

STUDENTS GUIDE OF İSTANBUL LİSESİ

ERASMUS+ PROJECT

“JOURNEYS OF HOPE”

HOW TO DEAL WITH
HUMAN RIGHTS ISSUES



Erasmus+

As Istanbul Lisesi, we took part in an Erasmus + Project called “ Journeys of Hope” which started in 2016 and will end in August 2018. Considering the title of our Project, we dealt with so many subjects like fighting against racism and prejudism, how to be tolerant towards immigrants and refugees in our countries , to understand and raise awareness about human rights which was the main topic of the fifth student exchange that took place in our school, in Turkey.

So, in this booklet, we would like to give the other some information about what we have done in order to make you comprehend the aim of our project, and we would also like to give you some tips like what you could do to raise awareness among the others about this very important subject “ Human Rights”.

As a first step, we should get started with what “ Human Rights” means to us.

What are actually Human Rights?

Human rights are the most pacifist weapons on earth; they protect us. Like emotions, they belong to everybody.

Human rights cannot be earned, they are there for you when you were born and protected by laws.

Civil, economic, personal, social and cultural rights should be provided for everybody. And this must be done without making any differentiation in race, color, sex, nationality, ethnic backgrounds, religion, being the minority or immigrant, wealth and economic conditions.

Some important characteristics of Human Rights

- Universal and inalienable

They are universal because everybody possesses the same rights regardless of where they were born, where they live, their religion and gender. Natural rights are the ones which don't depend on the customs and laws, so they are inalienable which means they cannot be destroyed by human laws

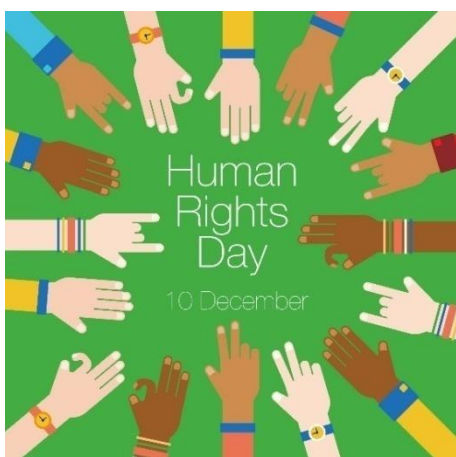
- Interdependent and indivisible

Civil and political rights, such as the right to live, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent

- **Equal and non-discriminatory**
Sex, race, colour and so on are not important for Human Rights. Article 1 of the Universal Declaration of Human Rights says that all human beings are born free and equal in dignity and rights.
- **Both Rights and Obligations**
Respect, to protect and to fulfil human rights are our obligations and as individuals, while we are entitled our human rights, we should also respect the human rights of others.

What have we done so far?

- As 10th December is the Human Rights Day we prepared a bulletin board in our school where our friends could learn more about Human rights and its importance by reading some information written on the papers and by analyzing the posters and pictures we prepared.



- We visited a school called Fındıkzade Gem (Temporary Education Centre for refugee students from Syria) with our partners from Austria and Spain. We saw that their teachers take care of them very well. The school was full of love and everyone saw under what circumstances the refugees live, but we also became more aware of the problems they had on their “journey for hope”, and how many difficult conditions they went through, and we had the chance to understand the feelings of people, students who had to leave their beloved ones; parents, siblings, lovers, husband and wives behind in their own country

We could understand that we all have to be equal and no one is better than the other and we can't choose where to born, so we should always be emphetic towards the ones who don't have the same conditions like us.



- We made interviews with some university professors and teachers from different schools about our project themes so that we could be enlightened by the experts and we could be sharing what we have learned with our partner schools during the exchange visits and with the students in our school by sharing the videos of the interviews in order to spread information

