<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to HR101</td>
<td>1</td>
</tr>
<tr>
<td>Request for Funding Letter</td>
<td>4</td>
</tr>
<tr>
<td>Request for Funding Application</td>
<td>5</td>
</tr>
<tr>
<td>Logos &amp; Funding Statement</td>
<td>8</td>
</tr>
<tr>
<td>Press Release Template</td>
<td>9</td>
</tr>
<tr>
<td>Press Points Pages</td>
<td>11</td>
</tr>
<tr>
<td>Thirteen Contacts</td>
<td>13</td>
</tr>
<tr>
<td>Partner Organizations/Advisors</td>
<td>14</td>
</tr>
<tr>
<td>Sample Letters</td>
<td>16</td>
</tr>
<tr>
<td>Sample Flyers</td>
<td>18</td>
</tr>
<tr>
<td>Sample School Projects</td>
<td>19</td>
</tr>
<tr>
<td>PBS Program Resource List</td>
<td>24</td>
</tr>
<tr>
<td>Organization List</td>
<td>37</td>
</tr>
<tr>
<td>Forms &amp; Reports</td>
<td>46</td>
</tr>
</tbody>
</table>
“We will never have true civilization until we have learned to recognize the rights of others.”
-Will Rogers

As countries and communities become more globally connected, it is vital to educate and impress young people with the importance of understanding the complex issues affecting the world’s cultures and people and the basic human rights that can pull us apart and bind us together.

Thirteen’s Human Rights 101 will encourage high school teachers to explore human rights issues with their students. These issues include tolerance, racism, women’s rights, refugees, religious freedom, children’s rights, academic freedom, labor rights, lesbian and gay rights, and international justice.

The basic concepts of human rights reveal the common humanity of individuals, beyond the specifics of religion, environment, collective history, culture, class, race, gender or age. Human rights principles at once protect cultural expression, and attempt to bridge the superficial differences that lead to misunderstanding and violence. They assert that there are fundamental needs and privileges, including the right to cultural and religious expression, that are common to all people, and which may not be denied. These same basic human rights principles stress, above all else, the concept of mutual responsibility.

Through viewing PBS programs, creating focused discussions, and enabling conversations with experts in the field, Human Rights 101 will help teens better understand themselves, better understand others, and become better equipped for life in a global society.

PROJECT DESIGN

Human Rights 101 will encourage high school teachers to explore a specific human rights issue with their students and demonstrate the impact one person, group, and/or school can make in the quest for human rights. Thirteen’s Human Rights 101 will provide area high schools with an opportunity to screen PBS programs with a strong human rights focus. The schools will select programs that best tie into their curricular focus or educational mission from a list provided by Thirteen. These school-based screenings will be followed by a presentation and/or conversation with speakers who are experts in the subject matter explored in the PBS program. Following the screening and discussion event, teachers and students will develop projects that address a particular human rights issue or need.
STUDENT PROJECT REQUIREMENTS
All projects proposed must:

- Be student driven and student run;
- Be school supported;
- Have a faculty advisor connected to the project and involved in its implementation, acting as Thirteen’s contact in the school;
- Stem from and use Thirteen or other PBS/PTV programs and resources;
- Produce some tangible evidence of completion (newsletter, research paper or essay, Web site, video/photos of event(s));
- Be able to, at project end, demonstrate an increased awareness in the issues, problems, and solutions surrounding a specific human rights topic.

SELECTION CRITERIA
School participation will be selected based upon:

- The originality and inventiveness of the project design;
- The scope and reach of the project.

Projects that incorporate outside partners in the plan (i.e. other grades, schools, or outside organizations) will be given additional consideration.

PARTICIPATION ELEMENTS
Thirteen will initially select up to 15 schools to participate, offering grants up to $1,000 per school, and will require the key participants (student and faculty advisors) in the project to:

- Attend an introductory training/meeting on December 11, 2004 in which all participants will share their project goals and plans, meet their Thirteen contact, and establish the best means for ongoing communication throughout the school year;
- Submit formal documentation of progress at an interim period (February, 2005) and produce the deliverable student project at the final stage of their project (June, 2005);
- Attend the final reception. Date TBA.
CONCLUSION

Thirteen’s Human Rights 101 project will help build knowledge and encourage critical thinking about human rights issues; help students become empowered as citizens of their communities, nation, and the world; and encourage teachers and non-traditional educators to become active learning partners.
“Where after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world...Progress in the larger world, must start with human rights education in just those small places, close to home.”
-Eleanor Roosevelt

In order to support your exploration of human rights issues, Thirteen/WNET New York is offering your school the opportunity to apply for a grant up to $1,000. Human Rights 101 will allow you the opportunity to incorporate human rights issues – such as equality, respect, and freedom – into the classroom, drawing students into the project on an emotional as well as intellectual level. The study of human rights provides a natural vehicle for critical thinking and debate, allowing it to be examined through a variety of subjects and disciplines.

PROJECT REQUIREMENTS

- One faculty representative and two student representatives must attend the project Kick-Off Event to be held at Thirteen/WNET New York on Saturday, December 11, 2004.
- Schools must host at least one screening of a Thirteen- or other PBS/PTV-produced program. The screening, which must be held in the school, may be open to your entire school or to one class. You may want to use the screening as a Kick-Off Event for your project.
- Projects must stem from and utilize Thirteen’s and/or other PBS/PTV programs and resources.
- Students involved must demonstrate an improved understanding of basic human rights as well as an increased awareness surrounding a specific human rights issue.

Originality and inventiveness of the project design, the scope and reach of the project, incorporation of outside partners in the plan (i.e. other grades, schools, or outside organizations) will be given additional consideration.

IMPORTANT DATES

- Wednesday, September 24, 2004 – Deadline for Application
- Monday, October 1, 2004 – Award Notification
- Saturday, December 11, 2004 – Kick-Off Event for Awardees
- Monday, February, 2005 – Deadline for Mid-Project Update
- Friday, June, 2005 – Deadline for Final Project Report

We look forward to receiving your proposals. If you would like help brainstorming projects or if you have any questions, please contact Suzanne Guthrie at 212.560.8123 or guthrie@thirteen.org.
REQUEST FOR FUNDING APPLICATION

CONTACT INFORMATION:

Faculty Contact Name: ________________________________________________________________

Position/Curriculum Area: _____________________________________________________________

High School: ______________________________________________________________________

Principal: _________________________________________________________________________

Address: _________________________________________________________________________

Phone: ___________________________ Fax: ___________________________________________

WHICH CATEGORY BEST DESCRIBES YOUR SCHOOL?

Please check one: □ Urban         □ Suburban         □ Rural

Please check one: □ Public        □ Private          □ Parochial

PLEASE PROVIDE TWO STUDENT CONTACTS FOR THE PROJECT:

Student Contact: ___________________________ E-mail address: __________________________

Student Contact: ___________________________ E-mail address: __________________________

HAS YOUR SCHOOL EVER ATTENDED THIRTEEN’S TEEN LEADERSHIP INSTITUTE? IF SO, PLEASE INDICATE THE YEAR(S)

_________________________________________________________________________________ 

INDICATE THREE HUMAN RIGHTS ISSUES THAT ARE OF CONCERN TO YOUR SCHOOL OR COMMUNITY:

1. ______________________________________________________________________________

2. ______________________________________________________________________________

3. ______________________________________________________________________________
REQUEST FOR FUNDING APPLICATION

PLEASE LIST ANY PBS PROGRAMS THAT YOU ARE INTERESTED IN USING:
For a list of programs please visit www.thirteen.org and www.pbs.org

PROJECT DESIGN:

Project Focus: __________________________

General Project Description: __________________________________________________________

Project Objectives: _________________________________________________________________

Existing organizations (within your school and/or community) that will be targeted for partnership in the project:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
If you receive a grant, how will it be spent?

________________________________________________________________________________________

________________________________________________________________________________________

Please add further comments on a separate page.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Signature                                           Date

Fax to: 212.560.6948 OR Mail to: Thirteen/WNET New York
Attn: Suzanne Guthrie

450 West 33rd Street
New York, NY 10001
Attn: Suzanne Guthrie

If you have questions, please call 212.560.8123 or email guthrie@thirteen.org

SUBMISSION OF THIS APPLICATION DOES NOT GUARANTEE ACCEPTANCE.
DEADLINE: SEPTEMBER 24, 2004
These logos are also available in the Logos & Images folder as separate files to help you create your own HR101 materials.

The funding acknowledgements provided below should be included in all print and spoken elements of this project.

*Human Rights 101 is an initiative of Thirteen/WNET. Major funding for Human Rights 101 is provided by the Phillips-Van Heusen Corporation, with additional support from the Third Millennium Foundation, the National Center for Outreach, and the William T. Grant Foundation.*
HUMAN RIGHTS 101 TRAINS <NAME OF COMMUNITY> TO BE GLOBAL CITIZENS

Thirteen/WNET New York And <NAME OF SCHOOL> Raise Awareness And Inspire Student Action

With news headlines full of reports on human rights issues around the world and in our own backyard, students struggle to grasp global issues and ask themselves what they can do. Human Rights 101, a new initiative from Thirteen/WNET New York, is coming to <NAME OF SCHOOL>, offering <NAME OF COMMUNITY> students insight into such complex topics such as tolerance, racism, women’s rights, refugees, and religious freedom, and helping show students how they can become effective catalysts for change.

