Part 1

Individual and community

Unit 1

Stereotypes and prejudices. What is identity? How do I perceive others, how do they see me?

Unit 2

Equality. Are you more equal than me?

Unit 3

Diversity and pluralism. How can people live together peacefully?

Unit 4

Conflict. What to do if we disagree?

UNIT 1
Stereotypes and prejudices

What is identity? How do I perceive others, how do they see me?

1.1. How others see a person...

There is more to a person than one might think

1.2. How differently a person can be described...

How to get a better picture of a person

1.3. Stereotypes and prejudices

Our ideas about other people, groups or countries

1.4. Stereotypes about me!

How do I see myself – how do others see me?

UNIT 1: Stereotypes and prejudices
What is identity? How do I perceive others, how do they see me?

Who am I really? Every day, students experience a wide variety of values and ways of living together. In order to find their own position, they need to develop the ability to make choices. What may I do, what mustn't I do? What is right and what is wrong? Children and adolescents soon realise that these questions are not easy to answer. What may be right in one case may be wrong in another. How can I decide? What guidelines do I have?

Two important tools for personal guidance are a country's constitution and its approach to human rights. These are two points of reference which demonstrate the pluralism of values in a society. The most important principle is personal liberty, which allows every individual the right to develop his or her personality, against a background of mutual tolerance and responsibility, thus bringing benefits both for the community in which he or she lives and for mankind as a whole. We may differ widely in our views and interests, provided that we have agreed the rules on how to discuss our disagreements peacefully.

Children and adolescents should know that adults also wrestle with the challenges and demands that they encounter. They should also realise that teachers do not possess the key to absolute truth, but make mistakes and try to learn from them.

This teaching unit deals with some of the questions about the development of a person's identity and how people and groups perceive themselves and others. The students should understand that their identity is defined both by themselves and by their interaction with others. Identity is defined by marking both the differences between individuals and the need to belong to and be protected by the family or a peer group. Young people will understand themselves better if they explore their personal feelings and needs, their personal development and their wishes for the future. They need to experiment with different forms of behaviour, thus expanding their repertoire of interaction with others. They will learn this if they constructively contribute to situations of social interaction.

The social and political history of our country has a strong impact on our lives today. Students should become aware of this influence by regularly collecting information about current issues and discussing them, forming their personal opinions and listening to the opinions of others. They must pay careful attention to views, prejudices and stereotypes that are part of public opinion. A person needs to be aware of these subtle forms of influence in order to counteract them, and to critically reflect on his or her own choices and change them if necessary.

Education for Democratic Citizenship and Human Rights

Through this series of lessons students will:

- be introduced to concepts of stereotyping and how prejudices are produced;
- realise that we are all constantly ascribing certain qualities to individuals and groups;
- understand that such ascription helps us to cope with the complexity of our daily lives;
- realise that ascription may be harmful and unfair;
- learn that ascription supports the formation of individual and group identities;
- learn that identity is a complex thing, and this means that each person can and must be understood and described differently.

UNIT 1: Stereotypes and prejudices
What is identity? How do I perceive others, how do they see me?

Lesson title	Learning objectives	Student tasks	Resources	Method
Lesson 1: How others see a person	The students experience the complexity of views and make their own choices.	The students are assigned specific roles and form their views. They learn how to switch perspectives.	Role descriptions, student handout 1.1 (groups 1-3), large sheets of paper, markers.	Group work
Lesson 2: How differently a person can be described	The students realise that different descriptions may refer to one and the same identity.	The students rehearse and act scenes and present their written work. They discuss the scenes they have seen.	The results of the first lesson become the basic material of the second. The students realise that without their participation and their input, the unit cannot be continued.	Role play, presentations and guided plenary discussion
Lesson 3: Stereotypes and prejudices	The students understand how stereotypes and prejudices are linked and how they may lead to simplified but also unfair views of individuals, groups of people and whole countries.	The students think about their views of others and discuss them in groups.	Blank sheets of paper and markers.	Group work, plenary discussion
Lesson 4: Stereotypes about me!	The students become aware of how they are perceived by others and learn to accept this. They understand better how others perceive their identity and react to it.	The students describe themselves and each other and they compare their results.	Student handout 1.2.	Work in pairs, plenary discussion

Lesson 1
How others see a person
There is more to a person than one might think

Learning objective	The students experience the complexity of views and make their own choices.
Student tasks	The students are assigned specific roles and form their views. They learn how to switch perspective.
Resources	Role descriptions, handouts 1.1 (groups 1-3), large sheets of paper, markers.
Method	Group work.

The lesson

The students form three groups and receive student handout 1.1 (in three different versions for different groups), a large sheet of paper and a marker. (In big classes more groups can be set up and the teacher then provides more scenes to be acted, or the same task is given to different groups. The latter might be an interesting scenario, as it will show how very different descriptions and understanding can be.) The teacher then tells the story about the boy who has moved house and is exploring his new environment. He tells the class about the boy's diary but does not read it aloud to the class, as each group only has only received part of the text.

Background information for teachers

The complete text runs as follows:

"It is my first day in my new class. My family has moved here from another region and I still feel like a stranger. Dear diary, a lot has happened to me in the last few days. I will tell you about some of it.

We now live in an apartment near the river. One of the boys in my class lives a few doors away. He already came up to me on the third day to ask me to go fishing with him. I said no because my fishing rod is still packed in one of the boxes.

There is a big football pitch in front of our school building. I was happy about this because I like playing football. So I brought along my ball and wanted to start training. I had just started shooting a goal or two when the school warden stopped me. He was angry and asked me if I couldn't read. I hadn't seen the sign saying that the pitch was closed after it had rained. I was so shocked that I went home without saying a word.

An old man lives alone in the apartment above ours. When I came home yesterday, I met him at the front door with his shopping. He was carrying a bag with food and he was breathing heavily. I felt sorry for him. I asked if I could help him, and carried his bag up to his door."

The three versions of the handouts for the groups contain different parts of the diary. The groups' perception will differ depending on the information that they have received. Therefore, each group sees only part of the boy's identity and reflects this view in the role play. As required in the tasks, the groups first present their sets of adjectives. One member of each group collects the results from the group discussion on the large sheet for the presentation in the next lesson.

Now each group decides on a short role play that represents their interpretation. These role plays should first be explained and discussed in class and then rehearsed. This could take place in different corners of the classroom, or perhaps in conference rooms in the school building, in external buildings or, if the weather allows, in the playground. Even if the role play takes some time at the beginning, the effort will be worthwhile. For many students, what is often difficult to express in words may now be stated simply and clearly.

The objective for the students in this lesson is to have written the lists of adjectives on the posters and to have rehearsed the scene.

At the end of the lesson the teacher collects the posters (he will redistribute them at the beginning of the next lesson) and carries out a short debriefing. He gives positive feedback and looks at the topic of the following lesson.

Lesson 2
How differently a person can be described...
How to get a better picture of a person

Learning objective	The students realise that different descriptions may refer to one and the same identity.
Student tasks	The students rehearse and act scenes and present their written work. They discuss the scenes they have seen.
Resources	The results of the first lesson (the rehearsed role play and the lists of adjectives on posters) become the basic material of the second. The students realise that without their participation and their products, the unit cannot be continued.
Method	Role play, presentations and guided plenary discussion.

The lesson

Part 1

The teacher explains the procedure of the lesson. He gives the groups another five minutes to rehearse their scenes. The scenes are then presented.

First, one member of the group reads the entry from the diary to the class using the poster from the first lesson. Then the group acts the scene. It is recommended that all the scenes should be presented without interruption. If more than one group has received the same diary entry, they should act these scenes, with slight variations, one after the other.

After the groups have finished, the teacher gives positive feedback and again sums up the goal of this sequence of scenes. If the class is used to this form of teaching then the students can move on to the next step. If not, it is advisable to give the students the opportunity to review and reflect on the sequence of scenes, looking at aspects of content and form.

Here are some examples of how the teacher may prompt reflection on the role play:

– What was our experience as a group?

– Have I discovered something new about myself?

– How did we manage to show the characters as they were?

Part 2

During the second part of the lesson, the students arrange their chairs in one or two semicircles around the blackboard. Then the teacher displays the posters side by side on the blackboard. The students watch how the presentation unfolds:

This is how the others see him:

The classmates	The teachers	The neighbours

In the follow-up discussion, the students should understand that it is perfectly normal for a person to be viewed differently by different people or groups. They should realise that they cannot use categories such as “true” and “false” to describe the viewpoints. In fact, in order to do justice to the boy, it would be wrong to allow only one point of view to describe him.

Possible prompts for the teacher to support critical thinking in class:

– When I see these different descriptions I feel a bit confused.

– So what’s true now?

– Who is Max really?

The teacher waits until a number of students have raised their hands and then lets them give different answers. He notes these answers in a list on the blackboard or, preferably, a flip chart:

What can we say about the boy?

- How can we describe him appropriately?
- Statement 1
- Statement 2
- Statement 3
- Statement 4
- Statement 5

At the end of the lesson the teacher sums up the insights gained by the students during the first two lessons. It is an advantage if a flip chart is available on which to note down these points so that they can be presented in the following lessons. The following points may prove useful:

Identity

- There are many sides to a person's identity.
- Often other people (neighbours, friends, teachers, strangers) have very different views of the same person.
- We must listen to different views if we want to know more about a person.
- ...
- ...

At the end of the lesson, the teacher asks the students for feedback, taking care not to comment on the students' remarks.

There are different ways in which this can be done. Asking the class as a whole is not always the best solution, as more often than not, the same few students will answer and the feedback will remain unspecific. The dartboard model is therefore recommended here. This is a method of getting quick feedback that allows each student to specify his or her answers. The appendix gives a detailed description of this form of feedback.

The teacher then gives a preview of the next two lessons, in which the class will not look at individual people, but at groups within society and at whole countries.

Lesson 3
Stereotypes and prejudices
Our ideas about other people, groups or countries

Learning objective	The students understand how stereotypes and prejudices are linked and how they may lead to simplified but also unfair views of individuals, groups of people and whole countries.
Student tasks	The students think about their views of others and discuss them in groups.
Resources	Blank sheets of paper and markers.
Method	Group work, plenary discussion.

Key terms

Stereotypes: These are opinions that groups have about themselves or other groups.

Prejudices: These are emotionally charged opinions about social groups (often minorities) or certain people (often from minority groups).

The lesson

The objective of this lesson is to enable the students to transfer their understanding of how others are viewed on an individual level, to a more general one, that is, how larger groups, religious communities, ethnic groups or countries are judged.

The teacher prepares a brief, clearly structured lecture on the difference between stereotypes and prejudices to be given at the beginning of the lesson.

By summarising the processes of learning and the results and insights gained from the last two lessons, the teacher helps the students to understand the difference between stereotypes and prejudices. The teacher introduces the two concepts by referring to the different views of the boy who was studied in the previous two lessons. He/she tries to present these views as stereotypes and prejudices (see the background material for teachers at the end of this chapter, where a model for this brief key lecture has been included). In the next step, the students form small groups. They work on descriptions of social groups, for example:

– boys and girls;

– professions;

– ethnic groups;

– countries;

– continents.

It is important not to ask the students to give their personal views of others. Rather, they should imagine what society, the neighbours or the media might say or think about the groups that have been assigned to them in this task.

The students try to distinguish between stereotypes and prejudices, thus applying what they have heard from the teacher at the beginning of the lesson.

The teacher may give some hints on the blackboard and the students prepare their presentation of results in the form of a list by themselves. Experience has shown that a list prepared beforehand (see example below) will help the students to note ideas for use later in the discussion.

After the teacher's initial lecture about stereotypes and prejudices, the students work in groups of three or four for about 15 minutes to reflect on the above task. The teacher should consider carefully which of the above examples to offer. Depending on the political situation in the country concerned, it may be possible to choose examples close to the students' own experience. On the other hand, the teacher should only mention ethnic groups living in the country or the community if no one is hurt by such a choice and only if no discussions and disputes that might get out of hand are likely to be triggered off.

The groups' discussions and results should be presented in a plenary session. Each group agrees on a spokesperson, who will present the group's results following a pattern of criteria such as the following:

– our country, our group, our ethnic entity, our profession;

– stereotypes expressed by the group;

– prejudices expressed by the group;

– our assumptions why groups have such views;

– our opinions, including possible differences of opinion.

The teacher will help the students by recording each group's results (in note form) on a flip chart.

Example of how to record results to support the students:

Group	Country/profession/group	Stereotypes	Prejudices	Comments
1				
2				
3				
4				
5				

Finally, the teacher sums up the lesson, referring both to the procedure and the results, and informs the class about the next steps.

Lesson 4
Identity: Stereotypes about me!
How do I see myself – how do others see me?

Learning objectives	The students become aware of how they are perceived by others and learn to accept this. They understand better how others view and react to their identity. They explore the effect their identity has on others.
Student tasks	The students describe themselves and each other and compare their results.
Resources	Student handout 1.2.
Method	Work in pairs. Plenary discussion.

The lesson

The teacher begins the lesson by summarising the results of the two previous lessons and explaining the schedule for today's lesson.

The teacher then reminds the class that they had started by looking at an individual (the personal situation of a boy) and that they had then moved on to study how larger groups, such as professions, ethnic groups and whole countries, are viewed. Now they will again focus on the individual, but this time the students themselves – everyone in the classroom – will be the focus. They will concentrate on the question:

Who am I?	
How would I describe myself?	self-perception
How would a student in class describe me?	perception by others

The teacher supports his introduction to the lesson by drawing this table on the blackboard or on a flip chart. He or she may also ask the students to repeat what they have learnt in the last two lessons about the difference between self-perception and perception by others. In addition, or as an alternative, he may repeat the key concepts of stereotypes and prejudices.

The teacher now takes the handouts showing the students' descriptions of Max. These should help the students to think of as many qualities and characteristics of people as possible. The students are given the task of listing as many adjectives as possible that may be used to describe a person. The teacher will certainly have to give some ideas and suggestions at this point. For example, the students can be guided by categories which give descriptive adjectives meaning and focus. Such categories could include the following:

How would we describe people:

- if they are in a good mood?
- if they are in a bad mood or even furious?
- if they are good friends?
- if we want to describe what they look like?
- if we want to describe them as students?
- ...

