

# **Part 2**

## **Taking responsibility**

### **Unit 5**

#### **Rights, liberties and responsibilities**

**What are our rights and how are they protected?**

### **Unit 6**

#### **Responsibility**

**What kind of responsibilities do people have?**



## UNIT 5

### Rights, liberties and responsibilities

What are our rights and how are they protected?



#### 5.1. Wishes, basic needs, human dignity and human rights

Do I have a human right to everything I wish?

#### 5.2. Detecting human rights violations

Which human right is violated here?

#### 5.3. Rights and responsibilities

How can rights exist without responsibilities?

#### 5.4. Human rights quiz

What is right? What should be one's human right?

## UNIT 5: Rights, liberties and responsibilities

### What are our rights and how are they protected?

Human rights are, on the one hand, concerned with the development of human beings, that is, how they are able to realise their full potential in their relationships with their fellow citizens. On the other hand, human rights define the responsibilities of the nation state towards individuals. Important human rights documents include the Universal Declaration of Human Rights, the European Convention on Human Rights and the Convention on the Rights of the Child. Traditionally, human rights have been divided into categories – civil, political, social, economic and cultural. These categories are often associated with stages of development in human rights history, with civil and political rights regarded as “the first generation”, followed by social and economic rights as the “second generation” and cultural or development rights being viewed as a “third generation”. Notwithstanding the value of categorising rights, EDC/HRE seeks to promote an integrated understanding of human rights. It places equal emphasis on all categories: civil, political, social, economic and cultural. Thus, EDC/HRE seeks to balance a tendency in the past to view certain rights as more important than others. While human rights have been traditionally associated with the state and its relationship with the individual, EDC/HRE is increasingly placing emphasis on the rights of groups or peoples. Attempts to include these ideas in EDC/HRE are important for the development of the concept itself and for the development of local, national and regional communities.<sup>19</sup>

Human rights have three elements: the holder of the rights, the content of the right (what the holder is entitled to claim) and the duty-bearer (the person or institution that must respond to the claim). Duties are usually assessed at three levels:

- To respect is to refrain from directly or indirectly depriving individuals of their rights, including refraining from establishing an institutional system that would deprive people of their rights or giving incentives to others to deprive people of their rights.
- To protect is to enforce that respect; to prevent those who seek to deprive another of rights – whether they be government officials, international institutions, private corporations, community leaders, vigilantes or family members – from doing so.
- To fulfil is to aid the deprived – including those for whom one has a special responsibility, those who are deprived because there has been a failure of the duty to respect and the duty to protect their rights, and those who are victims of natural disasters. This aid includes legislative, budgetary, judicial and other action to provide the best possible policy environment for the protection of rights.<sup>20</sup>

Liberties protected as civil rights include freedom of thought, opinion and expression, freedom of religious belief and practice, of movement within a state and the right to peaceful assembly and association. Other civil rights protect the privacy of the individual, family life and the right to equality before the law.<sup>21</sup>

Responsibilities are a logical consequence of human rights. In order to be protected, every right carries corresponding responsibilities, both for citizens and for the state. Every individual has a moral duty not to violate another person’s personal dignity. Governments, in signing up to international agreements and bound by their own constitutions, not have only a moral obligation, but also a legal duty.

19. From “A glossary of terms for education for democratic citizenship”, Karen O’Shea, Council of Europe, DGIV/EDU/CIT (2003) 29.

20. Based on “Duties sans Frontières. Human rights and global social justice”, International Council of Human Rights Policy.

21. *Idem.*

## **Education for Democratic Citizenship and Human Rights**

Through this series of lessons students will:

- understand better the nature of human rights: they are preconditions that enable every human being to live with dignity;
- increase their knowledge of and their insight into the internationally recognised human rights;
- increase their capacity to recognise infringements of human rights;
- increase their insight into how they could contribute to improving respect for human rights;
- increase their insight into and awareness of the responsibilities connected with human rights: the responsibilities of the state and of institutions, as well as their own moral responsibilities.

## UNIT 5: Rights, liberties and responsibilities

### What are our rights and how are they protected?

Lesson title	Objectives	Student tasks	Resources	Method
Lesson 1: Wishes, basic needs, human dignity and human rights	The students can show that human rights are preconditions for every human being to be able to live with dignity.	The students link their wishes to basic needs and human rights.	Student handout 5.1. Student handout 5.2 (teachers should note that this handout is used throughout the unit and will therefore be needed in other lessons).	Group work, plenary work. Critical thinking.
Lesson 2: Detecting human rights violations	The students can identify violations of human rights.	The students study cases of human rights violations.	Student handout 5.3. Student handout 5.2.	Pair or group work. Plenary discussion.
Lesson 3: Rights and responsibilities	The students understand how they can contribute to protecting human rights. The students understand that human rights are connected to responsibilities – responsibilities of the state and of institutions, as well as their own moral responsibilities.	The students identify responsibilities to protect human rights, including their personal contributions.	Blank sheet of paper and a pen Student handout 5.4. Student handout 5.2.	Pair or group work. Critical thinking.
Lesson 4: Human rights quiz	The students learn about the internationally recognised human rights.	The students answer multiple choice questions and discuss the implications of their answers.	Cards for each student, with the solutions on the back (student handout 5.5).	Multiple choice questions.

**Lesson 1****Wishes, basic needs, human dignity and human rights****Do I have a human right to everything I wish?**

Learning objective	The students can show that human rights are necessary preconditions for every human being to be able to live with dignity.
Student tasks	The students link their wishes to (their) basic needs and human rights.
Resources	Student handout 5.1 (one handout per group of four or five students). Student handout 5.2 (one handout per group of four or five students).
Method	Group work, plenary work. Critical thinking.

**Concepts**

It is important to be able to differentiate between a **wish** and a **basic need**. The basic needs of human beings, which have to be met in order to enable them to live with dignity, can be considered as the basis on which human rights have been formulated.

This lesson has the potential for poster work and conceptual thinking as extension activities.

## The lesson

To introduce the lesson, the teacher informs the students how the lesson will be organised, but should not go into detail concerning the main topic. The students start by questioning themselves and each other about their own wishes and needs – they will find out later in the lesson that many of these correspond with human rights. After the introduction (not more than a minute or two) the students are then divided up into small groups of four or five, and are given their tasks in two phases. The teacher first explains task 1 and individually explains the next step to the groups when they have finished. In this way, individual learning speeds are catered for.

- **Task 1:** Student handout 5.1, Wishes, needs and rights. The groups make a list of their “material” wishes (e.g. “a good meal”) in the left-hand column of the worksheet and add a minimum of three “immaterial” wishes (e.g. “to be loved”). Then they think about the needs that these wishes stand for and add them in the middle column.
- **Task 2:** The teacher then gives the groups that have finished task 1 a copy of student handout 5.2, List of Human Rights, and asks them to write down the corresponding right in the last column (e.g. “the right to food”, “freedom from discrimination”).
- **Task 3:** Groups that have finished early should start thinking about producing a human rights poster by choosing one of the needs and the corresponding right. They should discuss the content of their concept and also look at it from the artistic point of view and then design a draft proposal.

Once the group work is finished the teacher can write the groups’ ideas on the blackboard. He or she draws a table of three columns and asks a representative of each group to add a wish, a need and the corresponding right. This goes on until there is a list of up to ten wishes, needs and rights on the blackboard (if possible, use a flip chart, as the sheets can then be posted on the classroom walls to remind the groups of their discussions).

Now the teacher leads a short plenary discussion using the following ideas:

- “You have found out that your wishes and needs correspond to the ideas of the Human Rights Convention. This needs some explanation!”
- “Some rights from the Convention have not been thought of by us. They might not be important or they might have been taken care of under another right. What is your point of view?”
- “Look at this list of human rights. When you think about what you need in order to live a decent life or what other people in other regions or countries or continents need, what is missing? What further human right would you add?”

To end the discussion, the teacher informs the students that there is a worldwide debate about the main focus of human rights. One conclusion is: “Human rights are needed to allow everyone to live with dignity.” The teacher then asks the students to think of alternatives to this conclusion. This could be a task for a piece of homework. If possible, over the next few days, the students should add their ideas to the sheets of paper that have been posted on the walls. In this way, the thinking process can continue.

As an extra task, the students can be asked to produce posters on the theme of human rights, using newspaper clippings, cuttings from magazines or drawings and paintings by themselves. These could be used for classroom decoration or for an exhibition.

Finally, to sum up, the teacher gives a short review of the ideas and the goals of the lesson. He/she might even explain the didactic principle of his induction concept: that is, to start by examining experience and personal ideas and to finish by explaining the concept or theory.