Students and faculty members from <NAME OF SCHOOL> attended a Human Rights 101 training seminar at Thirteen for high school students and their faculty advisors from throughout the tri-state New York area on December 11, 2004, designed to encourage discussion and exploration of local, national, and global human rights issues. The training seminar included screenings of PBS programs, guest speakers and discussions, and special workshops for students and teachers designed to prepare participants to develop projects that address a particular human rights issue or need.

At <NAME OF SCHOOL> the year-long project, led by faculty advisor <NAME OF FACULTY ADVISOR> and students <LIST OF STUDENT LEADERS>, will focus on <TOPIC(S)> as well as discussions intended to encourage fellow students to become aware of and active in this and other human rights issues or needs. Thirteen will recognize the most outstanding Human Rights 101 projects conducted during the school year in June 2005.

“By helping students take a greater view of human rights and giving them the tools to make a difference, we hope to create passionate global citizens,” said Ronald Thorpe, director of Thirteen’s Educational Resources Center. “These students will be equipped for life with knowledge that will help them effect change.”
Online, the Human Rights 101 Web site (www.thirteen.org/edonline/hr101/), serves as a launching pad for project ideas and provides students and their advisors with tools to help them learn about human rights, focus their interests, and actively work for change. The site features a wealth of resources, ideas for projects that can make positive change, volunteer and internship opportunities and an interactive profile feature that uses human rights stories to help students focus their interests and goals. Teachers will be able to use the Human Rights 101 toolkit to guide the development of projects. The toolkit includes model projects, a list of PBS programs that address human rights issues and complementary teaching resources.

Human Rights 101 is an initiative of Thirteen’s Educational Resources Center, a leading provider of innovative programming, online education, and professional development for educators.

Major support for Human Rights 101 is provided by Phillips-Van Heusen Corporation and the Reuters Foundation.

Thirteen/WNET New York is one of the key program providers for public television, bringing such acclaimed series as Nature, Great Performances, American Masters, Charlie Rose, Religion & Ethics NewsWeekly, Wide Angle, Stage on Screen, EGG the arts show, and Cyberchase – as well as the work of Bill Moyers – to audiences nationwide. As the flagship public broadcaster in the New York, New Jersey and Connecticut metro area, Thirteen reaches millions of viewers each week, airing the best of American public television along with its own local productions such as The Ethnic Heritage Specials, The New York Walking Tours, New York Voices, Reel New York, and its MetroArts/Thirteen cable arts programming. With educational and community outreach projects that extend the impact of its television productions, Thirteen takes television “out of the box.” And as broadcast and digital media converge, Thirteen is blazing trails in the creation of Web sites, enhanced television, CD-ROMs, DVD-ROMs, educational software, and other cutting-edge media products. More information about Thirteen can be found at: www.thirteen.org.

Press Contacts:
<Name of School Press Contact> Edward Gregory
<Name of School> Thirteen/WNET New York
<Phone #> 212.560.3021
<E-mail> gregory@thirteen.org
**PUBLICITY POINTS**

The following points may be helpful in planning publicity for your **Human Rights 101** School Event(s)

| **Planning** | Assigning a staff person or student as publicity coordinator will help make sure that press is not left out of the coordination of your project. This person will be sure that press releases and press advisories are written and approved, and will provide a contact for media. |
| **Schedule Event PR** | Work time into your event schedule when media can contact participants during the day of the event – perhaps over lunch. Radio stations may want to schedule an interview with participants on the day of the event, or you may set up a studio interview before or after the event. Do you need a pressroom at the event? Make sure you have access to the equipment you need: telephone(s), fax, internet access, cell phone… |
| **Press Advisory** | Develop a Press Advisory to alert city desks, education and youth editors at local newspapers, daybooks at wire services, and assignment editors at local television and radio stations about your event. The advisory can be distributed several days before the event, and again the day before the event. Some contacts may require several weeks lead time, you will want to service these contacts ahead of time. |
| **Follow-Up** | Begin outreach to media contacts by phone after they have received the Press Advisory. Place calls to city desks and assignment editors the day before to make sure they are aware of the event and follow-up on the day of the event to find out who is scheduled to attend. |
| **Event Photography** | Schedule a photographer to shoot the event, perhaps a student. Plan ahead for the photo needs of your local media. Will dailies use your images if their photographers cannot attend? Make sure you have the images they need. You may want to use high-resolution digital photography to make images available to press immediately after the event. We prefer using JPEG images at 300 dpi, at 5”x7”. |
| **Release Distribution** | Distribute your press release describing the event on the afternoon of the event. You can use faxes, e-mails, or a service such as Business Wire. If you have a high-resolution digital image, you can make it accessible by placing it online and providing the URL to media. If they want you to e-mail an image, check their specifications to make sure you are not sending an image too large for their e-mail system or of too low resolution to be used. Always have your press release approved by Thirteen/WNET New York (contact below). |
Includes distributing photos of participants to regional dailies and community papers. Continue to follow through with contacts who were interested in the event, but could not attend. Arrange any post-event radio interviews. Ongoing activities may produce further publicity opportunities, such as student activities that are part of your project, essay contests, etc.

Feel free to contact Edward Gregory at 212.560.3021 (gregory@thirteen.org) for any questions or advice related to publicizing your event.

Please let us know what publicity has been generated by your event. Send clips directly to Edward Gregory, Sr. Publicist, Thirteen/WNET New York, 450 West 33rd Street, New York, NY 10001-2605.
Thirteen Contacts

Thirteen/WNET New York
450 West 33rd Street
New York, NY  10001
Tel: 212-560-1313
Fax: 212-560-6948

Outreach
Suzanne Guthrie
Outreach Producer
Tel: 212-560-8123
Email: guthrie@thirteen.org

Erin O'Brien
Manager, Local Outreach
Tel: 212-560-2917
Email: obriene@thirteen.org

Press
Eddy Gregory
Senior Publicist
Tel: 212-560-3021
Email: gregory@thirteen.org

Web
Ellen Lenihan
Content Producer
Tel: 212-560-2909
Email: lenihane@thirteen.org
ACLU
Contact: Ann Beeson
125 Broad Street, 18th Floor
New York, NY 10004
Tel: 212-519-7815
Email: abeeson@aclu.org

The American Civil Liberties Union (ACLU) is our nation's guardian of liberty, working daily in courts, legislatures, and communities to defend and preserve the individual rights and liberties guaranteed to all people in this country by the Constitution and laws of the United States.

Amnesty International, USA
Contact: Karen Robinson
Director, Human Rights Education Program
322 8th Avenue
New York, NY 10001
Tel: 212-633-4270
Fax: 212-627-1451
Email: krobinson@aiusa.org

Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights. Amnesty International believes that learning about human rights is the first step toward respecting, promoting and defending those rights. The Human Rights Education program (HRE) was established in order to facilitate the teaching of human rights.

Global Kids, Inc.
Contact: Evie Hantzopolus
Deputy Director for Global Kids
561 Broadway
New York, NY 10012
Tel: 212-226-0130
Fax: 212-226-0137
Web: www.globalkids.org

Global Kids works to ensure that young people of diverse backgrounds have the knowledge, skills, and experiences they need to succeed in the workplace and participate in the shaping of public policy and international relations.
Human Rights Watch
Contact: Lois Whitman
Executive Director, Children's Rights
350 Fifth Avenue, 34th Floor
New York, NY 10118-3299 USA
Tel: 212-290-4700
Fax: 212-736-1300
Email: whitmal@hrw.org

Human Rights Watch is dedicated to protecting the human rights of people around the world. Human Rights Watch is an independent, nongovernmental organization, supported by contributions from private individuals and foundations worldwide. It accepts no government funds, directly or indirectly.

Open Society Institute-New York
Contact: Rob Kushen
Special Counsel
400 West 59th Street
New York, NY 10019
Tel: 212-548-0600
Fax: 212-548-4679
Email: rkushen@sorosny.org
Web: www.soros.org

The Open Society Institute (OSI) is a private operating and grant making foundation that develops and implements a range of programs in civil society, education, media, public health, and human and women's rights, as well as social, legal, and economic reform.

United Nations Association of the United States of America
Contact: Glenda Tesalona
National Coordinator for Global Classrooms
801 Second Avenue
New York, NY 10017
Tel: 212-907-1355
Fax: 212-682-9185
Email: gtesalona@unausa.org

The United Nations Association of the United States of America is a nonprofit, nonpartisan organization that supports the work of the United Nations and encourages active civic participation in the most important social and economic issues facing the world today.
Sample Letter for Student Internship

<Type Date>
<Type Recipient’s Name>
<Type Recipient’s Organization>
<Type Recipient’s Address>
<Type Recipient’s City/State/Zip>

To Whom It May Concern:

I am a High School student at <Fill in School>, and am writing to inquire about internship opportunities with <Fill in Organization Name>. I recently learned about your organization while doing research for a school project, Human Rights 101.

