

School Counselors' Role in Child Rights and Human Rights Education:

Moving Beyond One's Professional Comfort Zone

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Abstract

Average American students are seldom aware of child and human rights principles and their impact globally and locally. School counselors are one logical group of school specialists skilled to facilitate school-based, rights-based (i.e., child and human rights) initiatives to promote students' awareness. Moving beyond their professional comfort zones, school counselors have (a) training in leadership, systemic change, advocacy, and collaboration and (b) requisite skills to facilitate students' development of a rights-based foundation to become engaged and responsible global citizens with a mature rights-based lens. Rights-based resources are offered for guidance lessons, academic lessons, and extra-curricular programs.

Keywords: human rights education, child rights education, school counseling

School Counselors' Role in Child Rights and Human Rights Education: Moving Beyond One's Professional Comfort Zone

Average American students are seldom aware of the United Nation's (UN) *Universal Declaration of Human Rights* (UDHR; UN, n.d.) and *Convention on the Rights of the Child* (CRC; UN, 1989) doctrines and how *their* rights are protected by these UN doctrines. Moreover, they are seldom aware of the history, content, and power of these doctrines (McFarland, 2016; Hulsizer & Woolf, 2012) and seldom able to articulate basic rights-based principles (i.e., child and human rights).

The UDHR and CRC doctrines (UN, 1989; UN, n.d.) promulgate basic rights for adults and children worldwide and are summarized in Tables A1 and A2. In practical terms related to youth, the power of the two doctrines ensures American youth (and youth globally) (a) have a right to education (CRC's Articles 28 and 29; UDHR's Article 26); (b) are protected from child labor abuses (CRC's Article 32); and (c) have a right to practice a preferred religion (CRC's Article 14; UDHR's Article 18), among other rights.

Representatives of Member States (i.e., countries) of the UN ratified the *Universal Declaration of Human Rights* in 1948, spurred by atrocities occurring during World War II. It was passed, in large part, due to the leadership of Eleanor Roosevelt, former First Lady of the United States (United for Human Rights, n.d.). The UDHR promulgates respect for every person's dignity, with an emphasis on adult rights (Hart & Hart, 2014). The UN Office of the High Commissioner for Human Rights (OHCHR; UN, 2017) asserts it "is a milestone document, which underpins all international human rights laws and inspires us to continue to work to ensure all people can gain freedom,

equality, and dignity” (p. 1). In 2018, the world community commemorated the 70th anniversary of the signing of this historical document.

Since adults and children experience different developmental issues, representatives of UN Member States ratified the *Convention on the Rights of the Child* in 1989, another milestone human rights doctrine, with a focus on youth. The CRC promulgates rights based on the best interests of children to ensure their quality of life, well-being, education, and treatment, as well as establish a child’s status as a person (Hart & Hart, 2014). As of 2015, the United States is the only country, of 194 UN Member States, to not ratify the CRC (Mehta, 2015), which most likely explains American students’ lack of awareness about the CRC as well as the absence of federal or state mandates and guidelines to teach it. The reader is referred to Hart and Hart (2014), McFarland (2014), and Hart and Pavlovic (1991) for an historical perspective and comprehensive overview of both doctrines.

Despite ratifications of the UN’s UDHR and CRC doctrines, human rights challenges and violations persist around the world and locally. Globally for instance, the current refugee and asylee crisis is often grounded in ethnic, cultural, or religious persecution (UDHR’s Articles 14, 18, and 30; CRC’s Article 6, 19, 22, and 38) and emigration emanates from countries whose citizens are experiencing strife, warfare, and/or significant discrimination. Locally for instance, Zeid Ra’ad al Hussein (2018), former UN High Commissioner for Human Rights, has labeled the involuntary separations of youth from their migrant families on American soil at the Mexico-U.S. border in 2018 (Ainsley, 2018) as a human rights violation (CRC’s Articles 3, 9, and 10). Examples of global and local human rights challenges such as these can be used as

“teachable moments” if American school specialists (e.g., school counselors, teachers, school psychologists, media specialists/librarians, school social workers, school nurses, coaches, and principals, among others), assert academic leadership to teach rights-based principles. In doing so, seldom discussed child rights and human rights doctrines and principles become relevant when students view global and local incidents from a rights-based foundation and through a human rights perspective to analyze policies and practices, which might violate UN-ratified human rights doctrines.

Dunhill (2018) asks, “Does teaching children about human rights, encourage them to practice, protect, and promote the rights of others?” (p. 16). Similarly, school counselors might ask, “Should American students become versed sufficiently in child and human rights principles to become globally aware and engaged citizens who are concerned about the rights and well-being of others locally and globally?” To respond to both questions, students’ ability to understand rights-based concepts early in life prepares them to *walk in the shoes of others* (Goodman & Freeman, 2015), or those who look different from them, thereby increasing their empathy toward others and advocating for basic rights for *all* people. This awareness helps to establish a foundation for future global engagement in adulthood (McFarland, 2016; Woolf, 2016; Shriberg & Clinton, 2016; Oguro & Burrige, 2016; Hulsizer & Woolf, 2012; Torney-Purta et al., 2008; Dunhill, 2018).

How might American school specialists use their professional skills to promote rights-based awareness in schools to help students understand human rights and their implications in order to truly become global citizens? The task of education in schools has typically been the domain of teachers. School counselors are not usually

considered to be the natural or logical “point people” for educational issues. Yet, school counselors are one logical group of school specialists, among others, to advocate for and provide school-based leadership in rights-based educational initiatives, based on their training and skills in advocacy, systemic change, leadership, and collaboration, and as well as their professional standards, as promoted by the American School Counselor Association (ASCA, 2017, 2019). According to the *ASCA National Model* (2019), school counselors facilitate student learning and growth in three domains: (a) academic, (b) career, and (c) social/emotional development. This is accomplished through the design and implementation of a school counseling core curriculum to facilitate understanding of, compassion for, and empathy toward other people, among other social/emotional values needed to lead a successful adult life.