Rather than asking a few students to give some ideas in a frontal teaching situation, the whole class should be involved. This can be achieved by the following exercise,[5] in which the students work alone to produce a variety of ideas. In the corners of the classroom, or on separate tables, large sheets of paper should have been hung up or laid out. On these sheets, different keywords or categories have been given as headings. The students move about the room in silence and write down their ideas on the posters (ideally with markers provided with each poster). As they can read what other students have written, the students should not repeat one another, but may respond with comments and new ideas.

5. The exercise suggested here is a variant of "The Wall of Silence" (see EDC/HRE Volume VI, *Developing New Ideas in EDC/HRE*).

The result of such an exercise might look like this:

What is a person like when he is in a good mood?

– cheerful
– joking
– relaxed
– communicative
– singing
– charming
– ...
– ...

No follow-up in the plenary discussion is necessary, as the purpose of this exercise is to give the students ideas to work with in the following step. The teacher should have already considered which students could work together in pairs at this stage. This is important, as the topic the students will deal with is a delicate one. The teacher should therefore avoid putting students together who dislike each other, and should make sure nobody's feelings get hurt.

The teams receive the following task:

You will now explore how you perceive yourselves and each other. Do this in the following way:

- First, work by yourselves.
- Look at the many descriptions on the posters in the classroom and choose words that, in your opinion, describe you well. Write them on the handout.
- Add your qualities and the descriptions of yourself in certain situations that you have not found on the posters. Write them on the handout.
- Then describe your partner in the same way.
- When you have both finished, share your results. It will be interesting to see which descriptions and judgments match and which differ or even contradict each other. Express your thoughts and feelings:
  - What surprises me?
  - What makes me happy?
  - What annoys me?
  - What hurts me?
  - Can you back up your judgment with some examples?
  - Which descriptions are (positive or negative) stereotypes?

The teacher should decide whether to arrange a final plenary debriefing at the end of this lesson (which is also the end of this unit, although continuations are possible) or whether to summarise the process of learning over the past four lessons. Whichever method he chooses, the teacher will notice that the working atmosphere in the class has improved during the course of this unit. The

students will have developed closer relationships to one another and will have made interesting discoveries and shared them with each other. They can now distinguish between:

– stereotypes and prejudices;

– self-perception and perception by others.

They have made progress in developing their social competence, which will benefit them in their daily lives, both in class and school as a whole. The students will often come across the themes raised by these four lessons, thus consolidating what they have learnt.

Student handout 1.1
(Group 1)
Role play

Agree on a representative of your group who will read aloud the short entry from the diary and the task for your group.

Appoint another member of your group who will take notes of your results and present them to the class.

Entry from Max's diary:

"It is my first day in my new class. My family has moved here from another region and I still feel I am a stranger. Dear diary, a lot has happened to me in the last few days. I will tell you about some of it.

We now live in an apartment near the river. One of the boys in my class lives a few doors away. He already came up to me on the third day to ask me to go fishing with him. I said no because my fishing rod is still packed in one of the boxes."

Tasks:

1. Collect a list of adjectives that you think Max's fellow students in class would use to describe him (brainstorming in your group).

2. What do you think a student in Max's class will tell the other students about him? Rehearse a short scene that you can act in class.

Student handout 1.1
(Group 2)
Role play

Agree on a representative of your group who will read aloud the short entry from the diary and the task for your group.

Appoint another member of your group who will take notes of your results and present them to the class.

Entry from Max's diary:

"There is a big football pitch in front of our school building. I was happy about this because I like playing football. So I brought along my ball and wanted to start training. I had just started shooting a goal or two when the school warden stopped me. He was angry and asked me if I couldn't read. I hadn't seen the sign saying that the pitch was closed after it had rained. I was so shocked that I went home without saying a word."

Tasks:

1. Collect a list of adjectives that you think Max's fellow students in class would use to describe him (brainstorming in your group).

2. What do you think a student in Max's class will tell the other students about him? Rehearse a short scene that you can act in class.

Student handout 1.1
(Group 3)
Role play

Agree on a representative of your group who will read aloud the short entry from the diary and the task for your group.

Appoint another member of your group who will take notes of your results and present them to the class.

Entry from Max's diary:

"It is my first day in my new class. My family has moved here from another region and I still feel I am a stranger. Dear diary, a lot has happened to me in the last few days. I will tell you about some of it.

An old man lives alone in the apartment above ours. When I came home yesterday I met him at the front door with his shopping. He was carrying a bag with food and he was breathing heavily. I felt sorry for him. I asked if I could help him, and carried his bag up to his door."

Tasks:

1. Collect a list of adjectives that you think Max's fellow students in class would use to describe him (brainstorming in your group).

2. What do you think a student in Max's class will tell the other students about him? Rehearse a short scene that you can act in class.

Background material for teachers
Stereotypes and prejudices

What is a stereotype?

People are often defined as members of groups, depending on their culture, their religious beliefs, their origin or external features such as the colour of their skin, their size, hairstyle or clothing.

Often this definition of groups goes together with assigning specific qualities to people, so that specific images are associated with certain groups. If these images are exaggerated to the extent that they hardly correspond to reality any longer, we call them stereotypes.

Stereotypes can also be found in books (even school textbooks), comics, advertisements or movies. You almost certainly have come across such stereotypes yourself. Think, for example, about the image of African women wearing skirts made of palm leaves, having thick lips and little bones stuck in their noses.

From a stereotype to a prejudice

If a person or a group is judged based only on stereotypes and not as an individual or group of individuals, we are dealing with a prejudice. An opinion has been formed about a person or a group without actually knowing them. Such views and ideas most often have nothing to do with reality and they are also often unfavourable or hostile.

"Positive" stereotypes

However, there are also positive stereotypes. For example if someone says that black people are fast runners, we can call this a positive stereotype. "Well, what's wrong with that?" you might think. But in this case people are also being wrongly lumped together. Just think: is it really true that all black people can run fast?

What are stereotypes good for?

Prejudices seem to make the world simpler and less complicated. If people meet others who seem to be strange it often gives them a feeling of uneasiness. In such situations, prejudices allow people to conceal their uneasiness – I can pretend that I know everything about the other/s and need not ask any questions. But as a result, from the very beginning, a meaningful encounter and a real understanding have become impossible.

What is the effect of prejudices?

Prejudices are offensive. Primarily, they are used to treat someone unfairly. Prejudices deprive people of the opportunity to show who they are and what they are capable of achieving. For example, an employer may not give Turkish applicants a job because he has heard that "they" always come to work late. Some people will cling on to prejudices and populist ideas although they know no one who could confirm these negative views.

What can we do against prejudices?

Prejudices die hard and are therefore hard to deal with. But there is no need to lose hope: no one is born with prejudices. They have been learnt and can therefore be unlearnt. Before judging a person, ask him or her to explain why he or she has done whatever is under discussion. Remember that you surely would not like being judged without being listened to.

Student handout 1.2

Self-perception – perception by others

Work in pairs

Comments after the discussion - Where our views match - Where our views differ - Remarks	How I describe myself (my self-perception)	How I describe my fellow student (My perception of someone else, written by me)	Comments after the discussion - Where our views match - Where our views differ - Remarks

UNIT 2
Equality

Are you more equal than me?

2.1. Differences and similarities

Am I equal? Am I different?

2.2. Vesna's story

How would we react if this should happen to us?

2.3. Equality between men and women

How should we treat men and women?

2.4. Social justice

How should we cope with inequalities?

UNIT 2: Equality
Are you more equal than me?

Equality as a concept recognises that everyone, regardless of age, sex, gender, religion, ethnicity, etc., is entitled to the same rights.

The preamble to the Universal Declaration of Human Rights starts with the words "recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world". The concept of citizenship cannot be divorced from equality issues. The existence of inequalities within or between societies obstructs effective citizenship. The idea of equality is therefore at the heart of education for democratic citizenship. As such, it must concern itself with the issue of equality and should empower individuals to act against all forms of discrimination.[6]

Diversity implies moving beyond the idea of tolerance to a genuine respect for and appreciation of difference. It is central to the idea of pluralism and multiculturalism and, as such, is a cornerstone of EDC. EDC must therefore include opportunities to examine perceptions and challenge bias and stereotyping. It must also aim at ensuring that difference is celebrated and embraced within the local, national, regional and international communities.[7]

In many ways, solidarity can be seen as the capacity of individuals to move beyond their own space and to recognise and be willing to act in the defence and promotion of the rights of others. It is also a key aim of EDC in that it seeks to provide individuals with the knowledge, skills and values they need in order to live fully within their communities. As outlined earlier, acts of solidarity are closely related to the idea of action. However, solidarity is as much a mind-set as it is a set of behaviours.[8]

A prejudice is a judgment we make about another person or other people without really knowing them. Prejudices can be negative or positive in character. They are learned as part of our socialisation process and are very difficult to modify or eradicate. It is therefore important that we are aware of their existence.

Discrimination may be practised in a direct or indirect way. Direct discrimination is characterised by the intent to discriminate against a person or a group, such as an employment office that rejects a Roma job applicant or a housing company that does not let flats to immigrants. Indirect discrimination focuses on the effect of a policy or measure. It occurs when an apparently neutral provision, criterion or practice puts a person or a particular minority at a de facto disadvantage compared with others. Examples may range from a minimum height requirement for firefighters (which may exclude many more female than male applicants), to the department store which does not hire people with long skirts, or the government office or school regulation which prohibits entry or attendance by people wearing headscarves. These rules, apparently neutral with regard to ethnicity or religion, may disproportionately disadvantage members of certain minority or religious groups who wear long skirts or headscarves.[9]

The term "gender" refers to the socially constructed roles of men and women that are attributed to them on the basis of their sex. Gender roles therefore depend on a particular socio-economic, political and cultural context and are affected by other factors including race, ethnicity, class, sexual orientation and age. Gender roles are learned, and vary widely within and between cultures. Unlike a person's biological sex, gender roles can change.[10]

6. From "A glossary of terms for education for democratic citizenship", Karen O'Shea, Council of Europe, DGIV/EDU/CIT (2003) 29.
7. *Idem.*
8. *Idem.*
9. *Idem.*
10. *Idem.*

Economic and social rights are mainly concerned with the conditions necessary for the full development of the individual and the provision of an adequate standard of living. Often termed the "second generation" of human rights, these rights are more difficult to enforce, as they are considered to be dependent on resources available. They include rights such as the right to work, the right to education, the right to leisure and the right to an adequate standard of living. These rights are internationally outlined in the Covenant on Economic and Social Rights, which was adopted by the United Nations Assembly in 1966.[11]

Different people have different opinions and attitudes when it comes to how our society should deal with issues of social justice. These opinions and attitudes can be broadly divided into three categories:

– Darwinists, who feel that individuals are entirely responsible for their own problems and should be left alone to deal with them. They believe that people need incentives so that they will try harder. Darwinists tend to stay out of the social policy arena.

– Sympathisers, who feel sympathy for those suffering and want to do something to ease their pain. They view social and economic rights as desired policy objectives rather than human rights. This often results in a patronising approach towards people experiencing difficult social conditions.

– Justice seekers, who are concerned that people are being treated unfairly, largely as a result of government decisions. They believe that they must change the political and economic systems so that people are not forced to live in poverty.[12]

11. From "A glossary of terms for education for democratic citizenship', Karen O'Shea, Council of Europe, DGIV/EDU/CIT (2003) 29".
12. Taken from "Duties sans Frontières. Human rights and global social justice", International Council of Human Rights Policy.

UNIT 2: Equality
Are you more equal than me?

Lesson title	Learning objectives	Student tasks	Resources	Method
Lesson 1: Differences and similarities	The students can explain equalities and differences between people. The students appreciate both equality and difference.	The students discover differences and similarities between people. The students discuss some consequences of being different.	Copybooks or sheets of paper and pens for individual work. Extension activity is optional but groups will need large sheets of paper and markers if the teacher makes use of it.	Individual and small group work.
Lesson 2: Vesna's story	The students become aware of prejudice and discrimination in society. The students are able to understand the viewpoint of victims of discrimination.	The students discuss a case of discrimination and compare it with the situation in their country.	Optional, a copy of student handout 2.1.	Text-based group work.
Lesson 3: Equality between men and women	The students are able to react to situations of discrimination.	The students consider how they, and society in general, treat women.	A copy of one story from student handout 2.2 for each group of four or five students.	Small group work.
Lesson 4: Social justice	The students become aware of gender-related discrimination in society.	The students discuss issues of distributive justice. The students rethink the whole unit.	Copies of student handout 2.3, divided into sections for each pair of students (optional).	Pair work, critical thinking.

Lesson 1
Differences and similarities
Am I equal? Am I different?

Learning objectives	The students can explain equalities and differences between people. The students appreciate both equality and difference.
Student tasks	The students discover differences and similarities between people. The students discuss some consequences of being different.
Resources	Copybooks or sheets of paper and pen for individual work. Extension activity is optional but groups will need large sheets of paper and markers if the teacher makes use of it.
Methods	Individual and small group work. Plenary discussion

The lesson

Students form groups of four or five. Each group needs a piece of paper and a pen.

The teacher explains that he/she is going to ask a number of questions to which the students must respond yes or no. In preparation for this, the students are asked to write down the letters A to R horizontally, in alphabetical order, leaving enough room underneath. The teacher can do the same on the blackboard.

Example
Questions: A B C D E F .....
Answers: 1 0 1 0 1 .....

The teacher then asks a series of questions (from A to R) from List A, and the students note their answers individually in the form of 1 ("yes") or 0 ("no"). The teacher tells the students that even if they have doubts about any of their answers, they are still expected to write down the answer they then think is most correct.

