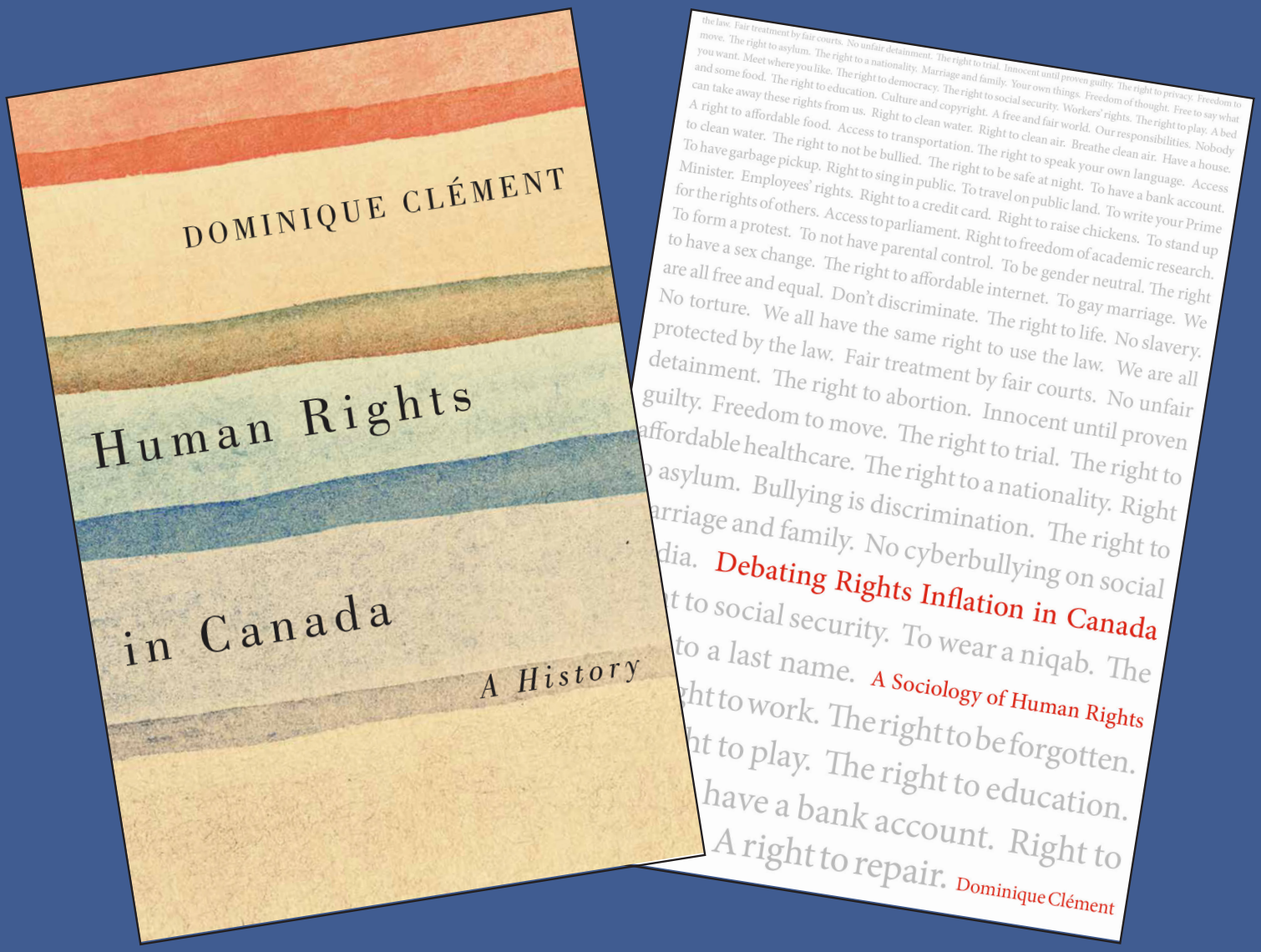
EDUCATOR'S GUIDE



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EDUCATOR'S GUIDE

Debating Rights Inflation in Canada: A Sociology of Human Rights

Dominique Clément

and

Human Rights in Canada: A History

Dominique Clément

Created for Wilfrid Laurier University Press by
Mandisa Bromfield and Nastassia Subban

