

A MINNESOTA
HUMAN RIGHTS
EDUCATION
EXPERIENCE

For more information on *This is My Home* and bringing human rights education home to your school, please contact:

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"This Is My Home" DVD:

Minnesota Students Share Their Stories

Video Study Guide

Who, What, Why, and How!

WHO?

K-12 Students, Teachers,
Families, and Community Partners

WHY?

To reflect critically on ways
to build a culture promoting
and protecting human rights
in our schools and communi-
ties.

WHAT?

Materials:

- Video Study Guide and
discussion questions for *This
is My Home* DVD: Minnesota
Students Share Their Stories,
- Human Rights Principles
- Universal Declaration of
Human Rights



www.thisismyhome.org

HOW TO USE THIS GUIDE

Dear Educators,

This guide is a launching pad for school and community discussion about promoting and protecting human rights in Minnesota. Please send us your ideas on ways that you can bring the *This Is My Home* DVD into your schools, families, neighborhood, and larger community. We plan to share "What works!" online at www.thisismyhome.org

Thank you,

The Minnesota Department of Human Rights and

The University of Minnesota Human Rights Resource Center Staff

There are several ways to use this guide. Please keep in mind that it is not necessary to use all the items presented here to have a meaningful post-film discussion experience. One key to a successful dialogue is the "Suggested Discussion Questions" section that you can use to encourage exploration. The discussion questions will depend largely on your goals. Such goals might include: (1) increasing understanding of the basic principles of human rights; (2) exploring what it means to play the role of the victim, perpetrator, bystander, and actor; (3) increasing understanding of self and others around you. A further way to use this guide is to use the "Facilitation Guidelines (p.2)" to help you encourage discussion with students, educators, families, or other community groups.

FACILITATION GUIDELINES

Facilitation Guidelines: The role of the facilitator is to create an atmosphere where everyone can express their thoughts and feelings, as well as listen to and learn from the different perspectives offered by each participant. Facilitators are also responsible for helping to clarify discussion goals and maintaining safe and respectful group processes. The following facilitation recommendations and activities help create such an atmosphere, as well as help to guide discussion. Facilitators should clarify or develop with the class or group Human Rights Roles and Responsibilities.

- Listen to each other with respect and share speaking time.
- Begin discussions in a comfortable environment such as small group reflection.
- Encourage participants to use "I" statements and to speak about personal thoughts, reactions, feelings, and experiences.
- Allow participants to tell their stories and experiences without judgment or negative comments from the group.
- Do not debate someone else's experience. If they say that something happened, do not argue with their statement.
- Try to "uncover and discover," instead of "cover."
- Encourage participants to ask questions when they think of them.
- When/if the discussion lags, ask questions about specific sections of the film.
- Allow for moments of silence.
- Ask participants to come up with a response, such as saying "ouch", if someone says something that hurts. Decide on how the group wants to handle these situations.
- Move around the room and vary your voice.
- Whenever possible, work with at least two facilitators. This allows one facilitator to focus upon emotional or group process, while another can pay attention to content and activities and keep track of the discussion.
- Be enthusiastic and have fun! Your enthusiasm will be contagious.

Plan your agenda. If possible, schedule sufficient time to show the film and discuss. A sample agenda might be as follows:

- (1) Opening remarks and setting the stage for: (a) sharing stories, and (b) learning about promoting and protecting human rights in our schools and community.
- (2) Give background information on the film.
- (3) Divide into small groups and briefly discuss terms found in "Activity 2: Discussion of Human Rights Principles". Assign one principle to each group. Ask groups to note examples of this principle in the film for sharing with the large group later on.
- (4) Show film.
- (5) Allow participants a low-risk opportunity to share their immediate emotional response by starting the discussion in small groups.
- (6) Open the large group discussion by asking small groups to share ways in which their specific human rights principle showed up in the film.
- (7) Ask the question: "What can we do to create a school or community culture to promote and protect human rights?"
- (8) End with a closing question, for example, "What did you learn today?"

SUGGESTED PRE-FILM DISCUSSION QUESTIONS

Exploration and Understanding of "Self"

- What makes you unique?
- What makes you the same as the person sitting next to you?
- What makes you different from the person sitting next to you?
- What makes you the same as your classmates?
- What makes you different from your classmates?
- Do you feel like an insider or an outsider? Why?
- Do you think you can make a difference?