List A	List B
A. Are you a woman?	A. Do you always feel happy?
B. Have you visited more than one foreign country?	B. Do you have nails on your fingers?
C. Do you like playing some sports?	C. Are you able to think a little bit?
D. Do you play a musical instrument?	D. Did a mother give birth to you?
E. Do you have brown eyes?	E. Can you fly without using any equipment (like a bird can)?
F. Are both your grandmothers still alive?	F. Can you live without drinking anything?
G. Do you wear glasses?	G. Do you breathe?
H. Do you like being out in the countryside?	H. Do you live constantly under water?
I. Are you a rather quiet person?	I. Do you have feelings of any kind?
J. Are you rather tall (more than average)?	J. Is your blood green?
K. Are you a rather sad person (more than average)?	K. Have you ever fallen down?
L. Do you easily get cold?	L. Can you look through walls?
M. Do you like travelling?	M. Can you communicate with others?
N. Do you like going to the hairdresser's?	N. Do you like nice weather?
O. Do you like working with computers?	O. Would you prefer not having to meet people?
P. Are you afraid of heights?	P. Do you have a tongue?
Q. Do you prefer brown to blue?	Q. Can you walk on water (as some insects do)?
R. Do you like drawing/painting?	R. Do you sometimes feel tired?

The teacher asks one representative from each group to write their answers to List A on the blackboard. The teacher then asks the students to look at the answers given and to compare them briefly with their own. Do they see differences between the responses? Can they sum up some of the differences between them?

The teacher then asks the students to respond to the next series of questions, this time taken from List B. Again, a representative from each group is asked to write their answers on the blackboard, underneath the letters of the alphabet.

Why is there is almost no difference between the groups this time? The teacher asks the students if they can add more things that most of them have in common.

For the extension activity, the teacher gives each group a large sheet of paper and a marker. Their task is the following:

1. Find three examples each of situations in which it is pleasant to be similar to other people. Give reasons why you think being similar is pleasant.
2. Find three examples each of situations in which it is pleasant to be different from other people. Give reasons why you think being different is pleasant.

If necessary, the teacher demonstrates how a thinking frame gives structure to the students' results.

Situations where it is pleasant to be similar	Why?
a)	a)
b)	b)
c)	c)

Situations where it is pleasant to be different	Why?
a)	a)
b)	b)
c)	c)

Then the teacher asks the groups to find three examples of situations in which it is unpleasant to be different from others. And again, they should give reasons why they think this could be the case. What kind of feelings does it create?

Situations where it is unpleasant to be different	Why?
a)	a)
b)	b)
c)	c)

Then the teacher asks the students which groups of "different" people are sometimes badly treated and by whom.

Groups of people who are sometimes badly treated	By whom?
a)	a)
b)	b)
c)	c)

The teacher asks each group to present their answers. The class will further explore which rights might be violated in the cases presented. For this purpose, the groups are given a copy of student handout 5.2: List of human rights.

Lesson 2
Vesna's story
How would we react if this should happen to us?

Learning objectives	The students become aware of prejudice and discrimination in society. The students are able to understand the viewpoint of victims of discrimination. The students are able to react to situations of discrimination.
Student tasks	The students discuss a case of discrimination and compare it with the situation in their country.
Resources	Copies of student handout 2.1 (with questions) for each student.
Method	Text-based group work.

Conceptual learning

Discrimination is a widespread form of behaviour in society. Not only are authorities involved in discrimination, but many other bodies and individuals are too. By starting with a true story of discrimination, the lesson gives the students the opportunity to reflect on their own behaviour.

The lesson

The teacher can either read aloud a copy of student handout 2.1 or give students a copy to read for themselves.

Vesna's story

Vesna, a Roma woman, tells what happened to her:

"I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 18 and 23. I'm 19, so I went in and asked the manager about the job. She told me to come back in two days because not enough people had applied.

I returned twice and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manager was too busy to see me, but I was told that the vacancy had been filled.

After I left the shop, I was so upset that I asked a non-Roma friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."

Once all students have heard or read the story, the teacher divides the students into groups of four or five and asks them to discuss the following questions (the handout includes these questions; if the teacher has presented the story orally, he or she should write the questions on the blackboard or a flip chart):

1. How would you feel if what happened to Vesna happened to you? How would you react if your friend told you that she was invited for an interview?
2. Why, do you think, did the shop manager behave in this way? Do you consider this a form of discrimination? Why (or why not)?
3. What could Vesna do about it? Do you think that she could change the situation? What could other people have done on her behalf?
4. Do you expect the law to do anything about such a situation? What should the law say?
5. Could this also happen in your own country? If so, which groups would be affected?

The teacher asks the groups for their initial response to the questions. This can be done by asking each group one question or asking groups for brief responses to more than one question.

The teacher then tells the students that Vesna's story actually happened, more than a decade ago, and that later, when asked for the reason for her behaviour, the manager of the shop said:

The manager's response

"I felt that Vesna would find it difficult to work here, because of the distance that she would have to travel in to work each day. It would be an eight-mile journey on two buses. It makes it very difficult to run the shop if staff are always late. I'd much prefer to appoint someone from this area. The person to whom I gave the job seemed just right."

The teacher tells the students that the European Convention on Human Rights (Article 14) states that: "The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status"; and that Article 2 of the Universal Declaration of Human Rights says: "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."

The teacher then asks the students what these texts mean in relation to Vesna's situation. To end the class, the teacher tells the students how Vesna's story ended in reality.

The conclusion to Vesna's story

"Vesna took her case to a special European court, which enforces the law about discrimination. The court agreed that she had been discriminated against. Several other people who lived far away from the shop had been interviewed. The girl who got the job was only 16, white, and lived the same distance from the shop as Vesna. The shop had to give Vesna some money for the injury to her feelings."

As a follow-up, the teacher asks the students to write a letter to the manager of the shop or to the mayor of the town. He/she should help them to write both from their personal point of view and from the point of view of the European Court of Human Rights. It is important that the whole class should see these letters, so a discussion could also take place outside the normal school hours.

Lesson 3
Equality between men and women
How should we treat men and women?

Learning objectives	The students become aware of gender-related discrimination in society. The students are able to understand the viewpoint of victims of discrimination related to gender. The students are able to react to situations of discrimination.
Student tasks	The students consider how they, and society in general, treat women in their country.
Resources	A copy of one story from student handout 2.2 for each group. A large sheet of paper and marker for each group.
Method	Small groups, discussion and presentations.

Information box

There is still a long way to go before men and women will be treated as equal human beings by the law and in daily life. Different situations in the family, at school and at work offer opportunities to increase one's empathy for these issues and one's insight into how to deal with them. This lesson is also an invitation to change some practices in class or at school.

The lesson

The class is divided into groups of four or five students. Each group is given one of the three stories given in student handout 2.2. Once the students have finished reading they are invited to discuss the questions given with each story.

The teacher then leads a short follow-up discussion about each story, asking a reporter from each group to give a brief summary of their story and to present the results of the group discussion.

Once this has been done, the teacher asks the students to read the table and the text on the blackboard carefully and then to give two examples of differences in sex, and another two of differences in gender, in order to ensure that all students understand the definitions given.

Sex	Gender
Biologically determined	Socially defined
Static, cannot change	Dynamic, possibility of change
"Sex refers to natural distinguishing variables based on the biological characteristics of being a woman or a man."	*"Gender is a concept that refers to the social differences, as opposed to the biological ones, between men and women that have been learned, are changeable over time and that vary widely according to historical, cultural, traditional, geographic, religious, social, and economic factors."*

Once back in their groups, the students are given a large sheet of paper and a marker. Now they discuss whether or not they think their school promotes gender equality. If they agree that it does, they have to present five examples which support the opinion of their groups. If the answer is "no", however, they have to list up to five things that could be done to promote gender equality in their school.

Each group is asked to present their findings.

Should the teacher wish to extend this activity into project work, he or she should invite the students to choose one or two ideas and to set up a plan to implement these in the school. The plan should include the overall objective, the different steps to be taken, the people responsible and a time plan.

Example of a plan

Overall objective:		
What has to be done?	Who will do it?	When does it have to be ready?

Lesson 4
Social justice
How should we cope with inequalities?

Learning objective	The students become aware of problems related to social justice.
Student tasks	The students discuss issues of distributive justice. The students rethink the whole unit.
Resources	(optional) Copies of student handout 2.3 and the questions.
Method	Text-based discussion, pair work, critical thinking.

Information box

In our society, there is no consensus about what social justice really means. The story used in this lesson is intended to help the students to reflect on the basic principles in which social justice should be rooted, while at the same time showing the complexity of the issue.

The lesson

The teacher explains to the students that he/she will give them a story in four parts and after reading each part there will be a discussion. Alternatively, the teacher could read the story aloud.

The teacher then divides the class into pairs and gives each pair part one of student handout 2.3. The teacher can either read it aloud, ask another student to read it, or the students can read it in silence.

Teacher's copy: part one

"More than an hour elapsed between the first alarm and the sinking of the cruise ship 'The Queen Maddy'. Thus the passengers were able to organise themselves a little before entering the rescue vessels. A heavy storm had caused the ship to crash into an oil tanker, resulting in the shipwreck.

About half a day later, some of the rescue vessels landed on a small rocky island. It was oval-shaped, about 1.5 km long and half as wide and partly covered by lush woods. There was no other island within reasonable distance. This rather sunny island was not inhabited, apart from the family Richalone, who lived in a luxurious villa on the top of the hill and owned the whole island.

Years ago, this family had settled on the island, hardly keeping contact with the outside world; they merely arranged the monthly delivery of fresh food, petrol and all sorts of other goods that they needed. Their life was well organised: they produced their own electricity, could afford to buy enough food and drink, and had all the modern comforts they wished for. In the past, the owner had been a very successful businessman. After a conflict with the authorities over a tax issue, he had become disillusioned with life and decided from then on to avoid all contact with the outside world.

The owner of the villa had observed the rescue vessels landing on his pretty island and approached the shipwrecked people."

The teacher then explains that the first question the students need to consider is whether, in their opinion, the owner of the island is morally obliged to allow these people to stay on his island. In order to help the students reach a conclusion, the teacher will read out a number of statements (listed below) and each pair will have to decide which statement(s) they agree with and why. The students discuss in pairs and note down their answers.

A. The owner may refuse to allow the shipwrecked people to stay on his island.

B. The owner may refuse to allow the shipwrecked people to stay on his island as long as he provides them with the necessary food and drink.

C. The owner may refuse to allow all those who are not able to pay (with money, jewels or through labour) to stay on his island.

D. The owner has to allow the people to stay on his island as long as necessary. The shipwrecked people have the moral obligation to respect the owner's privacy and belongings.

E. The owner has to allow the shipwrecked people unconditional access to the island and has to consider them as co-owners.

The teacher can get feedback from the class, for example by asking such questions as, "How many of you have chosen statement A?" "How many have chosen statement B?" "Why?"

Then the teacher distributes part two of the story.

Teacher's copy: part two

"The owner of the island decided to allow the shipwrecked people to stay for some time. He expected them to pay for services and food from his reserves. As long as there was food left from the ship, he refused to sell them anything at all.

There were 13 shipwrecked people. There was Victor, his pregnant wife Josepha, and their two children (3 and 7 years old). Abramovitch, 64, was a rich jewel merchant. He was the oldest member in the group and had no relatives or friends. He had a collection of golden rings, diamonds and other precious jewels with him. John, Kate, Leo and Alfred were four young friends, who were strong, healthy and very skilful. They had lived together in an alternative community house and had refurbished the house they lived in themselves.

Maria, a lawyer working part-time at a university, could only walk very slowly due to problems with her left leg and hip (the result of an accident). She was accompanied by Max, her assistant at university, as they were travelling to the US in order to give a lecture at a conference and to discuss the publication of a book with a publisher. Both were specialists in penal law, but not gifted with their hands. Last but not least, there was Marko and his girlfriend Vicky, both members of the boat crew who, at the last moment, had taken as much as they could carry from the ship's storeroom: cans of food, biscuits, oil and some cooking pans. All those shipwrecked had some money with them, but the boatswain Marko carried a large amount, which he had stolen from an apartment in the last port they had called at.

On the island there was a small, old shed on the hillside quite near the sea. It had only one room that could serve as a primitive shelter for two or three people."

The teacher then explains that each pair needs to decide who, in their opinion, should be allowed to use the shelter. The teacher reads out the following statements and asks the students to discuss in pairs which statement(s) they agree with, why and whether they have another solution:

A. The pregnant woman and the children.

B. The four young friends, who are the only ones able to refurbish it.

C. The jewel merchant, who pays for it (therefore allowing the others to buy some food).

D. The boatswain and his girlfriend, on condition that they share their food with the rest of the people.

E. The lawyer, who is able to act as mediator and settle quarrels among the shipwrecked people.

After reporting back, the next part of the story is handed out.

Teacher's copy: part three

"The shipwrecked people also had to decide what to do with the food reserves the boatswain had taken with him, and which he did not intend to share. In fact, sharing would have meant diminishing his and his girlfriend's chances of survival."

Now the pairs are asked to consider who should receive the food from the ship's supplies. The teacher again reads the statements and asks the pairs to discuss and decide which of the statement(s) they agree with, why and whether they see another solution.

A. The boatswain has to be allowed to keep the food for himself and his girlfriend.

B. The food available should be distributed equally among all the shipwrecked people.

C. The food available could be bought by the highest bidder (be it with money, goods or services).

After reporting back, the last part of the story is handed out.

Teacher's copy: part four

In pairs, the students discuss who should ask the owner for food and how this should be done.

> *"The shipwrecked people decided that the food should be shared, without any compensation. They forced Marko to hand over his provisions by appealing to his sense of moral obligation. After about a week there was no food left and the only solution was to try to get some food from the owner of the villa."*

Then the teacher reads the following statements and asks which of the statement(s) they agree with, why and whether they see another solution.

A. Each person should individually negotiate trade conditions with the owner (paying with money, jewels or labour). In this case, the family with children and the lawyer and her assistant, in particular, will have problems.

B. All available resources (jewels, money) should be shared by all the people, irrespective of the original owner. The food bought this way should be distributed equally. Additional food could then be bought individually, in exchange for labour.

C. The same as B, but everyone is expected to work to the extent he or she is able, and to share the food he or she earned in this way.

D. The jewel merchant is allowed to buy everything the owner is ready to sell, and to "help" the others with food packages.

After reporting back, the teacher can lead a class discussion in order to help the students apply the story to the real world:

Do you recognise similar situations in our society?

A. ... in your neighbourhood or family?

B. ... in your country?

C. ... on global scale?

What actual situations that you know about strike you as being unjust as far as distribution of food, water, housing, etc. is concerned?

