

# RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

MINNESOTA



ADVOCATES FOR HUMAN RIGHTS

## 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.

## Take Action Edition

*“Educating is not the filling of a pail but the lighting of a fire”*

- William Butler Yeats

How do we live in relation to others? In the classroom? In our schools? In our neighborhoods? How can we contribute to our local and global communities? How can we be of help to others?

Human Rights are at the core of community service and social activism. Rights based educators play a crucial role in providing students with the tools and skills needed to become successful and responsible global citizens in our increasingly complex and interconnected world. Curriculum that encourages intentional, caring participation in both local and global environments will engender in students a lifelong commitment to positive social change.

Students who learn what’s going on in the world and are motivated to act, will look at life through new eyes. They will develop a deeper connection to their immediate surroundings and to the world outside. By taking action they will become more aware of the power they have to shape the future. We hope this issue of **Rights Sites News** inspires you to move *your* students to action!

### 26% OF THE POPULATION IN THE U.S. IS UNDER THE AGE OF 18

That's 26% who participate in school and community activities,  
26% who spend over \$170 billion a year,  
and 26% who care about the world.

However, that's also  
26% of the population who cannot vote  
and 26% who are supposed to be seen and not heard,  
making for a resounding 100% of the future  
who have not been encouraged to exercise leadership today.

Shouldn't young people have a voice in  
issues that directly concern them?

Youth no longer have to be shut out.

More adults recognize that the long tradition of making decisions for youth without youth has failed. Getting the powers-that-be to take seriously the ideas and solutions offered by the next generation is not as difficult as you might expect!

-Youth Activism Project

<http://www.youthactivism.com/>

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### Thanks To Our Intern

#### Emily Farell

for her hard work on this issue of Rights Sites News!

## Take a Stand!

**Grade Level:** 5-12

**Time:** Two 45 minute sessions

**Objectives:**

- Focus attention on current issues in the news.
- Form and defend an opinion.

**Curricular Connections:** Civics, Language Arts

**Materials:** Several copies of local and national newspapers.

**Procedure:**

- 1) Ask students to think of an issue at school or in the community that affects them *personally*, e.g. graffiti, dress codes, drugs, poverty, etc. Write a list of these issues on the board or chart paper.
- 2) Select one issue that seems to interest all students, and discuss it briefly. Encourage students to voice differences of opinion but remind them to remain respectful.
- 3) Ask students to think more broadly by identifying controversial issues in the news such as war, world hunger, prisoners' rights, election issues, the death penalty, and so on.
- 4) Pick one topic that evokes the most debate and ask students to look for related articles in the newspaper and cut them out (you can alternately distribute copies of articles you have selected beforehand, preferably those that show all sides of the story). Assign the articles as class reading to be discussed the next day.
- 5) Begin the next day by asking students where they stand on the issue and why.
- 6) On the board, list arguments on both sides of the issue. Then draw an imaginary line on the floor, one end representing "for" and the other "against" the issue. Ask students to "take a stand," literally, on the line where they feel they belong. They can stand at either end or anywhere in between, depending on the strength of their beliefs. (In the unlikely event that all are on one side, play "devil's advocate" and stand on the other side.)
- 7) When everyone is standing:

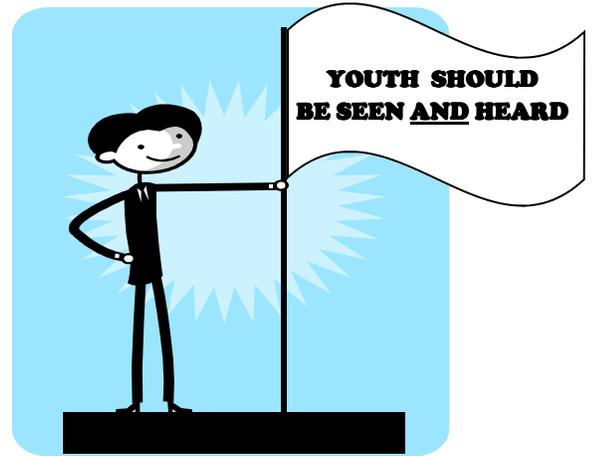
Option 1: open the floor to debate. The goal is to have some people move closer to one point of view. At the end, people can be standing anywhere but in the "undecided" middle position.