**Lesson 2****Detecting human rights violations****Which human right is violated here?**

<b>Learning objective</b>	The students can identify violations of human rights.
<b>Student tasks</b>	The students study cases of human rights violations.
<b>Resources</b>	Student handout 5.3 for each pair of students. Student handout 5.2 for each pair of students.
<b>Methods</b>	Pair or group work. Plenary discussion.

**Information box**

Infringements and violations of human rights happen daily, worldwide. By looking at real cases from the past or present, the students get a clearer and more precise picture of what human rights are about.

## The lesson

The class begins by discussing the tasks and the results from the last lesson. The posters are presented and the list of conclusions compared. If useful and possible, the proposals are written on sheets of paper and pinned on the classroom walls, together with the posters.

The students now form pairs. Each pair is given a copy of student handout 5.3, Human rights violations, and a copy of student handout 5.2, List of human rights.

The list of examples of human rights violations is then divided between the pairs; for example pair 1 can be given a-d, pair 2 e-j, etc.

It is preferable to divide the list in such a way that each group of violations is examined by more than one pair of students.

The students read and discuss the example of a human rights violation. They then try to reach agreement on which human right from the list of rights has been violated or infringed; for example, in example a, the right being violated is right 10.

The responses are discussed in class. The value of having more than one pair working on an example means that if there are differences of opinion, discussion can be guided through a series of short questions:

- How did you arrive at your opinion?
- When you heard the other pairs' answers, did it make you want to change your own response? If yes, what convinced you? Why?

The purpose of the discussion is to explore some of the examples and the responses, rather than to assume that there is only one correct answer.

## Extension activity

If there is time at the end of the lesson, the teacher can ask the students which of these concrete examples strikes them most. For some of the examples given, the students can be asked:

- How would you feel if that happened to you?
- How would you react?
- What would you hope other people might do?

Such questions can help students explore the idea that others have responsibilities to act in defence of human rights.

**Student handout 5.3****Cases of human rights violations****Teacher's copy with solutions**

Human rights violation or infringement	HR violated
a. Mrs X, who some years ago lost her daughter and husband in a car accident, could not marry another man unless her brother-in-law explicitly gave his permission.	10
b. The prison guards used dogs to frighten and intimidate detainees with threats of attack, and in one instance they made dogs bite a detainee.	2
c. In the local factory, the workers have to work for at least 10 hours a day without a break.	21
d. Since the three men were arrested, they have had problems getting access to lawyers. On many occasions the lawyers would arrive and not be permitted to see them; the men were not allowed to have a collective discussion with their lawyers, which effectively meant that two of them had no access to their lawyer.	5
e. The woman, doing exactly the same job and having the same age and experience, received a lower wage than her male colleague.	7
f. X abducted and detained Y for three days and shot him in the head, which resulted in his death 3 days later.	1
g. A photo of Mrs X, a drug addict, was taken when she was leaving a Narcotics Anonymous meeting. Later the photo was published.	9
h. A woman, mistreated by her husband, was only able to obtain a divorce when she gave him her house, her car and all her property. She was left with nothing.	11
i. X, suffering from a life-threatening case of pneumonia, received no medical treatment in hospital, as she had entered the country illegally.	18
j. Seventy per cent of the population of area X were forced to move away from their homes and were later prevented from returning. They were not allowed to leave their camps to go to nearby fields to cultivate their crops, and they were forbidden to travel on many roads.	12
k. Black Africans were bought in Africa for, for example, a bottle of whisky, and sold in North America for between 1 200 and 1 500 US dollars.	3
l. In country X, all means of survival for the local population have been intentionally destroyed: crops, water supplies and livestock.	17
m. In country X, citizens may be jailed without being charged.	4
n. A 26-year-old reporter for a daily newspaper was shot dead in a suspected reprisal attack for his coverage of recently concluded election campaigns.	15
o. Mr X was called up for enrolment in the army. He wrote to the military office declaring his conscientious objection to military service and refused to report for military duties. He was charged with insubordination and was banned from leaving the country.	14
p. In country X, those who want to belong to the Falun Gong religion are prohibited from meeting.	16
q. The ethnic majority ruled that those belonging to the minority groups, such as Jews and Roma people, were obliged to live in defined areas of the town.	25

Human rights violation or infringement	HR violated
r. The children living in the village are unable to attend a primary school, as there is no such school available within a reasonable distance.	19
s. Because the religious authorities of the country disapproved, X could not run as a candidate in the parliamentary elections.	23
t. Being black, X cannot get a job as a doctor in the local hospital.	20
u. In some countries underprivileged people have no access to food or housing programmes, nor to affordable health services.	26
v. Mr X, whose house was burned down, could not make any claim for compensation.	6
w. X, a 47-year-old woman, who has always worked in the home as a housewife and mother of five children, loses every social security benefit once she is divorced from her husband.	22
x. Mr X, father of two, was jailed and tortured in country X for writing poems criticising the regime in power. His application for political asylum in country A was turned down. He claimed he would face torture if he returned home, as he is now obliged to do.	13
y. For so-called practical reasons, physically disabled people such as wheelchair users are not allowed to attend cultural events at the local theatre.	24
z. To apply for nationality in country X, a 15-year period of residence is required, plus a physical and mental health test and unreasonably high administrative fees. As a result, thousands of Roma, who have long-standing ties to their country, are stateless in their own land.	8

**Lesson 3****Rights and responsibilities****How can rights exist without responsibilities?**

<b>Learning objectives</b>	The students understand how they can contribute to protecting human rights. The students understand that human rights are connected to responsibilities – responsibilities of the state and of institutions, as well as their own moral responsibilities.
<b>Student tasks</b>	The students identify responsibilities to protect human rights, including their personal contributions.
<b>Resources</b>	Blank sheet of paper and a pen. Student handout 5.4 for each pair of students. Student handout 5.2 for each pair of students.
<b>Methods</b>	Work in pairs or groups. Critical thinking.

**Information box**

A human right will never be respected if no individual or authority takes responsibility for its realisation. Although governments are the main duty-bearers in this case, there is a strong need for other bodies and for individuals to promote and protect human rights. Every individual has the moral responsibility to contribute to a culture in which human rights values inspire our behaviour in daily life.

A possible extension activity would be to introduce the subject of positive and negative rights and project work.

## The lesson

The students form pairs. It is important that there is an equal number of pairs in the classroom.

Each pair is given a blank sheet of paper and a pen and is asked to write down three important rights that they think they should have at school and three important rights that they think they should have at home. Examples might be the right not to be overloaded with homework or the right to get some pocket money.

Once this has been completed, the teacher distributes a copy of student handout 5.4, Rights and responsibilities, and student handout 5.2, List of human rights to each pair. The students are then asked to examine the list of human rights and to discuss which rights best correspond to the six rights they have written on their sheet of paper.

Once they have decided, they write the six rights in the first column of student handout 5.4. At this point, the teacher can ask the students if they need any clarification on the rights they have listed.

Once the first column is complete, the teacher explains to the students that every right carries corresponding responsibilities, giving the following example: “The freedom of speech is limited by the responsibility not to say untrue things that will degrade another person and abuse his/her right to dignity and good reputation.” The teacher can also explain that the balance of a person’s rights and his/her responsibilities to respect the rights of other people means that we have to exercise our rights within certain restraints. There are many situations in which the rights and responsibilities of different people conflict. For example, in the classroom, the right of education can conflict with the right to leisure, when some students want to learn while others prefer just to have fun. Moreover, school has the responsibility to teach and to educate the students and to ensure that teachers have the right of decent working conditions (such as not too much noise in their working environment).

The teacher now asks each pair of students to swap their list with another pair. The new pair now has to discuss examples of two levels of responsibility that correspond with each right listed by the other pair (see example below):

- **First level:** the responsibilities that individuals have to ensure so that others can enjoy the right (this should be written in the second column).
- **Second level:** the responsibilities (where these exist) for authorities (such as school or local authorities) to ensure this right. This should be written in the third column. For example, the responsibility of each individual to respect the privacy of the diary of other students; the responsibility of the school not to search an individual’s belongings when this is unnecessary (for example, not reading the diary while searching the classroom for a stolen calculator).

Human right (in school, at home)	(Moral) responsibility of the individual	Responsibility of the school, the authority, etc.
The right to privacy	Not to look in someone else's diary	Not reading a student's diary when searching individual belongings in a case of theft

The teacher can then ask each pair to report to the rest of the class on one right and the corresponding responsibilities from their lists.

As the emphasis of this lesson is on responsibilities, the teacher can choose to draw two columns on the blackboard, one for individual responsibilities, the other for responsibilities of authorities, and as the students give examples, these can be written on the blackboard. The teacher can end the class with a review of the responsibilities and ask the students to comment on the lists.

### Extension activity

If time allows, or if the teacher wishes to extend the lesson to include the idea of positive and negative rights and project work, he or she could carry out the following activities.