Human Rights 101 is an outreach initiative designed by Thirteen/WNET New York to challenge teens to examine human rights issues at the local, national, and global levels. Combining screenings of public television programs, guest speakers, student-driven projects, and a companion the Web site, Human Rights 101 aims to help teens become better equipped for life in a global society, and to help them develop a deeper understanding of themselves, others, and the complex events happening in the world today.

<Insert a paragraph about your project and how it relates to the organization.>

I look forward to discussing internship opportunities with you, and can be reached at <Fill in Phone Number>. Thank you.

Sincerely,

<Type Your Name>
<Type Your Address>
<Type Your City/State/Zip>
Sample Invitation Letter for School Event

<Date>

Dear <Students, Parent, Teacher, and/or Community Leader>:

<School/Organization Name> is pleased to invite you to attend a screening of <PBS Program Title(s) Here> followed by a panel discussion and questions and answers on <Date> from <Time> in our <Location/Address>

<PBS Program Title(s) Here>, is a <Program Description>

This screening event is our school’s kick-off event for a project funded by a grant from Thirteen/WNET New York entitled Human Rights 101 (HR101). HR101 allows schools an opportunity to incorporate human rights issues – such as equality, respect, and freedom – into the classroom, drawing students into the project on an emotional as well as intellectual level. The HR101 project will help build knowledge and encourage critical thinking about human rights issues; help students become empowered as citizens of their communities, nation, and the world; and encourage teachers, non-traditional educators, parents, and others to become active learning partners.

We hope that you will attend this very important and exciting event. Seating is limited, so first responders will receive priority. Please RSVP no later than <Date> to <Phone Number>. All reservations will be confirmed. <Insert information about lunch/refreshments>. For more information, please contact <School/Organization Representative> at <Phone Number>.

Sincerely,

<Station/Organization Representative>
Four customizable flyers are available in this toolkit for your use. Please see the documents included in the Logos & Images folder on this disk.

You should feel free to develop your own flyers, but be sure to include all the appropriate information!

All flyers should include the following basic elements:

- WHO
- WHAT
- WHEN
- WHERE
- WHY
- LOCATION
- TIME
- DATE
- RSVP (if appropriate)
- FUNDER INFORMATION (as specified on Page 8)
INTRODUCTION

Below are five project ideas to get you started in the creation and development of your school project. While you may choose to use any of these ideas, they ideally should be used as springboards to guide you in developing your own activities. We have kept them broad so that you and your school can work out the details. Keep in mind that these projects should be ongoing throughout the school year and include strong goals and deliverables. Projects can be multi-disciplinary. We encourage you to partner with local community organizations. Screenings must take place in the school, but other project activities may take place in the community at your partners’ locations. Be aware that many of these projects may have overlapping focuses both in the rights they are examining as well as in the resources that they use. In order to help students explore issues that are specific to themselves and to children's/human rights, one must first explore the basic similarities and common needs of all people. The study of basic human rights is crucial. For a lesson plan example, look at Wide Angle lesson plans/human rights, found at www.pbs.org/wnet/wideangle.

Things to keep in mind:

- Include pre-activities such as previewing programs, identifying relevant vocabulary, and creating goals.
- Educate yourself about your audience and your community.
- Create a timeline for project goals and decide how you will meet them.
- Assign responsibilities to your project team.
- Implement your project, making sure to keep copies of photos, evaluations, agendas, posters and flyers, etc.
- Complete final report, including the materials you created and used in your project as well as all items listed on Page 55.

Web Resources:

- www.thirteen.org
- www.pbs.org
- www.pbs.org/pov
- www.itvs.org

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights (UDHR). This Declaration guarantees the rights of all people and encompasses a broad spectrum of economic, social, cultural, political and civil rights, especially as they apply to the rights of women, children and minorities.
We urge you to familiarize yourself with this document (www.un.org/Overview/rights.html), apply the human rights framework to issues in the United States, your state and your community, and recognize and support human rights in your daily life. Here are examples of how you can do it:

CIVIL AND POLITICAL RIGHTS

Potential Focus:
- Freedom of Belief and Religion
- Freedom of Movement
- Freedom of Expression

PBS Program Ideas:
- P.O.V.: Family Fundamentals
- Religion & Ethics NewsWeekly: Reconciliation in Rwanda
- Wide Angle: The Rock Star and the Mullahs

Brief Description of Focus:
These programs bring together top experts in their respective fields for discussions on the Bible's first book, incorporating contemporary issues such as racism, the role of women, dysfunctional families, and environmental responsibility into the same forum as the eternal debates about the nature of faith, the right to an education, poverty, and other civil political rights issues.

Project Ideas:
- Using the Wide Angle Academic Controversy model, form an ongoing classroom, school, or intergenerational debate.
- Study and research Human Rights declarations or conventions, then as a classroom or school develop your own declaration or convention. Have panel discussions with students, faculty, and/or community members.
- Create a Web site featuring items such as a digital photo album, testimonials, or bulletin board.

SOCIAL ECONOMIC AND CULTURAL RIGHTS

Potential Focus:
- Freedom of Expression
- Freedom of Belief and Religion
- Right to Participate in Cultural Life of Community
Sample School Projects

PBS Program Ideas:
- *American Experience: The Murder of Emmett Till*
- *Wide Angle: The Rock Star and the Mullahs*
- *Jazz: A Film by Ken Burns*

Brief Description of Focus:
Music has always been used as a vehicle to inspire social change. Hip-hop is becoming a driving force in the political world. Recently, Russell Simmons organized a Hip-Hop Summit to get hip-hop artists and the entertainment industry to take back responsibility in addressing the serious issues surrounding hip-hop as a culture – a culture that has grown into an international lifestyle promoting certain values and ethics. This industry is taking greater strides at being accountable for the social, political, and economic impact the music has on society at large. From Simmons: “Not many people in hip-hop realize that they are more powerful than the politicians, and they're more powerful than any other cultural influence and that they have the power to change the world in any way they decide.”

Project Ideas:
- Research and present the origins of a specific music or art movement exploring how it has been used as a vehicle to create social change. Compare and contrast different movements in history. Look at individual songs and artists and the impact they made.
- Develop an event featuring live performance, poetry, educational displays, photography and art exhibits, etc. Put donations towards a cause.
- Explore protest songs or songs that were written about specific Human Rights violations, such as Bob Dylan’s “The Death of Emmett Till,” “Hurricane,” and “The Lonesome Death of Hattie Carroll.” Create and perform songs inspired by events that are relevant today. (Open to all mediums, artists, and genres.)

WOMEN’S RIGHTS

Potential Focus:
- Right to Education
- Right to Equality
- Right to Equality before the Law

PBS Program Ideas:
- *FRONTLINE/World: Nigeria – The Road North*
- *Religion & Ethics NewsWeekly: Taliban & Women*
Sample School Projects

• Religion & Ethics NewsWeekly: American Muslim Women

Brief Description of Focus:
In the West, the image of the veiled Muslim woman has come to symbolize Islam's oppression of women. Do women hold an inferior position in Muslim society? Can equality for women only be fostered in societies governed by secular laws as opposed to Islamic law? These are the questions that the Muslim societies grapple with. Do women hold an inferior position in the United States?

Project Ideas:
• Create small documentary teams. Produce documentaries concentrating on injustices, either past or present.
• Interview males and females in your school or women from several generations to gather information about differing educational or cultural experiences.
• Collect oral histories.

CHILDREN’S RIGHTS

Potential Focus:
• Right to Education
• Freedom from Discrimination
• Right to Equality

PBS Program Ideas:
• Wide Angle: Growing Up Global
• FRONTLINE/World: India: - Hole in the Wall
• P.O.V.: Fear and Learning at Hoover Elementary

Brief Description of Focus:
Internationally, over a hundred million children have never been enrolled in school. One in four does not complete five years of basic education. Yet in the United States there is a similar epidemic of drop-outs and failure to gain a basic literacy rate.

Project Ideas:
• Working with a library, set up a mentoring program. Start a reading or computer program to help young children or the elderly in the community to develop skills.
• Set up a refugee families’ support network: include a letter writing campaign, in-school literacy center, and resources.
Sample School Projects

- Promote dialogue about standardized testing. Include panel discussions and intergenerational debates. Start a letter writing campaign to the Board of Regents or branches of the Department of Education including research on the federally mandated “No Child Left Behind” Act.

MINORITY RIGHTS

Potential Focus:
- Right to Own Property
- Right to Free Movement in and out of the Country
- Right to Life, Liberty and Personal Security

PBS Program Ideas:
- *Wide Angle: Dying to Leave*
- *Wide Angle: Soul of India*
- *P.O.V.: Discovering Dominga*

Brief Description of Focus:
Many immigrants come to the US with expectations of a better standard of living than in their own countries. But many families have a difficult time integrating into communities with customs different than their own. There are indeed success stories – but these occur mainly when there is help from the community. Minority families within countries also struggle with cultural identity and national identity within ethnically diverse societies.

