

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

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

## Lesson 1

### How can people live together?

#### How can education help to develop tolerance and understanding?<sup>13</sup>

<b>Learning objectives</b>	The students are able: <ul style="list-style-type: none"><li>– to consider issues which arise when communities with different values and beliefs try to live together in peace;</li><li>– to consider the role of education in developing understanding between people of different cultures;</li><li>– to consider whether individuals on their own can influence society.</li></ul>
<b>Student tasks</b>	Students discuss issues raised by a story. Students engage in critical thinking. They share ideas. Students role-play to explore an issue.
<b>Resources</b>	Copies of student handout 3.1.
<b>Methods</b>	Discussion. Critical thinking. Hypothesising. Role play.

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

### 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: <ul style="list-style-type: none"> <li>– identify reasons why some people may have unequal access to education;</li> <li>– consider barriers to equality in the wider community;</li> <li>– consider who shares responsibility for overcoming barriers to equality.</li> </ul>
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
<b>(1) Refugee children</b>			
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
<b>(2) Refugee and local students</b>			
Bullying, teasing Gang Threats Fight, boy injured	Discussion in class Rules of conduct Students as monitors	Teachers Students Parents	Emotional Social Attitudes and values
<b>(3) Teachers</b>			
Cannot care for refugee and local students	Smaller classes Classes in shifts More teachers	Local council	Learning Language Cultural Religious
<b>(4) Parents</b>			
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?<sup>14</sup>

Learning objectives	<p>The students are able to consider:</p> <ul style="list-style-type: none"> <li>– issues which arise when people of different values and ways of life try to live together;</li> <li>– reasons why the international human rights instruments have been developed, especially where individuals and communities are vulnerable.</li> </ul>
Student tasks	<p>The students:</p> <ul style="list-style-type: none"> <li>– engage in critical analysis and prioritising of situations;</li> <li>– role-play discussions between opposing parties;</li> <li>– develop key principles based on the role play and compare them with corresponding sections of the ECHR;</li> <li>– compare the scenario with real examples of human rights abuses in their own country;</li> <li>– develop presentations for other students about selected elements of the ECHR.</li> </ul>
Resources	<p>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.</p>
Methods	<p>Critical thinking.  Discussion.  Negotiation.  Group presentation.</p>

### 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		
<b>(1) Refugee children</b>			
<b>(2) Refugee and local students</b>			
<b>(3) Teachers</b>			
<b>(4) Parents</b>			

## 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
<p><b>1I New fences</b></p> <p>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.</p>	<p><b>1S New fences</b></p> <p>Islanders have torn down some of the fences you have put up to keep in the animals you have caught.</p>
<p><b>2I The trespasser</b></p> <p>An islander was crossing an area that had been fenced in by the settlers and he has been shot and killed.</p>	<p><b>2S The trespasser</b></p> <p>Islanders have been trespassing across some of the land you have fenced in for your animals. One was given a warning and then shot.</p>
<p><b>3I A mixed marriage</b></p> <p>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.</p>	<p><b>3S A mixed marriage</b></p> <p>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.</p>
<p><b>4I Sacred places</b></p> <p>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.</p>	<p><b>4S Sacred places</b></p> <p>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.</p>
<p><b>5I Education</b></p> <p>Some of the settlers have opened a school and have invited your children to come along and learn to read and write.</p>	<p><b>5S Education</b></p> <p>Some of the settlers have opened a school. They have invited the islanders to send their children to the school.</p>



## Student handout 3.6

### Key elements of human rights<sup>15</sup>

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.

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