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ABOUT THE WRITERS

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NASTASSIA SUBBAN has been an elementary and secondary school teacher with the Toronto District School Board (TDSB) for over thirteen years. She is currently the Assistant Curriculum Leader of Student Success, Community Partnerships and Critical Consciousness and has also held the role of a Seconded Faculty Member in York University's Faculty of Education. Nastassia completed a Master of Education that focused on Africentric and transformative learning and she is currently a Ph.D. candidate in Humanities at York University. She was a curriculum reviewer for the Grade 11 CAS 331: History of Africa and People's of African Descent course and created a curriculum guide for the text *Read, Listen, Tell*. Most recently, her focus has been on creating spaces for teachers to investigate the topic of self-knowledge.

INTRODUCTION

This curriculum document has been created to supplement the books by Dominique Clément entitled *Debating Rights Inflation in Canada: A Sociology of Human Rights* and *Human Rights in Canada: A History*. This document is intended for, but not limited to, use in the *Issues in Human Rights* course Grade 12, University Preparation course. This course, as stated in the Ontario curriculum, "combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from two or more other courses (e.g., Canadian and World Politics, Grade 12, University Preparation; Canadian and International Law, Grade 12, University Preparation; Studies in Literature, Grade 12, University Preparation; Media Studies, Grade 11, Open). This course also involves the examination of case studies related to modern human rights issues (e.g., child labour, the treatment of Japanese Canadians during World War II, the Holocaust, apartheid, genocide in Rwanda) and the exploration of individual and societal rights and responsibilities. Students will use interdisciplinary approaches, resources and research methods to investigate human rights themes in literature and media, and to examine the development of national and international laws that support or negate human rights. They will also analyse real-life situations and suggest solutions that demonstrate their awareness of the social contexts of those situations." *Ontario Curriculum: Canadian and World Studies*, 2015

This curriculum document has been designed to be student led, with learning experiences intentionally created to ignite the passion that students bring to the classroom with regard to issues of human rights and social justice. There have been ongoing debates about human rights issues since before they have been named as such, and given the current political issues globally, rights debates have been centred in many media reports. Our hope is that this document will have students centre in on what changes they would like to see in their local community, country, and the world.

In order to support teachers in light of the remote learning models of schooling that may be taking place due to the COVID-19 pandemic we have provided many online resources that students can utilize for a productive learning experience whether physically in classrooms or in remote online learning environments.

Given that human rights can be a sensitive topic, we strongly suggest setting norms within the classroom that speak to respect, kindness, and empathy. Included are some guidelines around creating these norms in learning environments through the use of circles, which can help support caring and supportive learning environments that demonstrate love. " … when we teach with love we are better able to respond to the unique concerns of individual students, while simultaneously integrating those concerns into the classroom community. When teachers work to affirm the emotional well-being of students, we are doing the work of love (bell hooks, *Teaching Critical Thinking: Practice Wisdom*, p. 160). In addition, journaling can also be considered as a way to build community, learn and self-reflect.

TEACHING AND LEARNING CIRCLES

Why Use a Circle?