Option 2: give each side a label (red colored dots and blue colored dots) corresponding to their stance. Have them find someone of an opposite viewpoint and tell them to try to change the other persons mind. Give them 5 minutes and then have them return to the line. Did anyone change their mind or become undecided?

**Reflection Assignment:**

1. Students discuss and debate issues.
2. Students explain and defend in writing their views on the issue by writing an editorial based on what has been learned and discussed.

Source: Adapted from Dr. Edward F. DeRoche, Dr. Betty L. Sullivan, and Dr. Sherrye Dee Garrett, *Character Matters: Using Newspapers to Teach Character* (San Francisco, CA: Dr. Betty L. Sullivan & Associates, 1999, [www.usethenews.com](http://www.usethenews.com))





## Ten Tips for Taking Action

**1. Choose a problem.** You might want to work on improving conditions or issues you observe in your community or that you hear about in the news. You could also choose a problem you learned about through a school course or your own reading. Finding a problem isn't hard, but staying focused on one problem is. Try writing out a definition of exactly what you want to address. Deal with just one problem at a time.



**2. Research the problem.** Survey your school or community to find out about the problem and how people feel about it. Call officials for information. Write letters. Read newspapers, magazines, and reports on the issue

**3. Brainstorm possible solutions and choose one.** Brainstorm everything you can think of, however zany. Then choose one or two solutions that seem the most possible and likely to make the most difference.

**4. Build coalitions of support.** Find as many people as possible who are concerned about the problem and agree with your solution. Survey your community. Ask teachers, officials, community activists, and young people. The more people on your team, the more power you will have to make a difference.

**5. Identify your opposition.** Find out who the people and organizations are who oppose your solution. They may not be the "bad guys" but people with different opinions. Consider meeting with your opponents: you might be able to work out a compromise. At the least you will understand each other's point of view. In every case, always be polite and respectful of other opinions.

**6. Advertise.** Let as many people as possible know about the problem you are trying to solve and your proposed solution. Newspapers, radio, and television are usually interested in stories of youth action. Some TV and radio stations offer free air time for worthy projects. Write a letter to the editor. The more people who know about what you are doing, the more who may want to support you.

**7. Raise money.** This isn't essential, but sometimes you can be more effective with money to spend toward your solution.

**8. Carry out your solution.** Make a list of all the steps you need to take, and once you've prepared yourself for action, just do it!

**9. Evaluate.** Is your plan working? How do you know? Try to define some indications for what progress means. Are some efforts effective and others not? Have you tried everything? Keep thinking creatively about how to solve the problem.

**10. Don't give up.** Problem solving means eliminating all the things that don't work until you find something that does. Don't pay much attention to people who try to tell you that the problem can't be solved. Keep on keeping on!



## YOUTH TAKING ACTION LOCALLY

### Alcohol and Drugs

- ▶ Students in Omaha, Nebraska conducted a student survey at their school and the results led them to set up a before-school and after-school substance abuse help group. The group networks with agencies throughout the city and refers students in need to the proper professionals and community agencies.
- ▶ Seventh Graders in Dallas, TX documented the number of liquor stores in their neighborhood, especially near schools. They traveled to the state legislature to present their findings. Senator West, a strong supporter of the students, declared, "The children motivated me. I'm going to do all I can to help get the bill passed." The state law changed to allow the local zoning board to reduce the number of liquor stores.
- ▶ Students continue to lobby their Members of Congress to pass HR 786, legislation to repeal a provision in the Higher Education Act that prohibits people convicted of drug offenses from receiving student aid loans for college.
- ▶ Teenagers charged with nonviolent alcohol and drug offenses often are tried and sentenced by their own peers who serve as the lawyers and jurors in teen courts. Teen courts are known to be an effective system for first-time juvenile offenders.

### Animals and the Environment

- ▶ A 12-year-old boy single handedly convinced city hall to stop a real estate developer from destroying a wildlife habitat. This nature lover's in-depth research about groundwater contamination, his successful petition drive, and his amazing persistence made the difference. Now an \$11 million condominium complex stands on an abandoned drive-in theater lot instead in Chelmsford, Massachusetts.
- ▶ Armed with accurate and up-to-date information, students in Missouri drafted a petition to consolidate and remove radioactive wastes at Westlake and Bridgeton. They contacted state and federal representatives, environmental groups and the media. The same group of green teens was involved in preserving the Earth City wetlands and reducing pollution on the Mississippi and Missouri Rivers.
- ▶ Eight graders in Walnut, California researched drought-resistant landscaping as a way to conserve water. They sent handwritten notes to hundreds of newspapers, water districts, and influential individuals. These conservationists traveled to their State Capitol and convinced lawmakers to pass a bill requiring all state government buildings to set an example by using only water-saving plants!