The teacher can begin by explaining that sometimes human rights are divided into “negative rights” and “positive rights”.

“Negative rights” are rights that ban or forbid something unpleasant (such as the ban on torture). “Positive rights” are rights that explicitly ask one to do something or to have something done (such as the right to food: everyone is entitled to have adequate food). Whereas “negative rights” expect people not to carry out specific actions, “positive rights” expect individuals and authorities to carry out certain activities in order to provide those rights.

The teacher also explains that most of the human rights have both negative and positive sides. For example, the right not to be tortured means that authorities must not mistreat people who have been detained, but also that the authorities need to give clear instructions about this to their police forces.

The students are invited to return to their lists of human rights and to choose three of them. They should then look for examples of positive or negative action in their lives to illustrate their own moral responsibility. They should then look for other examples, this time to show the responsibility of the school or the local/national authorities. For this purpose, they could add a plus or minus sign to the responsibilities chosen: see example below.

Human right (in school, at home)	(Moral) responsibility of the individual	Responsibility of the school, the authority, etc.
Right to privacy (= example)	(+)	(+) To take care that the students' school file cannot be looked into by visitors
	(-) Not to look into someone's diary without being invited to do so	(-) (school) Not to search someone's belongings if not strictly necessary (-) (state) To provide legislation protecting the privacy of individuals

If teachers wish to use this activity as an introduction to project work, they could ask students to choose some of the human rights that will be treated more in depth over the next few weeks or months. Students then set up a plan in which they agree on the overall objective and the different steps to be taken. They also decide by when which task has to be completed and by whom.

### Plan

Overall objective: .....		
What has to be done?	Who will do it?	When should this be ready?

During the course of the next few lessons, this plan has to be followed up and finally evaluated.

## Lesson 4

### Human rights quiz

What is right? What should be one's human right?

Learning objective	The students learn about the internationally recognised human rights.
Student tasks	The students answer multiple choice questions and discuss the implications of their answers.
Resources	Cards for each student, with the solutions on the back (see student handout 5.5).
Method	Multiple choice questions.

### Information box

Though human rights is a dynamic concept, and one which is therefore constantly evolving, international law defines the content and scope of human rights. The human rights quiz that follows, which should not be used as a test of knowledge, helps to show the students at what stage we are now in the elaboration of human rights. It also helps to avoid misinterpretations of the human rights framework.

Before this lesson, the teacher should note all the questions related to agreements made within the UN or within the Council of Europe. It might also be useful to start with a short explanation of the terms or concepts used, such as UN, Council of Europe (not to be confused with the European Council in the European Union), human rights, nation/state, discrimination, judge or trial.



## The lesson

First of all, the teacher explains that the purpose of the quiz is not to test their knowledge, but to enhance their understanding of human rights in an active way.

The students prepare the cards themselves by cutting out the strips with the questions and answers. They then glue them back to back in order to have questions and answers on the same card.

In small groups (or in pairs) the students now sit together and ask each other questions. Each group of students is then given the set of cards. Every question has three possible answers, namely A, B or C. The students choose what they believe to be the correct answer to each question. It should be pointed out that there is sometimes more than one possible correct answer, as human rights is a dynamic concept that is constantly evolving and this leaves room for interpretation.

It makes sense to discuss the answers in class every once in a while. In this way, this lesson will not become a simple knowledge-based question and answer quiz. But it is important to be ready for a discussion in public by preparing the knowledge element too.

## Questions and answers

See also student handout 5.5. The teacher or a group of students prepares enough sets of cards by cutting out the slips with questions and answers on them, folding them and gluing them together.

<p><b>Child labour by 17 year olds:</b></p> <p>A. Is always a violation of the rights of the child.            B. Is a violation of the rights of the child if the task is harmful.            C. Can be acceptable if the government has fixed the minimum working age to be under 17.</p>	<p><b>Child labour by 17 year olds:</b></p> <p>C is correct. The Children’s Rights Convention bans child labour if it is dangerous or a form of exploitation, but allows governments to fix the age under which the ban is valid. There is much pressure to reach more stringent restrictions on child labour.</p>
<p><b>According to international agreements relating to the right to water:</b></p> <p>A. Governments are obliged to provide their citizens with clean and healthy water.            B. Governments are not allowed to discriminate against some citizens in provision of water.            C. Governments are not allowed to deny their citizens access to a water supply.</p>	<p><b>According to international agreements which relate to the right to water:</b></p> <p>According to the interpretation by the UN Committee on Economic and Social Rights, B and C are correct, A is not. The fulfilment of the right to water is something that governments have to strive towards, but this right cannot be claimed as such by the citizens.</p>
<p><b>The death penalty:</b></p> <p>A. Is in general forbidden all over the world.            B. Is abolished in law or practice by more than 50% of all countries.            C. Is not allowed in the case of young people under 18.</p>	<p><b>The death penalty:</b></p> <p>B and C are correct, A is not. The death penalty is not totally banned in UN treaties, nor by the ECHR, though in both cases it is banned by an optional protocol. Protocol 6 (abolition of the death penalty in peacetime) and Protocol 13 (abolition of the death penalty in all circumstances) to the ECHR have both been signed and/or ratified by many states.</p>
<p><b>Economic and social rights:</b></p> <p>A. Are not real human rights.            B. The immediate fulfilment of these rights for all individuals is not expected from states.            C. Can be claimed by every European individual.</p>	<p><b>Economic and social rights:</b></p> <p>B is correct. Officially, economic and social rights are real human rights, though it is true that the obligation to recognise them is much weaker than for many of the civil and political rights. The International Convention on Economic, Social and Cultural Rights expects states to strive for their fulfilment but there is no European mechanism allowing individuals to file a complaint (though under certain restrictions an optional protocol allows organisations to do so).</p>

<p><b>According to the clauses of the right to education:</b></p> <p>A. Individuals and groups are allowed to open a school, as long as they fulfil the minimum legal conditions.</p> <p>B. There are no obligations concerning the contents of educational programmes.</p> <p>C. Governments are bound to provide compulsory education for all young people under 18.</p>	<p><b>According to the clauses of the right to education:</b></p> <p>A is correct, B and C not. International conventions, such as the Children’s Rights Convention, stipulate that education has to inform children about human rights.</p>
<p><b>The right of being recognised as a refugee:</b></p> <p>A. Is defined for people who have a well-founded fear of being persecuted on the basis of their race, religion or political opinion and have fled their country as a result.</p> <p>B. Also exists for people who have fled their country as a result of civil war or hunger.</p> <p>C. Can be automatically refused by a government to all applicants who come from a country which is considered as being safe.</p>	<p><b>The right of being recognised as a refugee:</b></p> <p>A is correct, B is not (although in some countries, people who fled their country as a result of civil war or hunger can be granted protection, without being considered as refugees under the international conventions). C does not apply to refugees under the Geneva Convention, but is widely applied within the EU in dealing with asylum seekers.</p>
<p><b>The freedom of religion:</b></p> <p>A. Cannot be denied to people on the ground that they belong to a minority religion.</p> <p>B. Obliges nations to recognise and subsidise religions.</p> <p>C. Cannot be restricted in any way by a state.</p>	<p><b>The freedom of religion:</b></p> <p>A is correct. Nations are obliged to respect the freedom of religion, but don’t have the legal obligation for any system of recognition or subsidisation. States can restrict the freedom of religion, for example, where the religion would be in opposition to fundamental human rights.</p>
<p><b>The right to property:</b></p> <p>A. Doesn’t mean that governments cannot take a possession from someone if this is in the public interest.</p> <p>B. Is violated if an entire village is evacuated without due compensation in order to build a hydroelectric power station.</p> <p>C. Allows a person to consider goods that they have stolen as his/her property.</p>	<p><b>The right to property:</b></p> <p>A and B are correct. C is obviously wrong.</p>
<p><b>Elections:</b></p> <p>A. All citizens are allowed to vote, even if they have lost their civil rights due to criminal activity.</p> <p>B. Two votes for each person are allowed if the voter is an employer.</p> <p>C. The balloting must be performed secretly.</p>	<p><b>Elections:</b></p> <p>Only C is correct. A state can prevent persons who have lost their civil rights from voting. Equal rights for everyone who is entitled to vote is an international rule.</p>
<p><b>Freedom of expression:</b></p> <p>A. May be restricted in order to protect against defamation.</p> <p>B. Cannot be restricted for reasons of public morality.</p> <p>C. Can be restricted to prevent religious intolerance.</p>	<p><b>Freedom of expression:</b></p> <p>A and C are correct. Freedom of expression can, under certain conditions, be restricted for reasons of public morality, for the prevention of crime, for the protection of health or for protection against defamation, if this is foreseen by law.</p>
<p><b>The right to work:</b></p> <p>A. Obliges states to provide jobs for all their citizens.</p> <p>B. Means that no one can be fired arbitrarily.</p> <p>C. Doesn’t mean a government has to make efforts to realise full employment.</p>	<p><b>The right to work:</b></p> <p>Only B is correct. In Europe, states are obliged to undertake efforts to realise full employment but this is not included in UN treaties.</p>