For many Indigenous peoples across the world, a teaching and learning circle is used to share ideas, thoughts, opinions and reflections. As a circle is a shape that represents equality, all voices can be heard when sharing in a circle. It is important that all members of the learning community sit around a circle in which all faces can be seen in order to represent the shared space in which all voices are heard and respected. Teaching and learning circles are communities in which everyone can learn from and support each other as they continuously reflect, learn, plan for action, and evaluate their own work. A circle would definitely support the class when discussing issues of human rights,

"It is essential that everyone feels comfortable debating the issues raised in class, responding to the work of others, and expressing their own personal views. When criticizing others, we need to remain respectful of each other's diverse views, experiences and manners. Everyone is responsible for being sensitive to the dynamics of the seminar and to the sensibilities of everyone present. Each participant will bring to the class different academic, cultural, and personal experiences alongside myriad work histories and styles. Developing listening skills and self-criticism are important aspects of academic scholarship. In order to fully develop these skills, we must each learn to accept negative (but constructive) feedback from others."
—Dominique Clément, BA(H), MA, PhD

Circles for Community Building

Circles can be extremely powerful for fostering relationships in a group. It is therefore necessary for everyone to listen to the speaker and this needs to be set as a group norm. When we listen to each other, we can learn from each other and feelings of connectedness can occur. Circles need to be established as safe spaces where everyone belongs so as to be inclusive of all. In addition, as everyone is seen as equal in the circle, there can be great growth as the students can learn from the educators and the educators can also learn from the students. This also has the potential to increase social capital.

Circles as a Check In / Check Out

A teaching and learning circle can be a great place to start learning and building intention around themes but also a place for reflection. If there is a great amount of learning done during a particular session or class, a circle can be used to build upon, check in for emotional well-being, solidify learning, and/or for closure.

Circles for Healing and as Restorative Practice

Circles can also be used to restore peace if conflict arises. Restorative justice circles and emotional emancipation circles are a key practice for many people of the African Diaspora. As some of the topics and issues explored in human rights work can be heavy, highly personal, and emotional, there is the potential for extremely heated discussions among learners and educators. Circles can be used for healing and to restore peace and well-being as well as for meaningful dialogue, reflection, and growth. Potential questions that can be asked:

- What was your part in the problem?
- What can we do to make sure this doesn't happen again?

It is critical to use open-ended questions when facilitating circles, and it is essential to build a sense of community in the classroom. Throughout this guide circles and icebreakers are used to foster community in the learning environment.

SOURCES

International Institute for Restorative Practices, *Restorative Circles in Schools: A Practical Guide for Educators*, Second Edition, 2019.

International Institute for Restorative Practices, *International Institute for Restorative Practices, The Restorative Practices Handbook: for Teachers, Disciplinarians and Administrators*, Second Edition, 2019.

Community Healing Network Inc., *Emotional Emancipation Circles*, 2020.

LEARNING EXPERIENCES

Learning Experience 1: Introduction

Learning Goal: Setting the stage and creating a community for deep learning and reflection

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• In a circle ask: What is your name? What is your intention for this course? • Icebreakers for the Classroom • Take time to do a few icebreakers in order to create class community before delving into the course content
Synthesize	• Allow for conversation about why this course will be run in circle • Aboriginal Perspectives - A Guide to the Teacher's Toolkit • Set the stage for how the class will deal with controversial topics and differing opinions by looking at the link below • How to Disagree • Establish the norms/agreements for the classroom. Please see example below: • Circle of Trust Touchstones *Consideration:* This class should be conducted in circle as much as possible. It will allow for open conversation as the topic of human rights can get intense and uncomfortable.
Transfer	• Reflect on human rights. What do they mean to you?

Learning Experience 2: What are Human Rights?