If school counselors use their repertoire of skills to partner with other school specialists, they could initiate school-based educational initiatives to teach students to become globally (and locally) aware and civically engaged regarding rights-based issues (Hart & Hart, 2014; Burden, 1993). In an article related to teaching college-level undergraduate psychology classes, Woolf (2016) asserts,

With human rights knowledge, our students are more likely to accept the mantle of social responsibility and become involved actively as global citizens.... [T]hey are less likely to be apathetic bystanders only serving as fuel for human rights violations at home and around the globe (p. 2).

Torney-Purta et al. (2008) reported benefits from students’ awareness about child and human rights, including respect for and increased participation in rights-based causes, based on research collected in 27 countries. The purpose of this article is to discuss how school counselors might move beyond their professional comfort zones and

collaborate with other school specialists to advocate for and implement effective school-based, rights-based initiatives grounded in human rights doctrines such as the UDHR and CRC.

Educating About Child Rights and Human Rights

Educating about human rights in schools is not a novel idea. UN officials assert that each country is responsible for the human rights education of its youth and for shaping them to become globally engaged adults (Rubin et al., 2020). The UN's *Decade of Human Rights Education (1995-2004)* (UN, 1994) provides guidelines for the creation of each country's national plan for educating its youth about human rights. Phase 1 (2005-2009) and Phase 2 (2010-2014) of the four-phase *World Programme for Human Rights Education (2005-Ongoing)* (UN, 2004) focused on programming for elementary and secondary levels and on training teachers, respectively. In 2011, the *UN Declaration on Human Rights Education and Training*, Article 2-2 (UN, 2016) declared that teachers (a) educate *about* human rights (i.e., teach knowledge, values, and protection); (b) educate *through* human rights (i.e., teach to respect rights for self and others); and (c) educate *for* human rights (i.e., teach empowerment and respect of rights for self and others). Through the implementation of these UN educational frameworks, school specialists worldwide have access to resources to teach human rights education to their youth.

Abroad, government and educational leaders in Indonesia, the United Kingdom (U.K.), and Australia, among other countries, have instituted national standards for teaching human rights education in their schools (Robinson, 2017; Oguro & Burr ridge, 2016; Inagaki, 2002). In the Australian Plan (Oguro & Burr ridge, 2016) for instance, a

strong emphasis is placed on school specialists establishing partnerships among community agencies, non-governmental organizations (NGOs), and organizations. These partnerships are similar to ASCA's *National Model* (2019) endorsement of school-family-community partnerships (i.e., school specialists, community/social service staff, religious leaders, municipal authorities, university professionals, and parents, among others) in the United States to create comprehensive school counseling programs. Bryan et al. (2018) proffer the school-family-community partnership model, noting it facilitates access to additional resources beyond the school district's budget that could support rights-based educational initiatives.

School Counselors and Leadership

Numerous authors have cited school counselors' leadership skills in initiating systemic change to promote student development (e.g., Erford, 2014; Hart & Hart, 2014; ASCA, 2019; Dollarhide, 2003). A collaborative leadership style (e.g., Chrislip & Larson, 1994; Chrislip, 2002), along with strong interpersonal skills, supports nurturance of effective relationships with school specialists necessary to implement rights-based educational initiatives. Young and Bryan (2015) identified five essential school counselor leadership dimensions from an exploratory analysis and they include (a) interpersonal influence, (b) problem solving skills, (c) systemic collaboration, (d) social justice advocacy, and (e) professional efficacy, using their School Counselor Leadership Survey. Finally, Young et al. (2015) surveyed practicing school counselors nationwide about their leadership skills to assess leadership through a real-world prism rather than a theoretical one. They identified five major themes including (a) leadership attributes, (b) relationship attributes, (c) communication and collaboration, (d) program design, and

(e) advocacy that facilitate effective leadership. Thus, school counselors have access to many leadership models to select the one(s) most suitable for their school's or district's expectations, needs, and demographics, along with suitability to complement their individual personalities and work styles. Their selected leadership style(s) will equip them to collaborate with others to implement rights-based educational initiatives.

Implementation of Rights-Based Initiatives in American Schools

To advocate effectively for the inclusion of rights-based educational initiatives and provide leadership in their implementation, school counselors are advised to start with self-education. Table A3 provides resources covering the history, principles, and practices of child and human rights worldwide in educational and non-educational settings. These resources provide the school counselor with a working knowledge of child and human rights principles and issues prior to advocating for their inclusion into the school's curriculum and extra-curricular activities.

As one component of leadership, the school counselor is advised to initiate and chair a special advocacy committee of supportive school specialists to implement rights-based educational initiatives. Committee members are advised to gain a working knowledge of child and human rights issues by reviewing the resources in Table A3. In the words of Walker et al. (2015), they are advised to become "knowledge brokers" (p. 92) and provide expertise and consultation for other school specialists for many of the following school-based functions (Merlin, 2017):

- Coordinate in-service training sessions with a focus on school specialists gaining sufficient expertise to infuse rights-based education into extant classroom guidance lessons, academic lessons, and extra-curricular events.

- Establish an on-site repository of teaching resources, in collaboration with media specialists/librarians, to assist school specialists in integrating rights-based content into guidance lessons and extra-curricular activities. Table A4 offers a comprehensive (but not exhaustive) list of developmental educational and extra-curricular rights-based resources that are free or inexpensive.
- Refer to Banks and Banks' (2010) *content integration* dimension (i.e., one of the five dimensions of multicultural education) to offer expertise and consultation to school specialists to modify guidance lessons, academic assignments, programs, and extra-curricular activities. In this framework, school specialists expand the traditional academic and school counseling curricular by incorporating examples and content from different cultures to illustrate key concepts. For example, implementation of content integration can be used by high school specialists to incorporate rights-focused books such as *I am Malala* (Yousafzai & McCormick, 2014), to a course's reading list (i.e., academic modification) or invite a human rights speaker from a local NGO (i.e., extra-curricular modification).
- Implement safety procedures and practices in the event a student is triggered by a rights-based guidance lesson, class discussion, activity, speaker, or assignment (Robinson, 2017). Include student debriefing following experiential activities and develop procedures for an immediate referral to another school counselor, a school psychologist, or a school nurse for personal support, if necessary. It is incumbent on school specialists to maintain a safe school environment.
- Incorporate rights-based social media sites into relevant guidance lessons, academic lessons, assignments, and extra-curricular activities to sustain students' interest. Table A5 offers examples.

