

Instructional Plans

Activity 1: Human Rights Issues in the West Balkans

Web pages

This introductory activity asks the students to take an overview of the West Balkans and then to focus on the human rights abuses that occurred. In this activity the students will answer central questions while working in groups to produce a website or a series of posters that appear as web pages. This project will present the students with the opportunity to work on cooperative and democratic skills at the same time that they will summarize the issues of human rights abuses as they are applied to the West Balkans.

The assignment, organization of groups, and the final appearance of the project are described in the documents you can download from the Edukit.

Activity 2: Ethnic Homelands

Newsletter

In this activity the students will be asked to produce their own newsletter with articles that will explore the issues around the desire in the West Balkans to have ethnically pure homelands or republics. This included a process of “ethnic cleansing” during the war. The questions posed in this activity ask the students what was the desire of the various ethnic groups and could these goals be achieved in a way other than war.

The students will be asked to complete a series of short articles around these issues and to create a newsletter with their findings. You may wish to have the students work in groups to produce a longer newsletter as well.

The information needed by the students for this assignment have been included in this Edukit, but if individuals desire to attain more information from the library, or the Internet, they may do so.

Activity 3: Nationality and Global Citizens

Poster and Presentation

In this activity the students will explore the issues around the enforcement of the *Universal Declaration of Human Rights*. The students will examine what are the universal human rights and when does an outside nation or collective of nations have the right to intervene. The main issues dealt with in this assignment is what are the internationally accepted human rights and at what point should the right exist for other states or collective of states to intervene to protect the rights of individuals.

The students are asked to conduct research by first reading the content included in this Edukit. Once they have completed the review of existing content provided they can also conduct a Web Quest as described in the activity.

The findings of the students are to be written out and accompanied by pictures, graphics, or maps that are then placed on a poster. The poster is then used in a presentation made by the student.

Activity 4: Who Decided? Who Acts?

Booklet

In this activity the students are expected to have a foundation in understanding the *Universal Human Rights Declaration* and the need for it to be enforced around the world. The students are asked to produce a small book that will deal with the issues of who decides that human rights have been violated and who acts to protect the people.

In doing this activity the students will have reviewed the content online in this Edukit and are encouraged to carry out a Web Quest to attain more information. A series of questions have been posed to assist the students to produce the content required.

Detailed instructions for the laying out of the booklet has been provided. Students are encouraged to use the pictures and graphics provided in the Edukit. Once the books have been produced they can be shared with other students.

Activity 5: Thinking About Different Ways of Protecting Human Rights

Blog pages or Poster Presentations

In this activity the students will consider what happened in the West Balkans with the intervention of the North Atlantic Treaty Organization (NATO) and the United Nations (UN) to militarily stop the human rights abuses and bring stability. The students will also search for sources through a Web Quest when they consider all the different ways the world community can exert its will to have the human rights of individuals respected.

Using the format of a Blog or poster made to look like a Blog the students will explore who decides to intervene in a nation where there are human rights violations and what the intervention will be. In this assignment students should be encouraged to consider the full range of intervention from diplomatic protests, political pressure, economic sanctions, to the use of military forces.

Activity 6: World Government and World Military

Display Panel

This activity calls on the students to present their ideas and research on a display panel that can be set up in the classroom. This activity asks the students to consider the larger ideas of globalization and human rights.

Questions ask whether the existence of international codes of human rights, the United Nations, the World Court, the International Monetary Fund and international military intervention suggests that solutions to major world issues would be solved with a world government and military force. Students can research the ideas and present their conclusion about whether such institutions could exist and function. Students are asked to think about these broad ideas and present their ideas with research and evidence to support them.

Activity 7: United Nations or NATO?

Presentation using Poster Series or Power Point Presentation

This assignment is based on a Power Point presentation, but the students do not have to use Power Point to complete it. Power Point is a slide show presentation of information, using text, graphics, and pictures. Once the students have found the information they need for this assignment, written the text, and assembled the graphics and pictures they want, they can either put it into Power Point or place the content on a series of posters. The posters will resemble the individual frames of the presentation. If the students are asked to present their findings they can either click through the frames in Power Point, or use an easel and change their poster as they make their presentation.

In this activity the students will examine the issues of military action to end human rights abuses. They examine what happens in places where there is no peace to keep, but the military must stop the war and protect the civilian population. The United Nations peacekeepers are effective where there are agreements that they should keep the peace, but in war zones, other military forces are needed.

In cases where a war must be ended before peacekeepers can work, other military alliances like NATO may act, but this also takes the decision making process away from the United Nations. Students must consider if this is the best solution.

If there is a desire to have the world's nations decide when conflict must end and human rights abuses stopped through the UN, then the UN must have a military force available that can be called "Peace Makers." The development of a "Peace Maker" force is different from Peacekeeping and the implications are explored in this activity.

Activity 8: Intervention before Conflict

Comparative Posters

The students will have two pieces of poster paper or Bristol board to complete this assignment. Students may use maps, graphics, or photographs in addition to the text when they complete their posters.

The students will investigate the human rights violations in Kosovo and place their findings on one poster. Then they will investigate the history of the Aboriginal people in Canada and describe what has been described as human rights violations. The students are asked to describe, compare, and discuss what actions have brought satisfactory resolutions to the human rights violations in both cases. The students should describe and understand the similarities and the differences, while considering whether outside intervention is needed in Kosovo and Canada.

To complete their investigation, the students will use the content provided in the Edukit on the West Balkans and the list of websites provided on Aboriginal issues. There is also a description of how to conduct a Web Quest for those students that want to pursue more information.

The posters can be displayed and the students may present their findings as well.

Activity 9: Taking Economic Action

Blog Pages

In this activity the students will present their finding as an Internet Blog that may contain a series of pages.

The focus of this activity is the use and effectiveness of economic actions to force an end to human rights violations. Students will consider whether economic sanctions would work, and what happens in cases where they do not work. The participants are also asked to consider if financial aid would be an effective tool to end human rights violations.

To complete this activity the students will find the information they need in the Edukit. Students will also find information in a Web Quest to complete this activity.

Activity 10: International War Crimes Tribunal

Web Pages of Blog

In this activity the student will present their finding in either an Internet Blog or a website.

The students are asked to investigate the role of the International War Crimes Tribunal and the trials of those accused of participating in crimes against humanity. The students are to describe what the World Court is and whether the conviction of those responsible for crimes against humanity is effective in stopping future violations of human rights. Other issues considered are those countries that do not allow their citizens to be tried in the International Court.

There is a significant amount of information that the students can use in this Edukit, but students may also conduct additional research with a Web Quest.

Once the students have completed the writing of the text and collected their graphics and photographs they want they can start assembling their web pages. They can create the web pages if they know how or they can create a series of posters with the information for presentation to others.