Learning Goal: Defining human rights in Canada

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• Icebreakers for the Classroom • Ask students if they can list what they consider to be human rights. Begin by offering examples such as free speech, religious freedom, etc. • Have a discussion about human rights. Post notes on the discussion (either on the board or virtually) and invite students to post their ideas themselves. Possible questions to ask: 1. What do you know about human rights? 2. Are human rights important? 3. What is the difference between rights, freedoms, privileges? 4. What is social justice? 5. What is the difference between social justice and human rights? 6. Are rights ever violated? Does the legislation of human rights eradicate social problems? 7. How can we pursue social justice while protecting human rights? 8. See page 44 in *Debating Rights Inflation in Canada: A Sociology of Human Rights.* *Considerations:* "If social justice is a dialogue around grievances against state and society, then human rights are those principles that make the dialogue possible" (*Debating Rights Inflation in Canada: A Sociology of Human Rights*, p. 10). "Rights have … been a rallying cry for those committed to equality, inclusivity, and diversity rather than exclusion and privilege" (*Human Rights in Canada: A History*, p. 7).
Synthesize	• Human Rights Defined • Have students brainstorm as a group what they consider human rights or what 3 words come to mind when they think of human rights. • What should we teach as human rights in school? (*Debating Rights Inflation in Canada: A Sociology of Human Rights*, p. 54.) • Ask students to list the three most important human rights. • History of Rights in Canada: 1. The Evolution of Human Rights in Canada 2. Canada's Human Rights History
Transfer	• Book a workshop with the Canadian Civil Liberties Association. • Other possible organizations: 1. Equitas 2. John Humphrey Centre for Peace and Human Rights

Learning Experience 3: Rights Inflation

Learning Goal: Developing an understanding about rights inflation

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• Icebreakers for the Classroom • Recap on human rights: *What are universal human rights? Benedetta Berti* • What is inflation? Where have you heard this word before? • What is rights inflation? • What are the consequences of rights inflation? *Consideration:* "Rights inflation, the tendency to frame almost any grievance as a rights violation" (*Debating Rights Inflation in Canada: A Sociology of Human Rights*, p. 3).
Synthesize	Students in groups of 3 or 4 will look at one of the quotes taken from "*Debating Rights Inflation in Canada*" in Appendix A and discuss the following questions: 1. Do you agree or disagree with the quote? 2. What is your reasoning or justification? 3. How does the quote relate to human rights? 4. How does this quote relate to social justice? 5. How does it relate to rights inflation? • The dark side of 'Rights Inflation': Why activists should 'reject the impulse to frame all grievances as human rights' • Human Rights "inflation" – what's the problem? • Case Studies that look at Rights Inflation
Transfer	• Use the Think-Pair-Share strategy: 1. Think: students contemplate the concept below. 2. Pair: students discuss their response with a partner. 3. Students share with the class. Question to contemplate: How might your everyday life be impacted by rights inflation?

Learning Experience 4: Social Justice – I

Learning Goal: Thinking about social justice

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• Icebreakers for the Classroom • Social Justice: what does this term mean to you? • What are 3 songs that you can think of that relate to or speak to social justice?
Synthesize	Divide students in groups of 2 or 3 and give them 5 terms in the glossary to define and give examples (see template in Appendix B: Note Taking Chart for Equity Definitions). • Ontario Human Rights Commission (OHRC): Glossary of Terms • Racial Equity, Glossary of Terms • Each group will present their 5 terms to the class.
Transfer	Post the following quotes: "Social movements have been essential to the rights revolution." "Social movements must seek out the state to have their rights claims recognized." (*Human Rights in Canada: A History*, p.13) • What is the link between social justice and human rights? Are they the same thing? How are they different? What makes them different? • Students can take one of the cases that have changed society and reflect on what it means for human rights and social justice in our society • Cases That Have Changed Our Society *Consideration:* Book a **free** online or in person workshop with Canadian Civil Liberties Association.

Learning Experience 5: Social Justice – II

Learning Goal: Connecting human rights and social justice

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• Icebreakers for the Classroom • Recap on Social Justice • Post the following quote: "Determining the meaning of human rights at any point in history has been a social process that engages political, legal, and social actors." (*Human Rights in Canada: A History*, p.13) • Discuss in circle the following question: In your experience, how do human rights and social justice connect?
Synthesize	• Present the workshop below produced by the Ontario Justice Education Network on Human Rights • Students will work together on case studies with the worksheets provided • Steps to Justice: Human Rights Law
Transfer	• Are there a set of core rights that we can all agree upon?