Human Rights and Responsibilities

- In what ways do you feel human rights are protected in the world? In the United States? In your community? In your school?
- In what ways do you feel human rights are violated in the world? In the United States? In your community? In your school?
- Describe a time when you felt that your human rights had been violated or when you violated someone else's rights.

SUGGESTED ACTIVITIES FOR CLASSROOM USE

ACTIVITY 1: Discussion of Human Rights Principles

Structure: Discuss these terms briefly in small groups and then ask participants to view the video and identify ways the principles are presented in this documentary. For facilitation of discussion, after the small groups meet as a whole class, print out the Human Rights Principles poster from <http://www.hrusa.org/thisismyhome/project/resources.html>

Time: Approximately two hours.

Procedure:

Step 1: In small groups, hand out sheets with the terms printed on them.

Step 2: Have students brainstorm definitions for the terms.

Step 3: Have the class meet as a whole and decide which definitions work the best for the terms.

Equality: What does it mean to be equal? How was equality shown in the film?

Human Dignity: What is human dignity?

Non-discrimination: Were there examples of non-discrimination in the film?

Inalienability: What does "inalienable" mean?

Indivisibility: How are human rights "indivisible"?

Interdependency: What does it mean to be "interdependent"?

Justice: What does justice mean?

Responsibility: What does it mean to be responsible?

Universality: What does it mean to be universal? How are human rights universal?

ACTIVITY 2: Respecting Human Dignity

Structure: Circle session: 1 large circle or 2 smaller circles that run consecutively (*one group works at the quiet task while the other meets in a circle session; then the groups switch.*)

Time: 15 to 20 minutes. The *first time you do a circle session you will need to explain the expectations and guidelines, which may take a few extra minutes.*

Procedure:

Step 1: Introduce the topic "A time when someone did not respect my human rights..."

Step 2: Instruct participants to focus on describing the action or the event and to avoid naming people. Include an instruction to note feelings and possible feelings. To help participants you may want to ask them to share a situation, how they felt afterward, and how they feel now.

Step 3: After students have volunteered stories, ask what similarities they noticed in the responses. Did anyone learn anything?



SUGGESTED POST-FILM DISCUSSION QUESTIONS

Exploration and Understanding of "Self"

- Why don't people get along?
- How can people get along?
- What could help people get along?
- Do you spend time with people who are different from you?
- Do you like to spend time with people who are different from you?

Human Rights and Responsibilities

- What did you feel while viewing this film?
- What stands out most about the This is My Home DVD?
- What kinds of similarities do you see between the students in the film and yourself/your school?
- What kinds of lessons do you think this film teaches in relation to human rights?
- Why is it important that we share our stories and personal experiences?

SUGGESTED ACTIVITIES FOR CLASSROOM USE

ACTIVITY 3: Perpetrator-Victim-Bystander-Actor

Structure: Have students work independently and then in small groups. Finally, have students come together as a larger group.

Time: 1-2 hours, depending on the number of students wanting to share a story and the number of stories shared.

Procedure:

Step 1: Have students individually reflect on one or two of the following circumstances:

- When you violated another person's human rights (i.e., discriminated against someone, put someone down or bullied someone). (Perpetrator)
- When your human rights were violated. (Victim)
- When you observed a violation of another person's human rights and you did nothing. (Bystander)
- When you saw another person have their human rights violated and you intervened. (Actor)

Step 2: Have the students write about their experience(s).

Step 3: Have the students bring those stories to the class, as a whole, and select one(s) they feel comfortable sharing.

*This activity is designed to develop a deeper understanding of what roles are played in human rights promotion, protection, and violations of human rights. It introduces four concepts of identifying and applying descriptive terminology to the roles that we as humans assume in our daily lives. It is a good activity to use if you are facilitating a smaller group of participants that have a significant understanding of human rights principles and terminology. It is also a good activity for students that are working toward developing a trusting relationship with one another; it can help them to feel that they are in a safe environment where they can share personal stories without feeling intimidated or bullied by other students because of their thoughts and ideas. Facilitators should review guidelines and develop Human Rights Roles and Responsibilities for establishing a safe circle for sharing experiences.

Definitions of the above terms in context to this guide:

Perpetrator: Someone who harms or otherwise violates a person.

Victim: Someone whose human rights are violated (in a general sense, someone who is harmed)

Bystander: Someone who observes another being harmed but does nothing.

Actor: Someone who intervenes on behalf of another who is being harmed.

This activity is also a great introduction to begin the brainstorming and development of an action plan or creative class activity using the Human Rights Process Model found in the This is My Home Tool Kit Interactive and at www.thisismyhome.org.