UNIT 4: KŪPONO – TO STAND FOR WHAT IS RIGHT – SOCIAL JUSTICE

Lesson #1

Kū i ka pono no ka honua
To make things right for the world - A Global Look at Social Justice

LESSON OBJECTIVES:
Students will:
- Learn vocabulary relevant to the unit and lesson
- Read about and discuss the worldwide problem of child labor
- Describe 3 or more important rights outlined in the Universal Declaration of Human Rights
- Create a class book to teach others about universal human rights

MATERIALS: provided*
- Board or chart paper/pens
- Computer or DVD player to show video
- Overview of Child Labor handout* (See lesson PPT)
- Preamble, Declaration of Universal Human Rights*
- Video about the Universal Declaration of Human Rights*
- Supplemental reading: Plain language version of the Declaration of Human Rights*
- Supplies to create a class book about Universal Human Rights

PROCEDURES:
• INTRODUCE UNIT:
- Introduce that the next unit is entitled Kūpono and students will learn about Social Justice.
Create a chart with definitions of key terms and the student’s interpretation of what it means “To Make Things Right.”
KŪPONO: Upright, honest, appropriate, just, fair (and more*)
(-Pukui, 1986 *See Hawaiian Dictionary for full definition)
SOCIAL: Shared, public, community
JUSTICE: Fairness; integrity; system of law
RIGHT: Entitlement, power, privilege, claim
RESPONSIBILITY: Something to be responsible for; Accountability; blame, authority to act

• INTRODUCE LESSON:
- Briefly explain that citizens of the United States have some basic human rights provided through the U. S. Constitution and Bill of Rights. Ask students to share what they think any of these basic rights are. Chart their ideas; read and add information from the description below:

*The Bill of Rights is the name of the first ten amendments to the U.S. Constitution, put into effect in 1791. It is a series of limitations on the power of the United States federal government, protecting the natural rights of liberty and property, including freedom of religion, freedom of speech, a free press, free assembly, and free association, as well as the right to keep and bear arms.

- Introduce that the group will be learning about the rights of youth. Ask students to close their eyes and think of a time when they had physically worked extremely hard…. for a long time. Ask them to think about what they were doing, how long they did it, and how they felt. Discuss student experiences. See who would prefer working very hard from sunrise to sundown instead of going to school.

- Introduce the social concern of child labor by sharing that many youngsters around the world and even some in Hawai‘i don’t experience many basic rights, including the right to an education.

- Write the definition: Child Labor: “Work that harms children or keeps them from attending school.” Discuss any prior knowledge students might have about inappropriate child labor; clarify the difference between this issue and working at home to help your family out.

- Have students guess how many youth around the world between ages 5-17 are forced to do work that harms them or keeps them from learning. (246 million) Ask students to predict what kind of work they think children might be forced to do.

- Distribute the Overview of Child Labor and facilitate a quick and easy way for your group to read and discuss this information.

- Help students appreciate their rights by comparing their lives with those of children experiencing this exploitation. Brainstorm solutions to this problem.

- Note: See resources below for a website with more information on child labor and child slavery.

**MODEL LESSON:**


The United Nations: *International organization*  
*Founded in 1945 after World War II*  
*Began with 51 countries*

**Four main purposes of the U.N.**

- To keep peace throughout the world;
- To develop friendly relations among nations;
- To help nations work together to improve the lives of poor people, to conquer hunger, disease and illiteracy, and to encourage respect for each other’s rights and freedoms;
- To be a center for harmonizing the actions of nations to achieve these goals.
- Share that the U.N. created a document that lists human rights important for all people to have; it’s called the Declaration of Universal Human Rights.

- Project or distribute copies of the Preamble to the Universal Declaration of Human Rights (below):
  * Introduce this document and explain the purpose of a preamble (set intention, introduce).
  * Read all or parts of the preamble aloud, explaining and interpreting its formal text style. Work with students to identify and list main ideas.

- Show one or more videos produced by the Human Rights Action Center about universal human rights. Find one version on the curriculum DVD or go to the website below to find others (under 5 min. each). Ask students to remember one or two human rights they find most critical. (More versions on YouTube)
  http://www.humanrightsactioncenter.org/dyr/?s=Universal+Declaration+video

- Chart the different universal rights that students remember; compare this list to ideas charted when discussing rights of U.S. citizens.

• GUIDED PRACTICE:
  - Discuss why it might be important to understand these basic human rights and who could benefit from learning this information.

  - Share the idea of teaching younger students about universal human rights by creating a class booklet. Explain that each student or pairs will draw and write about one or more basic rights.