A. ... in your neighbourhood or family?

B. ... in your country?

C. ... on global scale?

Why?

At the end of this lesson, there must be a discussion about the basic concept of this unit. The teacher might decide to add an extra lesson. To start with, the teacher gives a short lecture using the basic information on equality and diversity from this unit. He/she might even prepare a handout on the different definitions. The students will then reflect on the four lessons in small groups: What have they discussed? What have they learned? Which new questions have they become aware of? They come up with suggestions on how to react to situations of inequality in their own lives.

Student handout 2.1

Vesna's story

Vesna, a Roma woman, tells what happened to her:

"I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 18 and 23. I'm 19, so I went in and asked the manager about the job. She told me to come back in two days because not enough people had applied.

I returned twice, and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manager was too busy to see me, but I was told that the vacancy had been filled.

After I left the shop, I was so upset that I asked a non-Roma friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."

Questions

1. How would you feel if what happened to Vesna had happened to you? How would you react if your friend told you that she was invited for an interview?

2. Why, do you think, did the shop manager behave in this way? Do you consider this a form of discrimination? Why (or why not)?

3. What could Vesna do about it? Do you think that she could change the situation? What could other people have done on her behalf?

4. Do you expect the law to do something about such a situation? What should the law say?

5. Could this also happen in your own country? If so, which groups would be affected?

Student handout 2.2
Men and women: the story

Story 1

"It has happened to me many times. After dinner, my mother expects her children to take all the dishes and casseroles to the kitchen, to clean the table, do the dishes, make sure that everything is put in the kitchen cupboard and that the whole kitchen is neat and clean. Once again my two brothers, though they are older than me, told me that this wasn't something for them, and that I had to do it, just because I'm a girl. I didn't protest this time, because I was so upset. I complained to my father, but he told me that it was good to have some practice, that it was a good preparation for becoming a housewife."

Questions

1. Can you imagine this happening in your family?
2. Imagine you are this girl: what would you want to say to your brothers? And to your father?
3. Do you agree with the text in Article 1 of the Universal Declaration of Human Rights? How does this apply to the above-mentioned story?

"All human beings are born free and equal in dignity and rights".

Story 2

"Six boys were standing around me in the school playground. They were all staring at me and teasing me. They said: 'Hey guys, are you sure this is a girl? Shall we examine this a little further?' Then one of them approached me, intending to touch me. But at that very moment the school principal entered the playground, and the boys left."

Questions

1. Can you imagine that this happens in or around your school? Give examples.
2. Imagine that you are this girl – what would you want to say to these boys?
3. Imagine another boy saw what was happening from a distance. Should this boy have intervened? Why/why not? How could he have done so?
4. Do you consider what happened to be "sexual harassment" according to the following definition?

"Sexual harassment is any behaviour that in word, action or psychological effect of a sexual nature in intent or effect inflicts injury on the dignity of a person or gives rise to intimidation, hostility, or demeaning, threatening or similar situations and which is motivated by belonging to another sex or different sexual orientation and which to the victim represents inappropriate physical, verbal, suggestive or other behaviour."

Story 3

"As a young engineer, I applied for the job of technical maintenance manager at a construction materials factory. I was invited to take part in general, technical, and psychological tests, along with 24 other people, all of them males except myself. After this phase, five people were selected for an interview with the general manager. Though I was ranked third after the tests, I wasn't among them (I've got this information, on a very confidential basis, from a friend of mine working

in the staff administration office). Not mentioning this information, I tried to call the general manager. When I managed to talk to him, I asked if they took into account that I was female. He denied it, but said that it must be admitted that women often get pregnant after a few years, and that for certain jobs this creates problems of continuity. He also said that, especially for this job, it would be quite difficult for a woman, as all the workers in the technical team were men, and they behaved rather crudely. I should consider myself lucky not to have been selected."

Questions

1. Can you imagine this happening in a company in your region?

2. Imagine you are this woman: what would you want to say to the general manager?

3. Do you think the general manager in this case is acting against the law in your country? If yes, how would you prove this?

"All forms of discrimination on the grounds of gender in the employment process, the advertisement of vacancies, selection procedures, employment and dismissal are contrary to the provisions of the law."

Student handout 2.3
The shipwreck

Part one

"More than an hour elapsed between the first alarm and the sinking of the cruise ship 'The Queen Maddy'. Thus the passengers were able to organise themselves a little before entering the rescue vessels. A heavy storm had caused the ship to crash into an oil tanker, resulting in the shipwreck.

About half a day later some of the rescue vessels landed on a small rocky island. It was oval-shaped, about 1.5 km long and half as wide and partly covered by lush woods. There was no other island within reasonable distance. This rather sunny island was not inhabited, apart from the family Richalone, who lived in a luxurious villa on the top of the hill and owned the whole island.

Years ago, this family had settled on the island, hardly keeping contact with the outside world; they merely arranged the monthly delivery of fresh food, petrol, and all sorts of other goods that they needed. Their life was well organised: they produced their own electricity, could afford to buy enough food and drink, and had all the modern comforts they wished for. In the past, the owner had been a very successful businessman. After a conflict with the authorities over a tax issue, he had become disillusioned with life and decided from then on to avoid all contact with the outside world.

The owner of the villa had observed the rescue vessels landing on his pretty island and approached the shipwrecked people."

Part two

"The owner of the island decided to allow the shipwrecked people to stay for some time. He expected them to pay for services and food from his reserves. As long as there was food left from the ship, he refused to sell them anything at all.

There were 13 shipwrecked people. There was Victor, his pregnant wife Josepha, and their two children (3 and 7 years old). Abramovitch, 64, was a rich jewel merchant. He was the oldest member of the group and had no relatives or friends. He had a collection of golden rings, diamonds and other precious jewels with him. John, Kate, Leo and Alfred were four young friends who were strong, healthy and very skilful. They had lived together in an alternative community house and had refurbished the house they lived in themselves.

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On the island there was a small, old shed on the hillside quite near the sea. It had only one room that could serve as a primitive shelter for two or three people."

Part three

“The shipwrecked people also had to decide what to do with the food reserves the boatswain had taken with him, and which he did not intend to share. In fact, sharing would have meant diminishing his and his girlfriend’s chances of survival.”

Part four

“The shipwrecked people decided that the food should be shared, without any compensation. They forced Marko to hand over his provisions by appealing to his sense of moral obligation. After about a week there was no food left and the only solution was to try to get some food from the owner of the villa.”

UNIT 3
Diversity and pluralism

How can people live together peacefully?

3.1. How can people live together?

How can education help to develop tolerance and understanding?

3.2. Why do people disagree?

What are differences based on?

3.3. In what ways are people different?

How different are people's needs?

3.4. Why are human rights important?

Why do we need human rights legislation to protect vulnerable people?

UNIT 3: Diversity and pluralism
How can people live together peacefully?

This unit focuses on three key concepts: diversity, pluralism and democracy. It explores some of the links between them to support students in developing the attitudes and skills they need in order to participate in a pluralist, democratically governed society.

Pluralism refers to a basic quality of modern societies, where a wide (but not all-encompassing) range of religious and political beliefs – diversity – is accepted and where the ideal societies envisaged by different political parties may be incompatible with each other. For example, citizens who belong to radical socialist parties strive to achieve a society which would be completely alien to citizens of a right-wing, capitalist persuasion. In pluralist societies, the general influence of many traditions and values, including religious belief, has waned. Individuals can, and must, work out for themselves which values they adhere to and how they wish to live their lives. Pluralist societies therefore pose a challenge: individuals may enjoy a greater degree of personal liberty than ever before but, on the other hand, they need to work harder to bargain for agreement and compromise, without which no community can survive. This raises the question as to which political system can provide the best framework for the organisation of decision making in an open, pluralist society.

In an authoritarian system – one-party rule, theocracy, or even dictatorship – this problem is solved by giving one player (for example, a party or leader) the power to decide on everyone's behalf what lies in the common interest. This solution meets the challenge of pluralism by evading it – by sacrificing the liberty of the individuals. The potential of conflict in pluralist societies is suppressed, but the price to be paid is a high one: many problems are not solved properly and fairly, as they may no longer be articulated clearly.

In a democracy, citizens basically agree on a set of principles, on rules of procedure and rights that allow them to disagree on many issues, but which also offer the tools to enable them to reach agreement by non-violent means. Viewed in this way, democracy supports peace in pluralist societies by civilising conflict rather than suppressing it. The common interest is something to be worked out together, and bargained for, rather than to be defined in advance by any single party. Disagreement and conflict are normal and by no means harmful as long as their destructive potential is kept under control. In democracy as a form of government, therefore, citizens are accorded such basic rights as freedom of conscience, belief and expression. When citizens use these rights, they will create disagreement and conflict, and they will have to bargain for a solution. To ensure that they agree on the rules of how to handle the conflicts and finally solve them, citizens of pluralist democracies are deemed to enter into a social contract with all other citizens to abide within the social and political conventions of that society.

Such a social contract includes the principle of rule by the majority. For some minority groups, the disadvantage of this is that their own radical vision may never be achieved through the ballot box. On the other hand, such societies guarantee the rights of political minorities to pursue legitimate political ends unhindered by the state. Thus, pluralist democracies always live with the possibility of the election of radical governments, whose members might be inclined to restrict the activities of political opponents. This is why it is important to have legislation for human rights and freedoms built into the constitutions of democratic countries.

Every generation must understand this complex set of challenges in pluralist societies and how they may be met in a democratic community. This includes an appreciation for the unwritten social contract without which no democratic community can survive. Education for Democratic Citizenship and Human Rights Education can support students to develop the understanding, attitudes and skills that they need in order to participate as citizens.

Teaching about diversity and pluralism

Students following EDC courses should be helped to understand the nature of social, political, religious and racial diversity. They should be helped to understand the complex nature of the challenges arising from such diversity. Given that a good deal of prejudice arises from lack of awareness and understanding, much bigotry can be reduced by means of the rational examination of attitudes in the light of knowledge and the development of empathic reasoning.

Teaching for diversity and pluralism

Students also need to experience democratic discussion in order to learn how to deal with it. Education for Democratic Citizenship should therefore take every opportunity to ask students to express their own opinions on a topic (however minor) and offer justifications for these views. In listening and responding to other students' views on the same issue, students will develop not only their own analytical and expressive skills, they will also develop basic dispositions of tolerance towards moral and political diversity. They will develop the ability to accept situations of disagreement and controversy, and they will also appreciate the need for compromise, and understand the difference between a fair and an unfair compromise. They should focus on issues and should respect people, regardless of their views and interests.

Through experience of the processes of democratic discussion, students will also learn that open and fair debates demand that certain basic procedures be followed, including:

- all participants with something to contribute should be enabled to do so;
- everyone's contributions should be listened to with respect;
- participants should attack arguments not people;
- participants should enter a debate accepting the possibility that their own views could be modified;
- adversarial debates, where participants argue from closed positions, are often less helpful than exploratory debates, where the aim is not to "win the argument" but to "understand the problem better".

This marks out EDC as a subject in which the processes of enquiry and discussion are generally more important than the promulgation of given truths. The implications for teaching are therefore that EDC teachers develop skills to support student thinking rather than dominating it. Research suggests that students only talk more in class when teachers talk less.

UNIT 3: Diversity and pluralism
How can people live together peacefully?

Lesson title	Objectives	Student tasks	Resources	Method
Lesson 1: How can people live together?	To consider issues which arise when communities with different values and beliefs try to live together in peace. To consider the role of education in developing understanding between people of different cultures. To consider whether individuals, on their own, can influence society.	Students discuss issues raised by a story. Students engage in critical thinking. They share ideas. Students role-play to explore an issue.	Copies of student handout 3.1.	Discussion. Critical thinking. Hypothesising. Role play.
Lesson 2: Why do people disagree?	To consider reasons why people have different opinions on important issues. To develop the ability to discuss contested issues. To consider what values are necessary to underpin democratic societies.	Students make statements about and defend their views on a range of issues. Students analyse the sources of disagreements on publicly contested issues. Students consider influences on their own values. Students develop guidelines to encourage respect for pluralism and ensure that the quality of respect and dialogue over public issues is upheld.	Large labels for the "four corners" exercise.	Discussion. Reflection. Critical thinking. Developing rules collaboratively.

Lesson title	Objectives	Student tasks	Resources	Method
Lesson 3: In what ways are people different?	To consider barriers to equality in the wider community. To identify reasons why some people may have unequal access to education. To consider barriers to equality in the wider community. To consider who shares responsibility for overcoming barriers to equality.	Students critically analyse a hypothetical situation dealing with the key concepts. Students apply key principles to their own social situations. Students discuss key issues raised by the lesson. Students perform a written task.	Copies of the story. Copies of student handout 3.3.	Critical thinking. Discussion. Development of written argument.
Lesson 4: Why are human rights important?	To consider issues which arise when people of different values and ways of life try to live together. To consider reasons why the international human rights instruments have been developed, especially where individuals and communities are vulnerable.	Students engage in critical analysis and prioritising of situations. Students role-play discussions between opposing parties. Students develop key principles based on the role play and compare with comparable sections of the ECHR. Students compare scenario with real examples of human rights abuses in their country. Students develop presentations for other students about selected elements of the ECHR.	Copies of the island scenario. Copies of the situation cards for each small group. List of key elements of human rights. Large sheets of paper and art materials, as required, for final presentation.	Critical thinking. Discussion. Negotiation. Group presentation.

Lesson 1
How can people live together?
How can education help to develop tolerance and understanding?[13]

Learning objectives	The students are able: – to consider issues which arise when communities with different values and beliefs try to live together in peace; – to consider the role of education in developing understanding between people of different cultures; – to consider whether individuals on their own can influence society.
Student tasks	Students discuss issues raised by a story. Students engage in critical thinking. They share ideas. Students role-play to explore an issue.
Resources	Copies of student handout 3.1.
Methods	Discussion. Critical thinking. Hypothesising. Role play.

13. Based on a lesson developed by the Citizenship Foundation, London.

The lesson

The teacher introduces the aims of the lesson and reads the story "The school on the edge of the forest" (student handout 3.1) to the class.

The teacher seats the students in a circle and asks them to say what they found surprising or interesting about the story and why. Give them two minutes in "buzz groups" (pairs) to talk to a partner before sharing their views with the whole group.

