

## **Integrating Discussions of Human Rights into Classrooms around the World** (ITL SCS13)

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### ***Background***

- I work with teachers in international schools around the world who mainly work with the International Baccalaureate Programme. This curricular program has as part of its mission, the teaching of social justice/human rights issues and topics and students are encouraged to create a better world.
- Some teachers work in contexts where they are guests in the countries where they teach. Also, how human rights can be discussed not the same around the world.
- My work includes teachers who work with students in grades PK-12. Activities must also be developmentally appropriate.

### ***Problem & Possibility Trees***

- This is one way students in my class think about human rights topics and their individual contexts.
- On the left side, a student may sketch out a human rights issue in general. Where the roots are, they may consider the causes and where the leaves are, they may consider the consequences.
- The right side is used for applying the issue to the student's specific context. For instance, a student who teaches elementary students may have different issues to consider than a student who teaches juniors and seniors who are about to graduate and move on to higher education. Country context may also be important here as well as culture and ministry requirements.
- Students are encouraged to integrate human rights into their classes at the capacity they feel comfortable with. For some teachers, this is talking in broad strokes – Why might it be important for animals and human beings to have access to clean water? Another teacher in a supportive school may be able to encourage experiential and service learning or even individual research topics.

### ***Assessing Understanding***

- This [Jamboard](#) can be used to assess student understanding during discussions. It comes from Harvard Project Zero Visible Thinking Activities.