<p><b>The right to a healthy environment:</b></p> <p>A. Forbids states to dump toxic waste that spoils the soil irreversibly.</p> <p>B. Aims at protecting human beings, animals and plants.</p> <p>C. Is not yet fixed as a universal right.</p>	<p><b>The right to a healthy environment:</b></p> <p>C is correct, although the right to health protects human beings from harm resulting directly from pollution. In those cases, only human beings are universally protected, animals or plants are not. The African Charter and the European Union Charter, which are not universally valid, do establish to a certain extent a right to a healthy environment.</p>
<p><b>According to the right to education:</b></p> <p>A. For primary school children no school fees may be charged, only the cost of school trips and school textbooks may be requested.</p> <p>B. It is the obligation of the state to strive to help as many students as possible to succeed in their studies.</p> <p>C. States have to give all students equal opportunities in education.</p>	<p><b>According to the right to education:</b></p> <p>B and C are correct (these obligations are included in the Children’s Rights Convention). In principle, primary education must be free, and this not only includes a school fee, but also other indirect costs related to essential school activities.</p>
<p><b>Punishment of children in schools:</b></p> <p>A. Is not allowed in the form of corporal punishment.</p> <p>B. Is not forbidden if the punishment is mentally cruel.</p> <p>C. May only be used if parents agree.</p>	<p><b>Punishment of children in schools:</b></p> <p>A is considered as correct, since the European Court of Human Rights has repeatedly considered corporal punishment as a violation of the ECHR (and this complies with the interpretation which is given by the Children’s Rights Committee to the Children’s Rights Convention). B is incorrect, as the ban relates to all cruel punishments. As for C, there is no clause that makes punishment directly dependent on the parents’ agreement.</p>
<p><b>At school:</b></p> <p>A. There shouldn’t be any attention given to environmental issues.</p> <p>B. Young children should be taught to respect their parents.</p> <p>C. Young children should learn about human rights and experience human rights.</p>	<p><b>At school:</b></p> <p>B and C are correct. The Children’s Rights Convention contains such clauses. The convention also determines that education should aim at respect for the environment.</p>
<p><b>In court:</b></p> <p>A. Every criminal has the right to a lawyer.</p> <p>B. People can only be convicted if they have made a confession.</p> <p>C. The suspect has the right to an interpreter free of charge if the trial takes place in a language unknown to him/her.</p>	<p><b>In court:</b></p> <p>A and C are correct.</p>
<p><b>Torture:</b></p> <p>A. Is allowed if used to prevent terrorist attacks.</p> <p>B. Is only allowed after the decision of a judge.</p> <p>C. Is never allowed.</p>	<p><b>Torture:</b></p> <p>C is correct (torture is not allowed even in cases of national emergency).</p>
<p><b>The right to life is violated if:</b></p> <p>A. Someone dies by accident due to a police force preventing an attack on someone else’s life.</p> <p>B. Someone dies due to an act of war, even if this was legal.</p> <p>C. Someone dies due to unnecessary force by the police.</p>	<p><b>The right to life is violated if:</b></p> <p>C is correct. In the case of A, the right to life could be violated if the force used by the police was more than absolutely necessary.</p>

<p><b>According to the right to housing:</b></p> <p>A. All states are obliged to ensure that nobody is homeless.</p> <p>B. Foreigners should be offered the same access to social housing as the country's citizens.</p> <p>C. The state should make efforts to reduce the number of homeless people.</p>	<p><b>According to the right to housing:</b></p> <p>B and C are correct.</p>
<p><b>According to the right to health care:</b></p> <p>A. Governments are not obliged to prevent labour accidents.</p> <p>B. Everybody should have access to health care.</p> <p>C. Medicines should be free of charge.</p>	<p><b>According to the right to health care:</b></p> <p>B is correct. Prevention of labour accidents is considered as an obligation. Medicines can be sold.</p>
<p><b>According to the right to freedom of movement:</b></p> <p>A. A person can be forbidden to choose a certain residence for reasons of public security.</p> <p>B. The denial of a visa to a person who has not been convicted of a crime is a violation of human rights.</p> <p>C. A criminal may be imprisoned.</p>	<p><b>According to the right to freedom of movement:</b></p> <p>A and C are correct. A visa can be denied to anyone, not only to criminals. Restrictions on the freedom of movement can also be imposed for reasons of public health, public order or national security, if provided for by law.</p>

**Student handout 5.1****Wishes, needs and rights**

Wishes	Basic needs	Human rights

## Student handout 5.2

### List of human rights

This is a list of human rights contained in the Universal Declaration of Human Rights (UDHR), the International Convention on Civil and Political Rights (ICCPR), the International Convention on Economic, Social and Cultural Rights, the European Convention on Human Rights (ECHR) and the revised European Social Charter (ESC).

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 if a human right is violated.
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. Responsibilities and duties of the individual.

## Student handout 5.3

### Cases of human rights violations

Human rights violation or infringement	Human right
a. Mrs X, who some years ago lost her daughter and husband in a car accident, could not marry another man unless her brother-in-law explicitly gave his permission.	
b. The prison guards used dogs to frighten and intimidate detainees with threats of attack, and in one instance they made dogs actually bite a detainee.	
c. In the local factory the workers have to work for at least 10 hours a day without a break.	
d. Since the three men were arrested, they have had problems obtaining access to lawyers. On many occasions the lawyers would arrive and were not be permitted to see them; the men were not allowed to have a collective discussion with their lawyers, which effectively meant that two of them had no access to their lawyer.	
e. The woman, doing exactly the same job and having the same age and experience, received a lower wage than her male colleagues.	
f. X abducted and detained Y for three days and shot him in the head, which resulted in his death 3 days later.	
g. A photo of Mrs X, a drug addict, was taken when leaving a Narcotics Anonymous meeting. Later the photo was published.	
h. A woman, mistreated by her husband, was only able to obtain a divorce when she gave him her house, her car and all her property. She was left with nothing.	
i. X, suffering from a life-threatening case of pneumonia, received no medical treatment in hospital as she had entered the country illegally.	
j. Seventy per cent of the population of area X were forced to move away from their homes and were later prevented from returning. They were not allowed to leave their camps to go to nearby fields to cultivate their crops, and they were forbidden to travel on many roads.	
k. Black Africans were bought in Africa for, for example, a bottle of whisky, and sold in North America for between 1 200 and 1 500 US dollars.	
l. In country X, all means of survival for the local population have been intentionally destroyed: crops, water supplies and livestock.	
m. In country X, citizens may be jailed without being charged.	
n. A 26-year-old reporter for a daily newspaper was shot dead in a suspected reprisal attack for his coverage of recently concluded election campaigns.	
o. Mr X was called up for enrolment in the army. He wrote to the enrolment military office declaring his conscientious objection to military service and refused to report for military duty. He was charged with insubordination and was banned from leaving the country.	
p. In country X, those who want to belong to the Falun Gong religion are prohibited from meeting.	
q. The ethnic majority ruled that those belonging to the minority groups, such as Jews and Roma people, were obliged to live in defined areas of the town.	

Human rights violation or infringement	Human right
r. The children living in the village are unable to attend a primary school, as there is no such school available within a reasonable distance.	
s. Because the religious authorities of the country disapproved, X could not run as a candidate in the parliamentary elections.	
t. Being black, X cannot get a job as a doctor in the local hospital.	
u. In some countries, underprivileged people have no access to food or housing programmes, nor to affordable health services.	
v. Mr. X, whose house was burned down, could not make any claim for compensation.	
w. X, a 47-year-old woman, who has always worked in the home as a housewife and mother of five children, loses every social security benefit once she is divorced from her husband.	
x. Mr X, father of two, was jailed and tortured in country X for writing poems criticising the regime in power. His application for political asylum in country A was turned down. He claimed he would face torture when returning home, as he is now obliged to.	
y. For so-called practical reasons, physically disabled people such as wheelchair users are not allowed to attend cultural events at the local theatre.	
z. To apply for nationality in country X, a 15-year period of residence is required, plus a physical and mental health test and unreasonably high administrative fees. As a result, thousands of Roma, who have long-standing ties to their country, are stateless in their own land.	



## Student handout 5.4

### Rights and responsibilities

Human right	Responsibility of the individual	Responsibility of the school, the authority, etc.

