



**ROBERT F.
KENNEDY
HUMAN
RIGHTS**

SPEAK TRUTH TO POWER

**HUMAN RIGHTS
DEFENDERS WHO
ARE CHANGING
OUR WORLD**

Standing Rock

STANDING ROCK

Human Rights Defender Testimony

- [Catherine Flowers](#)
- [Janet Alkire](#)

Universal Declaration of Human Rights

- Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
- Article 3: Everyone has the right to life, liberty and security of person.
- Article 25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Sustainable Development Goals

- SDG 3: Good Health and Well-Being
 - Target 3: By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
- SDG 6: Clean Water and Sanitation
 - Target 1: By 2030, achieve universal and equitable access to safe and affordable drinking water for all
 - Target 3: By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
 - Target 6b: Support and strengthen the participation of local communities in improving water and sanitation management

Guiding Questions

- How do you think indigenous groups are more affected by poor water quality?
- How is water quality related to human rights?

Objectives

- Understand the mission and structure of the Standing Rock Sioux Tribe.
- Actively being able to discuss different water quality issues
- Comprehend the diverse effects of poor water quality

Concepts

- Water quality
- Indigenous Peoples' Groups
- Waste dumping
- Water-borne diseases
- Standard of living
- Protest

Vocabulary

- Environmental Racism
- Discrimination
- Pollution
- Hazardous chemicals
- Safe drinking water
- Water sanitation

Technology Required

- Laptops

Materials

- [Standing Rock Sioux Tribe website](#)
- [Catherine Flowers' testimony before the House Transportation & Infrastructure Committee](#)
- [Hill article on the Standing Rock protest for clean water](#)
- [Article on the Standing Rock protests and environmental racism](#)

ANTICIPATORY SET

- Ask students to research any news articles about water quality. Ask the students to pick one article and come up with their main takeaways.
- How are human rights represented?
- How are the Sustainable Development Goals represented?
- Does the article agree or disagree with Catherine Flowers and/or Janet Alkire?
- Ask students to explore the [Standing Rock Sioux Tribe website](#) including the leadership, mission, and initiatives. Ask students to reflect on their main takeaways.
- How are human rights represented?
- How are the Sustainable Development Goals represented?
- What did you not know before looking into the website?
- What surprised you?

STUDENT ACTIVITIES

ACTIVITY 1

- Ask the students to watch Catherine Flowers' testimony before the House Transportation & Infrastructure Committee
- Facilitate the discussion for the class by using the questions below. Also, take notes on the board.
 - How were human rights incorporated in the testimony?
 - How were the Sustainable Development Goals incorporated in the testimony?
 - What parallels do you see between Catherine Flowers and Janet Alkire based on this testimony and their defender profiles?
 - What differences?
 - What are the consequences of Catherine Flowers' testimony and recommendations?

ACTIVITY 2

- Have the students read the Hill article on the Standing Rock protest for clean water.
- Have the students read the article on the Standing Rock protests and environmental racism.
- Ask students to make a 1-2 page policy recommendation.
- Ensure that they include:
 - How are the Sustainable Development Goals being reached?
 - How are human rights being protected, respected, and ensured?
-

INTERNATIONAL HUMAN RIGHTS FRAMEWORK

- [International Covenant on Economic, Social and Cultural Rights \(1996\)](#)
- Article 12: The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.
- [Indigenous and Tribal Peoples Convention \(1989\)](#)

BECOMING A DEFENDER

- Write a letter to your representative asking them to ratify the Indigenous and Tribal Peoples Convention in order to ensure everyone their human rights.
- Organize an information session during lunch hour on the importance of water sanitation and quality.