Learning Experience 6: Core Rights

Learning Goal: Defining Core Rights

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• Icebreakers for the Classroom • Philip Alston core rights: "the right to life, freedom from torture, freedom from arbitrary arrest and detention, the right to be presumed innocent, the right to privacy, freedom of movement, the right to property, freedom of thought, conscience, and religion, freedom of expression, freedom of assembly and association, and the right to participate in government (Clément, 7). • Philip Alston, "A Framework for the Comparative Analysis of Bills of Rights," in *Promoting Human Rights through Bills of Rights: Comparative Perspectives*, ed. Philip Alston (New York: Oxford University Press, 1999), 2). • Do you agree that these should be the core rights? Would you add anything else? Would you delete anything?

TASK	SUGGESTED LEARNING ACTIVITIES
Synthesize	• Post the following information from the Canadian Human Rights Commission about the Canadian Charter of Rights and Freedoms: *The Canadian Charter of Rights and Freedoms* of 1982 is part of Canada's Constitution. The Charter protects every Canadian's right to be treated equally under the law. The Charter guarantees broad equality rights and other fundamental rights such as the freedom of expression, freedom of assembly and freedom of religion. It only applies to governments, and not to private individuals, businesses or other organizations. This means that for the most part, a person cannot mount a Charter challenge against a private business, a private organization, or a person who is not acting on behalf of the government. The Charter also protects the rights of all Canadians from infringements by laws, policies or actions of governments, including authorities such as the police. • In thinking about Core Rights and the Canadian Charter of Rights and Freedoms, have students work in groups of 3-4 to respond to the topics listed below. Students can respond in a variety of ways: by writing a one-page report, preparing a short presentation for the class, recording a video debate, etc. 1. Canadians are better off today than they were before 1982. 2. Every Canadian citizen should exercise the right to vote. 3. Diversity is important to Canadians. 4. In a time of national crisis, freedoms may need to be limited. 5. Everyone should have the right to express personal thoughts and beliefs. 6. Canadian law is applied to everyone equally. 7. Rights must have reasonable limits. 8. We are too complacent about our rights and freedoms. Source: Fundamental Freedoms: The Charter of Rights and Freedoms
Transfer	Students will take the quiz below: Teaching Human Rights in Ontario: A Guide for Ontario Schools (Quiz on pg. 78 - How well do you know your rights?)

Learning Experience 7: Civil Liberties

Learning Goal: Developing an understanding of civil liberties in Canada

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• Canadian Civil Liberties Association
Synthesize	• Workshop which is linked to the curriculum on law, civil liberties, human rights, and the *Charter*, using a wide variety of resources including real legal cases and stories from the morning news • Read chapter 2 in *Human Rights in Canada: A History*. • Post the following quote: "Civil liberties – a concept historically associated with state abuse of rights – was slowly redefined during this period to include the principle of non-discrimination in the public and private spheres." (*Human Rights in Canada: A History*, p. 50). • Think about some of the issues that have led to anti-discrimination activism and policy as civil liberties in Canada. Choose one of the events (e.g., racist immigration policies against Japanese Canadians, African Canadian and Jewish Canadian groups, etc.) and imagine yourself as one of the activists. Write a one page reflection. Make sure to outline the 5 Ws (who, what, where, why, when).
Transfer	• Think about your life today. What do you want to advocate for? Have students share in circle and encourage them to be concise and respond using only 1-3 words. • What might be the next great human rights issue/debate for your generation? Discrimination/equality was arguably the most prominent human rights issue in Canada in the late 20th century. What about the 21st century? Privacy (i.e. social media)? Obesity or genetics as discrimination? Right to vote for people under 18 years of age? Rights of transgendered people? Have students discuss this question in breakout groups of 3-4 students per group. *Consideration:* Book the computer lab for next class.