## Student handout 5.5

### Human rights quiz (training cards)

<p><b>Child labour by 17 year olds:</b></p> <p>A. Is always a violation of the rights of the child.          B. Is a violation of the rights of the child if the task is harmful.          C. Can be acceptable if the government has fixed the minimum working age to be under 17.</p>	<p><b>Child labour by 17 year olds:</b></p> <p>C is correct. The Children’s Rights Convention bans child labour if it is dangerous or a form of exploitation, but allows governments to fix the age under which the ban is valid. There is much pressure to reach more stringent restrictions on child labour.</p>
<p><b>According to international agreements relating to the right to water:</b></p> <p>A. Governments are obliged to provide their citizens with clean and healthy water.          B. Governments are not allowed to discriminate against some citizens in provision of water.          C. Governments are not allowed to deny their citizens access to a water supply.</p>	<p><b>According to international agreements which relate to the right to water:</b></p> <p>According to the interpretation by the UN Committee on Economic and Social Rights, B and C are correct, A is not. The fulfilment of the right to water is something that governments have to strive towards, but this right cannot be claimed as such by the citizens.</p>
<p><b>The death penalty:</b></p> <p>A. Is in general forbidden all over the world.          B. Is abolished in law or practice by more than 50% of all countries.          C. Is not allowed in the case of young people under 18.</p>	<p><b>The death penalty:</b></p> <p>B and C are correct, A is not. The death penalty is not totally banned in UN treaties, nor by the ECHR, though in both cases it is banned by an optional protocol. Protocol 6 (abolition of the death penalty in peacetime) and Protocol 13 (abolition of the death penalty in all circumstances) to the ECHR have both been signed and/or ratified by many states.</p>
<p><b>Economic and social rights:</b></p> <p>A. Are not real human rights.          B. The immediate fulfilment of these rights for all individuals is not expected from states.          C. Can be claimed by every European individual.</p>	<p><b>Economic and social rights:</b></p> <p>B is correct. Officially, economic and social rights are real human rights, though it is true that the obligation to recognise them is much weaker than for many of the civil and political rights. The International Convention on Economic, Social and Cultural Rights expects states to strive for their fulfilment but there is no European mechanism allowing individuals to file a complaint (though under certain restrictions an optional protocol allows organisations to do so).</p>
<p><b>According to the clauses of the right to education:</b></p> <p>A. Individuals and groups are allowed to open a school, as long as they fulfil the minimum legal conditions.          B. There are no obligations concerning the contents of educational programmes.          C. Governments are bound to provide compulsory education for all young people under 18.</p>	<p><b>According to the clauses of the right to education:</b></p> <p>A is correct, B and C not. International conventions, such as the Children’s Rights Convention, stipulate that education has to inform children about human rights.</p>
<p><b>The right of being recognised as a refugee:</b></p> <p>A. Is defined for people who have a well-founded fear of being persecuted on basis of their race, religion or political opinion and have fled their country as a result.          B. Also exists for people who have fled their country as a result of civil war or hunger.          C. Can be automatically refused by a government to all applicants who come from a country which is considered as being safe.</p>	<p><b>The right of being recognised as a refugee:</b></p> <p>A is correct, B is not (although in some countries, people who fled their country as a result of civil war or hunger can be granted protection, without being considered as refugees under the international conventions). C does not apply to refugees under the Geneva Convention, but is widely applied within the EU in dealing with asylum seekers.</p>

<p><b>The freedom of religion:</b></p> <p>A. Cannot be denied to people on the ground that they belong to a minority religion.</p> <p>B. Obliges nations to recognise and subsidise religions.</p> <p>C. Cannot be restricted in any way by a state.</p>	<p><b>The freedom of religion:</b></p> <p>A is correct. Nations are obliged to respect the freedom of religion, but don't have the legal obligation for any system of recognition or subsidisation. States can restrict the freedom of religion, for example, where the religion would be in opposition to fundamental human rights.</p>
<p><b>The right to property:</b></p> <p>A. Doesn't mean that governments cannot take a possession from someone if this is in the public interest.</p> <p>B. Is violated if an entire village is evacuated without due compensation in order to build a hydroelectric power station.</p> <p>C. Allows a person to consider goods that they have stolen as his/her property.</p>	<p><b>The right to property:</b></p> <p>A and B are correct. C is obviously wrong.</p>
<p><b>Elections:</b></p> <p>A. All citizens are allowed to vote, even if they have lost their civil rights due to criminal activity.</p> <p>B. Two votes for each person are allowed if the voter is an employer.</p> <p>C. The balloting must be performed secretly.</p>	<p><b>Elections:</b></p> <p>Only C is correct. A state can prevent persons who have lost their civil rights from voting. Equal rights for everyone who is entitled to vote is an international rule.</p>
<p><b>Freedom of expression:</b></p> <p>A. May be restricted in order to protect against defamation.</p> <p>B. Cannot be restricted for reasons of public morality.</p> <p>C. Can be restricted to prevent religious intolerance.</p>	<p><b>Freedom of expression:</b></p> <p>A and C are correct. Freedom of expression can, under certain conditions, be restricted for reasons of public morality, for the prevention of crime, for the protection of health or for protection against defamation, if this is foreseen by law.</p>
<p><b>The right to work:</b></p> <p>A. Obliges states to provide jobs for all their citizens.</p> <p>B. Means that no one can be fired arbitrarily.</p> <p>C. Doesn't mean a government has to make efforts to realise full employment.</p>	<p><b>The right to work:</b></p> <p>Only B is correct. In Europe, states are obliged to undertake efforts to realise full employment but this is not included in UN treaties.</p>
<p><b>The right to a healthy environment:</b></p> <p>A. Forbids states to dump toxic waste that spoils the soil irreversibly.</p> <p>B. Aims at protecting human beings, animals and plants.</p> <p>C. Is not yet fixed as a universal right.</p>	<p><b>The right to a healthy environment:</b></p> <p>C is correct, although the right to health protects human beings from harm resulting directly from pollution. In those cases, only human beings are universally protected, animals or plants are not. The African Charter and the European Union Charter, which are not universally valid, do establish to a certain extent a right to a healthy environment.</p>
<p><b>According to the right to education:</b></p> <p>A. For primary school children no school fees may be charged, only the cost of school trips and school textbooks may be requested.</p> <p>B. It is the obligation of the state to strive to help as many students as possible to succeed in their studies.</p> <p>C. States have to give all students equal opportunities in education.</p>	<p><b>According to the right to education:</b></p> <p>B and C are correct (these obligations are included in the Children's Rights Convention). In principle, primary education must be free, and this not only includes a school fee, but also other indirect costs related to essential school activities.</p>

<p><b>Punishment of children in schools:</b>  A. Is not allowed in the form of corporal punishment.  B. Is not forbidden if the punishment is mentally cruel.  C. May only be used if parents agree.</p>	<p><b>Punishment of children in schools:</b>  A is considered as correct, since the European Court of Human Rights has repeatedly considered corporal punishment as a violation of the ECHR (and this complies with the interpretation which is given by the Children’s Rights Committee to the Children’s Rights Convention). B is incorrect, as the ban relates to all cruel punishments. As for C, there is no clause that makes punishment directly dependent on the parents’ agreement.</p>
<p><b>At school:</b>  A. There shouldn’t be any attention given to environmental issues.  B. Young children should be taught to respect their parents.  C. Young children should learn about human rights and experience human rights.</p>	<p><b>At school:</b>  B and C are correct. The Children’s Rights Convention contains such clauses. The convention also determines that education should aim at respect for the environment.</p>
<p><b>In court:</b>  A. Every criminal has the right to a lawyer.  B. People can only be convicted if they have made a confession.  C. The suspect has the right to an interpreter free of charge if the trial takes place in a language unknown to him/her.</p>	<p><b>In court:</b>  A and C are correct.</p>
<p><b>Torture:</b>  A. Is allowed if used to prevent terrorist attacks.  B. Is only allowed after the decision of a judge.  C. Is never allowed.</p>	<p><b>Torture:</b>  C is correct (torture is not allowed even in cases of national emergency).</p>
<p><b>The right to life is violated if:</b>  A. Someone dies by accident due to a police force preventing an attack on someone else’s life.  B. Someone dies due to an act of war, even if this was legal.  C. Someone dies due to unnecessary force by the police.</p>	<p><b>The right to life is violated if:</b>  C is correct. In the case of A, the right to life could be violated if the force used by the police was more than absolutely necessary.</p>
<p><b>According to the right to housing:</b>  A. All states are obliged to ensure that nobody is homeless.  B. Foreigners should be offered the same access to social housing as the country’s citizens.  C. The state should make efforts to reduce the number of homeless people.</p>	<p><b>According to the right to housing:</b>  B and C are correct.</p>
<p><b>According to the right to health care:</b>  A. Governments are not obliged to prevent labour accidents.  B. Everybody should have access to health care.  C. Medicines should be free of charge.</p>	<p><b>According to the right to health care:</b>  B is correct. Prevention of labour accidents is considered as an obligation. Medicines can be sold.</p>
<p><b>According to the right to freedom of movement:</b>  A. A person can be forbidden to choose a certain residence for reasons of public security.  B. The denial of a visa to a person who has not been convicted of a crime is a violation of human rights.  C. A criminal may be imprisoned.</p>	<p><b>According to the right to freedom of movement:</b>  A and C are correct. A visa can be denied to anyone, not only to criminals. Restrictions on the freedom of movement can also be imposed for reasons of public health, public order or national security, if provided for by law.</p>

## Teacher's resource sheet

This list contains the rights from the “List of human rights”, showing the relevant articles from the Universal Declaration of Human Rights (UDHR), the International Convention on Civil and Political Rights (ICCPR), the International Convention on Economic, Social and Cultural Rights, the European Convention on Human Rights (ECHR) and the revised European Social Charter (ESC). This overview has been made for educational purposes.