Managing Resistance

School counselors' leadership in facilitating rights-based educational initiatives will most likely involve addressing and managing some degree of resistance to change within the school community. Examples of legitimate resistance types may include

professional (e.g., “I’m not a teacher; they should do this”); practical (e.g., “my participation could adversely affect my students’ grades on standardized tests and jeopardize my performance evaluation); training (e.g., “I have no expertise to teach a rights-based curriculum”); worldview (e.g., some school administrators, school board members, school specialists, or parents might disagree with the premise that rights-based education should be taught or they might perceive it as a “controversial” or “hot” topic to be avoided); financial (e.g., limited or no financial appropriations for teaching tools, library resources, field trips, and guest speakers); personnel (e.g., unmanageable turnover rates of highly engaged and supportive school specialists available to teach rights-based education or become club advisors); and time factors (e.g., “this additional topic takes time and resources away from core subjects”).

A comprehensive discussion of managing various resistances is beyond the scope of this paper but Woolf (2016) offers some recommendations. However, one approach to reduce resistance is demonstrating to school specialists, parents, and students how unrecognized rights-based principles have affirmed the American educational system. For instance, help them to realize that CRC’s Articles 28 and 29 (right to education) and Article 23 (protection for youth with disabilities) affirm educating *all* youth in the United States. Counselors may further reduce resistance through content integration (Banks & Banks, 2010) and reframing (Woolf, 2016) by including rights-based principles into current curricula and extra-curricular programming, when feasible. That is, re-package current academic topics such as prejudice and discrimination, typically discussed in English, History, and Social Studies courses, into a rights-based framework (a) by the small but significant modification (i.e., reframing) of

connecting these topics to the UDHR (Articles 1, 2 and 3) and the CRC (Articles 4, 14, and 30) and (b) by incorporating rights-based resources (i.e., content integration) in guidance lessons, lectures, discussions, and assignments.

Suggestions for implementing rights-based educational initiatives based on the ASCA (2019) school counselor roles related to (a) academic, (b) career, and (c) social/emotional development are provided below. Attempt to incorporate rights-based initiatives into extant or new guidance lessons, academic lessons, or extra-curricular activities. Suggestions are not exhaustive.

Rights-Based Academic Initiatives

Examples of developmental, rights-based classroom activities are described for elementary school, middle school, and high school grades. Collaborate with teachers, media specialists/librarians, and school “knowledge brokers” (Walker et al., 2015) to identify developmental resources as well as review Table 4.

Lower Elementary School

The goal of rights-based educational initiatives for elementary students, especially for the youngest grades, is to educate about global awareness. School counselors may collaborate with teachers to create an awareness that the world is large and some children around the world experience joys and challenges different from those experienced by American youth. Assist teachers to enhance students’ awareness that every child does not live in “My Town, USA” and other children have different lived experiences.

Books would focus on basic world geography and global awareness. Books such as National Geographic’s *Kids Beginner’s World Atlas* (2011) and *Kids Around the*

World (Rice, 2011) engage youth in grades K to 4 and grades 1 to 3, respectively. Both books describe geographic and cultural differences and similarities, with Rice (2011) asserting, “Kids are kids all around the world. No matter where they live, they are a lot like you” (p. 4). *A Life Like Mine: How Children Live Around the World* (UNICEF, 2006) is recommended for grades 2 to 5 and incorporates CRC principles. It could be infused into Literacy or Geography lessons or guidance lessons. It demonstrates how some of the CRC principles attempt to improve the quality of life for children around the world and connects everyday childhood activities to the CRC. For instance, access to *water* and *food* (CRC’s Article 6) are connected to a child’s right to practice one’s *culture* and its cultural and religious feasts (CRC’s Article 30) through the consumption of specific foods. These books may be infused into circle reading time, guidance lessons, or as part of a school initiative to participate in “Read Across America” (see <http://www.readacrossamerica.org/>), commemorated annually on March 2.

Upper Elementary and Middle School

School counselors can collaborate with teachers to infuse rights-based educational initiatives into the school’s character education and Social Studies lessons. Character education programs (e.g., Park & Peterson, 2006), largely grounded in the seminal work of Kohlberg’s *Moral Development Model* (1964, 1981), are one pedagogy used successfully in school districts worldwide to intentionally promote altruism and tolerance, among other values, as reflected in the UDHR (Articles 18, 19, 27, and 30) and the CRC (Articles 7, 8, 14, and 30). These values, in turn, facilitate the development of character strengths (e.g., compassion) (Walker et al., 2015). Urban et al. (2018) report schools in North America, Asia, and Europe have adopted variations of character

education programs, whose objectives promote a foundation for successful local and global civic engagement.

At this grade level, students might begin to view current events and Social Studies lessons through the lens of rights-based awareness. As they (a) analyze historical events (e.g., termination of South Africa's Apartheid laws, connected to UDHR's Articles 7, 21, and 23); (b) study national and international current events (e.g., use of ISIS child soldiers in war (Almohammad, 2018), connected to CRC's Articles 19 and 38); and (c) comprehend the adjudication process for rights-based violations (e.g., post-WWII Nuremberg Trials for war crimes and human rights violations, connected to UDHR's Article 8), they will begin to grasp the importance of the UDHR and CRC doctrines and be able to connect their significance to historical and current world events.