Project Ideas:
- Research a country at civil war. Find statistics on the number of people trying to leave. How many are leaving legally with governmental support? How many are leaving illegally? What is the immigration policy of the country? How does that compare to the United States? Discuss issues such as human cargo, bonded labor, and human trafficking.
- Write and present a play or performance (poetry slam) that illustrates the immigration issues in your community.
- Organize a cultural festival, featuring music, dance, food, artwork, etc. from various countries.
INTRODUCTION
Below is a list of twenty five program ideas to get you started in the planning of your school screening and kick-off event. While you may choose to use any of these programs, the list was developed to help you begin research and to demonstrate the wealth of resources available through Thirteen/WNET New York and other public television program producers. We expect you to find a program that suits the project you have developed, and strongly encourage you to use programming that will inspire your school and community to take an interest in your project. Be aware that many programs have overlapping focuses and may be used collectively to strengthen your project. To support your search for fitting program(s), we will be available to help you track down specific programs and to suggest complementary programs for your projects. We will also develop a video lending library from which schools will be able to borrow videos. The following Web sites will be helpful in your research:

Web Resources:

- www.thirteen.org
- www.pbs.org
- www.pbs.org/pov
- www.itvs.org
- www.thirteen.org/edonline/itv/search.php

CIVIL AND POLITICAL RIGHTS

FRONTLINE/World: Sierra Leone – Gunrunners Length: 26 min.

FRONTLINE/World investigates the deadly business of international weapons dealers, whose guns, grenades, and mortars have contributed to millions of deaths around the world. We follow a team of UN detectives as they track down the source of illegal arms used to massacre civilians in Freetown, Sierra Leone.

RESOURCES:

Web Site: www.pbs.org/frontlineworld/stories/sierraleone

Video Streaming:
The entire 26-minute program is available for viewing on the Web site.


Fred Korematsu was probably never more American than when he resisted, and then challenged in court, the forced internment of Japanese-Americans during World War II. Korematsu lost his landmark Supreme Court case in 1944, but never his indignation and resolve. Of Civil Wrongs and Rights is the
untold history of the 40-year legal fight to vindicate Korematsu – one that finally turned a civil injustice into a civil rights victory.

RESOURCES:

Web Site: www.pbs.org/pov/pov2001/ofcivilwrongsandrights

Resource Guide:
Delve Deeper Guide, a suggested listing of fiction and nonfiction books, videos, and Web sites offering more information on issues raised by this and other P.O.V. broadcasts. Topics include civil liberties, poverty, globalization and Native American themes, including their relationship to ancestral lands. Delve Deeper into Politics and Policy and their Impact on People is produced in collaboration with BOOKLIST, the review journal of the American Library Association (ALA). A downloadable version is available on the Web site.

Video Streaming:
A preview clip of the film is available on the Web site.

Religion & Ethics NewsWeekly: Just War  
Length: 8 min.

At what point does an abuse of human rights becomes so massive and so systematic – that it truly warrants intervention into the affairs of a sovereign nation? Religious thinkers, government leaders and military strategist around the world are discussing this question, posed by Dr. Al Pierce, director of the Center for the Study of Professional Military Ethics in Annapolis, Maryland. The theory is that for a war to be considered “just,” it must be aimed at repelling aggression or stopping massive human rights abuses, authorized by a legitimate governing body, have a strong probability of success, and only be used as a last resort. This segment takes an in-depth look at the “just war” debate. R&E correspondent Jeff Sheler talks to Pierce, Rev. Bryan Hehir from Harvard Divinity School, and Professor Jean Bethke Elshtain, professor of ethics at the University of Chicago about Kosovo, Rwanda, and the conflict in Chechnya as well as the moral questions these conflicts generate.

RESOURCES:

Web Site: www.pbs.org/wnet/religionandethics

Lesson Plan:

Video Streaming:
Various segments of Religion & Ethics NewsWeekly are available on the Web site. The VHS segment Just War is available on request from Thirteen’s Outreach Department.
**Wide Angle: Land of Wandering Souls**  
*Length: 57 min.*

*Land of Wandering Souls* follows a group of workers who are laying a high-tech fiber optic cable that will link Cambodia to the rest of Asia and Europe. The project is a hopeful symbol of the country's slow integration into the world community and the modern technological age. However, for the people employed to actually dig the trench by hand – a group of rice farmers, ex-soldiers, and their families: the poorest of the poor – the work is a mixed blessing. This film provides a haunting glimpse into the lives of these indigent workers as they encounter the painful remnants of the past – mines, bones, and a landscaped littered with human suffering – and labor to bring Cambodia into the modern age.

**RESOURCES:**

**Web Site:**  [www.pbs.org/wnet/wideangle/shows/Cambodia](http://www.pbs.org/wnet/wideangle/shows/Cambodia)

**Lesson Plans:**
A national standards-based lesson entitled *Economics: The Effects of Globalization* is available on the Web site.

**Video Streaming:**
A video clip of Jeffrey Sachs discussing Cambodia and the challenges of international development with host Jamie Rubin is available on the Web site.

**Complementary Program:**
*FRONTLINE/World: Cambodia – Pol Pot's Shadow*

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**Wide Angle: Media by Milosevic**  
*Length: 57 min.*

The most successful and most brutal European dictator since Hitler, Slobodan Milosević played the trump cards of nationalism and racism in his rise to power. Once in office, he performed an intricate balancing act, controlling information and the media to safeguard his reign and accomplish his ends – which included concentration camps and ethnic cleansing. How did he do it? Exclusive interviews with former Milosević associates – both dissenters and loyalists – include a remarkable encounter with his wife and political mentor, Mira. This investigative report takes the viewer inside the realm, and inside the mind, of one of the most effective and brutal tyrants of the past 50 years.

**RESOURCES:**

**Web Site:**  [www.pbs.org/wnet/wideangle/shows/Yugoslavia](http://www.pbs.org/wnet/wideangle/shows/Yugoslavia)

**Resource Guide:**
Trial Handbook: A guide to the Milosević war crimes trial is available on the Web site, along with other printable resources.
Lesson Plans:
National standards-based lessons for middle and high school students are available on the Web site including one specific to this program entitled Human Rights: Accountability for Human Rights Violations.

Video Streaming:
A clip of Ambassador Pierre-Richard Prosper discussing Milosević's war crimes trial with Wide Angle host Daljit Dhaliwal is available on the Web site.

Complementary Program:
FRONTLINE/World: Truth and Lies in Baghdad.

SOCIAL ECONOMIC AND CULTURAL RIGHTS

FRONTLINE/World: Venezuela – A Nation on Edge Length: 23 min.

What accounts for the remarkable staying power of Hugo Chavez, the maverick, populist president of Venezuela? One year after Chavez was briefly toppled in a coup d'état, FRONTLINE/World travels to Caracas to investigate the highly charged, sometimes violent, class struggle that swirls around him.

RESOURCES:

Web Site: www.pbs.org/frontlineworld/stories/Venezuela

Video Streaming:
The full 23-minute program is available on the Web site.

KOFI ANNAN: Center of the Storm Length: 87 min.

Can the UN defend world peace at a time of world conflict? To find out, join award-winning filmmaker David Grubin for an unprecedented look at the man charged with defending the UN's ideals – Secretary-General Kofi Annan. Working with an unobtrusive mini-DV camera, Grubin and his team joined Annan as he flew to Afghanistan to encourage reconstruction efforts, to Norway to accept the Nobel Prize, and to East Timor to declare its independence. Cameras are even on hand when the Secretary-General travels to Sesame Street to teach conflict resolution to the world's next generation. The result? Ninety minutes of frank interviews and intimate behind-the-scenes episodes that provide unforgettable insight into a world leader at the center of the storm.

RESOURCES:

Web Site: www.pbs.org/wnet/un
Lesson Plans:
National standards-based high school lesson plans are available on the Web site. Two additional national standards-based high school lesson plans developed by UNA-USA are also available upon request through Thirteen’s Outreach Department by contacting Suzanne Guthrie (see Page 13).

Video Streaming:
A clip of the program is available on the Web site.

**P.O.V: Family Fundamentals**

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<th><strong>Family Fundamentals</strong> is the filmmaker's personal attempt to answer an explosive question: &quot;What happens when conservative Christian families have children who are homosexual?&quot; Armed with a digital camera, Dong takes viewers into the private and public lives of three families where parents actively campaign against gay civil rights, despite having gay offspring themselves. A search for common ground between seemingly diametrically opposed camps, <strong>Family Fundamentals</strong> is also a battlefield report from America's profound and disquieting culture war over homosexuality.</th>
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**RESOURCES:**


Discussion Guide:
This guide, available on the Web site, should be used to help facilitate discussions after screening **Family Fundamentals**.

Video Streaming:
Film trailer is available on the Web site.