	UDHR	ECHR	ESC	ICCPR	ICESCR
1. Right to life	3	2		6	
2. Freedom from torture	5	3	26	7, 10	
3. Freedom from slavery	4	4		8	
4. Right to liberty and security	3	5		9	
5. Right to a fair trial	10, 11	6, 7		14, 15	
6. Right to an effective remedy in case of violations	8	13	D	2, 9	
7. Freedom from discrimination; right to equality	2, 7	14	4, 15, 20, 27, E	3, 26	3
8. Right to be recognised as a person; right to nationality	6, 15			16, 24	
9. Right to privacy and family life	12	8		17	
10. Right to marry	16	12		23	
11. Right to own property	17				15
12. Right to movement of persons	13		18	12	
13. Right to asylum	14			18	
14. Freedom of thought, conscience and religion	18	9		18	
15. Freedom of expression	19	10	28	19	8
16. Freedom of assembly and association	20	11	5, 28	21, 22	8
17. Right to food, drink and housing	25		30, 31		11
18. Right to health care	25		11		7, 12
19. Right to education	26		10		13, 14
20. Right to employment	23		1, 2, 3, 4, 24		6, 7
21. Right to rest and leisure	24		2		7
22. Right to social protection	22, 25		7, 8, 12, 13, 14, 16, 17, 19, 23, 25		9, 10
23. Right to political participation	21		22	25	
24. Right to take part in cultural life	27			27	15
25. Prohibition of destruction of human rights	30	17		5, 20	5
26. Right to a social order that recognises human rights	28			2	2
27. Duties of the individual	29				

Note: Some articles of the ESC are referred to by numbers, some with capital letters.



## UNIT 6 Responsibility

What kind of responsibilities do people have?



### 6.1. Responsibilities at home

People experience conflicts of loyalty – how should they decide?

### 6.2. Why should people obey the law?

What are the best reasons for obeying the law?

### 6.3. Whose problem is it?

How are social responsibilities shared?

### 6.4. Why do people become active citizens?

Why do people want to change society and how can they do it?

## **UNIT 6: Responsibility**

### **What kind of responsibilities do people have?**

#### **Legal responsibility**

Citizens of any state are entitled to know what their rights are in law and also to appreciate the extent of their legal responsibilities to the state and to other citizens. The responsibilities of citizens of democracies are sometimes summed up in three main duties, namely to vote, pay taxes and obey the law.

Responsibilities are often the obverse of rights. For example, the right to free speech brings with it the responsibility to allow the same right to others. However, people who commit crimes do not necessarily lose the rights they denied to others (as in the case of killing or discrimination). Equally, people often have obligations which are not reciprocal, for example, responsibilities towards children.

#### **Moral responsibility**

In EDC it is very important to nurture young people's capacity to think morally. Without this capacity, there can be no critical evaluation of society's laws or social structures in terms of whether they are fair (just). For this reason, when students are taught about laws which affect them, they should also be encouraged to critically evaluate their function and purpose and whether they should be changed in any way.

#### **Teaching for responsibility**

By examining the reasons why people behave in a pro-social way, or highlighting the extent of other people's needs, teachers can help students become more aware of the needs and rights of others. It is also important for teachers to demonstrate attitudes of responsibility in front of students.

Students learn to become responsible citizens not only through study in the classroom, but also through being given the opportunity to learn from experience. In this respect, the good EDC school will be keen to encourage students to be involved in the life of the school and the wider community, for example, through school councils.

#### **In this unit students will:**

- explore the range of responsibilities experienced by citizens in society;
- explore the nature of people's legal responsibilities;
- consider the shared nature of social responsibilities;
- consider why people take personal responsibility to bring about social change.



## UNIT 6: Responsibility

### What kind of responsibilities do people have?

Lesson title	Objectives	Student tasks	Resources	Method
Lesson 1: Responsibilities at home	To explore the range of responsibilities people have.  To understand that responsibilities can come into conflict with each other.	Students analyse the moral dilemma.  Students discuss alternative analyses.  Students make individual statements.	Copies of the story “Milan makes a choice”.  Paper for written tasks.	Individual and small group discussion. Plenary discussion. Individual written work.
Lesson 2: Why should people obey the law?	To explore the moral reasoning underlying decisions about conflicts of responsibility.	Students analyse a moral dilemma.  Students critically evaluate reasons for legal obedience.  Students suggest situations in which a moral duty might override the duty to obey the law.	Copies of the story “Schmitt’s Dilemma”.  Paper for written tasks.  Blackboard	Shared analysis of moral dilemma.  Teacher-supported analysis.  Story writing. Plenary discussion.
Lesson 3: Whose problem is it?	To explore the nature of people’s legal responsibilities.  To explore the distinction between moral and legal obligations.	Students discuss responsibility for certain social problems.  Students complete a thinking frame.  Students produce written responses to the issues raised.	Copies of the “letter”.  Blackboard  Paper for individual student writing.	Structured critical analysis. Small group analysis and discussion. Consensus reaching and negotiation. Personal writing.
Lesson 4: Why do people become active citizens?	To consider the shared nature of responsibility for social problems.  To consider reasons why people accept responsibility for other people’s suffering.  To explore the role of NGOs in civil society.	Students work in groups to piece together a narrative.  Students hypothesise on the reasons for socially motivated behaviour.  Students consider the role of NGOs.  In groups, students research the work of an NGO or a social campaigner.  In groups, students present their findings.	Copies of the slips about Jelena Santic (student handout 6.4), already cut up.  Resources to support student research.  Resources for group presentations, e.g. large sheets of paper, coloured pens.	Group work. Negotiation. Moral reasoning. Critical evaluation. Research. Group presentation.

## Lesson 1

### Responsibilities at home

People experience conflicts of loyalty – how should they decide?

Learning objectives	To explore the range of responsibilities people have. To understand that responsibilities can come into conflict with each other. To explore the moral reasoning underlying decisions about conflicts of responsibility.
Student tasks	Students analyse the moral dilemma. Students discuss alternative analyses. Students make individual statements.
Resources	Copies of the story “Milan makes a choice”. Paper for written tasks.
Methods	Individual and small group discussion. Plenary discussion. Individual written work.

### Conceptual learning

**Responsibility:** Something people have to do – responsibilities can be legal, moral or social, depending on how they arise.

**Moral conflict:** The conflict people experience when they have to decide between two or more courses of action.

**Civic responsibility:** People’s duties to the wider community. These responsibilities arise because membership of a community brings rights in return for responsibilities.

## The lesson

The teacher introduces the idea that everyone has responsibilities of some kind and that problems can arise when people put some responsibilities above others. There are difficult choices to make. The teacher reads the story “Milan makes a choice” to the class and asks students to think about the following issues. Some questions could be discussed in pairs before answers are finalised. With others, students could usefully make notes before sharing their ideas with the class.

1. What does the story say about the kind of responsibilities Milan has? How many different kinds of responsibility can you see (responsibility to himself, to his family, to the school, to the local community or to the wider world)?
2. What do you think Milan should do and why? Does everyone in the class agree?
3. How difficult a decision do you think Milan has? What makes it difficult?
4. What responsibilities does Milan’s father have in the story? How many can you see?
5. Do you think that Milan’s father was right to ask him to stay at home?
6. How serious would it be if Milan disobeyed his father? Would this be a difficult decision for Milan to make? Give reasons for your answer.

## Written task

In your own words, write down what you think Milan wrote to his father. Compare your version with those of others in the class. The students share their ideas with the class.

## Generalisation

Perhaps the students have already addressed some general aspects of moral conflict.

The teacher responds to these thoughts or asks the class to think more generally about the kinds of responsibility people have towards:

- themselves;
- their family;
- their local community;
- the national community;
- the wider world.

