

World Human Rights Day: December 10



Human Rights are inherent rights that belong to every person, without discrimination of any kind.

Celebrating its 70th year, the Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

[The Kids World Citizens](http://www.thekidsworldcitizens.com) site helping young minds 'go global', features resources, activities, books,

and lessons on human rights to help parents and teacher introduce them to their kids.

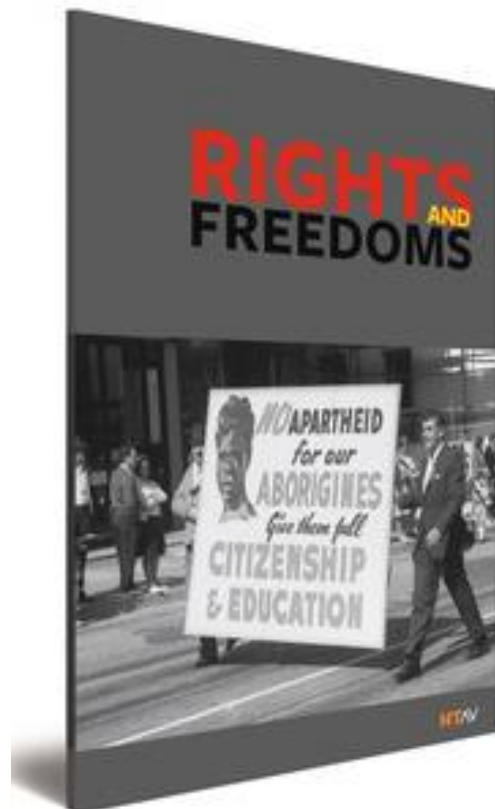


In 1950, The UN General Assembly proclaimed December 10 as **Human Rights Day**, to bring to the attention 'of the peoples of the world' the Universal Declaration of **Human Rights** as the common standard of achievement for all peoples and all nations.

Rights and Freedoms produced by the History Teachers Association Vic. (HTAV) in consultation

with Koorie community members, examines Aboriginal and Torres Strait Islander rights and freedoms in Australia in the context of international declarations and movements. Written for the Australian Curriculum: *History* for Year 10, it includes summaries, curriculum links, sources, varied activities and an accompanying CD, relevant to both national and Victorian examples.

Purchase a copy of the Victorian-based teacher resource - [Rights and Freedoms](#) with great background information, curriculum links and variety of activities. This is particularly relevant for upper secondary students.



Explore the **Indigenous Rights** [SLV website](#) for an introduction into Native Title and the struggle for land, the history of Reconciliation in Australia, the impact of European settlement on Aboriginal communities in Victoria and how individuals spoke out for their right to fair treatment.

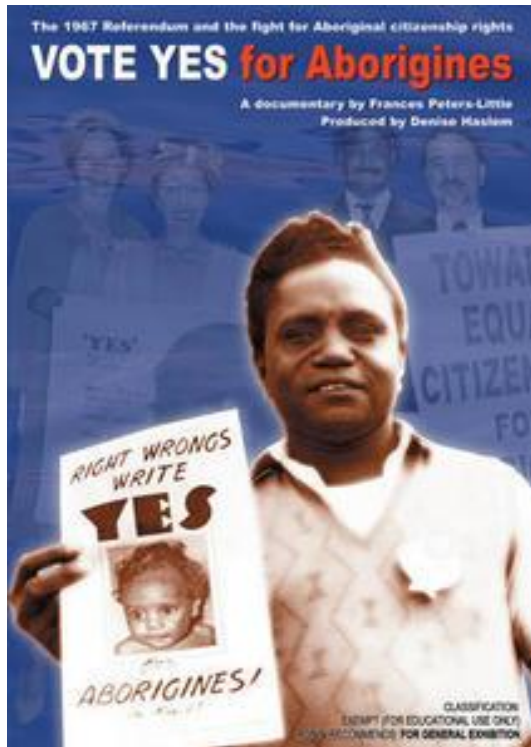


Margaret Wirrapunda from the Ulupna clan of the Yorta Yorta people reacting to the *native title* claim rejection by the Federal Court in 1988; *The Age*, 19 Dec 1998, p8; photograph by Luis Ascu.