Complementary Program:
**P.O.V.: Brother Outsider – The Life of Bayard Rustin**

**P.O.V.: West 47th Street**

Mental illness is a topic rife with stereotypes and misunderstanding. Made with depth and compassion, **West 47th Street** is an intimate cinéma vérité portrait of four people struggling to recover from serious mental illness. They've all come to Fountain House, a renowned rehabilitation center in New York City's Hell's Kitchen. Over three years, the film follows its subjects as they deal with drug regimens, health issues, group homes and work programs with courage and humor. Epic in scope, **West 47th Street** offers an unprecedented window onto the lives of people who are often feared and ignored, but seldom understood.

**RESOURCES:**

Web Site: [www.pbs.org/pov/pov2003/west47thstreet](http://www.pbs.org/pov/pov2003/west47thstreet)
Discussion Guide:  
This guide, available on the Web site, should be used to help facilitate discussions after screening West 47th Street.

Video Streaming:  
Film trailer is available on the Web site.

Complementary Programs:  
*ITV: It’s All Part of the Job*  
*ITV: No Body’s Perfect*

**Wide Angle: Exclusive to Al-Jazeera**  
Length: 57 min.

For the Season Two premiere, *Wide Angle* goes behind the scenes of Al-Jazeera's broadcast headquarters in the Arabian Gulf state of Qatar during its nonstop coverage of the recent war in Iraq. Watched by millions of people in the Arab world, the first Arabic all-news network had continuous access to events in Iraq. *Exclusive to Al-Jazeera* shows the network's similarities to its western media counterparts – and the differences. In a tense newsroom scene, the network's top executives defend their decision to broadcast footage of US prisoners of war and uncensored images of dead coalition soldiers. The station's English translator juggles Rumsfeld voice-overs with calls home to Iraq to check on his family. And when Tarek Ayyoub, the network's correspondent in Baghdad, is killed by US artillery fire, the shocked Al-Jazeera staff call him "a martyr." *Exclusive to Al-Jazeera* reveals that by the end of the war, the Al-Jazeera network is planning an English-language feed, grieving over a lost colleague, and is four million subscribers larger.

RESOURCES:  

Web Site: [www.pbs.org/wnet/wideangle/shows/aljazeera](http://www.pbs.org/wnet/wideangle/shows/aljazeera)

Lesson Plans:  
A national standards-based high school lesson entitled **Human Rights Basics** is available on the Web site.

Video Streaming:  
A video clip of Richard Haas discussing democracy in the Middle East with host Jamie Rubin is available on the Web site.

Complementary Program:  
**FRONTLINE/World: Israel/Palestinian Territories – In the Line of Fire**

**WOMEN’S RIGHTS**  

*American Experience: Eleanor Roosevelt*  
Length: 150 min.

Eleanor Roosevelt struggled to overcome an unhappy childhood, betrayal in her marriage, a controlling mother-in-law, and gripping depressions – all the while staying true to her passion for social justice. This biography
includes rare home movies, contemporary footage, and reflections from Eleanor’s closest surviving relatives, as well as biographers Blanche Wiesen Cook, Allida Black, and Geoffrey C. Ward, bringing to vibrant life one of the century’s most influential women.

RESOURCES:

Web Site:  [www.pbs.org/wgbh/amex/eleanor/filmmore](http://www.pbs.org/wgbh/amex/eleanor/filmmore)

Teachers Guide:
A two-page teacher’s discussion guide is available on the Web site.

Video Streaming:
A clip of the former First Lady discussing the recently formed Peace Corps with President Kennedy and other guests is available on the Web site.

**FRONTLINE/World: Nepal - Dreams of Chomolongma**  
Length: 13 min.

Fifty years after the first successful ascent of Mount Everest, *FRONTLINE/World* presents the struggle of a team of young Sherpa women attempting to summit the peak whose name in Nepali is Chomolongma, or "Mother Goddess of the Universe." *FRONTLINE/World* climbs with the team as they confront storms, sickness, fear, and the obstacles facing women in traditional Sherpa culture.

RESOURCES:

Web Site:  [www.pbs.org/frontlineworld/stories/nepal](http://www.pbs.org/frontlineworld/stories/nepal)

Video Streaming:
The entire 13-minute film is available on the Web site.

**FRONTLINE/World: Nigeria – The Road North**  
Length: 13 min.

*FRONTLINE/World* reporter and producer Alexis Bloom and co-producer Cassandra Herrman land in Nigeria just as the Miss World contest gets under way. A riot breaks out, hundreds die and the beauty contestants flee. In the aftermath, what will happen to Amina Lawal, a woman sentenced to be stoned to death for adultery?

RESOURCES:

Web Site:  [www.pbs.org/frontlineworld/stories/Nigeria](http://www.pbs.org/frontlineworld/stories/Nigeria)

Video Streaming:
The entire 13-minute film is available on the Web site.
**P.O.V.: Discovering Dominga**  
**Length – 57 min.**

When 29-year-old Iowa housewife Denese Becker decides to return to the Guatemalan village where she was born, she begins a journey towards finding her roots, but one filled with harrowing revelations. Denese, born Dominga, was nine when she became her family's sole survivor of a massacre of Mayan peasants. Two years later, she was adopted by an American family. In *Discovering Dominga*, Denese's journey home is both a voyage of self-discovery and a political awakening, bearing searing testimony to a hemispheric tragedy and a shameful political crime. An Independent Television Service (ITVS) and Latino Public Broadcasting (LPB) co-presentation.

**RESOURCES:**

- **Web Site:** [www.pbs.org/pov/pov2003/discoveringdominga](http://www.pbs.org/pov/pov2003/discoveringdominga)

**Discussion Guide:**
This guide, available on the Web site, should be used to help facilitate discussions after screening *Discovering Dominga*.

**Lesson Plans:**
National standards-based high school lesson plans are available on the Web site.

**Video Streaming:**
Film trailer is available on the Web site.

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**P.O.V.: What I Want My Words To Do To You**  
**Length: 56 min.**

*What I Want My Words to Do To You* offers an unprecedented look into the minds and hearts of the women inmates of New York's Bedford Hills Correctional Facility. The film goes inside a writing workshop led by playwright Eve Ensler, consisting of fifteen women, most of whom were convicted of murder. Through a series of exercises and discussions, the women, including former Weather Underground Members Kathy Boudin and Judith Clark, delve into and expose the most terrifying places in themselves, as they grapple with the nature of their crimes and their own culpability. The film culminates in an emotionally charged prison performance of the women's writing by acclaimed actresses Glenn Close, Marisa Tomei, Rosie Perez, Hazelle Goodman, and Mary Alice.

**RESOURCES:**

- **Web Site:** [www.pbs.org/pov/whatiwant](http://www.pbs.org/pov/whatiwant)

**Discussion Guide:**
A guide will be available on the Web site in October 2003 and should be used to help facilitate discussions after screening *What I Want My Words To Do To You*. 

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31
Video Streaming:
Film trailer will be available on the Web site in October 2003.

CHILDREN’S RIGHTS

*American Experience: Riding the Rails*  
Length: 72 min.

At the height of the Great Depression, more than a quarter million teenagers were living on the road in America, many criss-crossing the country by illegally hopping freight trains. This film tells the story of ten of these teenage hobos – from the reasons they left home to what they experienced – all within the context of depression-era America.

**RESOURCES:**

**Web Site:**  [www.pbs.org/wgbh/amex/rails/filmmore](http://www.pbs.org/wgbh/amex/rails/filmmore)

**Teacher’s Guide:**
A two-page teacher’s guide is available on the Web site.

**Real Audio:**
Hobo songs from the 1930s are available to listen to on the Web site.

*In the Mix: The New Normal – Dealing with Differences*  
Length: 60 min.

Hosted by actor Jason Biggs, this episode explores groups' and individuals' efforts to promote racial, religious, and cultural understanding at a time when growing numbers of Arab-Americans and Muslims are being victimized. A Sikh teen and Muslim teens of various backgrounds dispel stereotypes by talking about different aspects of Islam. They discuss how they have been affected and explain the differences between them and the extremists. We also hear from Palestinian and Israeli teens from the Seeds of Peace initiative and a group of peer educators from Global Kids, an organization that prepares urban youth to become global citizens and leaders.

**RESOURCES:**

**Web Site:**  [www.pbs.org/inthemix/newnormal](http://www.pbs.org/inthemix/newnormal)

**Discussion Guide:**
The New Normal Discussion Guide includes profiles of teens featured in the program, activities that promote research and reflection, and suggestions for helping students develop media literacy, coping, and decision-making skills and is available on the Web site.

**Classroom Activities:**
Activities to help students develop a deeper understanding of the themes addressed by The New Normal are available on the Web site.
Video Streaming:
Program clips are available on the Web site.

**P.O.V.: Escuela**
Length: 76 min.

A moving follow-up to *P.O.V.*'s *La Boda (The Wedding)*, the saga of the Luis family continues as Liliana and Elizabeth, two of the Luis family daughters, try to make their way in 21st century America. For Liliana, who begins her freshman year in high school, this means dealing with the harsh demands of work in the fields, constant travel, and endlessly changing schools, classes, and friends as she migrates with her farm-worker family between California, Texas, and Mexico. For Elizabeth, a limited education and the struggle to secure citizenship for her husband combine to create an uncertain economic outlook. In this compassionate portrait, *Escuela* continues the story of one Mexican-American family's drive towards a better future.