The teacher reminds the class that in an "enquiry-based" discussion the aim is to share ideas and to elaborate them together. There are no right or wrong answers.

The teacher then asks: "Let us all think of as many people as we can who might have wanted to burn down the school (examples might be: some of the children, some of the parents, a member of the community such as a priest). What motives might they have had? Who stands to gain and who stands to lose if the school is not re-built? (For example, if students don't have to go to school, is this a gain or a loss for them?)"

This could be done in the form of a table as below:

Name of the party	Gains	Losses
Students		
Parents		
Priest		
Whole community		
Other?		

The teacher now guides the students to focus on the teacher's role in the story. At first, a general question – "What is your view of the teacher?" – prompts the students to contribute their ideas. Further follow-up questions could be:

– Was he a fool, an idealist, or was he courageous?

– Do you admire or despise him for what he tried to do?

– What do you think his motives were?

– Where do you think he got his social values from?

– What should he do now and why? (Try again or give up?)

– If you were a student at this school, what would you want the teacher to do?

Then the teacher helps the students to link the issues in the story to their own community. Possible questions include:

– Think about where you live.

– Do you think people like the teacher exist?

– Is it possible for individuals to make a difference to society on their own? Think of examples.

Other important issues raised by the story include:

– How far do you think peace between the two peoples could really be achieved through educating the children together?

– What are the problems facing schools and teachers when children with different values and of different religions are educated together? How can these be solved?

– The lesson can be rounded off with a role play. Imagine that before the school burned down, some parents of the plains children had come to the teacher with a complaint. They said:

"There are more plains children than forest children in this school, so we think you should not teach our children about the religion of the forest people. It might turn them against their own people."

The teacher is unhappy about this. In pairs, make up a conversation between a parent and the teacher. Perform it to the rest of the class.

Lesson 2
Why do people disagree?
What are differences based on?

Learning objectives	The students are able to consider reasons why people have different opinions on important issues. The students are able to discuss contested issues. The students are able to consider what values are necessary to underpin democratic societies.
Student tasks	The students make statements about and defend their views on a range of issues. The students analyse the sources of disagreements on publicly contested issues. The students consider influences on their own values. The students develop guidelines to encourage respect for pluralism and ensure that the quality of respect and dialogue over public issues is upheld.
Resources	Large labels for the "four corners" exercise.
Methods	Discussion. Reflection. Critical thinking. Developing rules collaboratively.

Key concept

Pluralism: Pluralism exists in societies which do not have one official set of interests, values or beliefs. Citizens have the right to freedom of conscience, religion and expression. The exception is that views which threaten other people's freedom of belief are against the law and are not tolerated. A state in which only one religion is allowed or where no religion is tolerated would not be pluralist.

The lesson

The teacher asks the class to consider the following controversial statements, one at a time:

Agree or disagree?

- It is wrong to eat animals.
- If a student is HIV positive he should not be in the same class as healthy children.
- Pacifists should not be compelled to join the armed forces.
- Capital punishment should be banned.
- A woman's place is at home.
- Children under 14 should not be allowed to work.
- Smoking should be banned in public buildings.
- People should pay more taxes.
- Free speech is not a good thing.

Each corner of the classroom is labelled with the following:

Strongly agree	Agree	Disagree	Strongly disagree

The teacher reads out each statement in turn and asks the students to move to the appropriate corner of the room, according to their views on the above questions. If they cannot decide, they should remain where they are.

When students have taken up their positions, the teacher asks someone in each of the four corners to say why they have chosen that position. No discussion should be allowed at this stage. Then the teacher asks any students who have changed their mind, to move to a different corner, as appropriate.

Next, the teacher asks students who have not made up their mind try to explain why they cannot decide. They should write down the reasons given for the indecision (for example, they may need more information, it is not clear to them what is meant, they can see arguments on both sides, etc.)

The exercise is repeated three or four times with different statements. On each occasion, the teacher should be concerned not so much with debating the particular issue, but with eliciting the reasons why people hold different views.

In a plenary session, the teacher points out that the same issues evoked very different responses from class members. He/she can then introduce the concept of pluralism and ask the class the following questions, explaining that they can help to understand the reasons why pluralism exists in societies:

- Think back over the questions we considered. Which ones provoke the strongest feelings? Why is that?
- Where do we get our ideas, values and beliefs from? (This will help students see that our ideas on controversial issues can come from different sources.)

The teacher then asks the students to what extent they think they are influenced by the following:

- their parents' ideas;
- what their friends think;
- their religion or culture;

– the media, e.g. newspapers, TV, the Internet;
– teachers;
– their own personality.

The students then work individually and arrange the items in order of importance in the shape of a pyramid, with the most important at the top, like this:

item

item item

item item item

The teacher asks the students to compare their pyramids in pairs. Which factors are felt by the class as a whole to be most important? This could be discovered by weighting the items as follows: give items in the top row six points, items in the middle row four points and give items in the bottom row two points each. In groups of four, students total the points given to each item. Compare the findings of each group. Were the same factors at the top of the list of importance?

The teacher explains that pluralism develops in a free and open society. However, no society can function without a minimum level of shared agreement among its members. He/she asks the students to list some values or rules that they think would help overcome dissenting values or interests. The students could, for example, suggest the following:

– Respect other people's opinions.
– Try to put yourself "in other people's shoes".
– Remember that talking is better than fighting.
– Try not to give offence.
– Give people a chance to have their say.

If people cannot agree, we may need a mechanism such as voting in order to make a decision.

Lesson 3
In what ways are people different?
How different are people's needs?

Learning objectives	The students are able to: – identify reasons why some people may have unequal access to education; – consider barriers to equality in the wider community; – consider who shares responsibility for overcoming barriers to equality.
Student tasks	The students critically analyse a hypothetical situation dealing with the key concepts. The students apply key principles to their own social situations. The students discuss key issues raised by the lesson. The students perform a written task.
Resources	Copies of the story.
Methods	Critical thinking. Discussion. Development of written argument.

Conceptual learning

Diversity: Diversity exists not only in relation to ethnicity or nationality. There are many other kinds of differences which divide people from each other and which can be the causes of serious social differences, especially if those in the majority or those with power and influence do nothing, due to a lack of understanding or compassion.

Equality: There are two main types of equality – equality of opportunity or equality of outcome. It is possible to give everyone an equal opportunity (to go to school, for example) but if certain barriers (such as disability) are not overcome, this opportunity could be denied to some. Equality of outcome would aim to allow every child to be educated, whatever his or her disability.

Discrimination: To treat someone unfairly on the grounds of race, gender, sexuality, age, belief, etc.

The lesson

The teacher reads the story to the class (student handout 3.2). This story addresses a range of complex issues, which may escape the students' attention unless they study the story more closely. To help them, the teacher gives them student handout 3.3 and explains the following task.

The students work in pairs to identify as many of the problems facing the staff of Hope College as they can. They enter these in note form in the first column of the handout ("Problems"). Then they suggest ways in which the problems could be tackled ("Solutions") and add who they think should be responsible for carrying out these solutions under column three ("Responsibilities"). The last column can be left empty until a later stage.

The students then present, compare and discuss their results. To support the students' presentation, some students should prepare a flip chart with the same layout as the handout. If an overhead projector is available, the handout can be copied onto an overhead transparency that a pair of students can fill in.

Discussion in class

The students may raise some of the following questions, or the teacher can start the discussion by asking them:

- Do you think the principal achieved her aim to treat every student the same?
- Do you think the principal should respect the values of the refugee parents and educate the boys and girls separately? Think of arguments on both sides.
- Would it be better if the refugee children were taught separately from the rest of the students? List the advantages and the disadvantages of each approach, first for students and second for the wider community.

Rather than discussing all questions, the students should have time to explore one question in detail. It is important for them to understand that, in a pluralist society, people have different needs and that this may lead to conflict. It is therefore important to resolve these conflicts fairly by paying due attention to all individuals and groups (see Unit 4 for more details on conflict resolution). In this case study, school can be viewed as a micro-society in which young citizens encounter the same type of problems as exist in society as a whole.

The following issues show how rich this case study is, and that the issues are well worth studying. For more extensive study, an additional lesson will be necessary. The teacher must decide whether to select certain aspects, depending on the time available and the students' level of interest.

How different are children's educational needs?

The key questions which the students must answer are, of course, how these problems can be dealt with and if any of these problems should be ignored by the school (and if so, why).

These questions can be answered in two ways: first, by considering whose needs would be affected by solving or ignoring a certain problem, and second, by identifying those problems that could be solved by the school community.

In following the first path, the students will understand the specific needs of refugee (and local) students better if they consider the following question: "What human rights – or children's rights – have the refugee children been denied?"

Here are some categories of educational needs. The students should find examples of these in the story, and enter them in the fourth column of the handout:

- emotional;
- learning;

– religious;

– cultural;

– language;

– physical.

For each category, the students have to provide examples of their own.

Responsibility and its limits

The specific issues raised in the story should lead on to a more generalised discussion about equal rights and education.

How easy is it to provide the best education for every child, according to his or her own needs? What can a school do, and which problems require support from outside, for example, additional funding by the local council?

Here, the students follow the second path, and this analysis leads to an important insight – typically, complex problems cannot be solved by taking one big step, which in this case means, for example, expanding the school, employing specially trained staff, etc. Such measures of educational reform would be highly desirable, but they may never happen because they depend on political decisions (how to assign tax money, for example) that are decided by others (such as the local town council or the ministry of education). People who only think of taking such seemingly radical steps may, in fact, end up doing nothing at all, except placing the blame on others. On the other hand, things can also be improved by taking small steps, which in this case study means looking at those parts of the problem that the principal, the teacher, the students or the parents could change tomorrow – if they wanted to, or if they could agree.

This is where the third column on the handout is important. Who is responsible, that is, in whose power is it to change something? The students can discuss whether the small steps – the improvements within the school community's reach – are sufficient, and where they have limitations. They may also consider a combination of small, short-term steps and bigger steps that need time.

Here again, "school is life", a micro-society. The discussion of strategies for school development introduces students to thinking in terms of political decision making and strategic planning.

School is life

The students can compare Hope College with the situation in their own school using the following idea.

"In your own school, what obstacles to education do some pupils encounter? Whose responsibility do you think it is to address these needs (for example, the government, the principal, the staff or the students)?"

Different methods are possible for dealing with this question. It can be the subject of a plenary discussion, an interview project with other students, or it can be linked to the project of a school newspaper (see Unit 5).

Written task

In organising processes of teaching and learning, it is important to make sure that the students have understood and can apply what they have learnt. One way of doing this is to link a plenary discussion with a written task. This gives all students the opportunity to think about the issues that have been discussed in the plenary and it may be particularly useful for the slow and thorough thinkers, who often tend to stay silent in a discussion although they actually have a lot to say.

The teacher must decide which topic best suits the students' level of reflection and understanding. It may be sufficient for the students to repeat the discussion and give their own judgment. In a

more demanding exercise, the students can refer to human rights and/or to issues of inequality in society, for example:

"The European Convention on Human Rights and the Children's Rights Convention state that it is the duty of governments to provide every child with an education.

– Explain whether you think the school fulfilled this obligation.

– What is needed to give children the education they deserve?

– Who do you think is responsible for making this happen?

– What other areas of life are affected as a result of inequalities in society?

– Discuss."

Suggested result of plenary discussion (flip chart, completed handout)

Help for Hope College

Problems	Solutions	Responsible	Educational needs
(1) Refugee children			
Language problems	Special courses	Principal Local council	Language
Boy does not speak	Therapy, special tuition	Advice: principal, teacher	Language, emotional
Girl cannot walk	Medical treatment Special tuition Advice for parents		Physical
(2) Refugee and local students			
Bullying, teasing Gang Threats Fight, boy injured	Discussion in class Rules of conduct Students as monitors	Teachers Students Parents	Emotional Social Attitudes and values
(3) Teachers			
Cannot care for refugee and local students	Smaller classes Classes in shifts More teachers	Local council	Learning Language Cultural Religious
(4) Parents			
Want separate classes for boys and girls	"No"? "OK"?	?	Cultural Religious

Lesson 4
Why are human rights important?
Why do we need human rights legislation to protect vulnerable people?[14]

Learning objectives	The students are able to consider: – issues which arise when people of different values and ways of life try to live together; – reasons why the international human rights instruments have been developed, especially where individuals and communities are vulnerable.
Student tasks	The students: – engage in critical analysis and prioritising of situations; – role-play discussions between opposing parties; – develop key principles based on the role play and compare them with corresponding sections of the ECHR; – compare the scenario with real examples of human rights abuses in their own country; – develop presentations for other students about selected elements of the ECHR.
Resources	Copies of the island scenario (student handout 3.4). Copies of the situation cards for each small group (student handout 3.5). Key elements of human rights (student handout 3.6). Large sheets of paper and art materials, as required, for final presentation.
Methods	Critical thinking. Discussion. Negotiation. Group presentation.

Information box

The European Convention on Human Rights was introduced to protect the rights of people whose fundamental rights, for example the right to life, to religious freedom or to justice under the law, were being denied. All governments who are members of the Council of Europe have agreed to abide by the articles of the Convention in respect of their citizens. Each country has to report to the international community on the state of human rights in their country. Individual citizens can complain to the European Court of Human Rights if they believe that the country of which they are a citizen is denying them their human rights. One country can also lodge a complaint against another country about breaches of human rights, but this does not happen very often.

The European Convention on Human Rights was closely modelled on the Universal Declaration of Human Rights, which was introduced after the genocides of the Second World War.

14. Based on a lesson developed by the Citizenship Foundation, London.

The lesson

The teacher refers to the "role cards" (student handout 3.4) when he/she introduces the scenario and the two groups involved in the role play. First, the teacher describes the island, possibly with the help of a map on the blackboard, and then describes the islanders, who have lived there for generations.

The teacher then tells the class that another group has arrived and wants to settle on the island. They are very different from the islanders. The teacher describes the settlers and their way of life and then divides the class into two halves. One half of the group will play the role of islanders and the other half will be settlers. There are two possible ways of discussing these issues (see methods 1 and 2 below). For classes used to role playing, use method 1. For classes used to working in more formal ways, use method 2.