Learning Experience 8: Digital Literacy

Learning Goal: Applying digital literacy to human rights

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• Digital Literacy and Research • Digital Tools as Active Citizenship • What do these terms mean? Why are they important when looking at human rights? Why are they important when researching
Synthesize	• Students will watch video: • How does "Fake" News Become News? • Teacher will guide students through a lesson on evaluating online sources from Teaching Tolerance: Evaluating Online Sources
Transfer	• Reflection questions for circle: 1. What might you do if your family, friends or classmates post fake news on social media? 2. What are steps you can take to evaluate news stories? 3. Is fake news legitimate as free speech? Does the right to free speech include the right to spread false information? *Consideration:* Book the computer lab or portable devices for the next lesson.

Learning Experience 9: Making Change

Learning Goal: Thinking about what matters and advocating for change

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• How can I be the change I wish to see in the world and live by the way of Ubuntu? • What is advocacy? *Consideration:* Ubuntu meaning "I am because you are".
Synthesize	• In groups of three students will explore The Advocacy Toolkit with a partner or in a group of 3 in the computer lab • In exploring they will see stories of young people standing up for their rights and advocating for change
Transfer	• What do you want to change? What do you want to advocate for? • Each group will use the worksheet below to find 3 sources which speak to the topic they want to advocate for. They will evaluate the source's accuracy/validity using Social Media Smarts: Fact vs Fiction.

LEARNING EXPERIENCE 10: Reflect

Learning Goal: Reflecting on learning and planning for culminating activity

TASK	SUGGESTED LEARNING ACTIVITIES
Gather	• Students will gather in circle and recap what has resonated or lived in them over the past couple of weeks.
Synthesize	• Students will present to the class in their groups what they will be focusing on with regards to advocacy and why they chose it • They will share information that the sources they have gathered have found thus far.
Transfer	• Students will be introduced to the culminating task.

CULMINATING ACTIVITY

The culminating activity for this curriculum document works through the annual Chernos contest through the Canadian Civil Liberties Association. Students are to choose the option that they would like to respond to, choose their format (an essay or video rant) and create their response. Ultimately, students can choose whether or not they would like to submit their work in the contest and ultimately enter to win $500 through the Canadian Civil Liberties Association.

Chernos Contest

OPTION ONE

Sam Smith uses his Twitter account to stay up to date with what MP Rhonda Ramble (his elected representative) is doing in the community. He regularly replies whenever she tweets. Lately, he has been persistently calling her out for attending a rally for a cause he doesn't agree with. For example, he has tweeted that she is a Nazi-sympathizer. Ms. Ramble has responded by blocking him on Twitter. What rights and freedoms issues should we think about here? Is it fair of Ms. Ramble to block Mr. Smith?

OPTION TWO

People who are experiencing homelessness sometimes panhandle (ask for spare change) to survive. However, some people perceive people who panhandle as dangerous and a threat to public safety. In response to this perception, your province introduces a law that gives the police broad discretion to ticket or arrest people who panhandle if the person being asked for change perceives the interaction as threatening or intimidating. What rights and freedoms are at issue here? Is this law fair?

OPTION THREE

Your province is considering a new law in response to violent physical confrontations between people attending a recent Pride parade, and people protesting against the parade and the LGBTQ2S community. With the aim of safety, the law would prohibit protests in public spaces that create a nuisance, engage in rowdy behaviour, or use profanity. The law would also allow the police to seize any item from protesters that could in their opinion be used to cause violence. What rights and freedoms are at stake here? Does the province's proposed law balance them appropriately?

OPTION FOUR

Your folks run a popular online parenting blog for which subscribers pay a monthly fee. Since you were a baby, they have posted pictures and stories documenting every stage of your life. You are embarrassed by many of these posts and want them removed from the internet. Your parents refuse, saying they have the right to publish information about you online, and that they rely on the blog income. You have heard talk of a potential new law called 'the right to be forgotten,' which enables people to have search engines

remove information about them. If this idea became law you could ask search engines to stop searches of your name listing results from your parents' blog. What rights and freedoms are at play here? Is the right to be forgotten a good idea?