The students work in groups again. They could use a table to set out the different responsibilities. The reasons why people disagree about the extent to which people have responsibilities for others and for the community are then discussed in class.

## Individual statements

The teacher should then give the following information to the students. “In the story some of Milan’s responsibilities come into conflict with each other. Think of some examples of your own where people’s responsibilities might conflict. Take some specific examples and talk about how you think people resolve such conflicts of responsibility.”

If students find this difficult to think about, the teacher should provide some specific examples, drawing on local context.

## Lesson 2

### Why should people obey the law?

#### What are the best reasons for obeying the law?

Learning objectives	To explore the nature of people's legal responsibilities. To explore the distinction between moral and legal obligations.
Student tasks	Students analyse a moral dilemma in a plenary discussion. Students critically evaluate reasons for legal obedience. Students suggest situations in which a moral duty might override the duty to obey the law.
Resources	Copies of the story "Schmitt's Dilemma". Paper for written tasks. Blackboard.
Methods	Shared analysis of moral dilemma. Teacher-supported analysis. Story writing. Plenary discussion.

### Conceptual learning

**Law:** A rule made by local or national government.

**Rule of law:** In democratic societies, governments and those in power are subject to the law of the land. Power changes hands democratically according to the rules of the country's constitution, not as the result of force or war. People have a general duty to obey the law because it is democratically decided.

**Legal duty:** The obligations people have put upon them by the law.

**Moral responsibility:** The personal obligations people feel based on their beliefs about what is right and wrong.

## The lesson

The teacher introduces the story “Schmitt’s Dilemma” and asks students to work in pairs to consider whether Schmitt should break the law and steal the money or not. The teacher writes different opinions on the blackboard as to whether Schmitt should steal the money.

The teacher asks the students to choose an opinion they agree with and add their own reason in writing:

- Schmitt should steal the money because...
- Schmitt should not steal the money because...

The teacher notes the range of reasons suggested by the students on the blackboard. For example,

“He should steal the money because his daughter’s life is more important than the law against stealing”;

“He should not steal the money because he could get caught”; or

“He should not steal because it is wrong to break the law”.

The different reasons are then discussed in class. Why are they different? Are some reasons better than others? The teacher then asks the students to complete this sentence:

“It is generally wrong to break the law because...”

Alternatively the teacher could ask the class to think of as many reasons as they can as to why it is wrong to break the law. Typically, in answer to this question, people come up with a range of replies, including the following:

“It is wrong to break the law because:

- you could get caught and be punished;
- the law protects people from harm and it is wrong to harm other people;
- everyone would go wild if the law did not stop them;
- law-breaking undermines trust between people;
- society needs law and order to survive, without laws there will be chaos;
- law-breaking violates individual people’s rights, such as their rights to property or to life.”

The teacher points out to the class that people have a range of reasons for obeying the law. Some of these have to do with self-interest, other reasons show concern for other people and some show a concern for the well-being of society as a whole (see note below).

To illustrate these concepts, the teacher could draw a series of three concentric rings on the blackboard with “self”, “others” and “society” written in each ring, starting from the inner ring. The different reasons should be written in the appropriate area.

The teacher stresses that legal obedience of itself is not necessarily a sign of a “good citizen”. Many wrong deeds have been committed by people who were in fact obeying the law, saying they were only “doing their duty”. On the other hand, the story shows that from time to time even good people might have to consider breaking a particular law for a morally good reason.

To support the students’ understanding of the difficult balance between legal duties and moral responsibilities, the teacher then asks the students to write their own short stories in which people (for good reasons) consider breaking the law. Examples might be breaking the speed limit in an emergency or defying a law because it is bad or unjust.

Some of the students read their examples aloud in the plenary discussion. The teacher then underlines the distinction between moral responsibilities (which people take upon themselves as part of their own values and beliefs) and legal duties, which are imposed by governments. The

tensions between these two kinds of responsibility may lead citizens to criticise some laws they disagree with and to work to change them. They may even, on occasion, decide to break some laws for morally positive reasons. History offers many examples of situations in which people have broken laws in order to protest against them or to rebel against tyrannical governments. The teacher should illustrate this with some local examples. The teacher should stress that such actions should not be taken lightly because of the danger of undermining the rule of law, upon which stable democracies depend.

## Note

The moral dilemma offered in this lesson is not unlike the famous “Heinz Dilemma” devised by Lawrence Kohlberg, the American psychologist, in the 1950s. This was one of a number of dilemmas Kohlberg and his colleagues put to young people every three years or so between the ages of 10 and 25. It was found that over time young people, on average, progressed from using self-centred reasoning when they were young to using more person-centred reasoning in early adolescence. Then, in mid-adolescence, most of them showed a progression towards using society-centred reasoning, though the context and the type of dilemma can influence which type of reasoning people use at any one time. Younger children have been shown to regard rules and laws as inflexible and based not on social purpose but solely on the authority of the rule maker. By adolescence, young people are more aware that laws have social purposes, which can be reviewed, questioned and criticised as being morally wrong or unfair.

### Lesson 3

## Whose problem is it?

### How are social responsibilities shared?

Learning objective	To consider the shared nature of responsibility for social problems.
Student tasks	Students discuss responsibility for certain social problems. Students complete a thinking frame. Students produce written responses to the issues raised.
Resources	Copies of the “letter”. Blackboard. Paper for individual student writing.
Methods	Structured critical analysis. Small group analysis and discussion. Consensus reaching and negotiation. Personal writing.

### Conceptual learning

**Social problem:** A problem experienced by all or many members of a community the responsibility for which is shared by different parts of the community or by the community as a whole. Responsibility for a social problem is not necessarily shared equally between the parties involved.

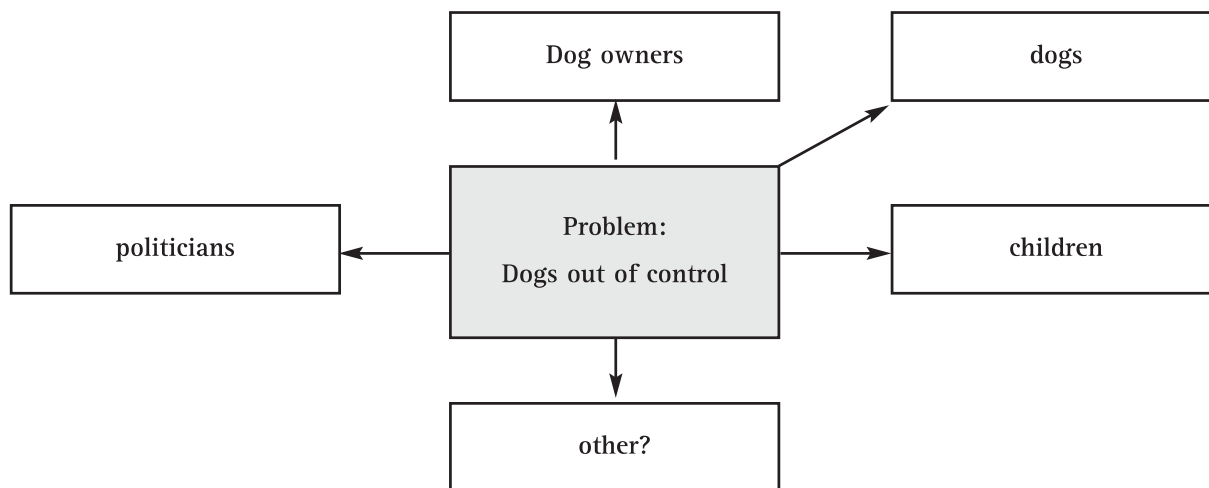
**Degree of responsibility:** The extent to which someone may be responsible for a social problem.

## The lesson

The teacher introduces the imaginary letter to the local newspaper. This contains complaints about two social problems worrying the residents of a town.

The teacher asks the students as a class to: a) identify the issues and b) make a list (for both issues) of those people who might have responsibility. The teacher can assist this process by drawing a thinking frame on the blackboard as shown below.

Who is involved in this problem in any way?



## Group work

### Step 1

Divide the class into groups of three or four. Give each person in the group a number of points equal to the number of parties involved.

### Step 2

Each member of the group first divides up the points between the parties according to how they think the responsibility for the problem should be shared. For example, the children and dogs might get no points, but dog owners and politicians could share the points between them or one of these might get more points than the other.

### Step 3

When each member of the group has made his or her own decision, they take it in turns to share their ideas with each other, giving their reasons. Students can change their minds at this stage. Finally, each group totals the points awarded to each party. This represents how the group as a whole thinks the responsibility for this problem should be shared.

The teacher discusses with the whole class the conclusions reached by the different groups. The teacher explores the different views put forward, eliciting from the students their underlying reasons for these judgments.