### Discrimination and Racism

- ▶ More than 10,000 students in Los Angeles walked out of classes in 1994 to demonstrate against a California referendum barring illegal immigrants from attending schools and receiving other public services. Leonardo Hernandez, 16, who was among the Montabello High School demonstrators said, "Maybe if they see us, people will realize that this is what will happen if the proposition passes because we will all be in the streets instead of school."
- ▶ The Native American Club of West Seattle High considered the name and mascot of its sports team to be offensive. Partnering with the Seattle Young People's Project (SYPP), they held a news conference, published a letter in the daily newspaper, and conducted a rally. Ultimately, the Board of Education changed the policy and school teams along with their mascots no longer can be named in a racially insensitive way. (The school alum group actually sued to overturn the Board's decision and lost.)
- ▶ The Multnomah Youth Commission in Portland analyzed the coverage of youth in the region's largest daily newspaper, The Oregonian. It found that the newspaper printed few articles about youth and that articles that were printed were crime or sports related. The MYC began working with newspaper staff to improve youth coverage and suggested the paper hire a youth beat reporter to specifically cover youth issues and create a weekly feature on youth. Both recommendations were adopted and "The Zone" was created as a weekly feature.

### Violence

- ▶ "Why can a kid get a gun in a few hours, but have to take a bus outside the neighborhood to buy school supplies?" This powerful sound bite by a member of Teens On Target [www.youthalive.org](http://www.youthalive.org) convinced the Oakland, California City Council's vote to approve a series of gun control ordinances including a requirement that buyers obtain trigger locks. More recently, this student group persuaded the Oakland Tribune to stop running ads for guns in their newspapers.

## THE MILLENNIUM DEVELOPMENT GOALS

The MDGs are the world's time-bound and quantified targets for addressing extreme poverty, inadequate shelter, and exclusion while promoting gender equality, education, and economic growth on the planet to health, education, shelter, and security. Check out the UN Cyber Resources on how youth can get involved with helping achieve the MDGs.



**1**  
ERADICATE EXTREME POVERTY AND HUNGER  
Halve the portion of people living on less than one dollar a day and those who suffer from hunger.



**3**  
PROMOTE GENDER EQUALITY AND EMPOWER WOMEN  
Eliminate gender disparities in primary and secondary education by 2005 and at all levels by 2015.



**2**  
ACHIEVE UNIVERSAL PRIMARY EDUCATION  
Ensure that all girls complete primary school.



**4**  
REDUCE CHILD MORTALITY  
Reduce by two-thirds the mortality rate among children under five.



## YOUTH TAKING ACTION GLOBALLY

### Child Labor

The International Labor Organization (ILO) estimated that 250 million children between the ages of five and fourteen work in developing countries-at least 120 million on a full time basis.

► Looking for the comics section one morning before school, 12-year-old Craig Kielburger, came across an article in his local paper – the headline read, "Boy, 12, murdered for speaking out against child labour". The article told the story of a young boy from Pakistan, Iqbal Masih, who was sold into child labour at the age of four as a carpet weaver to pay back a loan his parents had acquired. Iqbal worked 12 hours a day, six days a week, tying tiny knots to make carpets. Iqbal lost his freedom to laugh, play, and go to school. And, after he began speaking out about child labor in the press and in politics he lost his life. In response Craig founded Free The Children in 1995 when he gathered 11 school friends to begin fighting child labour. Ten years later Free The Children is the largest network of children helping children through education in the world, with more than one million young people involved in 45 countries. Check out their website at [www.freethechildren.com](http://www.freethechildren.com).

### Education for All

There are 115 million children who do not attend primary school - three-fifths of them are girls and close to half of the children who start primary school drop out.