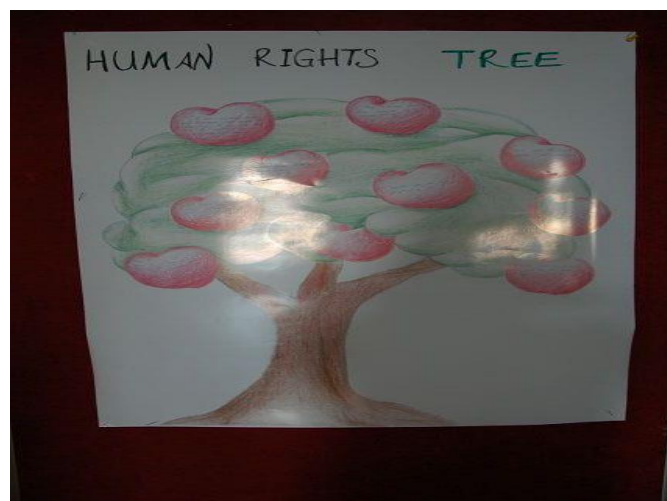


- We made an activity with our English teacher Mike Fink about the bad working conditions of the workers in the world, especially in Far East and human rights. After fulfilling a lot of different assignments, we argued about the theme in opposing groups like if it would be ethical to let the workers work in very bad conditions so that we could buy the clothes cheaper or not, but to our surprise we couldn't come to an end clearly. In the end we were asked to prepare posters which later we evaluated each others' about what we can do ourselves to help them how they could be working like real humanbeings not like slaves.



- During the 5th student Exchange in İstanbul Lisesi, one of our Turkish teachers organized an activity about people's prejudiced behaviours towards some others with the symbol of Apple Tree. The apple tree gives apples to everyone without making discrimination. So it's the nature itself which accepts the humanbeings as equal. On the other hand , if you are the owner of the apple tree and if you are to give the apples to people according to your choices ,like giving more to the ones you like or according to their religion etc.. , so we come to a conclusion like we, the humanbeings , are the ones who make the discrimination and judge other people with their sex, origin, the colour of skin, religion, appearance. Then, human rights don't work here.

At the end, we were asked to write messages, which were later hanged on an Apple Tree poster, about how we can help to fight against prejudism and how we can handle the human rights problem.



What else can be done to raise awareness about Human Rights

- A Human Rights Tree

Participants work cooperatively to create an image that helps to define human rights and human needs. Participants draw a tree on large chart paper. Then they present their drawings

Source: Amnesty International-Austria



- Human Rights in the News



This activity uses recent newspapers and news media to develop an awareness of rights issues in everyday life and to show human rights not only as they are violated but also as they are protected and enjoyed. Each group receives a newspaper or pages

from a newspaper, scissors, tape or glue, and a sheet of chart paper.

Each group will construct a poster using items from the newspaper grouped under these categories:

- a. rights being practiced or enjoyed
- b. rights being denied
- c. rights being protected
- d. rights in conflict

All groups contribute to four separate posters, combining the articles they have found to make class posters.

Source: Nancy Flowers, Human Rights Educators' Network, Amnesty International USA.

- **Spread the word on social networking sites**

Social media is always getting bigger and bigger. If you are active on the popular social sites then it's a lot easier for you to use this choice. Share an inspiring photo, quote in your instagram, facebook and snapchat and some other accounts so that you can help to raise awareness .



- **Organise activities to raise funds for the cause**

If you like doing sports you can raise a lot of money appealing your family, friends and colleagues to sponsor you to take part in a public running or swimming event. You can also find some serious sponsors if you are lucky. But what if you don't like sports? Don't worry, you can still raise money by organizing garden parties, barbecues and stuff like that. You can set a small entrance charge and you can use the money for the people or organizations that protect Human Rights.



- **Being a Volunteer**

You can always take part in activities which are protecting Human Rights voluntarily and help people, and especially the refugees making them feel that they are not lonely on their “Journeys of Hope”. You have to check on internet if you want to find an activity in your area but if you are good at computers or designing graphics you can also help them from your home.



- **Send a letter or an email**

You can send a letter or an email to attract people's or authorities' attention to this theme.





- **Start a conversation**

Research shows that real-life conversations are incredibly powerful. Whether you focus on refugee rights or indigenous justice etc. you can persuade others to take action too, through the power of conversation.

- **What can we do as students to raise awareness?**



As students, we can first start informing our surroundings.

We can raise awareness with public events and give out flyers and guides we prepared about this theme.

We can organize presentations in nearby schools.

We can play a theatre play to the students and the parents about the theme.

We can organize events with refugee students in order to integrate them into our culture and to make them feel somebody else in this world takes care of them.

We can take part in projects such as ERASMUS + PROJECTS and work with other students all around the world.

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