With your students [watch](#) **Vote Yes for Aborigines (2007)** by Yorta Yorta director Frances Peters-Little about the 1967 referendum and the campaign for Aboriginal citizenship rights that led up to it.

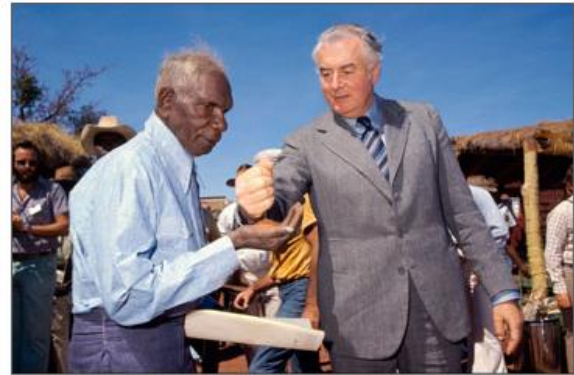
[Download](#) the teachers' study guide to *Vote Yes for Aborigines* and design some lessons and activities suitable for your students.





Talk about Rights explores the changes to democratic and citizenship rights of Aboriginal and Torres Strait Islander peoples since 1900. Students are led into issues through famous Australian speeches. They will explore how authors use language in creative ways to persuade and describe, and how people use written and spoken language to suit social purposes and address particular audiences.

With upper primary school students, explore the [Talk about Rights](#) website and teaching resources for a range of activities. Students are led into issues through famous Australian speeches.

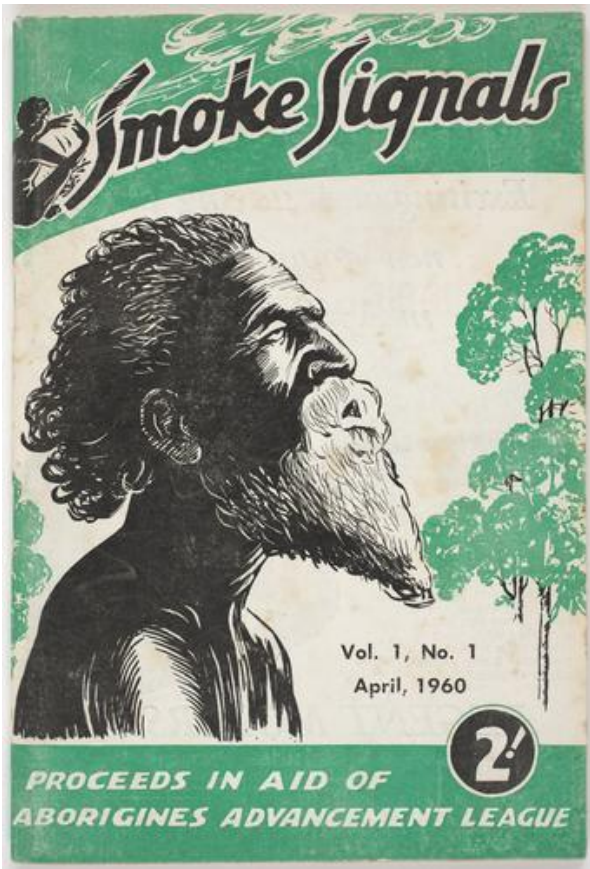


Former Prime Minister Gough Whitlam pours soil into the hands of traditional landowner Vincent Lingiari, Northern Territory, 1975. © Commonwealth of Australia. Purchased 1994, National Gallery of Australia, Canberra, photograph by Merwyn Bishop.

Yorta Yorta leader William Cooper founded the Australian Aborigines Advancement League, the first entirely Aboriginal organisation in 1932. Other foundation members include Shadrach James, Kaleb Morgan, Pastor Doug Nicholls, Eric Onus and William Onus. The league was most successful in the fields of fundraising, welfare work and embracing the education of the wider population.



In 1957 the Aborigines Advancement League (AAL) was formed as a response to an enquiry by retired magistrate, Charles McLean, into the circumstances of Aboriginal Victorians. McLean was critical of conditions in the Lake Tyers and Framlingham Aboriginal Reserves. He recommended that persons of mixed Aboriginal and European descent be removed from the reserves. The people of Lake Tyers objected to this, and the League was formed out of their campaign.