► In June 2003 in Stowe, Vermont three teens spent their summer soliciting local organizations for donations and spreading the word about reconstruction needs in Afghanistan. Through their efforts they raised over \$5000 for the Afghanistan Girls Fund which addresses the needs of girls and young women who were not able to attend school under the Taliban regime. The teens hope their project focuses attention on the situation in Afghanistan, which has been overshadowed by events in Iraq. "People haven't really been paying attention and listening, and understanding what's really going on," Elizabeth said. "(Without an education) that means women can't rise to be in positions of power to make decisions and to make choices," said Morgan Smith, 13. "I would love to see that change. I would love to see someone in political power that is a female."



### HIV/AIDS

860,000 Children in Sub-Saharan Africa lost teachers who died from AIDS

► Kerrel McKay was 10 years old when her father was diagnosed with AIDS. At the age of 14 she had to take on the burden of caretaking. When he died she converted her feelings of despair into activism. "I realized I could educate young people," she says. "I could use my story to help people understand. We are all affected by this disease." In 2000, she started the Portland Parish Youth Committee, an arm of the UNICEF-supported Portland AIDS Committee in Jamaica which continues to sensitize and educate the people of Portland about HIV / AIDS and stimulate a collective effort to prevent further spread of the epidemic and remove fear and stigmatization of persons living with HIV / AIDS.

### Hunger and Poverty

"More than 1 billion people live on less than \$1 dollar a day—\$238 million of them are young people." -UNDP

► Students from Miami Country Day School (Florida, USA) are learning about solar energy. They're making solar ovens of their own and, using the proceeds from their annual plant sale to help send large sun ovens to help feed people in Haiti, Senegal, and Afghanistan. Each oven can cook over 1,200 meals per day using just the sun for fuel. Using the sun to cook food will allow the space on planes and trucks that was used to transport cooking fuel to be used to send more food, so even more people can be fed. These ovens are extremely well insulated to hold heat in and keep cold out. Even though the winters are very cold in this area of the world, there is still an abundance of sunshine, which is conducive to solar cooking. Check out [www.solarcooking.org](http://www.solarcooking.org).

## DEVELOPMENT GOALS (MDGs)

...erme poverty in its many dimensions-income poverty, hunger, disease, lack of ade... environmental sustainability. They are also the basic human rights of each person... r school bus at <http://cyberschoolbus.un.org/mdgs/intro.asp> for information and... the goals and be part of the first generation to eradicate poverty!



5 Reduce by three quarters the ratio of women dying in childbirth.



7 Integrate sustainable development into country policies, halve the portion of people without access to safe drinking water, improve the lives of 100 million slum



6 Halt and begin to reduce the spread of HIV/AIDS and the incidence of malaria and other major diseases.



8 Reduce debt and increase aid for poor and least developed countries, bridge digital divide, increase access to affordable drugs.

### Global Partnership

► At the G8 meeting in July 2005, the leaders of the world's richest countries discussed issues that affect the lives of those in the poorest countries. Children and young people from the G8 countries and from developing countries made their voices heard at the first ever C8 Children's Forum, where they made recommendations to the G8 leaders on the most pressing issues facing young people today. The C8 wants more young people to get involved for the next C8 forum in 2006. Teachers, youth, families, and friends are encouraged to check out the C8 website for ways young people can get active and involved around the C8 from web chats, to viewing the forum live, to lobbying leaders for change. Teachers should check out the TeacherZone. Go to the C8 website at [www.unicef.org.uk/c8/faq.asp?id=1](http://www.unicef.org.uk/c8/faq.asp?id=1)



## FEATURED ORGANIZATION

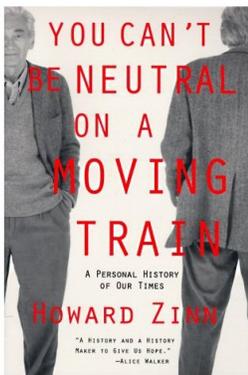
Public Achievement is a local youth civic engagement initiative focused on the most basic concepts of citizenship, democracy, and public work. Public Achievement draws the talents of ordinary people to build a better world and to create a different kind of politics. Their work is anchored in a few core ideas:

- Everyone can engage in civic life. All people of any age, nationality, sex, religion, income, and education are citizens and can be powerful public actors.
- Citizenship isn't easy. Democracy is messy, often frustrating, but when you work hard with others, you can accomplish extraordinary things.
- We learn by doing. The most important lessons of democracy come from doing public work; from finding ways to cooperate with people who are different and may disagree. When we solve problems together, we all learn from each other. This is the kind of politics that everyone can be involved in, not just politicians.