SPECIAL EDUCATION ACCOMMODATIONS

Accommodations refer to learning strategies, tools, supports, and/or services that are required in order for a student to access the curriculum and demonstrate learning. *Instructional Accommodations* refer to changes in learning and teaching strategies that allow the student to access the curriculum. *Environmental Accommodations* refer to changes that are required to the classroom and/or school environment so that the students can learn in a safe and inclusive environment. *Assessment Accommodations* refer to changes and flexibility in assessment strategies that are required in order for the student to demonstrate learning.

EXAMPLES OF ACCOMMODATIONS

Instructional Accommodations

- Buddy/peer tutoring
- Note-taking assistance
- Duplicated notes
- Contracts
- Reinforcement incentives
- High structure
- Partnering
- Ability grouping
- Augmentative and Alternative Communications Systems
- Assistive technology, such as text-to-speech software
- Graphic organizers
- Non-verbal signals
- Organization coaching
- Time-management aids
- Mind maps
- Increased breaks
- Concrete/hands-on material
- Manipulatives
- Tactile tracing strategies
- Gesture cues
- Dramatizing information
- Visual cueing
- Gesture cues
- Dramatizing information
- Visual cueing
- Large size font
- Tracking sheets
- Colour cues
- Reduced/uncluttered format
- Computer options
- Spatially-cued formats
- Repeat information
- Reword/rephrase information
- Allow processing time
- Word retrieval prompts
- Taped texts

Environmental Accommodations

- Alternative workspace
- Strategic seating
- Instructor proximity
- Reduced audio/visual stimuli
- Study carrel
- Minimize background noise
- Quiet setting
- Use of headphones
- Special lighting
- Assistive devices or adaptive equipment
- Extended time limits
- Verbatim scribing
- Oral responses, including audiotapes
- Alternative settings
- Increased breaks
- Assistive devices or adaptive equipment
- Prompts to return student's attention to task

Assessment Accommodations

- Augmentative and Alternative Communications Systems
- Assistive technology, such as speech-to-text software
- Large size font
- Colour cues
- Reduced/uncluttered format
- Computer options
- Processing time allowed

APPENDIX A

QUOTES ON HUMAN RIGHTS INFLATION

1. Clément argues that we should consider issues such as poverty or environmental degradation as violations of social justice rather than human rights … Illiteracy, poverty, lack of education or health care, and unemployment are violations of social justice because they restrict individuals' capacity to pursue their desires (10)
2. "One might be tempted to hold that human rights simply are the rights of social justice. This, however, cannot be rights … Human rights are matters of international concern and it is not plausible that the international community should take responsibility for the justice of its component societies" (Beitz, 142-43) pg 11 in Clément
3. "If social justice is a dialogue around grievances against state and society, then human rights are those principles that make the dialogue possible,"(10) Sen, 287
4. "Rights talk is so pervasive today that most people instinctively use this language when they feel they have been treated unfairly," (13)
5. Social justice is, as Amartya Sen suggests, the "capability to lead the kind of lives we have reason to value," 154 *Development of Freedom*
6. "The belief is widespread that human rights mark what is most important in morality; so whatever any group in society regards as most important, it will be strongly tempted to declare to be a human right … It is now also a common, and not unjustified, belief that getting something widely accepted as a human rights is a good first step to getting it made a legal right … And getting something accepted as a human right transforms one's case. One is transformed from beggar ('you ought to help me') to chooser ('it is mine by right') 47
7. "Framing issues of social justice as human rights violations is counterproductive because a rights approach fails to address the root causes of these social problems," (Clément, 51).
8. "None of Canada's human rights could be fairly described as designed to ameliorate systemic inequalities," (55)
9. "That something is morally wrong, or an injustice, does not mean it should be approached as a human rights violation," (56)
10. "Human rights are the highest possible claim we can make in our society, but as legal rights they are an ineffective solution to systemic social problems. Human rights are not the only language for framing our grievances … Freedom is a precondition for social justice. People do not starve in free and democractic societies," (56)

11. " … rights are one of the mechanisms available to promote social justices, or to resist and push back against anti-social-justice agendas," (82)

James Griffin, *On Human Rights* (New York: Oxford University Press, 2008), 199.