The League influenced the fight for civil rights and took a stand against the government's assimilation policy. Its activism with government and the United Nations predates the better-known Tent Embassy and provided a Victorian, national and international perspective on Aboriginal affairs. The AAL holds a special place in the Aboriginal Community. It is the oldest Aboriginal Organisation in Victoria and widely regarded by many people as the 'mother' of many organisations which are now established throughout Victoria. Today it is a significant focal point for the Aboriginal community living in Melbourne.

[Fighting Hard](#) by Richard Broome tells a history of the Aborigines Advancement League, the oldest Aboriginal organisation in Australia. "This book is a fascinating history of the League. I enjoyed every moment of reading it. This is not only a history that our people can embrace, it is also a cultural education for the wider

community," says Esme Bamblett, CEO, Aborigines Advance League.

Research the history of the Aborigines Advancement League and its involvement in the struggle for Aboriginal human and civil rights.

Victorian Curriculum:

[VCECD002](#) Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so: *Ethical Capability F-2, Decision Making and Actions.*

[VCECU005](#) Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why: *Ethical Capability 3 – 4, Understanding Concepts.*

[VCECU014](#) Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups: *Ethical Capability 7 – 8, Understanding Concepts.*

[VCPCSO039](#) Investigate human rights and discuss how these contribute to a cohesive community: *Personal and Social Capability 7 – 8: Social Awareness and Management, Relationships and diversity.*

[VCPCSO048](#) Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights: *Personal and Social Capability 9 and 10, Social Awareness and Management, Relationships and diversity.*

[VCHHK094](#) The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children: *History 5-6, Historical Knowledge, Australia as a nation.*

[VCHHK151](#) Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration: *History 9 - 10: Historical Knowledge, The modern world and Australia, Rights and freedoms (1945 – the present).*

[VCHHK152](#) Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965: *History 9 – 10, Historical Knowledge, The modern world and Australia, Rights and freedoms (1945 – the present)*.

[VCHHK156](#) Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia: *History, 9 – 10, Historical Knowledge, The modern world and Australia, Rights and freedoms (1945 – the present)*.

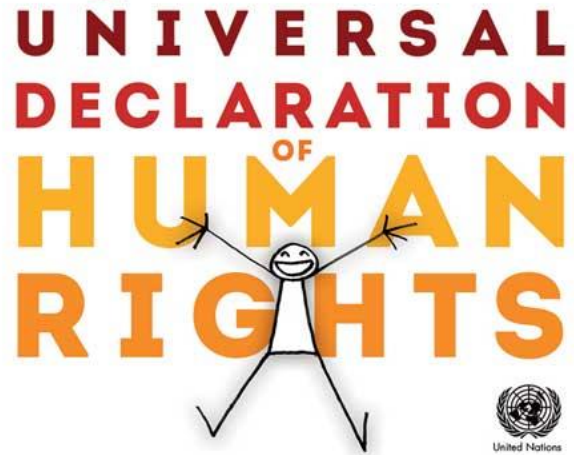
[VCCCC015](#) Identify different points of view on a contemporary issue relating to democracy and citizenship: *Civics and Citizenship 5 – 6, Citizenship, Diversity and Identity*.

[VCCCC017](#) Examine the concept of global citizenship: *Civics and Citizenship 5 – 6, Citizenship, Diversity and Identity*.

[VCCCC025](#) Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go': *Civics and Citizenship 7 – 8, Citizenship, Diversity and Identity*.

[VCELT437](#) Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts: *English 9, Reading and Viewing, Literature*.

[VCGGK154](#) Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries: *Geography, 9 – 10, Geographical Knowledge, Geographies of human wellbeing*.



[Read the Illustrated edition of the Universal Declaration of Human Rights \(UDHR\)](#)

And a final word ...

We are always seeking to improve our resources and to make them useful, relevant and highly readable. We invite you to email through suggestions including how you as educators incorporate Aboriginal perspectives, especially Victorian ones in your teaching and curriculum.

This feature and previous *Koorie Perspectives in Curriculum Bulletins* and briefs are available on the [VAEAI website](#).

Produced by the Victorian Aboriginal Education Association Incorporated (VAEAI), 2018.

Any enquiries, feedback and suggestions are welcomed, by contacting VAEAI on (03) 94810800 or emailing vaso@vaeai.org.au.

For more Koorie Perspectives, see the VAEAI [Koorie Education Calendar](#).