Method 1: role play

The students work in pairs. One of them takes on the role of the islander and one that of the settler. They are to consider each of the situations described on the small cards from the point of view of their own people. They are going to enter into negotiations with the other people (assuming that language is no barrier). They should try to agree on:

a) What are the most serious problems for their people?

b) What do they want to get out of the negotiations?

Then the teacher asks pairs of islanders and pairs of settlers to sit together. They will role-play a meeting of the two peoples in an attempt to bring about agreement on both of these issues and on guidelines for the future.

Remind the two groups before they begin discussions that the islanders may not be completely happy until the settlers leave the island, because their whole way of life may be threatened. On the other hand, the settlers love this new place and may be prepared to use force to stay there.

Ask each group of four students to first agree on the most serious problems facing the groups and to deal with them in order of seriousness, working from the most to the least serious problems, as time permits.

Method 2: guided discussion

This exercise is best done using role play, but can work quite well for students unused to role playing. Half the class will look at the situations from the point of view of islanders and the other half from that of the settlers. Each situation is described from two points of view. Working in pairs, the students decide what are the most serious issues and try to think of the best way of resolving each issue from their own points of view. Remind them that there is an "ideal" or "fair" way of solving each problem, but reality (and history) suggests that one side might get its own way more than the other, due to an imbalance of power.

The teacher leads the discussion of each situation, taking one view of the problem and then asking the other group for opposing points of view. The teacher tries to broker an agreement between the two groups. Each discussion could be led by one pair from each side coming to the front of the class to talk about the problem as they see it. A variation on this method is for pairs to discuss each situation, with one representing the islanders and the other the settlers.

Debriefing for methods 1 and 2

Debrief the students about the situations they have discussed using the following questions:

– Were negotiations easy or hard? Why?

– Did each group get what they wanted out of the negotiations?

– Which group came out of the negotiations best? Why?

– Did one group have more moral rights in each situation than the other?

– What is the future likely to be for the two groups on the island?

– What might prevent the domination of one group over the other?

– Draw up a list of rules or principles that could help the two groups co-exist peacefully on the island. Compare this class list with key elements of human rights (see student handout 3.6). Which of these articles could help to prevent people like the islanders losing their land, their way of life and their basic human rights?

The teacher points out that this kind of situation has occurred many times in history, for example, when British settlers colonised Australia or Europeans colonised North and South America. At the time, there was no international human rights legislation in place and many acts took place which violated the human rights of the indigenous peoples. Similar situations are still taking place, for example, where South American tribes are being dispossessed of their land because international companies are mining or logging.

Celebrating the importance of human rights

As the final exercise in this unit, the teacher asks the students (in groups) to select one of the human rights found in the European Convention that has been discussed in the course of this unit. Then students make a banner displaying this right and prepare a presentation about its importance. Some students could draw scenes from the islanders' role play to illustrate the issues dramatically. These could be presented to the class, the year group or even to the whole school. In this way, the unit may lead to a follow-up project, if time allows and the students are interested. See lesson 4 in Unit 5 (media) on how to plan such a project in class.

Student handout 3.1

The school on the edge of the forest

There was once a community of people who lived in dense forests on the side of a mountain range. They were religious people who brought their children up strictly to worship the gods of their people. Their religion believed there were no differences between men and women.

Between the mountains and the farthest edge of the country was a huge expanse of plain. A different community of people lived on the plain. They had no religion, but worked hard for each other. They were fierce warriors and men were the dominant sex. Women were respected but could not rise to become leaders.

The people of the forest had nothing to do with the people from the plains. They hated and feared each other. There had sometimes been wars between them.

One day a young man arrived on the edge of the forest. He announced that he wanted to build a school there so that the children of both communities could be educated together, so that there could finally be peace between the two peoples.

Soon, a simple wooden building was ready and the day came when the teacher opened his school for the first time. A few children from both communities came to see what it would be like. The parents and the leaders of the two communities watched anxiously.

At first, there were problems between the children. They called each other names and there was often fighting. But the children could see the value of coming to school and gradually things began to settle down. The teacher was strict but fair and treated all his pupils equally. He said he respected both ways of life and the children were taught about their different ways of life.

More and more children started attending the school on the edge of the forest.

However, it soon became clear that more children from the plains were attending the school. The forest children now made up only a quarter of the school. The teacher talked to the parents of both sides to encourage and reassure them.

But then one morning, the teacher arrived to find that someone had burned the school to the ground.

(Based on a story by Ted Huddleston of the Citizenship Foundation)

Student handout 3.2
Hope is for everyone

The principal of Hope College was a generous and humane woman. She believed strongly in the importance of education. "Everyone deserves a good start in life," she used to tell the staff. "I do not want you to treat any one person more favourably than another in this school. That would not be fair."

Then one day a group of refugee children arrived at the school. Their families had fled from a conflict in a neighbouring country. The principal told the staff,

> *"These unfortunate young people have lost everything. Make them welcome in your classes. They should suffer as little as possible. The war was not their fault."*

The staff agreed. The children were put in classes according to their age. Most of the refugee children were on their own in the class, but in one class there was a group of four refugee boys.

It wasn't long before the staff began to realise there were some difficulties in treating the refugee children the same as the others in the class. One by one, they came to the principal with their problems. "The refugee child in my class doesn't speak our language," said one teacher. "I haven't got the time to translate everything for her. It's taking too much of my time. Other students are suffering." "The refugee student in my class won't speak to anyone," another teacher observed. "He may be traumatised by the war. Or he may just have difficulties with learning. What can I do?" A third teacher said, "I have a child who was injured. She cannot walk. She cannot join in any physical activity and she can't get up the stairs to the science laboratory."

Then other problems began to emerge. At lunchtimes, some of the refugee children were bullied and teased. They were called insulting names and some of the other children told them to go back where they came from.

The four boys in the same class formed a gang to protect themselves. One day, there was a fight between one of them and a local boy. The refugee boy hurt his opponent very badly. The staff complained to the principal that the boy should be expelled from the school, but the principal wondered if that would be fair, given what the young refugee had been through. The staff said:

> *"We have tried to make this work, but our own children are suffering too much. We cannot teach these children and do our best for the local students at the same time."*

Shortly after, the parents of the refugee children asked to see the Principal. They said:

> *"We don't like the fact that you teach boys and girls together in sport classes. That is against our religion and culture."*

The principal was finally beginning to run out of patience. She was finding this a difficult problem but knew in her heart that she should not lose hope.

Student handout 3.3
Help for Hope College

Problems	Solutions		
(1) Refugee children			
(2) Refugee and local students			
(3) Teachers			
(4) Parents			

Student handout 3.4

The islanders and the settlers (role cards)

Group 1: The islanders

You are a group of islanders. Your people have lived on this island for thousands of years. Your ancestors are buried in sacred places in the mountains and you believe their spirits are still there.

You lead a very simple way of life. Women care for the children whilst the men wander across the whole island hunting animals and gathering food from the lush vegetation. Your people believe everyone has a responsibility to preserve nature and to leave it undamaged for the next generation. Your weapons are spears, bows and arrows and animal traps.

Your religion is based on the worship of nature and your culture is based on the importance of the community. When food is short, everyone shares and people work hard for each other. When food is plentiful, people gather together to sing, dance and tell stories. Your people have no need for writing.

You have very few laws. The tribal chief can make new laws if necessary. He can also arbitrate in disputes between members of your community.

Group 2: The settlers

You are with a group of people who have sailed from Europe in the hope of finding a new way of life for yourself and your family. You want to find one of the new lands which have been discovered on the other side of the world. You hope to settle there to build homes and farms and to become prosperous.

You are taking with you tools for tilling the soil and guns for hunting. Your culture is based on education and hard work. Everyone aims at becoming prosperous and comfortable. You have no single religion but you believe that people should have the right to follow their own faith.

You want to decide things democratically in your new community. You have left a society where only an elite group had power and where there were great inequalities of wealth. You want to establish a society in which all people are equal or where everyone has the same chance to succeed.

Student handout 3.5

Situation cards: the islanders

Look at the following situations and decide in your own groups what you think should be done about them.

Islanders	Settlers
1I New fences Some of the settlers have started putting up fences around their houses, across the tracks you have always used to follow the herds. You have torn some of them down.	**1S New fences** Islanders have torn down some of the fences you have put up to keep in the animals you have caught.
2I The trespasser An islander was crossing an area that had been fenced in by the settlers and he has been shot and killed.	**2S The trespasser** Islanders have been trespassing across some of the land you have fenced in for your animals. One was given a warning and then shot.
3I A mixed marriage One of the islanders has fallen in love with a settler woman. They want to get married and live in one of the settler communities. The man's family are very unhappy about it.	**3S A mixed marriage** One of the settler women has fallen in love with an islander. They want to get married and live in a settler community. Some of the settlers are unhappy about it.
4I Sacred places Some of the settlers are digging for minerals in the mountains where you believe the spirits of your ancestors live. These places are sacred to you. In protest, you have attacked some of the men doing the digging.	**4S Sacred places** You have discovered valuable minerals in the mountains. You will be able to sell these minerals to traders back home. The islanders seem to regard the mountains as sacred, which you think is just superstition. They have attacked the men doing the digging.
5I Education Some of the settlers have opened a school and have invited your children to come along and learn to read and write.	**5S Education** Some of the settlers have opened a school. They have invited the islanders to send their children to the school.

Student handout 3.6

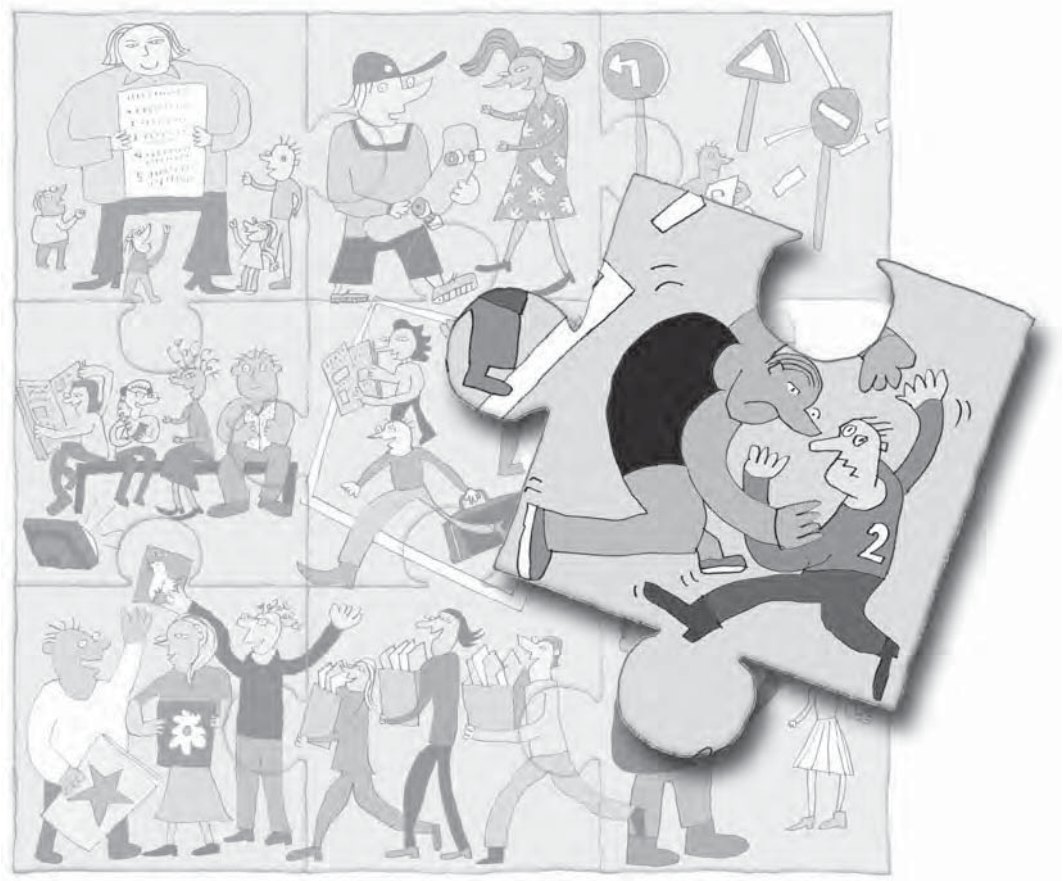
Key elements of human rights[15]

1. Right to life.
2. Freedom from torture.
3. Freedom from slavery.
4. Right to liberty and security.
5. Right to a fair trial.
6. Right to an effective remedy in case of violations.
7. Freedom from discrimination; right to equality.
8. Right to be recognised as a person; right to nationality.
9. Right to privacy and family life.
10. Right to marry.
11. Right to own property.
12. Right to movement of persons.
13. Right to asylum.
14. Freedom of thought, conscience and religion.
15. Freedom of expression.
16. Freedom of assembly and association.
17. Right to food, drink and housing.
18. Right to health care.
19. Right to education.
20. Right to employment.
21. Right to rest and leisure.
22. Right to social protection.
23. Right to political participation.
24. Right to take part in cultural life.
25. Prohibition of destruction of human rights.
26. Right to a social order that recognises human rights.
27. Duties of the individual.

15. This list is based on the teacher's resource sheet in Unit 5, "Rights, liberties and responsibilities".

UNIT 4
Conflict

What to do if we disagree?



4.1. Conflict resolution

How can we deal with serious disagreements?

4.2. Applying the six-step approach

How can we avoid fighting our neighbour?

4.3. Conflicting human rights

A clash between human rights. What now?

4.4. Using violence

Is using violence acceptable in some cases?

UNIT 4: Conflict
What to do if we disagree?