The Kids Book of World Religions (Glossop, 2013), recommended for grades 3 to 7, and *Children Just Like Me: Celebrations!* (Kindersley & Kindersley, 1997), recommended for grades 5 to 12, are rights-based educational resources appropriate to include in guidance lessons, character education programs, and Social Studies lessons. Students learn about the basic beliefs, teachings, and holidays of various faiths and connect this awareness to child and human rights to feel free to practice one's preferred religion, as a *right* regardless of residence around the world (CRC's Article 14; UDHR's Article 18). Yet, news reports have shown families of the Rohingya Muslim minority religious group, for instance, fleeing religious persecution in Myanmar (aka Burma) and forced into refugee camps in neighboring Bangladesh (Albert, 2018). Students will grasp that this refugee situation, and other similar ones, are more than news reports, as they

represent a violation of the right to practice one's preferred religion without persecution (CRC's Article 14; UDHR's Article 18) as well as the right to seek asylum in another country (UDHR's Article 14) due to a rights-based violation.

High School

As students increase their awareness and knowledge about current events and world affairs, their level of sophistication as global citizens and their ability to analyze events through a rights-based lens should sharpen. School counselors can collaborate with teachers to infuse rights-based awareness into courses such as History, World Events, or English, or through the "Global Read Aloud" autumn initiative (see <https://theglobalreadaloud.com/>). Rights-based books or movies (e.g., *Schindler's List* (Keneally, 1982; Spielberg, 1993)) about the Holocaust as well as the movie, *Hotel Rwanda* (George, 2005), about the Rwandan genocide, could serve as assignments to analyze historical events through a rights-based lens.

Rights-Based Career Initiatives

College Advisement

During college advisement workshops and appointments, school counselors may assist rights-aware students to consider academic majors or minors with a rights-based focus. Hunter College (New York City) offers an academic minor and certificate in Human Rights (see <http://www.roosevelthouse.hunter.cuny.edu/hrp/>) and Webster University (St. Louis, Missouri) offers a baccalaureate in International Human Rights (see <http://www.webster.edu/arts-and-sciences/academics/human-rights/programs.html>). Additionally, many U.S. institutions of higher education offer rights-based courses (e.g., University of Nevada-Reno's international human rights course;

see <https://www.unr.edu/Documents/provost/assessment/core/approved%20core%20courses/CO%2012/PSC405H.pdf>) and offer academic majors or minors focused on marginalized groups such as Women and Gender Studies, African American Studies, Chicano Studies, Asian Studies, and Native American Studies, among other academic options, which are open to all students.

The intrepid student may be advised to pursue an international baccalaureate in human rights. The Australian National University (see <https://programsandcourses.anu.edu.au/major/HMRT-MAJ>) offers a major in Human Rights and York College in Canada (see <https://futurestudents.yorku.ca/program/human-rights-equity-studies>) offers a major in Human Rights and Gender Equity.

Rights-Based Social/Emotional Initiatives

Guidance lessons and school-sponsored extra-curricular initiatives may complement students' rights-based education in the classroom. Some programming suggestions follow that school counselors might coordinate or facilitate, in collaboration with other school specialists. Suggestions are not exhaustive.

Child and Human Rights and Extant School Awareness Weeks

School awareness weeks that are relevant to human rights issues might be called International Week, Humanitarian Week, Diversity Week, or Volunteer Week, among others. School counselors may dedicate a portion of programming to relevant rights-based topics, activities, and service projects during awareness weeks. Tables A3 and A4 should prove useful. Possible examples include the following:

- *Volunteer Week.* Select a school-sponsored service project such as working in a food pantry or soup kitchen to address the human rights needs of marginalized and vulnerable groups.

- *Diversity Week*. Interview a refugee or asylee family, with consent. Focus on the human rights violations they experienced and identify how to facilitate their re-settlement process into their new host country.

Child and Human Rights and National Recognition Programs

School counselors may complement current national recognition programs with the inclusion of relevant rights-based topics. Some might include the following:

- *Black History Month* (February) and *National Hispanic Heritage Month* (September 15 to October 15). Examine the status of child and human rights across the African and Hispanic/Latinx diasporas.
- *Women's History Month* (March). Discuss the role of women, girls, and men in supporting child and human rights initiatives for girls and women.
- *Genocide Awareness Month* (April). Analyze historical and current rights-based violations of genocide around the world.
- *Counseling Awareness Month* (April). Convene a panel of school counselors and other school specialists to discuss their school's or district's initiatives to promote rights-based awareness. Make presentations at local and state conferences.
- *LGBT Pride Month* (June), *LGBT History Month* (October), and *National Coming Out Day* (October 11). Discuss the history, status, and violations of sexual rights as they relate to human rights.
- *Human Rights Awareness Month* (December) and *Human Rights Day* (December 10). The UN partners with schools and organizations around the world to co-sponsor programs and events that engage citizens to support human rights (see <http://www.un.org/en/events/humanrightsday/index.shtml>).

Invite a Human Rights Speaker

Invite an international speaker or NGO professional to address current local and international rights-based issues. Seek representatives from organizations such

as (a) Amnesty International (an international organization devoted to human rights for all, see <https://www.amnestyusa.org/>), (b) Advocates for Human Rights, (an organization working to change systems and conditions that cause human rights abuses, see <http://www.theadvocatesforhumanrights.org/>), (c) Anti-Defamation League (an international organization to secure justice and fair treatment for all; see <https://www.adl.org/>), or (d) Human Rights Watch (an international organization reporting about and fighting against human rights abuses, see <https://www.hrw.org/>). Many organizations maintain local chapters and coordinate speaker's bureaus.