Their website features a free downloadable guide to *Democracy in the Classroom*. The guide provides a basic framework of ideas, lessons, and strategies for teachers to adapt for use in their classrooms. Through this guide students are challenged to come up with projects that will have a positive impact on their community. The guide lays out a six-stage process for to help students organize their projects. Throughout the guide there are links to downloadable lessons, activities, worksheets, forms, and handouts. **Check out their website at [www.publicachievement.org](http://www.publicachievement.org)**

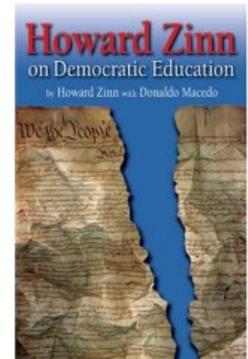
## FEATURED AUTHOR



"In [You Can't Be Neutral on a Moving Train](#), Zinn's experiences speak to the future as much as to the past: they show in vivid detail how small actions can effect historic change." (Beacon Press) The video, with the same title, documents the life and times of the historian, activist and author of the best selling classic [A People's History of the United States](#). Featuring rare archival materials, interviews with Howard Zinn as well as colleagues and friends including Noam Chomsky, Marian Wright Edelman, Daniel Ellsberg, Tom Hayden and Alice Walker, [You Can't Be Neutral](#) captures the essence of this activist and thinker who has been a catalyst for progressive change for more than 60 years.

Howard Zinn on Democratic Education describes what is missing from school textbooks and in classrooms-and how we move beyond these deficiencies to improve student education. Critical skills of citizenship are insufficiently developed in schools, according to Zinn. Textbooks and curricula must be changed to transcend the recitation of received

wisdom too common today in our schools. Zinn argues that U.S. educational policies have not met our educational needs. This book seeks to redefine national goals at a time when public debates over education have never been more polarized-nor higher in public visibility and contentious debate. (Paradigm Publishers)



## GRANT OPPORTUNITIES

### ► The Captain Planet Foundation

[www.captainplanetfdn.org/grants.html](http://www.captainplanetfdn.org/grants.html)

Supports projects that organize youth to find solutions to environmental problems in their communities. Grants range from \$250 to \$2,500. Schools with programs for youth ages 6-18 are encouraged to apply.

### ► Do Something

[www.dosomething.org](http://www.dosomething.org)

Gives grants of \$500 each to 30 young people who submit creative proposals for solving local problems in the areas of community building, health, and the environment.

### ► Environmental Protection Agency

[www.epa.gov/Compliance/environmentaljustice/grants/index.html](http://www.epa.gov/Compliance/environmentaljustice/grants/index.html)

Offer grants for projects that focus on fish consumption, water quality, environmental justice, and pollution prevention technologies.

### ► National Crime Prevention Council

<http://ncpc.org/programs/tcc/grant.php>

Offers \$500 grants for service learning projects planned and imple-

mented by youth to address crime, violence, and drug abuse in their schools and communities

### ► Tolerance.org

[www.tolerance.org/teens/grants.jsp](http://www.tolerance.org/teens/grants.jsp)

Tolerance.org provides \$500 grants to support youth-directed programs and projects that address social boundaries in schools or communities.

### ► Youth Service America

[www.ysa.org/awards](http://www.ysa.org/awards)

Provides grants and awards to support and motivate youth, teachers, and service-learning coordinators, who plan and implement projects for National Youth Service Day and on-going service throughout the year.

### ► Youth Venture

[www.youthventure.org](http://www.youthventure.org)

Invests in the ideas of young people, ages 12-20, who create, launch, and lead sustainable clubs, business, and organizations that benefit the community.

## CLICK INTO ACTION

check out these web resources to make taking action easy!

► **Compassionate Kids, Inc.**

[www.compassionatekids.com/activism.shtml](http://www.compassionatekids.com/activism.shtml)

Compassionate Kids, Inc. is dedicated to helping teach children compassion towards the earth, people, and animals. The website has articles, book reviews, and free activities. Local chapters across the country host compassion-oriented field trips and community service events monthly.