The concept of peace has an important cultural dimension. Traditionally, in Far Eastern cultures, peace has more to do with inner peace (peace in our minds or hearts) while in the western world, peace is understood to be outside the individuals (the absence of war or violent conflict). In India, for example, the word for peace is "shanti", which implies a perfect order of the mind or peace of mind. Gandhi based his philosophy and strategy on a concept called "Ahimsa", which broadly means "to refrain from anything at all harmful". He said, "literally speaking, Ahimsa means non-violence. But to me it has a much higher, an infinitely higher meaning. It means that you may not offend anybody; you may not harbour uncharitable thoughts, even in connection with those who you consider your enemies. To one who follows this doctrine, there are no enemies." In the Maya tradition, peace refers to the concept of welfare and is linked to the idea of a perfect balance between the different areas of our lives.[16]

"Positive peace" describes a state whereby the collective will is directed towards promoting peace and removing the barriers to peace. It includes a commitment to social justice, thereby moving beyond the idea that peace is the absence of fear, violence and war. It includes a commitment to non-violent conflict resolution and seeks to encourage the capacities of individuals and groups so they are able to address social problems in a constructive manner. For EDC educators, it also means promoting democratic processes in the classroom, addressing issues of power or the abuse of power, as well as seeking at all times to encourage the skills of listening and constructive dialogue and a commitment to resolve conflict.[17]

Is violence natural? Many people are convinced that human beings are naturally violent and that consequently we cannot avoid wars, conflicts and general violence in our lives and our societies. Other specialists in this field claim that we can avoid thinking, feeling and acting violently. The Seville Statement on Violence, elaborated in 1986 by a group of scholars and scientists from many countries, confirms this by stating that:

> "1. It is scientifically incorrect to say that we have inherited a tendency to make war from our animal ancestors (...) Warfare is a solely human phenomenon and does not occur in other animals (...).
>
> 2. There are cultures that have not engaged in war for centuries and there are cultures which have engaged in war frequently at some times and not at others (...).
>
> 3. It is scientifically incorrect to say that war or any other violent behaviour is genetically programmed into our human nature (...).
>
> 4. It is scientifically incorrect to say that humans have a 'violent brain' (...) how we act is shaped by how we have been conditioned and socialised (...)."

Most of us are conditioned by our environments to react aggressively and violently. We learn to think, feel and act aggressively and in some cases violently. Wherever we live, we are submitted to a social and cultural pressure that conditions us to read about violence, watch violence and hear about violence almost constantly. Television programmes, advertisements, newspapers, video games and the movie and music industries contribute greatly to this situation. Before reaching adolescence, a child has seen thousands of murders and violent acts just by watching television. Our modern societies, whether consciously or not, make no apology for violence. Violence is seen

16. Text from "COMPASS, a manual for human rights education with young people", Council of Europe,. Strasbourg 2002, p. 376ff.
17. From "A glossary of terms for education for democratic citizenship", Karen O'Shea, Council of Europe, DGIV/EDU/CIT (2003) 29.

as being of positive value. In most cultures, saying no to violence and avoiding physical violence or confrontation may be perceived as a sign of weakness, especially for men, who are put under a lot of pressure by their peers from a very young age.[18]

For additional information, refer to the teachers' resource sheet at the end of this unit.

Education for Democratic Citizenship and Human Rights

Through this series of lessons students will:

- increase their insight into the mechanisms behind a conflict;
- increase their insight into non-violent conflict resolution;
- improve their ability to deal with conflict in their own environment;
- improve their ability to consider the views and needs of all parties involved in a conflict;
- increase their insight into conflicts between human rights;
- increase their critical thinking about the use of violence;
- increase their insight into how to cope with the violence they are confronted with;
- be stimulated to approach conflicts in a non-violent way.

18. Text from "COMPASS, a manual for human rights education with young people", Council of Europe. Strasbourg 2002, p. 380.

UNIT 4: Conflict
What to do if we disagree?

Lesson title	Objectives	Student tasks	Resources	Method
Lesson 1: Conflict resolution	Introduction to a six-step approach to conflict resolution.	Analyse a conflict; find solutions.	Student handout 4.1	Small group work.
Lesson 2: Applying the six–step approach	Learning to apply the six-step approach.	Analyse a conflict; find solutions.	Student handout 4.1 Student handout 4.2	Small group work.
Lesson 3: Conflicting human rights	Learning to recognise and analyse situations where human rights are in conflict.	Analyse a situation where human rights are in conflict.	Student handout 4.3 Student handout 5.2	Small group work. Critical thinking.
Lesson 4: Using violence	Develop critical thinking about the acceptability of the use of violence and about personal behaviour.	Reflect upon use of violence and upon personal behaviour.	Student handout 4.4	Small group work. Critical thinking.

Lesson 1
Conflict resolution
How can we deal with serious disagreements?

Learning objective	Introduction to a six-step approach to conflict resolution.
Student tasks	Analyse a conflict; find solutions.
Resources	Sheets of paper or copybooks and pens. Student handout 4.1.
Method	Whole class and optional pair work.

Conceptual learning

Conflicts are part of daily life. They need not be seen as negative events, but as clashes of interests between individuals or groups. In politics, conflicts are even an important part of the public discussion. Only through open conflict and the search for compromise do all the different social groups feel heard and integrated. Conflict resolution (looking for compromise) is a skill that can be learned. This lesson aims at contributing to this goal.

The following descriptions of a conflict resolution appear in this lesson and it is important that the teacher is aware of their meaning.

Win-win: this describes a situation in which both parties benefit in the same way from the agreed resolution to the conflict and feel that they have achieved what they wanted. This is seen as the most ideal conflict resolution situation, since it helps to ensure that the conflict does not re-appear.

Win-lose or lose-win: this describes a situation where the resolution of the conflict has meant that one party has lost and the other has won. This kind of situation often means that the conflict will re-appear, as there is little benefit to the loser.

Lose-lose: This describes the situation in which neither party gains anything from the resolution of the conflict. This situation often means that the conflict has only temporarily disappeared and is more than likely to resurface.

The lesson

The teacher starts the lesson by writing the word "CONFLICT" on the left side of the blackboard. The students are then asked to write down on a sheet of paper expressions and words associated with the word "conflict" which come into their minds.

The same is then done with the word "PEACE", which the teacher writes on the right side of the blackboard. The teacher then asks about 10 students for their words. The results are brought together on the blackboard and the students then give their comments on the following questions:

- Are they surprised at any of the words chosen?
- Do all the words associated with conflict appear to be negative, whereas the ones associated with peace have a positive connotation?

The teacher then asks the students to give examples of conflicts that they themselves have experienced or that have occurred in their environment. He/she asks them to think whether these conflicts belong to the category of conflicts that could be resolved and that are the first step towards compromise, or to the category of conflicts that cannot be resolved. The teacher then introduces them to the idea that conflicts do not necessarily lead to violence and that more constructive approaches to conflicts are possible.

The teacher then introduces them to a concrete example of a conflict that can occur in a family.

"Katja, the 18-year-old daughter, wants to watch a video, which she recently received from a friend. Her brother Martin, 15 years old, would like to see his favourite television programme."

The teacher gives each student a copy of student handout 4.1 and begins to analyse this conflict using the six-step approach described below.

Steps 1 and 2 are undertaken with the whole group, guided by the teacher, who insists on finding out the real "needs" of both parties, and in forming a clear definition of the conflict.

In step 1 it is important that the real needs of each of the parties are spelled out in a non-provocative way. Thought must be given to what the real needs behind the problem are, as these can differ from the needs expressed by the parties themselves. In step 2, the problem behind the conflict is formulated in a way that both parties can agree upon.

Step 3 consists of thinking of possible solutions. At this stage, the solutions should not be commented on or judged – all contributions should be welcomed. Step 3 could take place in pairs, followed by an exchange of views (or partners?). The teacher then introduces the concept of the "lose-lose", "win-lose", "lose-win" or "win-win" approaches in analysing the solutions, and then asks the pairs to evaluate their solutions using this concept (step 4).

If the students discover that none of their solutions results in a win-win situation, they are invited to think further. However, there will always be cases in which a win-win solution is not possible. After presenting their answers, the teacher invites the group to decide which solution is best (step 5). In a real conflict, where the parties are directly involved in this approach to conflict resolution, the parties must accept the solution. The teacher finishes by briefly presenting a possibility for step 6. The essential element of step 6 is that after a certain time (a number of minutes, hours, days or weeks, depending upon the nature of the conflict) the solution is evaluated and, where necessary, adapted.

In conclusion, the teacher supports a discussion about the question whether a tool such as the six-step method could work, in what type of situation, and what would be the consequences if such a tool were widely known about and used. This should be discussed in relation to different groups and contexts, such as the following:

- peer groups;
- family;
- class;
- school;
- state;
- war;
- sport.

Lesson 2
Applying the six-step approach
How can we avoid fighting our neighbour?

Learning objective	Learning to apply the six-step approach.
Student tasks	To analyse a conflict and find solutions which benefit both parties.
Resources	A copy of one of the conflict scenarios on student handout 4.2 for each small group. Student handout 4.1.
Method	Small group work.

Information box

Peaceful conflict resolution cannot be put into practice purely by understanding the theoretical concept. It is a real skill that has to be learned, and this lesson provides an opportunity for students to learn how to put peaceful conflict resolution into practice. The next step will be applying this knowledge to a real life situation at school.

The lesson

The teacher begins the lesson by explaining to the students that their task is to apply the six-step approach to conflict resolution in different conflict situations.

The class is divided into small groups of four or five students, and each group receives a copy of student handout 4.2. Each group works on one of the scenarios, so that each scenario will be worked on by more than one group. The students also use student handout 4.1 entitled "A six-step approach to conflict resolution". After the groups have finished, a spokesperson from each group presents their six steps to the whole class. Do this first for "conflict 1", and then for "conflict 2":

After their presentations, the teacher leads a classroom discussion about the solutions, using the following questions:

- Do we understand the "needs" and the "definition of the problem"? Are there unresolved questions?
- Could we find other solutions that we think would be better in the long term?

In a second step, the teacher asks the students to work on conflicts that have taken place or are ongoing in the school, in the peer group, in the country, etc. They are asked to choose one or more (depending on the time available) and to think about possible win-win solutions.

If the teacher uses the two case studies as a means of introducing the students to forms of mediation, he or she can give some basic information about the judicial system of conflict resolution in the country (forms of mediation, the possibility of taking a conflict to court, etc.). Instead of discussing these conflicts with the six-step approach, the situations could also be role-played.

In the case of role play, one student would play party A, another party B, and a third would take on the role of mediator. The teacher could then ask each group for feedback on how they resolved the conflict. Different solutions could be discussed, as well as the process of trying to reach a resolution. These additional elements may well take up a lot more time, and it might be necessary for them to be undertaken as an extracurricular activity or as an additional unit.

Lesson 3
Conflicting human rights
A clash between human rights. What now?

Learning objective	Learning to recognise and analyse situations where human rights are in conflict.
Student tasks	Analyse a situation where human rights are in conflict.
Resources	Large sheet of paper and marker for each group. Student handout 4.3. Student handout 5.2.
Method	Small group work. Critical thinking.

Information box

Although at first sight human rights may seem to offer clear answers, this is not always the case. Indeed, there are many situations in which someone's right conflicts with someone else's. In such a case, critical thinking can help one to weigh the rights involved against each other, and to determine one's own solution.

The lesson

Working groups (four or five students per group) receive a case about conflicting human rights (student handout 4.3 “Five cases of conflicting human rights”), a large sheet of paper and a marker.

First, the students are invited to discuss which human rights are involved in the conflict. For the discussion the group can be given a list of human rights (student handout 5.2). Once they have agreed on which rights are in conflict, they divide their sheet of paper as shown below. The teacher could prepare this on the blackboard and enter the rights involved into the first box.

Case Number
Human rights involved
– – –
Solution
Why?

The second task is to have an open discussion on what the students believe the solution to the conflict could be. They give reasons for their choice and add them to their sheet.

Each group is then asked to appoint a spokesperson, who presents the group’s answers to the whole class. The teacher can ask the class for feedback about the choices made and whether or not they agree or disagree with the group’s ideas.

Lesson 4
Using violence
Is using violence acceptable in some cases?

Learning objective	Develop critical thinking about the acceptability of the use of violence and about personal behaviour.
Student tasks	Reflect upon use of violence and upon personal behaviour.
Resources	Cards or strips of paper with cases from student handout 4.4. for each group. (The teacher needs to have some information on the judicial system of conflict resolution in the country.)
Method	Small group work. Critical thinking.

Information box

Though a peaceful world is seen as the ultimate goal, neither international human rights law nor international humanitarian law excludes the use of violence in absolute terms. This lesson aims to contribute to the students' critical thinking about the legitimacy of the use of violence in specific cases. Students are asked to reflect upon their personal behaviour with regard to violence used by themselves or by others in their environment.

The lesson

The class is divided in working groups of four or five. A student or the teacher presents case 1 from student handout 4.4.

It might be too difficult to deal with all four cases in one lesson. The teacher therefore could decide to give different cases to different groups, to choose only two of the four cases or to add another lesson.

The task of the group is to discuss the case, using the questions given on the card, and to present their response orally. The teacher needs to be aware that the fundamental question being explored is to what extent the use of violence should be accepted. After each group has responded, the teacher can give some additional information related to the case before giving out the next case.

Teacher's copy of cases, questions and additional information

Case 1

During a demonstration on the issue of anti-globalisation, a small group of people starts throwing stones at the headquarters building of a famous trans-national company. The police force present on the spot sees this taking place and tries to arrest the people involved. During this intervention, a policeman is captured by the people throwing stones and is seriously beaten.

Questions:

1. Would it be acceptable for the police force to use their guns to shoot at the people throwing stones?
2. Would it be acceptable for the police to intervene using machine guns? (This would be faster, but would almost certainly result in more casualties.)
3. Would it be acceptable for the police to wait until they are able to intervene using a water cannon?
4. Would it be acceptable for the police not to intervene by using force, in order to avoid escalation of the conflict?

Information

Following international standards, the police may use force under certain conditions. Force should be used only if necessary and should be in proportion to the aim of the intervention. Should a police officer be ordered by his/her superior to intervene in a way that is clearly in contradiction with this rule, UN rules expect him/her to refuse to carry out the order.

Case 2

Country X declares war on country Y because Y clearly protects and even finances rebel groups operating against country X from within country Y. Country X's intelligence team discovers in which village a group of well-trained and armed rebels are staying, and finds out that they are preparing a major bomb attack on an important industrial target.

Questions:

1. Would it be acceptable for country X to bomb the village heavily, making sure that only a few people, including local inhabitants, survive?
2. Would the former be acceptable after a clear request to the rebels to surrender and a clear warning to the local population to leave the village and to gather in the local sports stadium, where they would be allowed in after being searched for weapons?
3. Would it be acceptable not to intervene by using force? What alternatives can you think of?