Initiate a Human Rights Club

Advocate for the creation of a Human Rights Club. Bajaj (2015) offers recommendations for implementation. Advisors and club members might consider the following initiatives:

- Examine the violation of human rights locally (e.g., involuntary family separations on the U.S.-Mexico border) (Ainsley, 2018) and globally (e.g., LGBT persecutions in predominantly Middle Eastern countries) (Bearak & Cameron, 2016).
- Encourage students to support local social justice programs (e.g., participate in various AIDS walks to support health rights, see <https://www.aidswalk.net/>). Fundraise for global causes that support rights-based education (e.g., purchase UNICEF scholarships for girls to attend high school in Malawi (because boys receive educational preference), see <https://donate.unicefusa.org/page/contribute/be-k-i-n-d-to-a-girl-in-malawi-provide-a-scholarship-16084>).

The formation of a Human Rights Club might not be feasible in all schools or might not be supported by the administration, school specialists, or parents. In these instances, encourage advisors and students participating in existing social justice- and advocacy-focused clubs (e.g., Gay/Straight Alliance, Humanitarian Club, Debate Club),

to infuse rights-based principles and topics into their programming as well as plan social justice service projects to support rights-based initiatives locally and globally.

Child and Human Rights Education in Action

How do rights-based guidance lessons, academic lessons, and extra-curricular initiatives work to support students' awareness of human rights in American schools? Rights-based guidance, educational, and extra-curricular initiatives have been successful across the U.S. in facilitating students' comprehension of child and human rights and their participation in global initiatives as well as instilling humanitarian values (Shriberg & Clinton, 2016). Three examples of successful rights-based initiatives in an elementary school, a middle school, and a high school are provided below.

Elementary School (Classroom Initiative)

The Grade 1 class of the Imagine South Lake Charter School (Clermont, Florida) celebrates "World Wednesdays" to learn about and appreciate different cultures in this teacher-parent academic partnership. Anderson (n.d.) states, "Lessons are designed to give the students a full sensory 'experience' of each country to make it as memorable and meaningful as possible. Students create crafts (touch), sample foods (smell and taste), listen to music and dance (hearing), and see traditional costumes or watch PowerPoint presentations (sight)" (p. 1) representing various countries. This academic initiative upholds CRC's Articles 7, 8, and 30 by increasing students' awareness that not all children live in "My Town, USA" and assists students to appreciate how other children around the world practice their cultural traditions and daily routines.

Middle School (Social/Emotional Extra-Curricular Initiative)

Students at Porter-Gaud School (Charleston, South Carolina), under the leadership of Dean Chris Tate (2017), initiated a local chapter of Bicycles for Humanity (B4H) (see <http://bicycles-for-humanity.org/>) as an international civic engagement project. B4H collects new and used bicycles from local cycle shops and stores as well as from relatives and friends and ships them to developing countries for distribution by local community organizations. Tate (2017) reports almost 1,000 bicycles were shipped to Uganda and Namibia. Bicycles are used by recipients to transport heavy items or by healthcare workers to reach patients in remote areas.

Tate (2017) asserts, “Schools bear the responsibility to create a culture that develops all members as global citizens.... A middle school is the perfect way to change the world, one person or bicycle, at a time” (p. 2). The students’ civic engagement reflects CRC’s Articles 6, 27, 28, and 29.

High School (Social/Emotional Extra-Curricular Initiative)

Students attending West Side High School (Newark, New Jersey), experience significant poverty in this urban metropolis. The principal reported 100 percent of the student body receives free or reduced-price lunches (A. Cook, Personal Communication, September 13, 2019). Despite students’ personal challenges, the student-led Human Rights Club and NGO Club are successful extra-curricular initiatives in which youth feel empowered to plan and organize projects (CRC’s Articles 12 and 13) (Burden, 1993). Both clubs are advised by a school counselor-history teacher who is actively engaged in the community. He is supported by a proactive and civic-minded

principal whose motto is “let school specialists fly” (A. Cook, Personal Communication, September 13, 2019).

The clubs’ goals include awareness of and advocacy for marginalized people. Members of the Human Rights Club formed a partnership with Blankets of Hope (see <https://blanketsofhope.com/schools/>) to distribute blankets each winter, to a site frequented by homeless residents. Members of the NGO Club have formed partnerships with international NGOs such as Hope Spring Water (see <https://www.hopespring.org.uk/>) and have raised funds to drill a borehole in a village in Nigeria to supply clean water to residents. Locally, NGO Club members co-sponsored blood drives and partnered with their municipal leaders to distribute bottled water to seniors and residents with disabilities during Newark’s 2018-19 lead-in-the-water-pipeline crisis (Sax, 2018; S. Deaver, Personal Communication, September 13, 2019). Students’ commitment to human rights initiatives affirms CRC’s Articles 6 and 27 and UDHR’s Article 3.

To conclude, the three examples of successful rights-based academic initiatives and extra-curricular programs at different grade levels, represented by the schools above, demonstrate how diverse school specialists (i.e., a school counselor, a dean, and a teacher) used variations of Bryan et al.’s (2018) and ASCA’s (2019) school-family-community partnership model to support rights-based education. That is, parental partnership is instrumental to the success of Imagine South Lake Charter School’s “World Wednesdays” program; community and business partnerships are invaluable to the success of rights-based initiatives in Porter-Gaud School; and community, NGO, and government partnerships are imperative to the success of West Side High School’s

Human Rights Club and NGO Club. Equally important, West Side High School's support from the school's or district's administration for instance, for rights-based friendly schools as well as the leadership and commitment of engaged school counselors and school specialists are significant ingredients for the implementation of successful rights-based guidance lessons, academic lessons, and extra-curricular initiatives. Finally, at the school level, these three schools demonstrate the value of school specialists who are globally and locally engaged themselves and are committed to inculcating this value into the next generation. Rights-based school initiatives will be most successful when school specialists, school administrators, parents, and community/government leaders are partners and role models for promulgating human rights in American schools.