**RESOURCES:**


Discussion Guide:
This guide, available on the Web site, should be used to help facilitate discussions after screening *Escuela*.

Lesson Plans:
National standards-based high school lesson plans are available on the Web site.

**Video Streaming:**
Film Trailer is available on the Web site.

**P.O.V.: The Flute Player**
Length: 53 min.

Arn Chorn-Pond was only a boy when the brutal Khmer Rouge regime overran Cambodia and turned his country into a ghastly land of "killing fields." While most of Arn's family, and 90% of the country's musicians, were killed, Arn was kept alive to play propaganda songs on the flute for his captors. Now, after living in the US for 20 years, *The Flute Player* follows Arn's journey back to Cambodia as he seeks out surviving "master musicians" and faces the dark shadows of his war-torn past. An extraordinary story of survival, the film is a testament to one man's ability to transcend tragedy. An Independent Television Service (ITVS) and a National Asian American Telecommunications Association (NAATA) co-presentation.

**RESOURCES:**


Discussion Guide:
This guide, available on the Web site, should be used to help facilitate discussions after screening *The Flute Player*. 
Video Streaming:
A trailer of the film is available on the Web site.

**Sound and Fury**

*Sound and Fury* documents one family's struggle over whether or not to provide two deaf children with cochlear implants, devices that can stimulate hearing. As the Artinians of Long Island, New York debate what is the right choice for the two deaf cousins, Heather, 6, and Peter, 1 1/2, viewers are introduced to one of the most controversial issues affecting the deaf community today. Cochlear implants may provide easier access to the hearing world, but what do the devices mean for a person's sense of identity with deaf culture? Can durable bridges be built between the deaf and hearing worlds? Find out.

RESOURCES:

Web Site: [www.pbs.org/wnet/soundandfury](http://www.pbs.org/wnet/soundandfury)

Discussion Guide:
A guide to help facilitate a discussion following a screening of *Sound and Fury* is available upon request through Thirteen (see Suzanne Guthrie, Page 13).

Lesson Plans:
National standards-based middle and high school lesson plans are available on the Web site.

Video Streaming:
Film trailer is available on the Web site.

**MINORITY RIGHTS**

**BERGA: Soldiers Of Another War**

*BERGA: Soldiers of Another War*, a documentary film revealing Nazi Holocaust atrocities inflicted on 350 American POWs "classified" as Jewish, was presented nationally by Thirteen/WNET New York on Wednesday, May 28 at 8 p.m. on PBS. The film is the final work in the long and distinguished career of the late documentary filmmaker Charles Guggenheim. The four-time Academy Award-winner wrote and directed the film, and, because of his personal connection to the story, also narrated in the first person for the first and only time in his career. The film is a production of Guggenheim Productions in Washington, DC.

RESOURCES:

Web Site: [www.pbs.org/wnet/berga](http://www.pbs.org/wnet/berga)

Resource Guide:
This guide, including a high school lesson plan and an essay, is available through Thirteen’s educational print department. Please email your request to guiderequest@thirteen.org.
Lesson Plans:
National standards-based high school lesson plans are available on the Web site.

Video Streaming:
An excerpt from the film is available to view on the Web site.

**FRONTLINE/World: Philippines – Islands under Siege**  
**Length:** 18 min.

Early this year, amidst military preparations for a war in Iraq, the United States announced it was sending 3,000 soldiers to Mindanao, the southernmost region of the Philippines.  *FRONTLINE/World* correspondent Orlando de Guzman, a Filipino reporter from the north, journeyed to Mindanao, where Muslim rebels are fighting a guerrilla war against the Philippine government – a war in which the United States may soon be embroiled.

**RESOURCES:**

**Web Site:** [www.pbs.org/frontlineworld/stories/philippines](http://www.pbs.org/frontlineworld/stories/philippines)

**Video Streaming:**
The entire 18-minute film is available to view on the Web site.

**Complementary Programs:**
*Wide Angle: Soul of India*
*FRONTLINE/World: Lebanon – Party of God*

**FRONTLINE/World: Sri Lanka – Living with Terror**  
**Length:** 16 min.

The day after video journalist Joe Rubin landed in Sri Lanka, a suicide bomber attempted to kill the prime minister. The assassination attempt failed, but six civilians were killed. Arriving at the scene, Rubin realized that he was standing in a sea of body parts. It was the beginning of a six-week journey exploring how an island paradise had become a killing ground.

**RESOURCES:**

**Web Site:** [www.pbs.org/frontlineworld/stories/srilanka](http://www.pbs.org/frontlineworld/stories/srilanka)

**Video Streaming:**
The entire 16-minute program is available for viewing on the Web site.

**Wide Angle: Greetings from Grozny**  
**Length:** 57 min.

Small and fiercely independent, the republic of Chechnya has been embroiled for years in a war for self-determination against Russia. The ruined cityscape of Grozny and the scarred roads and fields of the countryside bear witness to a conflict that has been marked both by brutal occupation and terrorist resistance. This film is a journey that leads the viewer behind the lines on both sides, and into the hearts of civilians and
soldiers alike. Film crews accompany Russian troops on "cleansing missions" through residential districts of Grozny, and spend 24 tense hours at a Russian checkpoint. They also go undercover in the border regions where a radical Islam increasingly motivates Chechen fighters and provides glimpses of the webs of special interest woven around this horrific conflict by the United States, the Wahabist Muslims, and the Georgians.

RESOURCES:

Web Site: [www.pbs.org/wnet/wideangle/shows/chechnya](http://www.pbs.org/wnet/wideangle/shows/chechnya)

Lesson Plans: A national standards-based high school lesson plan entitled **Power and Politics: Violence as a Means of Resistance** is available on the Web site.

Video Streaming: A video clip of Ambassador Steven Pifer discussing Chechnya with host Daljit Dhaliwal is available on the Web site.

**Wide Angle: Saddam's Ultimate Solution**

One of the world's least-known societies, Iraqi Kurdistan, is under ongoing genocidal attack by Iraqi dictator Saddam Hussein. In 1988, Saddam launched a series of biological and chemical attacks against the Kurds, the tragic long-term effects of which are only now becoming apparent. British filmmaker Gwynne Roberts shot inside Iraqi Kurdistan for five years to prepare this unique report on a group who may play a crucial role, equivalent to that of Afghanistan's Northern Alliance, in any military attempt to overthrow Saddam's bloody regime. And with biological weapons already used by Saddam on one enemy, the program considers who may be next.

RESOURCES:

Web Site: [www.pbs.org/wnet/wideangle/shows/saddam](http://www.pbs.org/wnet/wideangle/shows/saddam)

Lesson Plans: A national standards-based high school lesson entitled **Conflict: Chemical and Biological Warfare** is available on the Web site.


Complementary Program: **FRONTLINE/World: The Road to Kirkuk**
1) **American Friends Service Committee**  
New York Metropolitan Region  
15 Rutherford Place  
New York, NY 10003  
Tel: 212-598-0950  
Fax: 212-529-4603  
Web: [www.afsc.org](http://www.afsc.org)  

The American Friends Service Committee carries out service, development, social justice, and peace programs throughout the world. For youth programs, visit [www.afsc.org/about/highlight_youth.htm](http://www.afsc.org/about/highlight_youth.htm).

2) **Amnesty International - National Office**  
322 Eighth Avenue  
New York, NY 10001  
Tel: 212-807-8400  
Fax: 212-627-1451  
Web: [www.amnestyusa.org](http://www.amnestyusa.org)  

Amnesty International undertakes research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights.  

Highlights:  
- AIUSA Business and Economic Relations Group (BERG)  
- Research Department at AIUSA OUTfront  

Contact the regional office or visit [www.amnestyusa.org/contact/volunteer.html](http://www.amnestyusa.org/contact/volunteer.html) for further details.

3) **Anti-Defamation League (ADL)**  
823 United Nations Plaza  
New York, NY 10017  
Tel: 212-885-7970  
Fax: 212-867-9406  
Web: [www.adl.org](http://www.adl.org)  

ADL, a resource for information on organized bigotry, collects and assesses a vast amount of information on anti-Semites, racists and extremists. ADL disseminates that information through books, periodicals, videos, reports and other materials. The League also monitors haters in cyberspace.  

Highlights:  
- A World of a Difference  
- A Classroom of a Difference  

Contact ADL or visit [www.adl.org/education/edu_awod/default_awod.asp](http://www.adl.org/education/edu_awod/default_awod.asp) for opportunities.
4) Center for Constitutional Rights (CCR)
666 Broadway, 7th Floor
New York, NY 10012
Tel: 212-614-6464
Fax: 212-614-6499
Web: www.ccr-ny.org

The Center for Constitutional Rights is a non-profit legal and educational organization dedicated to protecting and advancing the rights guaranteed by the US Constitution and the Universal Declaration of Human Rights through litigation. Contact CCR for volunteer/internship opportunities.