Information

International rules (the so-called "Geneva Conventions") on warfare do not foresee a total ban on the use of military force, but forbid some types of interventions and weapons. One of the principles is that military force should not be used against non-military targets, and should neither be indiscriminate nor disproportionate: for example, serious attempts have to be made to avoid civilian casualties by refraining from using the most powerful bombs against military targets, in situations where less powerful bombs would be sufficient. In this way, civilian casualties and the deaths of innocent parties (so-called "collateral damage") could be prevented. However, as mentioned above, this does not mean that the "Geneva Conventions" on warfare consider collateral damage unacceptable, but rather that they take it into account to a certain extent.

Case 3

Mr X, a young man working as a technical assistant at the local hospital, regularly beats his wife when he arrives home drunk. His wife once informed the police about the beatings by her husband, which are sometimes serious. The neighbour's wife, who accidentally became aware of the situation, can now imagine what is going on next door when she hears her neighbours arguing and shouting.

Questions:

1. Should the neighbour's wife inform the police in such cases, or is that an unacceptable intrusion into her neighbours' privacy?
2. When they receive information from someone, should the police intervene in these circumstances?

Information

"(...) States should condemn violence against women and should not invoke any custom, tradition or religious consideration to avoid their obligations with respect to its elimination. States should pursue by all appropriate means and without delay a policy of eliminating violence against women and, to this end, should:

(a) Consider, where they have not yet done so, ratifying or acceding to the Convention on the Elimination of All Forms of Discrimination against Women or withdrawing reservations to that convention;

(b) Refrain from engaging in violence against women;

(c) Exercise due diligence to prevent, investigate and, in accordance with national legislation, punish acts of violence against women, whether those acts are perpetrated by the State or by private persons (...)."

From the UN Declaration on the Elimination of Violence against Women (1993).

Case 4

Leo, 13, is a slim and rather small young boy. He is often bullied by some older boys while he is playing in the local playground. This time, he replies that they should not harass him all the time, and that they are behaving like non-educated, primitive people. As a consequence the older boys start beating him severely. Leo's friend sees this happening when he enters the playground. Some elderly people also see it happening when they cross the playground on their way back home after buying food at the market.

Questions:

1. Should Leo's friend intervene in this case? How?
2. Should the elderly people intervene? How?
3. What other solutions would you suggest?

As an additional task, the students could draft a letter to the older boys, in which they explain what they think of the older boys' behaviour. This could be a task for homework or for groups who work more quickly.

Teacher's resource sheet
International humanitarian law

What is international humanitarian law?

International humanitarian law (IHL) encompasses both humanitarian principles and international treaties that seek to save lives and alleviate the suffering of combatants and non-combatants during armed conflict. Its principal legal documents are the Geneva Conventions of 1949, four treaties signed by almost every nation in the world. The conventions define fundamental rights for combatants removed from the fighting due to injury, illness or capture and for civilians. The Additional Protocols of 1977, which supplement the Geneva Conventions, further expand those rights.

Who does IHL protect? Does IHL protect me?

IHL protects wounded, sick or captured members of the armed forces and civilians. Wounded and sick combatants – to whatever nation they may belong – are to be collected and cared for under the provisions of Geneva Convention I. They cannot be murdered or subjected to torture or biological experiments. They are to receive adequate care and are to be protected against pillage or ill-treatment. The convention also protects medical workers, military religious personnel, military medical facilities and mobile units.

Wounded, sick, and shipwrecked combatants at sea are protected by Geneva Convention II. They receive the same protection as soldiers on land, extended to conditions encountered at sea. Hospital ships are protected.

Prisoners of war (POWs), protected by Geneva Convention III, must be treated humanely and provided with adequate housing, food, clothing and medical care. They are not to be subjected to torture or medical experimentation and must be protected against acts of violence, insults and public curiosity. Captured war correspondents and civilians authorised to accompany the military are also entitled to this status.

Civilians are protected under Geneva Convention IV. At all times, parties to the conflict must distinguish between civilians and combatants and direct their operations only against military targets. Civilians must be permitted to live as normally as possible. They are to be protected against murder, torture, pillage, reprisals, indiscriminate destruction of property and being taken hostage. Their honour, family rights and religious convictions and practices are to be respected. Occupying forces shall ensure and allow safe passage of adequate food and medical supplies and the establishment of hospital and safety zones for the wounded, sick, elderly, for children, expectant mothers and mothers of young children. This convention provides special protection for women and children. The hospital staff caring for these individuals is to be respected and protected.

The Geneva Conventions call for humanitarian assistance to be carried out by the International Committee of the Red Cross (ICRC), the Red Cross and Red Crescent national societies or other impartial humanitarian organisation, as authorised by parties to the conflicts.

Are international humanitarian law and human rights law different?

Yes, but they complement each other. Both seek to protect individuals from harm and maintain human dignity, but they address different circumstances and have different core documents. IHL applies in times of armed conflict to limit the suffering caused by war and to protect those who have fallen into the hands of the opposing party. IHL's primary focus is to safeguard the fundamental rights of wounded, sick and shipwrecked combatants, POWs and civilians. Human rights law applies in times of peace or war, but is primarily concerned with protecting people

against government violations of their internationally recognised civil, political, economic, social and cultural rights.

What does IHL say about child soldiers?

Humanitarian law prohibits children from taking part in hostilities, but child soldiers still represent a serious problem in many parts of the world. IHL requires that children under 15 should not be recruited into the armed forces, and that "all feasible measures" be taken to ensure that they do not take direct part in the fighting. In recruiting those between 15 and 18 years of age, priority must be given to the oldest (Article 77, Protocol I). Unfortunately, the number of children becoming soldiers. either voluntarily or by force. is increasing. Children living in conflict zones, particularly those separated from their families or marginalised in other ways, may become potential recruits. Children are often forced to join an armed group or to become child soldiers as a means of survival.

When is IHL used?

IHL applies to armed conflict (war) taking place between nations (international armed conflict) or to internal armed conflicts such as civil wars.

Does IHL apply to the terrorist attacks of 11 September?

Although 11 September 2001 brought death and destruction on a scale we associate with warfare, it is not clear that IHL applies. IHL applies to armed conflict between states (international armed conflict) or to internal armed conflicts such as civil wars. If the shocking attacks on civilian targets in New York and Washington were committed by a terrorist network operating on its own, then they amount to horrendous crimes, rather than acts of war to which IHL would apply.

Does IHL provide special protection for women?

Yes. Although women enjoy the same general legal protection as men, the Geneva Conventions recognise the principle that "women shall be treated with all the regard due to their sex" (Article 12, GC I and II, Article 14, GC III). This means that additional protection is provided to address women's specific needs arising from gender differences, honour and modesty, pregnancy and childbirth. For example, women POWs or internees are to be held in quarters separate from men's, under the immediate supervision of other women. Women are to be protected "against rape, enforced prostitution or any form of indecent assault" (GC IV, Article 27, also Article 75 and 76, Protocol I). As to relief shipments, "expectant mothers, maternity cases and nursing mothers" are to be given priority (Article 70, Protocol I). To learn more about issues for women in armed conflict, as well as the resilience many have shown, see the recent study on "Women Facing War" at www.womenandwar.org.

How does IHL protect children?

IHL forbids attacks against civilians and identifies special protection for children. All civilians are to be protected against murder, torture, pillage, reprisals, indiscriminate destruction of property and being taken hostage. Their honour, family rights, religious convictions and practices are to be respected. Occupying forces are to ensure and allow safe passage of adequate food and medical supplies and the establishment of hospital and safety zones for the wounded, sick, elderly, children, expectant mothers and mothers of young children. Special provisions also respond to the needs of children unaccompanied by family, psychosocial needs, and family communication.

Children under 15 who are orphaned or separated from their families must be provided for. They must be able to practise their religion and their education must be facilitated.

Is it a violation of IHL if civilians are killed during war?

Protecting civilians is a major objective of IHL. Under Geneva Convention IV, civilians are to be protected from murder and permitted to lead normal lives, if security allows. Additional Protocol I of 1977 provides further details extending civilian protection in international armed conflicts. Although the United States signed Protocol I, it has not yet ratified it. Even so, the US has indicated it will abide by these provisions, which are considered by many to be a codification of widely accepted customary law, developed over hundreds of years.

The basic rule on the principle of distinction is set out in Article 48 of Protocol I, which states: "In order to ensure respect for and protection of the civilian population and civilian objects, the Parties to the conflict shall at all times distinguish between the civilian population and combatants and between civilian objects and military objectives and accordingly shall direct their operations only against military objectives." In addition to prohibiting direct attacks, IHL also prohibits indiscriminate attacks on civilians. These can occur, for example, when an attack by the armed forces on a military target does not take into account excessive negative consequences to civilians (Article 41 of Protocol I).

However, not all civilian deaths are unlawful during war. IHL does not outlaw armed conflict, but instead attempts to balance a nation's acknowledged legal right to attack legitimate military targets during war with the right of the civilian population to be protected from the effects of the hostilities. In other words, given the nature of warfare, IHL anticipates a certain amount of "collateral damage", which sometimes, regrettably, may include civilian casualties.

Student handout 4.1

A six-step approach to conflict resolution

<table>
<tr><td>1. Needs of party A
a)
b)
c)
d)</td><td>1. Needs of party B</td></tr>
<tr><td colspan="2">2. Definition of the problem</td></tr>
<tr><td colspan="2">3. Ideas for solutions
a)
b)
c)
d)</td></tr>
<tr><td>4. Evaluate the solutions for party A
a)
b)
c)
d)</td><td>4. Evaluate the solutions for party B
a)
b)
c)
d)</td></tr>
<tr><td colspan="2">5. Which solution is the best?</td></tr>
<tr><td colspan="2">6. Decide how and when the solution will be evaluated</td></tr>
</table>

Student handout 4.2

Conflict scenarios

Conflict 1

Two neighbours disagree with each other about the fence that exists between their respective properties. One neighbour wants to replace the fence with a new one, as he believes that the old one is not in good condition any more. He expects his neighbour to pay half the cost of the new one. The other neighbour agrees that the fence is not in good condition, but he doesn't want to spend money on a new one. He thinks that the existing fence, although it doesn't look good, at least manages to keep the neighbour's dog out of his garden. Moreover, he doesn't like his neighbour always showing off with new, more expensive things.

Conflict 2

Father and mother deeply disagree with each other about how to react when their two-year-old baby makes too much noise inside their apartment. The father believes that his child has to learn how to behave, and that this learning process has to begin as early as possible. Moreover, he prefers to have peace and quiet during his free time, as his job is a very tiring one. The mother feels that you cannot constantly stop a two-year-old child from playing or crying, because it will frustrate the child too much and harm its development.

Student handout 4.3

Five cases of conflicting human rights

Case 1

Max is an eight-year-old boy who was seriously wounded in an accident and urgently needs a blood transfusion at a hospital. However, his father forbids the hospital staff to carry it out for religious reasons. His mother and the doctors would like to save his life.

Case 2

In a hospital, only a limited number of people work in the emergency department. It is a hectic evening and there is only room for one more person to have immediate emergency treatment. Since the lives of two people are still in danger, the doctors have to decide whether to treat a young child or a successful businessman.

Case 3

Gus is a well-respected member of a religious political party, which strongly emphasises family values. A journalist who visits the party's headquarters discovers by chance a series of personal letters from X, from which he can conclude without doubt that Gus is having an extramarital relationship. The journalist publishes the story.

Case 4

Youtchou lives in a Third World country. He is poor and is able to meet his basic needs, but nothing more. He would like to start studying, but cannot find the necessary means to do so. His country is not able to provide him with the resources needed, as the state of the economy is very bad and it has to use all the resources available to cover the basic needs of the population.

Case 5

The local authorities are planning to build a new school on a piece of land which is one of the rare places where children can still play.

Student handout 4.4

Is violence acceptable in some cases?

Case 1

During a demonstration on the issue of anti-globalisation, a small group of people starts throwing stones at the headquarters building of a famous trans-national company. The police force present on the spot sees this taking place and tries to arrest the people involved. During this intervention, a policeman is captured by the people throwing stones and is seriously beaten.

Questions:

1. Would it be acceptable for the police force to use their guns to shoot at the people throwing stones?
2. Would it be acceptable for the police to intervene using machine guns? (This intervention would be faster, but would almost certainly result in more casualties.)
3. Would it be acceptable for the police to wait until they are able to intervene using a water cannon?
4. Would it be acceptable for the police not to intervene by using force, in order to avoid escalation of the conflict?

Case 2

Country X declares war on country Y because Y clearly protects and even finances rebel groups operating against country X from within country Y. Country X's intelligence team discovers in which village a group of well-trained and armed rebels are staying, and finds out that they are preparing a major bomb attack on an important industrial target.

Questions:

1. Would it be acceptable for country X to bomb the village heavily, making sure only a few people, including local inhabitants, survive?
2. Would the former be acceptable after a clear request to the rebels to surrender and a clear warning to the local population to leave the village and to gather in the local sports stadium, where they would be allowed in after being searched for weapons?
3. Would it be acceptable not to intervene by using force? What alternatives can you think of?

Case 3

Mr X, a young man working as a technical assistant at the local hospital, regularly beats his wife when he arrives home drunk. His wife once informed the police about the beatings by her husband, which are sometimes serious. The neighbour's wife, who accidentally became aware of the situation, can now imagine what is going on next door when she hears her neighbours arguing and shouting.

Questions:

1. Should the neighbour's wife inform the police in such cases, or is that an unacceptable intrusion into her neighbour's privacy?
2. When they receive information from someone, should the police intervene in these circumstances?

Case 4

Leo, 13, is a slim and rather small young boy. He is often bullied by some older boys while he is playing in the local playground. This time, he replies that they should not harass him all the time, and that they are behaving like non-educated, primitive people. As a consequence, the older boys start beating him severely. Leo's friend sees this happening when he enters the playground. Some elderly people also see it happening when they cross the playground on their way back home after buying food at the market.

Questions:

1. Should Leo's friend intervene in this case? How?
2. Should the elderly people intervene? How?
3. What other solutions would you suggest?