  - Use the charted information to help students select basic rights they want to illustrate. Help them figure out how to write a short phrase about the basic right. Discuss what kinds of pictures and symbols might reflect these rights. Provide time for them to create their pages and reinforce the need for quality work as others will be reading it.

  - If additional review of these rights is needed, distribute to each team the plain language version of the Declaration of Universal Human Rights. Project this document for all to see if possible, and read with the group, highlighting the most relevant information.

  - Distribute supplies and provide guidelines on how to create their page(s) (I.e.; margins, which way to draw on the paper, how to write letters clearly for younger students to read, etc.)

  - Students done first can create additional items (I.e.: front and back booklet covers; booklet title and a title page; a short history of the Universal Declaration; an introduction to the United Nations; a letter to other classes about their book, etc.) After their book is complete, find a venue for students to share what they learned (I.e.: read it to younger students, put it in the school library or front office, etc.)
• CLOSURE:
- Revisit the meaning of kūpono, child labor issues, and universal human rights. Discuss different ways students can continue to promote universal rights for all everyone. (I.e.: learn more and teach others, appreciate rights by fulfilling responsibilities that go with them, read information on line, etc.)

• EVALUATION:
- Ask partners to discuss what they feel is the most important information learned from this lesson. Provide time for the group to share their thoughts.

• RESOURCES:

http://www.continuetolearn.uiowa.edu/laborctr/child_labor/ - Learn about child labor in the USA from information compiled for the Child Labor Public Education Project of the University of Iowa Labor Center and Center for Human Rights.

http://www.antislaverysociety.addr.com/index.htm - Learn about child slavery; check out their section for youth. (Note: This subject is a challenge, yet it puts a light on a harsh reality experienced around the world by some youth their age. Help students learn to appreciate that they get to attend school and learn information that will help them grow well into a lifestyle of their choice.)

www.change.org - Find a multitude of current issues and campaigns from people around the world who are working to enlighten others about a problem.
UNIVERSAL DECLARATION OF HUMAN RIGHTS

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts that have outraged the conscience of mankind and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

| inalienable: unchallengeable; absolute |
| barbarous: extremely cruel |
| advent: start |
| fundamental: basic |
| realization: understanding; awareness |
Universal Declaration of Human Rights
Plain Language Version
Adapted from: http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp

1. When children are born, they are free. Each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

2. Everyone can claim the following rights, despite…
   - a different sex
   - a different skin color
   - speaking a different language
   - thinking different things
   - believing in another religion
   - owning more or less
   - being born in another social group
   - coming from another country

It also makes no difference whether the country you live in is independent or not.

3. You have the right to live in freedom and safety.

4. Nobody has the right to treat you as a slave.

5. Nobody has the right to torture you.

6. Everyone should be legally protected in the same way, everywhere.

7. The law is the same for everyone; it should be applied in the same way to all.

8. You should be able to ask for legal help when the rights your country grants you are not respected.

9. Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.

10. Trials should be done in public. The people who try you should not let themselves be influenced by others.

11. Everyone should be considered innocent until it can be proven they are guilty. Anyone accused of a crime should always have the right to defend them self. Nobody has the right to condemn and punish you for something you have not done.

12. You have the right to ask for protection if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

13. You have the right to come and go as you wish within your country. You have the right to leave your country, and then return there if you want.

14. If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you do not respect what is written here.
15. You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.

16. As soon as a person is old enough, he or she has the right to marry and have a family. The color of your skin, the country you come from, or your religion should not be barriers. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect you and the members of your family.

17. You have the right to own things and nobody has the right to take these from you without a good reason.

18. You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.

19. You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas with people from any other country.

20. You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.

21. You have the right to take part in your country's political affairs. You can belong to the government yourself, or you can choose politicians who think like you do. Governments should be voted for regularly, and voting should be secret. Everyone should get an equal vote.

22. The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and everyone in your country.

23. You have the right to work, to choose your work, and to get a salary that allows you to support your family. Men and women doing the same work should get the same pay. All people who work have the right to join together to defend their interests.

24. Each workday should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

25. You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Mothers and their children are entitled to special care. All children have the same rights to be protected.

26. You have the right to go to school; everyone should go to school. Primary schooling should be free. Everyone should be able to learn a profession or continue studies as far as they wish. At school, you should be able to develop all your talents. Everyone should be taught to get along with all other people. Your parents have the Right to choose how and what you will be taught.
27. You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.

28. So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.

29. You have duties towards the community within which you live. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

30. In all parts of the world, no society or human being should be able to act in such away that would destroy these rights you have been reading about.