

**Eleanor Roosevelt and the 60th Anniversary of the Universal Declaration of Human Rights
Teacher-Student Conference
Thursday, April 2, 2009**

Facilitated Dialogue

Groups of 6-10 students; One or two adult group facilitators, 45 minutes total

INTRODUCTION (2 minutes)

We thank you all for joining us today. We hope that you have been enjoying the day and hearing the speakers. Now we are going to do something a bit different. We would like to invite you to share your thoughts and feelings and hear from others. Together we will explore questions, ideas, or issues that today's program may have sparked for you about human rights issues today.

My name is ... and I am ... (facilitators introduce themselves) and we will be your group leaders to guide us all in this conversation. This type of conversation may be different from others that you might have had in school. We would like to share some agreements that will ensure that we have a good time together.

AGREEMENTS/GUIDELINES (3 minutes)

Facilitator ask students to take turns reading each of these guidelines aloud. [Distribute printed copies for participants to see on the table.]

- Be respectful.
- Everyone is a participant. Give everyone the opportunity to share. Sometimes this might mean stepping up or stepping back.
- Please take turns sharing your ideas. Let the others finish their thoughts before you talk.
- Everyone's opinions are valuable.
- It's okay to change your mind.
- Have fun.

Does everybody agree with these? Is there anything that you think we should add?

ICEBREAKER (15 minutes)

- Materials Needed: Watch with second hand, stopwatch or kitchen timer.

- You might have gotten to know each other throughout the day, but we wanted to give you another opportunity to share a bit about yourself. Let me invite you to share your name, which school you are from, and one thing that you are passionate about. [Each group needs either a stop watch or a watch with a second hand]
 - We are going to do this using charades. Each person will have up to 30 seconds to act out one thing they are passionate about (a thing, television show, food, hobby or interests). The group can shout out what they think it is.
 - Then that person shares his/her name, what school they are from and reveals what their “passion” is if it wasn’t guessed already.
 - The time keeper will be the person who just went. [Chose the person on the left of the facilitator to start].
 - The person that just gone will choose the next person to go, so we don’t necessarily have to go in a circle.

- Synthesize/reflect on the types of things people mention.
 - *Sample: We are all passionate about different things. Some of our interests come from our family backgrounds and what we have been exposed to. But for each of us, we each have things that are important to us and it motivates us in different ways.*
 - *Passion is what drove Eleanor Roosevelt to work on human rights issues. Passion often goes beyond just commitment and in her case kept her going despite challenge. Passion can be translated in into transformative experiences and motivate one to make change.*

EXPERIENCE QUESTION (15 minutes)

- Materials Needed: (1) Sheet of 5 articles for each participant, 5 articles printed on separate piece of paper for students to make choices on, (3) different colored markers for students to write choices.
- We heard today, the UN Declaration of Human Rights (UDHR) has been an important document because it outlines basic human rights. It is a document that protects you and promotes your rights. (Goal: to get familiar with UN Declaration of Human Rights and read the original text.)

- We have pulled out a selection of 5 of the articles from the UDHR [Each student receives a sheet of paper with text of 5 articles. 5 articles are printed out in large type on sheets of paper for the group to mark their choices on]
 - Article 9: *Freedom from Arbitrary Arrest and Exile* - No one shall be subjected to arbitrary arrest, detention or exile.
 - Article 12: *Right to Privacy* - No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.
 - Article 16: *Right to Marriage and Family* - (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. (2) Marriage shall be entered into only with the free and full consent of the intending spouses. (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
 - Article 19: *Freedom of Opinion and Information* - Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
 - Article 26: *Right to Education* - Everyone has the right to education. (1) Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children.

- Please take some time to silently read these over. Please decide on which article is the most important to you:
 - for you personally;
 - for you locally (this can be however you define local, i.e. your school, community, country);
 - for the world to address globally.
- Each of you will write the letter P, L, or G next to the one of the articles in the center of the table. P is for your choice that is most important to you personally, L for your choice for what is most important for your local community, and G for your choice that is most important for the whole global community to address
- As a group you can decide which color you will all use to write your Ps, Ls, Gs.
- Synthesis and Full group reflection:
 - Let's look at what you all have chosen. Would anyone like to comment on what you selected or what strikes you about what the group selected?
 - Possible probing questions: "Why did you choose these particular rights? Why is it important to you personally? Why is it important for your community? Was it hard for you to make choices?"
 - Possible probing questions for particular articles:
 - Article 26: *Right to Education* – What does the right to education look like? Does this mean "free education"?
 - How do you think the selections would be different in other people participated in this activity? Possible probing questions: What if you were a group of school administrators and one of you was the principal? What if you were all the business leaders of your community? What if you were the President and his cabinet?
 - In the real world, who gets to decide on what is important? Possible probing questions: Why do you think that is? What are some ways that people could change that?

SYNTHESIS AND CLOSURE: REFLECTION AND ACTION-ORIENTED QUESTIONS (10 minutes)

- Reflecting on the ideas we've discussed, we invite you to imagine both big and small ways, ordinary, individual and collective ways that people can make a difference.
 - What is one thing you would like to do as a result of what you learn about or discussed today? This could be talking to a friend or family member, reading up on something that you didn't know about, being involved in your community, etc.

Thank you for sharing your thoughts with us. Now you are going to have time to join the group from your school and discuss how you might work together in your school.