► **The Free Child Project**

[www.freechild.org/Firestarter](http://www.freechild.org/Firestarter)

The Firestarter, Youth Empowerment Curriculum is a free hands-on, interactive toolkit that motivates young people to explore the issues that face them, raises individual awareness of local and global problems, and builds personal and group skills to encourage youth to become effective and meaningful problem solvers, locally and globally.

► **Free the Children**

[www.freethechildren.com/index.php](http://www.freethechildren.com/index.php)

Free The Children is the largest network of children helping children through education in the world. Their mission is to free young people from the idea that they are powerless to bring about positive social change, and encourage them to act now to improve the lives of young people everywhere.

► **Do Something**

[www.dosomething.org](http://www.dosomething.org)

Here students can find information on how to become a good leader and build good character and citizenship in order to make a difference in life.

► **Just Act**

[www.justact.org](http://www.justact.org)

Here you can discover ways to promote leadership among kids and action for global justice (social, political, and environmental).

► **Kids Can Make a Difference**

[www.kidscanmakeadifference.org](http://www.kidscanmakeadifference.org)

Kids Can Make a Difference features an educational program for secondary students that focuses on the root causes of hunger and poverty, the people most affected, solutions, and how students can help.

► **MaMa Media**

[www.mamamedia.com/activities/gallery\\_2/peace/](http://www.mamamedia.com/activities/gallery_2/peace/)

Students share their ideas about how to create a better world without terrorism, hatred, and violence. They can see other kids' peace creations and make their own.

► **Learning Point Associates**

[www.ncreg.org/sdrs/areas/issues/envrnmnt/drugfree/sa1k24.htm](http://www.ncreg.org/sdrs/areas/issues/envrnmnt/drugfree/sa1k24.htm)

Check out a great list of community service project ideas

► **Oxfam**

[www.oxfam.org.uk/coolplanet/kidsweb/oxfam/action.htm](http://www.oxfam.org.uk/coolplanet/kidsweb/oxfam/action.htm)

Get lessons for your classroom on topics like water use and the war in Iraq. Use this site as a self-teaching tool for students to explore everything from where their food comes from to life stories of children around the world.

► **Peace Corps**

<http://www.peacecorps.gov/www/service/lessons/index.html>

An innovative education program developed for the Peace Corps that

engages learners in an inquiry about the world, themselves, and others in order to broaden perspectives, promote cultural awareness, appreciate global connections, and encourage service.

► **Solutions Site**

[www.solutions-site.org/kids/](http://www.solutions-site.org/kids/)

An inspiring site for K-12 students who want to learn about real life solutions to today's crucial global problems. This engaging, interactive, multimedia site includes information on what's going on in the world, and what real life people are doing (and kids can do) to make a difference.

► **TakingITGlobal**

[www.takingitglobal.org](http://www.takingitglobal.org)

TakingITGlobal is an international organization led by youth and empowered by technology. Their goal is to connect youth around the world to find inspiration, information, and get involved in improving their local and global communities. Also offer unique database of scholarships and funding opportunities for youth taking action.

► **ThinkQuest**

<http://library.thinkquest.org/C002291/high/index.htm>

Learn about world hunger and share it with students—it's interactive!

► **UNESCO**

[www.unesco.org](http://www.unesco.org)

UNESCO developed the "HIV/AIDS and Human Rights: Young People in Action Kit" which provides a series of ideas for youth action on human rights and HIV/AIDS.

► **UNICEF**

[www.unicef.org/voy/takeaction/](http://www.unicef.org/voy/takeaction/)

Take Action was designed by UNICEF to offer children and teens a safe and supportive cyberspace within which they can explore, discuss and take action on issues that affect them. Young people from 180 countries participate in the site's discussion boards and live chats.

► **What Kids Can Do**

<http://whatkidscando.org>

This website documents the value of young people working with teachers and other adults on projects that combine powerful learning with public purpose for an audience of educators and policy makers, journalists, community members, and students.

► **Youth Activism Project**

[www.youthactivism.com](http://www.youthactivism.com)

Find success stories, inspiration, and ideas for youth activism.

► **Youthink**

<http://youthink.worldbank.org/about/>

Youthink provides information for youth about the global issues that matter to them. Check out the research, knowledge and experience gathered by World Bank experts on various global issues such as AIDS, globalization, health, the environment, the Millennium Development Goals, and more!