Ella Baker Internship Program (for law students)
www.ccr-ny.org/v2/education/program.asp?ObjID=3nZPZmVvBl&Content=198

5) Center for Economic and Social Rights
162 Montague Street, 2nd Floor
Brooklyn, NY 11201
Tel: 718-237-9145
Fax: 718-237-9147
Web: www.cesr.org

CESR was established to promote social justice through human rights. In a world where poverty and inequality deprive entire communities of dignity and even life itself, CESR promotes the universal right of every human being to housing, education, health and a healthy environment, food, work, and social security.

Contact CESR or visit www.cesr.org/JOBS/jobs.htm for volunteer/internship opportunities.

6) Do Something, Inc.
423 West 55th Street, 8th Floor
New York, NY 10019
Tel: 212-523-1175
Fax: 212-582-1307
Web: www.dosomething.org

Do Something is a nationwide network of young people who believe they can make a difference in their communities and take action to change the world around them. As part of a school, teens identify the issues they care about and create community projects to turn ideas into action.

To find out how to get involved with Do Something, visit www.dosomething.org/sitepages/index.cfm?formid=8
7) **Environmental Defense**  
257 Park Avenue South  
New York, NY 10010  
Tel: 212-505-2100  
Fax: 212-505-2370  
Web: [www.environmentaldefense.org](http://www.environmentaldefense.org)

Environmental Defense is dedicated to protecting the environmental rights of all people, including future generations. Among these rights are clean air and water, healthy and nourishing food, and a flourishing ecosystem. Year-round volunteer and internship opportunities are available. Contact Linda Jantzen at 212-616-1259 for further information.

8) **Equality Now**  
PO Box 20646  
Columbus Circle Station  
New York, NY 10023  
Web: [www.equalitynow.org](http://www.equalitynow.org)

Equality Now, an international human rights organization dedicated to action for the civil, political, economic and social rights of girls and women, mobilizes action on behalf of individual women whose rights are being violated and promotes women’s rights at local, national and international levels. Find out how to get involved: contact Equality Now or visit [www.equalitynow.org/english/navigation/hub_ph01_en.html](http://www.equalitynow.org/english/navigation/hub_ph01_en.html).

9) **Freedom House**  
120 Wall Street, 26th Floor  
New York, NY 10005  
Tel: 212-514-8040  
Fax: 212-514-8055  
Web: [www.freedomhouse.org](http://www.freedomhouse.org)

Freedom House, a non-profit, nonpartisan organization, is a clear voice for democracy and freedom around the world. Through a vast array of international programs and publications, Freedom House is working to advance the remarkable worldwide expansion of political and economic freedom. Contact Freedom House or visit [www.freedomhouse.org/involved/internships.htm](http://www.freedomhouse.org/involved/internships.htm) for opportunities.

Resumes and letters of interest should be sent to: Freedom House – Washington, DC  
1319 18th Street NW  
Washington, DC 20036
10) Global Kids, Inc.
561 Broadway
New York, NY 10012
Tel: 212-226-0130
Fax: 212-226-0137
Web: www.globalkids.org

Global Kids works to ensure that young people of diverse backgrounds have the knowledge, skills, and experiences they need to succeed in the workplace and participate in the shaping of public policy and international relations.

Highlights: Global Kids Human Rights Activists Project (HRAP)
Global Kids Human Rights & Internet Program

Send resumes and letters of interest to Evie Hantzopoulos at evie@globalkids.org.

11) Global Resource Action Center for the Environment (GRACE)
215 Lexington Avenue, Suite 1001
New York, NY 10016
Tel: 212-726-9161
Fax: 212-726-9160
Web: www.gracelinks.org

GRACE is committed to forming new links between those engaged in research, policy and grassroots community work in order to promote solutions to preserve the future of the planet and protect the quality of the environment. Visit www.gracelinks.org/joinus.html for volunteer/internship opportunities.

12) Human Rights Watch
350 Fifth Avenue, 34th Floor
New York, NY 10118
Tel: 212-290-4700
Fax: 212-736-1300
Web: www.hrw.org

The largest and most influential US-based organization investigating and seeking to promote human rights worldwide, Human Rights Watch is known for its impartial and reliable human rights reporting, its innovative and high-profile advocacy campaigns, and its success in affecting the human rights-related policies of the US and other influential governments.


Academic semester and summer internships are offered for undergraduate and graduate students. Visit www.hrw.org/about/Intship1.htm
13) **Love Our Children USA**
220 East 57th Street
New York, NY 10022
Tel: 212-629-2099
Fax: 212-980-3110
Web: [www.loveourchildrenusa.org](http://www.loveourchildrenusa.org)

Love Our Children USA, a national non-profit organization dedicated to redefining child abuse through aggressive public awareness, education, and advocacy, offers information and resources on child development, parenting and family education, child abuse and anti-violence education, and prevention, for kids and teens, helping them to overcome abuse and violence.

Contact Ross Ellis at 212-629-2099 for volunteer opportunities or visit [www.loveourchildrenusa.org/volunteer.php](http://www.loveourchildrenusa.org/volunteer.php).

14) **Madre, Inc.**
121 West 27th Street, Room 301
New York, NY 10001
Tel: 212-627-0444
Fax: 212-675-3704
Web: [www.madre.org](http://www.madre.org)

Madre, Inc. is an international women's human rights organization providing relief, resources, and development training to women in conflict zones worldwide to promote peace, justice and human rights.

Applications are accepted year-round, with interviews in early November for Spring positions, in early April for Summer positions and in early July for Fall positions. For more information, visit [www.madre.org/intern.html](http://www.madre.org/intern.html).

15) **New York City Commission on Human Rights (NYCCHR)**
40 Rector Street, 10th Floor
New York, NY 10006
Tel: 212-306-5070

NYCCHR enforces the city's human rights law, which prohibits discrimination based on race, creed, color, age, national origin, alienage or citizenship status, sexual orientation, sex, disability, lawful occupation, arrest or conviction record, marital status, family status, and retaliation; and prohibits discrimination in employment, housing, public accommodations, and sexual and bias-related harassment.

16) New York Civil Liberties Union (NYCLU)
125 Broad Street
New York, NY 10004
Tel: 212-344-3005
Fax: 212-344-3318
Web: www.nyclu.org

The NYCLU is dedicated to the protection and enhancement of New Yorkers' civil liberties and civil rights as enumerated in the Bill of Rights of the US Constitution and the Constitution of the State of New York, through a multi-layered program of litigation, advocacy, public education, and community organizing.

Contact NYCLU or visit www.nyclu.org/jobs.html for opportunities.

17) New York State Division of Human Rights - Headquarters
One Fordham Plaza, 4th Floor
Bronx, NY 10458
Tel: 718-741-8400
Web: www.nysdhr.com

The Division of Human Rights ensures equal opportunity in employment, housing, public accommodation, education and credit. It enforces the Human Rights Law, seeking to: promote human rights awareness; prevent and eliminate discrimination; investigate and resolve complaints of illegal discrimination fairly; and develop human rights legislation and policy for the state.

Internship opportunities are available to college, graduate, law students and volunteer attorneys. For further information, contact Barbara Klar at pubinfo@nysnet.net or 718-741-8444.

18) Open Society Institute-New York
400 West 59th Street
New York, NY 10019
Tel: 212-548-0600
Fax: 212-548-4679
Web: www.soros.org

The Open Society Institute (OSI) is a private operating and grant making foundation that develops and implements a range of programs in civil society, education, media, public health, and human and women's rights, as well as social, legal, and economic reform.

Listing of OSI Initiatives visit www.soros.org/netprog/index.html.
Listing of Youth Initiatives visit www.soros.org/usprograms/youth_initiatives.htm.
19) People's Decade for Human Rights Education (PDHRE)
526 West 111th Street
New York, NY 10025
Tel: 212-749-3156
Fax: 212-666-6325
Web: www.pdhre.org

People's Decade of Human Rights Education is a non-profit, international service organization that works with its network of affiliates – primarily women's and social justice organizations – to develop and advance pedagogies for human rights education relevant to people's daily lives in the context of their struggles for social and economic justice and democracy.

To get involved, contact Shulamith Koenig, PDHRE Executive Director, or visit http://pdhre.igc.org/involved.

20) Speak Truth to Power
515 Canal Street
New York, NY 10013
Tel: 212-965-0197
Fax: 212-965-0276
Web: www.speaktruth.org

Speak Truth to Power is a media-rich information resource that presents an immediate, personal connection and welcoming environment in which members can engage with human rights issues and initiatives that impact their lives, and participate in or create powerful grassroots movements that will achieve real change. Contact Speak Truth to Power for opportunities.

Highlights: Speak Truth to Power Educational and Advocacy Packet; contact Karen Robinson at krobinso@aiusa.org or 212-633-4200 to obtain a free copy.

