week" and having multicultural clubs such as "Educate to Elevate," definitely encourage respecting and accepting an individual despite their differences. Mixing of cultures begins with understanding and being exposed to ideas and beliefs of different cultures. I smile when I see the couples of different skin colors walking down the hallway holding hands. It shows exactly how far we have come, but still have some ways to go. I will continue to check the "Other" box on forms until being bi-racial is included in the list.

The 13th Annual International Women's Day Celebration

WOMEN LEADING
FOR GENDER JUSTICE

The Advocates for Human Rights and the Human Rights Program at the U of M present
The 13th Annual International Women's Day Celebration
Women Leading for Global Justice

Saturday, March 15, 2008

8:00 a.m. - 4:00p.m.

Coffman Memorial Union at the University of Minnesota

Free and open to the public

Keynote Speaker: **Robin Morgan**, an award-winning poet, novelist, political theorist, feminist activist, journalist, editor, and best-selling author. The conference also features a plenary panel on indigenous rights, workshops, performances, film, visual arts and display and information tables from over 65 co-sponsoring organizations.

For more information: www.theadvocatesforhumanrights/International_Women_s_Day.html
 or contact: Mary Hunt at 612-341-3302, ext. 107, mhunt@advrights.org

THE LAKE HARRIET COMMUNITY SCHOOL STORY

How a Diversity Committee incorporated human rights into an entire school for a day!

Lake Harriet Community School, LHCS, a K-8 school, is nestled in the heart of the Fulton and Linden Hills neighborhoods in Southwest Minneapolis. An idyllic intimate setting is provided for young learners on the K-2 campus, and a challenging curriculum creates an inclusive environment for the older students at the Upper Campus for grades 3-8.

LHCS is a community school known for its parental involvement, supportive community partners, and quality staff. On February 11th, 2008, in honor of National African American Parent Involvement Day, the entire day at LHCS was focused on addressing issues of race, equality, immigration, and human rights. The Advocates for Human Rights led a workshop on the "Journey of a Refugee" which gave students the opportunity to empathize with a refugee's experience when coming to a new country and to discover what they could do to make immigrants and refugees feel more welcome. In another workshop, Climb theater performed an original interactive play entitled, "We're all different and that's ok!" In the play Prince Unique and Queen Different (pronounced differaunt...) taught students that "same same = boring boring" and things are more interesting when people are different. Throughout the month of February, each classroom will be visited by a parent volunteer who will assist in teaching about a range of human rights related topics from refugees and race to resolving issues on the playground.



Actors from Climb Theater perform an original production for students at the February 11th, National African American Parent Involvement Day event at Lake Harriet Community School.

How the Diversity Committee Started



Students listen intently at one of the many workshops addressing race, immigration, and human rights.

The Lake Harriet Community School Diversity Committee arose out of a need to address misunderstandings about the lifestyles of families that make up the school community. Families, like the people in them, are diverse and have a variety of forms. For example, while some children live with both parents, many live with only one parent; others live with one biological or adoptive parent and one stepparent. Some do not live with either parent; instead, they are cared for by other relatives or foster parents, or child care providers. The parents of some children are married and others are not. Some children live with parents of the same sex.

The students at Lake Harriet Community School come from a variety of different kinds of families. Two years ago a Lake Harriet student, who lives with parents of the same sex, came

home and explained to her mom that someone at school had said, "You can't have two moms." The students' mother, concerned that her child would feel ostracized or discriminated against at school, decided that she needed to address this issue. She began by talking with others in the community and discovered that similar situations were happening to others. She then

The Lake Harriet Community School Story continued...

invited other parents who were concerned about their children being able to feel they are full participants within the LHCS community to a home meeting. The group that met consisted of parents who are lesbian, multiracial or families of color, and some who had children who were part of an alternative WINGS program. At the meeting parents realized that there were other families, beside themselves, who were struggling with similar issues. To address these issues of diversity and acceptance and to create a safe and welcoming school environment, rooted in non-discrimination, they decided to form the Diversity Committee. The committee's goals are to increase diversity awareness and respect for all and to reduce prejudice and bullying. Since the creation of the Diversity Committee in 2006, the committee has started:

1) The "EYES" Project through which the photographer, Andy Edgar, took pictures of every student's eyes. The photographs are displayed on a large banner in the front hallways of both campuses. The project aims to enhance the school's hallways with a meaningful lively display and to create a sense of belonging and community for each child in the school.

2) The Families All Matter Book Project, which helps to create a welcoming and respectful atmosphere for all students. This project uses a collection of children's books that celebrate many different families, ethnic backgrounds and family structures to teach children about how families are different and the same.

The school's principal, Marsha Seltz and the assistant principal, Anne Wade, both strongly support the Diversity Committee. Diversity Committee members Mary Jordan and Rebecca Skoler are confident, given the parent's strong commitment to this work, that they will be able to help LHCS teachers and administrators more fully manifest the commitment to diversity which already exists at the school.



FEATURED ORGANIZATION: CLIMB THEATER

CLIMB Theatre, located in Inver Grove Heights (a suburb of Minneapolis/St. Paul, MN), is a nationally recognized non-profit company that has provided programming to K-12 schools for 32 years. CLIMB's theatre artists write, produce and present plays and drama classes on topics like bullying, self-control, respect, friendship, acceptance of differences, methamphetamine-use prevention, and the environment.

CLIMB's work is not only entertaining, it is educational. Independent research done on our programs show that young people learn, and may change their thinking and even their behavior, because of their work.

In the 06-07 school year, CLIMB reached 479,494 students and their teachers in 1,250 schools, primarily in MN. CLIMB's mission is: to create and perform plays, classes, and other creative works that inspire and propel young people toward actions that benefit themselves, each other, and the community. For more information on how you can bring Climb theater to your school please visit www.climb.org or call 1-800-767-9660.