► **Youth Who Care**

[www.youthwhocare.com](http://www.youthwhocare.com)

Students interact with youth volunteers from around the world who want to make our world a better place.



## COMMUNITY EVENTS CALENDAR

### JUNE

**On-going : "Open House: If These Walls Could Talk."** Interactive exhibit at about the lives of immigrant families in Minnesota, Minnesota History Center, 345 W. Kellogg Blvd, St. Paul, MN 55102

**Now through June: "Home Sweet Home: An Exhibition of Art and Poetry."** Over 100 artworks and poems by local artists and poets on the issues of homelessness, affordable housing, and the meaning of home. Minneapolis Public Schools, 807 Broadway NE, Minneapolis, MN 55413

**June 16: Juneteenth Art Exhibition.** Features seven Milwaukee artists who are members of the ABEA (African-American Artists Beginning to Educate about African-American Art).

**June 22: "Serenity" Screening and Benefit.** Equality Now will be screening "Serenity" to bring awareness to women's rights issues and raise funds. Showing at 9:30 pm at the Riverview Theater, 3800 42nd Ave. S, Minneapolis, MN 55406

**June 24: "One River Mississippi."** A site specific dance and music performance to create awareness for the Mississippi river as an environmental, economic, and historic ecosystem. 7 pm at the Stone Arch Bridge (bridging downtown and southeast Minneapolis).

**June 24 and 25: Gay Pride Festival.** The Ashley Rukes GLBT Pride Parade begins at 11 am along Hennepin Avenue in Downtown Minneapolis. The Festival is open on Saturday from 10 am until 10 pm and on Sunday from 10 am to 6 pm at Loring Park in Minneapolis.

**June 28: Guantanamo: The Abuse of Presidential Power."** Reception, Talk and Book signing with Joe Margulies. From 5:00 pm to 7:00 pm at Fredrikson & Byron, P.A., 200 South Sixth Street, #4000 Minneapolis, MN. RSVP to Min Chong at mchong@mnadvocates.org.

### JULY

**July 13: "I Voted for Gummi Bears."** A one-person show that dissects the history and effects of Jim Crow's laws enacted in the 19th century by Minneapolis artist Ochen K. 12:00 pm at Faegre & Benson, LLP, 2200 Wells Fargo Center, 90 South Seventh Street, Minneapolis, MN 55402

**July 20: "Life in Shadows: Hidden Children and the Holocaust."** Exploring the history of children who went underground to escape Nazi persecution and destruction, many of whom were aided by non-Jews. Minnesota History Center, 345 W. Kellogg Blvd, St. Paul, MN 55102.

**July 28: "Homegame for the Homeless."** Watch the Twins take on Detroit at the Metrodome and support an important cause. Tickets may be purchased through People Serving People at 612-277-0221.

### August

**August 24-Sept. 4.: MN State Fair.** Join MN Advocates for Human Rights at the State Fair. Open 9 am to 10 pm. Adults, \$9, Youth, \$8, and Children under 5 are free! 1265 North Snelling Ave., St. Paul, MN 55108

**August 26: Women's Equality Day.** Established by Congress in 1974. On this date in 1920, the 19th Amendment to the Constitution was ratified. It prohibits sex discrimination with regard to voting.

## TAKE ACTION GUIDES

► **The Kids Guide to Social Action by Barbara A. Lewis**

Provides everything kids needs to make a difference in the world: step by step directions for letter-writing, interviewing, fundraising, speech-making, media coverage, and more. Includes 22 reproducible handouts. Available through Free Spirit Publishing.

► **Making History: A Social Studies Curriculum by Sheldon Berman, series coordinator**

Making History helps teachers prepare students for democratic participation in society. Students are encouraged to use their own experiences to assess controversial issues. Activities explore the meaning of empowerment and how to create change in the community and the nation at large. Available through Free Spirit Publishing.

► **Take Action! A Guide to Active Citizenship by Marc Kielburger and Craig Kielburger**

Take Action! is a step by step guide to active citizenship that equips young people with the tools they need to make a difference. Ideal for grades 8-10. Available through Free the Children.

► **The Youth Act Kit by youthact.org**

The Youth Act Kit gives students the advocacy skills they need to learn about a problem, take action, and ultimately change public policy. The curriculum is structured to be used with social studies and civic health classes. Available through YouthAct.org.



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