APPENDIX B: NOTE TAKING CHART FOR EQUITY DEFINITIONS

TERM	DEFINITION

LINKS

- Ontario Curriculum: Canadian and World Studies 2015
  http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf
- Emotional Emancipation Circles
  https://www.communityhealingnet.org/emotional-emancipation-circle-2/
- Icebreakers for the Classroom
  https://ucat.osu.edu/bookshelf/teaching-topics/shaping-a-positive-learning-environment/12-ice-breakers-college-classroom/
- Aboriginal Perspectives - A Guide to the Teachers Toolkit
  https://www.tncdsb.on.ca/Programs/Program/IndigenousEd/Documents/Guide_Toolkit2009.pdf
- How to Disagree
  https://ccla.org/cclanewsite/wp-content/uploads/2018/07/How-to-Disagree-FINAL.pdf
- Circle of Trust Touchstones
  http://www.couragerenewal.org/PDFs/Touchstones-Updated2019.pdf
- Human Rights Defined
  https://www.youtube.com/watch?v=zCCHC7mnOnk
- The Evolution of Human Rights in Canada
  https://www.chrc-ccdp.gc.ca/eng/content/evolution-human-rights-canada
- Canadian Civil Liberties Association: book a workshop
  https://ccla.org/education/
- Equitas
  https://equitas.org/fr/
- John Humphrey Centre for Peace and Human Rights
  https://www.jhcentre.org/
- What are the universal human rights? Benedetta Berti
  https://www.youtube.com/watch?v=nDgIVseTkuE
- The dark side of 'Rights Inflation': Why activists should 'reject the impulse to frame all grievances as human rights'
  https://nationalpost.com/news/canada/why-human-rights-inflation-could-spell-the-beginning-of-the-end-of-social-change
- Human rights "inflation" - what's the problem?
  https://www.cips-cepi.ca/2020/02/23/human-rights-inflation-whats-the-problem/

- Ontario Human Rights Commission (OHRC): Glossary of Terms
  http://www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools/appendix-1-glossary-human-rights-terms
- Racial Equity, Glossary of Terms
  https://www.racialequitytools.org/glossary
- Cases That Have Changed Our Society
  http://ojen.ca/wp-content/uploads/2016/11/Cases-That-Have-Changed-Society.pdf
- Steps to Justice: Human Rights Law
  http://ojen.ca/en/resource/steps-to-justice-human-rights-law
- Canadian Charter of Rights and Freedoms
  https://laws-lois.justice.gc.ca/eng/Const/page-15.html
- Fundamental Freedoms: The Charter of Rights and Freedoms
  http://charterofrights.ca/language.php
- Teaching Human Rights in Ontario: A Guide for Ontario Schools
  http://www3.ohrc.on.ca/sites/default/files/Teaching%20Human%20Rights%20in%20Ontario_2013.pdf
- How Does "Fake" News Become News?
  https://www.youtube.com/watch?v=qcRWkkSvfj0&feature=youtu.be
- Evaluating Online Sources
  https://www.tolerance.org/classroom-resources/tolerance-lessons/evaluating-online-sources
- The Advocacy Toolkit
  https://ccla.org/cclanewsite/wp-content/uploads/2018/07/2018-07-03-Advocacy-Toolkit-PDF-FINAL.pdf
- Social Media Smarts: Fact vs Fiction
  https://ccla.org/cclanewsite/wp-content/uploads/2020/05/2020-05-05-CCLA-Social-Media-Smarts-Student-Worksheet.pdf
- Chernos Contest
  https://ccla.org/chernos/