Implications

Today's American youth are increasingly exposed to global challenges (e.g., injustices, inequities, and human rights violations) through class assignments, social media, news reports, etc. If they participate in rights-based educational initiatives in school through guidance lessons, academic assignments, and/or extra-curricular experiences, they have the potential to mature into tomorrow's globally engaged leaders and advocates who understand that an awareness of one's personal rights, also includes responsibility to protect the (a) rights of others; (b) rights within their communities; (c) rights of marginalized people; and (d) rights for the next generation as well as challenge human rights violations (Bryan et al., 2018). Hart and Hart (2014) assert "the school community should become the model for the application of human rights to achieve the well-being of children in their lived reality" (p. 24). UN officials

endorse this assertion through their human rights educational frameworks (UN, 1994, 2004, 2016).

School counselors are one logical group of school specialists capable of initiating rights-based school initiatives. A growing body of literature encourages school counselors to use their professional skills in leadership, systemic change, advocacy, and collaboration (Erford, 2014; Dollarhide, 2003) as well as implements the ASCA *National Model* (2017, 2019) focused on students' academic, career, and social/emotional development. The result could be school counselor leadership for rights-based school initiatives. Yet, school counselors are already required to manage multiple tasks and responsibilities with limited resources and time. The coordination of rights-based school initiatives, while managing myriad expectations and responsibilities, requires additional time, energy, leadership, collaboration, creativity, and commitment, perhaps with little or no appreciation, support, or acknowledgement. So, why should school counselors initiate rights-based initiatives? School counselors who are committed to advocating for students' awareness of human rights issues and who can envision making significant contributions to students' development will step beyond their professional comfort zones and become recognized agents of systemic change. They will articulate a powerful vision and exert effective leadership skills to nurture collaborative relationships with other school specialists, families, and community representatives and will experience intrinsic reward as they serve the best interests of their students (CRC's Article 3).

Partnerships

One professional skill necessary for school counselors to implement successful rights-based school initiatives is systemic collaboration, or partnerships, with other professionals in school and in the community (Ratts & Greenleaf, 2018; Bryan et al., 2018; Shriberg & Clinton, 2016; Hart & Hart, 2014). Rights-based school initiatives implemented in schools in Clermont (Florida), Charleston (South Carolina), and Newark (New Jersey) benefitted from collaboration with school specialists initially and then with partnerships with local stakeholders such as parents, business owners, municipal officials, community organizers, and NGO representatives. These external partnerships are assets needed to implement rights-based school initiatives and provide resources, including physical property (e.g., bicycle donations) and intellectual contributions (e.g., guest speakers), which stimulate students to develop a rights-based perspective.

Finally, school and community partnerships must be nurtured consistently because frequent staff turnover among school specialists as well as staff turnover in businesses, municipalities, and community organizations occurs. Bryan et al. (2018) advocate for school counselors to consistently nurture existing and new school and community relationships to minimize the adverse effects of staff turnover among school and community stakeholders.

Summary

McFarland (2016) regards human rights, and by extension, child rights, as “the most important untaught subject in American education” (p. 3). Without a rights-based foundation, American youth might not develop into globally engaged, responsible, and knowledgeable citizens with a mature rights-based perspective.

Rights-based school initiatives taught during a student's formative years have the potential to ignite an interest in human rights issues, facilitate empathy and compassion toward "others" (Goodman & Freeman, 2015) locally and globally, and instill advocacy skills to make tomorrow's world a good place. In adulthood for instance, some students who developed a rights-based perspective could become the next generation of humanitarians, socially conscious business leaders, international development professionals, humane government leaders, UN officials, and rights-aware school specialists, among other responsible and rights-aware professionals. These outcomes have the potential to occur because some rights-aware and civic-minded school counselors stepped beyond their professional comfort zones. They chose to advocate for and implement rights-based school initiatives, in collaboration with other school specialists, in their schools and districts. In addition, they collaborated with parents and professionals in the community to develop a rights-based awareness for the next generation.

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<https://www.ohchr.org/en/issues/education/training/pages/decade.aspx>
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Table A1

Summary of the UN Universal Declaration of Human Rights

Article/Subject	Article/Subject
1 Right to equality	16 Right to marriage and family
2 Freedom from discrimination	17 Right to own property
3 Right to life, liberty, and personal security	18 Freedom of belief and religion
4 Freedom from slavery	19 Freedom of opinion and information
5 Freedom from torture and degrading treatment	20 Right to peaceful assemble and association
6 Right to recognition as a person before the law	21 Right to participate in government and in free elections
7 Right to equality before the law	22 Right to social security
8 Right to remedy by competent tribunal	23 Right to desirable work and to join trade unions
9 Freedom from arbitrary arrest and exile	24 Right to rest and leisure
10 Right to fair public hearing	25 Right to adequate living standard
11 Right to be considered innocent until proven guilty	26 Right to education
12 Freedom from interference with privacy, family, home, and correspondence	27 Right to participate in the cultural life of a community
13 Right to free movement in and out of the country	28 Right to social order assuming human rights
14 Right to asylum in other countries from persecution	29 Community duties essential to free and full development
15 Right to a nationality and freedom to change it	30 Freedom from state or personal interference in the above rights

Note. O'Brien et al. (1996). *Human rights for all*. St. Paul, MN: West Publishing Co.