21) Student Environmental Action Coalition (SEAC)
PO Box 31909
Philadelphia, PA 19104
Tel: 215-222-4711
Web: www.seac.org

SEAC (pronounced "seek") is a grassroots coalition of student and youth environmental groups, working together to protect our planet and our future. Through this united effort, thousands of youth have translated their concern into action by sharing resources, building coalitions, and challenging the limited mainstream definition of environmental issues.

Contact SEAC's national office at 215-222-4711 or seac@seac.org for SEAC student and community connections in your area. Visit www.seac.org/involved for more information.
22) United Nations Association of the United States of America (UNA-USA)
801 Second Avenue, 2nd Floor
New York, NY 10017
Tel: 212-907-1300
Fax: 212-682-9185
Web: www.unausa.org

UNA-USA supports the work of the United Nations and encourages active civic participation in the most important social and economic issues facing the world today, from global health and human rights to the spread of democracy, equitable development, and international justice.

Highlights: Global Classrooms, Model UN

Part-time and full-time internships are awarded to highly motivated high school, undergraduate and graduate students.


23) United States Fund for UNICEF (United Nations Children's Fund)
New York Metropolitan Chapter
333 East 38th Street, 5th Floor
New York, NY 10016
Tel: 800-FOR-KIDS/212-686-5522
Fax: 212-779-1679
Web: www.unicefusa.org

The mission of the US Fund for UNICEF is to promote the survival, protection, and development of all children worldwide through fundraising, advocacy, and education.

Visit www.unicefusa.org/volunteer/index.html for volunteer opportunities.
24) Witness, Inc.
353 Broadway, 2nd Floor
New York, NY 10013
Tel: 212-274-1664
Fax: 212-274-1262
Web: www.witness.org

In partnership with more than 150 non-governmental organizations and human rights defenders in 50 countries, Witness advances human rights advocacy through the use of video and communications technology as evidence before courts and the United Nations, as a tool for public education, and as a deterrent to further abuse.

Highlights: Interns participate in an array of activities – logging footage from partner organizations and offering them strategic and technical feedback, researching, producing and directing "Rights Alert" features for the Web site, and engaging in administrative tasks.

Send resume, writing sample, and references via e-mail at witness@witness.org or fax to: 212-274-1262.

For more information, visit the Get Involved section at www.witness.org

25) Women's Environment and Development Organization (WEDO)
355 Lexington Avenue, 3rd Floor
New York, NY 10017
Tel: 212-973-0325
Fax: 212-973-0335
Web: www.wedo.org

WEDO is an international advocacy network that seeks to increase the power of women worldwide as policymakers in governance and in policymaking institutions, forums and processes, at all levels, to achieve economic and social justice, a peaceful and healthy planet and human rights for all.

Internship opportunities are available to college students. For further information and to send resumes and letters of interest, contact Tracy Dolan, Associate Director.
SAMPLE AGENDA
HUMAN RIGHTS 101
EDUCATIONAL OUTREACH EVENT
[Insert Date]

LOCATION: [School Name and Address]

AGENDA:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign-in and reception</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Welcome</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Introduction to Film and Outreach goals</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Screening of Film or Clip</td>
<td>60 minutes – 7 minutes (depending on event)</td>
</tr>
<tr>
<td>Guest Speaker/Panel</td>
<td>30 minutes (depending on event)</td>
</tr>
<tr>
<td>Next Step Ideas</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Question and Answer Period</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Wrap-up and Thank You</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
EVENT PARTICIPANT EVALUATION

WHICH CATEGORY BEST DESCRIBES YOUR SCHOOL?

Please Check One: Urban Suburban Rural

Please Check One: Public Private Parochial

CONTENT OF THE SCREENING AND PANEL DISCUSSION

Please indicate how successful the following elements were in informing participants about "please add your topic description here".

<table>
<thead>
<tr>
<th>Description of the Program</th>
<th>Audience Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Successful</strong></td>
<td><strong>Very Successful</strong></td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panelists</th>
<th>Post-Program Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Successful</strong></td>
<td><strong>Very Successful</strong></td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Video Clips</th>
<th>Event Packets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Successful</strong></td>
<td><strong>Very Successful</strong></td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Have you been involved in "please fill in your topic description here" prior to this event?
Yes___ No___

If no, what attracted you to participate in this event?

__________________________________________________________________________
__________________________________________________________________________
Are you planning to continue working as a part of a local organization or school surrounding topics the screening raised?

Yes___ No___

If no, why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If yes, what are your next steps?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PLEASE PRINT CLEARLY!
This contact information will be used to forward you additional information about <please fill in your topic here> outreach events.

Name: ____________________________________________________________

School or Organization: ____________________________________________

Address: _________________________________________________________

City: ___________________ State: _______________ Zip: _________________

Phone:___________________ Fax: __________________ Email: _____________
(For grant recipients to complete at the conclusion of their project.)

SITE MANAGER’S REPORT/EVALUATION FORM

PLEASE PRINT CLEARLY!

CONTACT INFORMATION:

Faculty Contact Name: ____________________________________________________________

Position/Curriculum Area: _____________________________________________________

High School: ____________________________________________________________________

Principal: _______________________________________________________________________

Address: _______________________________________________________________________

Phone: ____________________________ Fax: ___________________________________________

STUDENT CONTACTS FOR THE PROJECT:

Student Contact: ___________________________ E-mail address: _______________________

Student Contact: ___________________________ E-mail address: _______________________

WHICH CATEGORY BEST DESCRIBES YOUR SCHOOL?

Please check one: □ Urban  □ Suburban  □ Rural

Please check one: □ Public  □ Private  □ Parochial

Please check all that apply: □ This project fit with existing curriculum.

Please explain:  ___________________________________________________________________

________________________________________________________________________________

□ This project addressed existing school content standards.

Please explain:  ___________________________________________________________________

________________________________________________________________________________

□ This project required special curriculum development.
PROJECT SUPPORT

Did you receive project resources and information in a timely fashion?
Yes___ No___

Did you have any difficulty accessing information?
Yes___ No___

Did you have any difficulty calling or emailing Thirteen or receiving staff support?
Yes___ No___
If yes, please describe:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Did you receive responses to your questions in a reasonable amount of time?
Yes___ No___
If no, please describe.
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

PROJECT OUTCOME

How many people attended and/or participated in your HR101 project and events? ______________

Did HR101 help your school/organization attract new community involvement or interest?
Yes___ No___
Please explain: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Were you able to attract people who were new to your subject or topic area?
Yes___ No___ 

Please describe: _________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Do you feel that your students have increased their knowledge/understanding of human rights issues?
Yes___ No___ 

Please explain: _________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Do you feel that this knowledge will have impact on the behavior and choices of those students who participated?
Yes___ No___ 

If no, why not? _________________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

51
Are you planning on conducting a post-project NEXT STEP session or are you planning on continuing your HR101 project into the next school year?

Yes___ No___

If no, why not? If yes, how?____________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Did you discuss specific NEXT STEP ideas during your project?

Yes___ No___

Which NEXT STEP ideas were of most interest to the group? __________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Which were of least interest to the group? Why? _________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Which NEXT STEP ideas will your school/organization implement? __________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
What are your next steps in implementing this outreach?

____________________________________________________

____________________________________________________

____________________________________________________

CONTENT OF HR101

Please indicate how successful the following elements were in informing participants about issues that were focused on by your and your school.

<table>
<thead>
<tr>
<th>Description of the HR101 project</th>
<th>Resource and Organization Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Successful</strong></td>
<td><strong>Very Successful</strong></td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HR101 Web Site</th>
<th>Kick-Off Event (Teacher Portion)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Successful</strong></td>
<td><strong>Very Successful</strong></td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Television Programs and Videos</th>
<th>Kick-Off Event (Student Portion)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Successful</strong></td>
<td><strong>Very Successful</strong></td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Comments:

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
(For Grant Recipients)

FINAL HUMAN RIGHTS 101 PROJECT REPORT

A Final Report is required following the completion of your Human Rights 101 school project. All final reports should be in written form and if possible given in electronic format.

All final reports should include the following information.

- Completed Site Manager’s Report/Evaluation Form (evaluation form on Pages 50-54 in this toolkit)
- Originals of all Event Participant Evaluations (evaluation form on Pages 48-49 in this toolkit)
- Names, addresses, and organizations represented by the attendees of your local event(s)
- Detailed description and clean copies of your event agendas
- Audio recording of discussions (if appropriate and possible to obtain)
- Copies of any photographs taken at any project events
- Copies of all promotional materials and correspondence
- Local press clipping or articles that may be written (this includes school newspapers and community newspapers)
- An accounting of how your grant funds were spent

Please use the form below for your report and add any pages needed to fulfill the above requirements.

PROJECT CONTENT:

Indicate the human rights issues that were the focus of your HR 101 project:

1. 

2. 

3. 

Please list the PBS programs that you used for your HR101 project:

1. 

2. 

3. 

PROJECT DESIGN

Project Focus: ____________________________________________________________

General Project Description: ______________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Project objectives: ____________________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

School or community partnership that were developed for your project:
_______________________________________________________________________
_______________________________________________________________________

How did you spend your grant monies?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

_________________________________________________________  __________________________
Signature                                                      Date