Every Student Connected:

It's Possible!

Friday, February 29, 2008
8:30 a.m. 3 p.m.
 (Registration begins at 8 a.m.)
 Earle Brown Heritage Center
 6155 Earle Brown Dr.
 Brooklyn Center, MN 55430

Learn a wide variety of ways to build a positive school climate and connect with every student. Workshop topics include:

- school transitioning
- preventing harassing or bullying behaviors
- building positive school climate
- building strong connections with students and families from diverse cultural or class backgrounds

Teachers, administrators, students, parents, and people who work with youth are encouraged to attend For more information contact: jraymond@fcsmn.org.

FEBRUARY

Mayors' Forum: One Minnesota Best Practices for a Unified Education.

February 20-22, 8:30am-4pm. Macalester College, Ruth Sticker Dayton Campus Center. 1600 Grand Ave. St. Paul. Symposium with educators, policymakers, organization leaders and parents from Minnesota rural and urban communities to share ideas for improving education quality, reform and policy in the competitive global arena. Cost: Free.

Deadly Medicine: Creating the Master Race.

February 27th-May 4th 2008. Science Museum of Minnesota, 120 W. Kellogg Boulevard, across from the RiverCentre in downtown St. Paul. This moving exhibition from the U.S. Holocaust Memorial Museum explores the history of Nazi eugenic programs during the Third Reich. *Deadly Medicine* serves as a stirring reminder of the critical importance of balancing the needs of society as a whole with the rights of the individual. Cost: \$11 FFI: www.smm.org/deadlymedicine

Racism in the Name of Science.

February 29th-March 1st 2008, 7pm. Macalester College, Alexander G. Hill Ballroom, Kagin Commons. 1600 Grand Ave. St. Paul. The ninth annual American Studies conference that explores wide ranging issues from the social history of medical research with African-Americans to current health disparities in the US. Keynote speaker Harriet A. Washington, journalist and bioethicist from the Harvard Medical School and School of Public Health. Cost: Free and open to the public. FFI: www.macalester.edu/americanstudies/conf08.html

Peace Crimes. February 22nd-March 9th 2008, 8pm. Rarig Center UofM West Bank 330 21st Avenue S Mpls. This play is an important one, and remembers the anti-war activities of the Minnesota 8 in the 1970's. Cost: \$14.50. FFI: www.pwh-mm.org

7th Annual Political Theatre Festival. February 14-March 2nd. Intermedia Arts 2822 Lyndale Avenue South, Mpls. In the true tradition of Latin American theatre, Teatro del Pueblo joins forces with Intermedia Arts, the Resource Center of the Americas, and the U of M to co-present Teatro's Political Theatre Festival! This year, the focus is issues of Latino identity; bringing seven new plays to the stage, including two all new interactive pieces, international artists from Columbia, and a **world premiere exhibit** of the political paintings of Santiago Zarzosa. Cost: \$15 FFI: www.intermediaarts.org/pages/programs/ptf/2008/

Training: Every Student Connected: It's Possible!

February 29, Earle Brown Heritage Center, Brooklyn Center. 8:30 am- 3:00 pm. Learn a wide variety of ways to build a positive school climate and connect with every student. Keynote speaker: Sondra Samuels, President, PEACE Foundation. Cost: \$20-\$45. FFI: contact: Jeanette at jraymond@fcsmn.org.

MARCH

The 13th Annual International Women's Day Conference.

Saturday, March 15, 2008 8:00 a.m. - 4:00p.m. Coffman Memorial Union at the U of M, 300 Washington Avenue Mpls. This year's theme is "Women Leading for Global Justice" The conference features a plenary panel on indigenous rights, workshops, performances,

film, visual arts and display and information tables from over 65 co-sponsoring organizations. Keynote speaker Robin Morgan, a award-winning poet, novelist, political theorist, feminist activist, journalist, editor, and best-selling author. Cost: Free and open to the public. FFI: www.theadvocatesforhumanrights.org/International_Women_s_Day.html

APRIL

Statewide Parent Leadership Summit. April 7th 2008. Ties Building – Grand Ballroom, 1667 Snelling Avenue, St. Paul, 9am-4pm. Parents and education supporters from around the state add voice to the demand that the state make education its number one priority. This is an opportunity to unite and consider ways to effectively build grassroots support in our communities for public schools. Guest Speaker, Matt Entenza. Cost: \$15. FFI: www.parentsunited.org

Peace Jam Conference April 12th 2008. Metro State University, St. Paul. 700 East 7th Street. This year's theme will be, "Making Friends out of Our Enemies," and will feature Nobel Peace Prize Laureate Archbishop Desmond Tutu of South Africa. Young people will be provided an opportunity to engage in service-learning and civic dialogue with Archbishop Tutu around the issues of social justice, human rights, non-violence and anti-racism. All young people attending will be leading service-learning projects around the "Global Call to Action" in their local communities. They will then present their projects to Archbishop Tutu during the weekend. There will be a dynamic service-project that will involve conference participants, Archbishop Tutu and the local community. Cost: Free. FFI: www.youththrive.net

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Rights Sites News is published quarterly by the Education Program at Minnesota Advocates for Human Rights to promote human rights education in the classroom and highlight the achievements of its Rights Sites Teachers. We welcome suggestions and comments.

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To sign up for our list-serv and receive periodic e-mail updates about opportunities related to human rights education, please send your name and your e-mail address to: efarell@advrights.org.

Minnesota Advocates for Human Rights Education Program would like to thank our supporters:

U.S. Human Rights Fund; Best Buy Children's Foundation; Education Minnesota Foundation; Otto Bremer Foundation; Minneapolis Foundation; Elmer L. & Eleanor J. Andersen Foundation.



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