Table A2*Summary of the UN Convention on the Rights of the Child*

Article/Subject		Article/Subject	
1	Definition of a child as anyone under the age of 18	23	Protection for disabled children
2	Non-discrimination	24	Access to health and health services
3	Protection of the best interests of the child	25	Periodic review of treatment in care
4	Protection of rights	26	Access to social security
5	Parental guidance in line with a child's evolving capabilities	27	Access to an adequate standard of living
6	Right to survival and development	28-29	Access to education
7	Right to a name, nationality, registration, and care	30	Protection for children of minority or indigenous people and their cultural identity
8	Preservation of identity	31	Access to rest, leisure, play, recreation, and cultural activities
9	Protection from separation from parents	32	Protection from economic exploitation and dangerous labour
10	Family reunification	33	Protection from drug abuse
11	Protection from kidnapping	34	Protection from sexual exploitation
12-13	Respect for the views of the child	35-36	Protection from sale, trafficking, abduction, and exploitation
14	Freedom of thought, conscience, and religion	37	Protection from detention and punishment
15	Freedom of association	38	Protection in war and armed conflicts
16	Right to privacy	39	Access to rehabilitative care for child victims
17	Access to information and media	40	Access to juvenile justice
18	Parental responsibilities	41	Respect for superior national standards
19	Protection from all forms of violence	42	Right to knowledge of rights
20	Protection for children deprived of a family environment (i.e., orphaned, separated)	43-54	Implementation measures and force of articles
21	Protection for adopted children		
22	Protection for refugee children		

Note. UNICEF. (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child.* Retrieved from https://www.unicef.org/crc/files/Rights_overview.pdf

Table A3*Child Rights and Human Rights Resources for School Personnel*

Title and Reference	Comments
UN/UNICEF Documents:	
Convention on the Rights of Children (CRC) (1989). https://www.ohchr.org/en/professionalinterest/pages/crc.aspx	Original document.
Universal Declaration of Human Rights (UDHR) (1948). https://www.ohchr.org/EN/UDHR/Pages/UDHRIndex.aspx	Original document.
UNICEF Fact Sheet: A summary of the rights under the Convention on the Rights of the Child (n.d.). https://www.unicef.org/crc/files/Rights_overview.pdf	Fact sheet summarizes the CRC.
Convention on the Rights of the Child: Frequently Asked Questions (2005). https://www.unicef.org/crc/index_30229.html	Answers questions about the <i>CRC</i> and its impact.
UNICEF Teaching and Learning about Child Rights. (2017). https://www.unicef.org/crc/index_30184.html	Summarizes the CRC for those who are not child rights experts and provides resources to teach it.
Books:	
Young children's rights: Exploring beliefs, principles, and practices. P. Alderson (2008). Jessica Kingsley Publishers. ISBN: 978-1843105992.	Focuses on the rights of children through age eight and discusses educational issues related to gender, culture, treating children as having rights, and using child-centered decision making.
Children's rights in practice. P. Jones & G. Walker (2011). Sage Publications. ISBN: 978-1849203807	Assists school personnel and child-focused professionals to bridge the chasms among child rights policy, theory, and practice.
Reports:	
Child rights programming handbook. Geidenmark et al. (n.d.). https://resourcecentre.savethechildren.net/library/child-rights-programming-handbook-how-apply-rights-based-approaches-programming	Reviews rights-based programming work with children.
Children's rights: Policy into practice. N. Thomas (2011). https://epubs.scu.edu.au/cgi/viewcontent.cgi?article=1030&context=ccyp_pubs	Provides an historical perspective of and justification for children's rights.
Child Rights in practice: Measuring and improving our impact. Blanchet-Cohen et al. (2009). http://www.iicrd.org/sites/default/files/resources/A_Model_of_Accountability_to_Children_Final_0.pdf	Discusses the importance of evaluating child rights programs and proposes an accountability model.

Title and Reference	Comments
Web Sites:	
Child Rights. National Association of School Psychologists. (2012). https://webcache.googleusercontent.com/search?q=cache:NLukgzpE0DMJ:https://www.nasponline.org/x26813.xml+%&cd=1&hl=en&ct=clnk&gl=us	Position paper re-affirms the professional organization's commitment to the CRC and reiterates the responsibility of school psychologists for advancing child rights. NOTE: Author was unable to identify a similar position paper for the school counseling profession.
Children's Rights. World Forum Foundation (2018). https://worldforumfoundation.org/workinggroups/childrens-rights/?gclid=EAlalQobChMIqIK_yPW63gIVl0oNCh187QZDEAMYAiAAEglzI_D_BwE	Foundation shares resources, perspectives, and projects to understand and advocate for children's rights.
Human Rights Campus: Global Human Rights Education and Training Centre. (2018). http://humanrights-campus.org/	Offers online courses and training sessions on topics such as gender equity, child rights, human trafficking, and human rights.
Human Rights. American Psychological Association. (2018). https://www.apa.org/topics/human-rights/index.aspx	Answers questions about human rights and provides resources for education, training, and advocacy.
Human rights and psychology annotated bibliography (2000-2015). (2018). American Psychological Association. https://www.apa.org/topics/human-rights/bibliography.aspx	Annotated bibliography of pertinent human rights resources.
Human rights 101: A brief college-level overview. S. McFarland (2014). https://www.aaas.org/sites/default/files/content_files/AAAS%20Coalition%20Human%20Rights%20101_0.pdf	Provides an overview of the UN's UDHR and places its importance within historical and present-day perspectives.
Introduction to Human Rights Education. Univ. of Minnesota Human Rights Resource Center (1998). http://hrli.brary.umn.edu/edumat/hreduseries/hereandnow/Part-2/HRE-intro.htm	Describes human rights education as a right, along with its goals, responsibilities, and action plans.
What is Human Rights Education? The Advocates for Human Rights (n.d.). https://www.theadvocatesforhumanrights.org/what_is_human_rights_education	Describes the knowledge, skills, and values of human rights education.
Online Training:	
Child Rights and Why They Matter: UNICEF Agora Online Training (n.d.). https://reliefweb.int/training/2116034/child-rights-and-why-they-matter-unicef-agera-online-training	Offers free online courses on key concepts of child rights.

Table A4*Resources for Rights-Based Educational Initiatives***Title/Organization and Web Site**

Activities from HRRC Publications:

<http://hrlibrary.umn.edu/edumat/activities.shtm>

American Psychological Association:

<http://www.apa.org/topics/human-rights/index.aspx>

Amnesty International:

<https://www.amnesty.org/en/human-rights-education/>

Basic Needs and Children's Rights: Global Education:

<https://www.globaleducation.edu.au/teaching-activity/basic-needs-and-childrens-rights-lp.html>

Canadian Children's Rights Council Educational Resources:

<https://canadiancrc.com/Educators.aspx>

Children's Rights: A Teacher's Guide:

http://peacefulschoolsinternational.org/wp-content/uploads/childrens_rights_a_teachers_guide.pdf

Children's Rights: A Teacher's Guide [Save the Children]:

<https://canadiancrc.com/Educators.aspx>

Children's Rights [British Council]:

<https://www.teachingenglish.org.uk/article/childrens-rights>

Children's Rights Simplified:

https://www.6seconds.org/2016/11/11/childrens-rights-simplified/?gclid=EAIaIQobChMIvuu2zIzGL3QIVA1YNCh2Y1Q4NEAAYAiAAEgJs4fD_BwE

Convention on the Rights of Children in Child Friendly Language:

<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Human Rights Campaign:

<https://www.hrc.org/explore/topic/children-youth>

Human Rights Campaign Resources [Spanish language]:

<https://www.hrc.org/explore/topic/recursos-en-espanol-de-hrc>

Human Rights Education Activities for Grades 7-9:

<https://humanrights.ca/human-rights-education-activities-grades-7-9>

Human Rights Education Organization: K12 Academics:

<https://www.k12academics.com/education-issues/human-rights-education/human-rights-education-organizations>

Human rights friendly schools:

<https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>

Human Rights Lesson Plan Library: National Education Association:

<http://www.nea.org/tools/lessons/65607.htm>

Human Rights Watch:

<https://www.hrw.org/students-and-educators>

K-12 Human Rights Education [Dodd Center, Univ. of Connecticut]:

<https://thedoddcenter.uconn.edu/k-12-education/#>

Lesson Plan: Eleanor Roosevelt, Human Rights, and You:

https://www2.gwu.edu/~erpapers/humanrights/lessonplans/Lesson_plan_ER_HR_You.pdf

Title/Organization and Web Site

Lesson Plans: Human Rights Education:

<https://hreusa.org/hre-library/topics/human-rights-education/lesson-plans/>

Material Resources:

<http://hrlibrary.umn.edu/edumat/>

Rights of the child [Teaching Tolerance]:

<https://www.tolerance.org/classroom-resources/tolerance-lessons/the-rights-of-the-child>

Teach Human Rights:

https://www.theadvocatesforhumanrights.org/for_educators

Teach Human Rights:

<https://sharemylesson.com/collections/teach-human-rights>

Teacher Lesson Plan: An Introduction to Human Rights and Responsibilities [Australian Human Rights Commission]:

https://www.humanrights.gov.au/introhumanrights/resources/lesson_2.pdf

Teacher Resources to Encourage a Global Perspective Across the Curriculum:

<http://www.globaleducation.edu.au/teaching-activity/basic-needs-and-childrens-rights-lp.html#>

Teaching About Children's Rights:

https://www.unicef.ca/sites/default/files/imce_uploads/teaching_about_childrens_rights_en_2.pdf

Teaching and learning about child rights:

https://www.unicef.org/crc/index_30184.html

Teen Projects: Human Rights 101 Projects:

<https://www.thirteen.org/edonline/hr101/projects/index.html>

UNICEF Child rights toolkit. Integrating child rights in development cooperation:

<https://www.unicef.org/eu/crtoolkit/toolkit.html>

United for Human Life:

https://www.humanrights.com/request-info/united-for-human-rights-education-package.html?gclid=EAlaIqobChMllpazyoX82glVyYKzCh2rNA4FEAMYASAAEgIzHPD_BwE

United Nations Convention on the Rights of Children:

<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

United Nations Universal Declaration of Human Rights:

- English: <https://www.ohchr.org/EN/UDHR/Pages/UDHRIndex.aspx>
- Auditory and multi-lingual and auditory: <https://udhr.audio/>
- Multi-lingual: <http://www.ohchr.org/EN/UDHR/Pages/Introduction.aspx>

University of Minnesota (US) Human Rights Resource Center:

<http://hrlibrary.umn.edu/edumat/activities.shtm>

Webster University:

<http://www.webster.edu/arts-and-sciences/academics/human-rights/resources.html>

Youth for Human Rights:

<https://www.youthforhumanrights.org/educators.html>

Youth for Human Rights Education:

<https://www.youthforhumanrights.org/educators/education-package-details.html>

Youth for human rights information kit:

https://www.youthforhumanrights.org/request-info/free-portfolio.html?gclid=EAlaIqobChMlvvu2zIGL3QIVA1YNCh2Y1Q4NEAMYAiAAEgJzu_D_BwE

Table A5*Rights-Based Social Media Sites***Site and Internet Address**

Facebook:*Center for the Human Rights of Children:*https://www.facebook.com/CHRCLOYOLA/?ref=page_internal*Child Rights Connect:*<https://www.facebook.com/childrightsconnect/>*UN Universal Declaration for Human Rights (UDHR):*<https://www.facebook.com/united-nations-declaration-of-human-rights-129260430446112/>*UN Human Rights, Office of the High Commissioner:*<https://www.facebook.com/unitednationshumanrights/>**Twitter:***#childrights (Child Rights):*https://twitter.com/hashtag/childrights?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Ehashtag*#childrightconnect (Child Rights Connect):*<https://twitter.com/hashtag/childrightsconnect?src=hash>*#uncrc (UN Convention on the Rights of the Child):*<https://twitter.com/hashtag/uncrc?lang=en>*#unhumanrights (UN Human Rights):*https://twitter.com/hashtag/unhumanrights?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Ehashtag**Instagram:***childrightscnct (Child Rights Connect):*<https://www.instagram.com/childrightscnct/>*unitednationshumanrights (UN Human Rights):*<https://www.instagram.com/unitednationshumanrights/?hl=en>*#unchildrights (UN Child Rights):*<https://www.instagram.com/explore/tags/unchildrights/>