If time allows, repeat the exercise with the problem of litter and rubbish. Or substitute a problem more relevant to the locality of the school or more challenging to the ability of the group.

## Note

The problems given in these examples are suitable for students who are not yet very experienced in discussing political problems. This is because they are concrete, visible and relatively easy to understand (although they are still quite hard to solve). Older or more able classes should be asked



to discuss more sophisticated problems, such as unemployment or racism, using the same kind of thinking frame.

**Step 4: Discussion arising from the exercise**

In the final plenary session, the teacher asks the students to consider whether people generally take enough responsibility for their actions. If not, consider how they might be persuaded to do this. Will education help in any way? Or is it necessary to create new laws or introduce stiffer penalties? If local or national government should accept responsibility for certain problems, ask students about the likely cost and how this should be paid for. The teacher could also ask the class to consider the role of young people in addressing social problems of this kind. Should they be excused from responsibility because of their age? Is it right for young people to leave problems in the community to adults? Such issues could form the basis of a personal written task.

The teacher explains the need for local and national politicians to be aware of problems as they develop. Politics is often about tackling shared problems as a community. This does not mean that governments can solve every problem, and many problems would not even arise if people took more responsibility for the consequences of their actions in the first place.

## Lesson 4

### Why do people become active citizens?

#### Why do people want to change society and how can they do it?

Learning objectives	To consider reasons why people accept responsibility for other people's suffering. To explore the role of NGOs in civil society.
Student tasks	Students work in groups to piece together a narrative. Students hypothesise on the reasons for socially motivated behaviour. Students consider the role of NGOs. In groups, students research the work of an NGO or a social campaigner. In groups, students present their findings.
Resources	Copies of the slips about Jelena Santic (student handout 6.4), already cut up. Resources to support student research. Resources for group presentations e.g. large sheets of paper, coloured pens.
Methods	Group work. Negotiation. Moral reasoning. Critical evaluation. Research. Group presentation.

### Conceptual learning

**Social action:** Action taken by citizens or members of a community to tackle a social problem.

**Citizen:** Someone who has legal membership (citizenship) of a national community. Citizenship brings rights and duties, though people differ in the extent to which they feel responsibility for what happens in the community.

**Active citizen:** Someone who takes public action in response to a social or community problem.

**Non-governmental organisation (NGO):** An organisation set up and supported by citizens (not government) to tackle a social problem. NGOs are public, not secret, and work within the structures of a society to bring about change. They often address issues in which people's rights are not adequately protected or recognised by government. NGOs may work with governments or in opposition to them. Democratic societies have laws which allow NGOs to exist and have legal rights and protections.

**Civil society:** People and organisations who take social action, outside of the work done by the government, are said to be part of civil society. Civil society forms part of the link between individual citizens and governments.

## The lesson

The teacher divides the class into groups of around four students. He/she then gives out the information about Jelena Santic (student handout 6.4). Ideally this should be cut into separate slips of paper. The teacher asks the group to share the slips randomly amongst the group members. Each group member takes it in turn to read out their slip to the other members of the group. The group then arranges the slips in an order which makes the best sense.

The teacher then asks the students to discuss the following questions as a group and, as far as possible, to arrive at a group answer. The teacher stresses that group members may disagree, but sharing ideas produces better answers. Individual students should write down their own answers. The teacher then discusses key issues with the class, suggested by the questions below.

### Questions

- What do you think were the main reasons why Jelena Santic got involved in Group 484?
- From what you know about Jelena Santic, what words would you use to describe her?
- Why do you think Jelena Santic and Group 484 did not leave the work they wanted to do to the government?
- What kinds of need does Group 484 try to meet?
- What kind of society did Jelena Santic and Group 484 hope to build?
- How important do you think non-governmental organisations (like Group 484) are in society? What do you think they can achieve? Think about their role in relation to the work of governments, as well as in relation to meeting the needs (rights) of people.
- Think about your own society. What needs are you aware of which could be helped by active individuals or by NGOs taking responsibility?

To give an example, the teacher then reads the following quotation from an international report for 2003 on NGOs in Bosnia and Herzegovina:

“The NGO sector in Bosnia and Herzegovina continues to make positive contributions to the process of building democracy and civil society. [...] There are currently 7 874 non-governmental organisations in Bosnia and Herzegovina under the old and the new registration laws. [...]

The NGO sector showed that it was capable of conducting large public campaigns that advocated for change on issues vital to Bosnian society, including youth, gender equality, environment, minority rights protection, etc. Great numbers of NGOs continue to offer services in the fields of health care and social welfare, reconstruction, human rights protection, environmental protection, and minority protection.”<sup>22</sup>

The teacher discusses this quotation with the students. First they should consider whether the areas of work mentioned in the report apply to their country as well. Then the teacher asks them to think of examples of the kinds of projects which could come under these different areas of work.

### Questions

As a final piece of work in this unit, each group could take one of these areas and prepare a presentation about it, based on the lesson. Alternatively, if research facilities are available, the lives of other active citizens in the country could be researched and could form the subject of the group presentation. The students could also include international figures such as Mother Theresa and Nelson Mandela.

22. Source: USAID report entitled “2003 NGO Sustainability Index, Europe and Eurasia” pp. 42 and 43; [www.usaid.gov/locations/europe\\_eurasia/dem\\_gov/ngoindex/2003/bosnia.pdf](http://www.usaid.gov/locations/europe_eurasia/dem_gov/ngoindex/2003/bosnia.pdf)

## Student handout 6.1

### Milan makes a choice

Milan was nearly ready to leave for school when his father came into the kitchen.

“Milan, I really need your help today in the fields. Can’t you stay at home and not go to school? The crops will be damaged if we leave them any longer.”

Milan was not happy.

“Dad, I need to go to school today,” he said, “it’s the first meeting of the student council and I’ve just been elected as one of the 8th grade representatives.”

“But you won’t be the only one, will you?” said his father, “it won’t matter if you don’t go. There are other 8th grade reps, aren’t there?”

“Yes, but I’ll be letting down the people who elected me if I don’t go. Besides, we have our science lesson today. I don’t want to miss it. I have got to pass my exams if I’m going to get to university.”

Milan’s father grunted unhappily.

“You talk about going to university as if your family doesn’t matter. Why can’t you see that we need you at home? What help will you be to us if you go away to university? And where will you go when you have got your qualifications? You aren’t likely to come back here, that’s for sure.”

“You should be pleased that I want to get on in life,” Milan shouted angrily, “unlike most of the boys round here. They have got no ambition. They’ll end up doing what their fathers did.”

“There’s nothing wrong with a bit of respect for the older generation,” Milan’s father replied, his temper rising. “All this talk of education these days, it makes me sick. It seems to me you have forgotten some of the old values, where we all pulled together. You’re just out for yourself.”

Milan sighed. He had heard all this before.

“Dad, if I do get a good job, I won’t forget you and the family. How could you think I’d do that? Do you really want me to leave school and not achieve what I know I’m capable of? All my teachers say I could be a good scientist. Maybe one day I’ll make discoveries that will help everyone in the world.”

Milan’s father banged the table.

“Your first duty is to the family and this community, especially now times are so hard. You’re filling your head with dreams. What do you care about the real world?”

This hurt Milan but he didn’t want to show it. For a second he stared at his father in silent defiance. Then the old man turned round and left the house, slamming the door as he went.

Milan sat down and sighed. He thought for a minute and then made up his mind. He picked up his school bag and turned towards the door. Then he stopped, took out a sheet of paper and sat down to write a note to his father. It was the hardest thing he had done in his life.

## Student handout 6.2

### Schmitt's dilemma

Schmitt's only daughter is very ill. She needs an operation urgently but the only doctors in the area who can do it need money before they will treat anyone. Schmitt doesn't know what to do. He and his wife have some savings which they were hoping would help them buy a small shop. They will gladly give all this to save their daughter, but it is not nearly enough.

Schmitt begs the doctors to do the operation for less, but they say they cannot do this, as it would be unfair on everyone else who has to pay full price. Schmitt asks his family and friends to lend him some money, but this raises only a little more. And all the time Schmitt's daughter is growing weaker and weaker.

In desperation, Schmitt considers stealing the rest of the money to save his daughter's life.

## Student handout 6.3

### Things are getting out of control!

Consider the following letter, which appeared in a local paper.

*As a group of local residents, we are very concerned about a number of problems which seem to arise because people are not prepared to take responsibility for their own behaviour.*

*Many dogs are running wild. Their owners either don't know or don't care about this. The dogs leave their mess on the streets, which is not only unpleasant but can also be a health hazard. Some dogs are roaming in packs and are vicious. They need to be kept under strict control, especially when there are children playing nearby.*

*We also think there is too much rubbish left lying around in the town and on the outskirts. This is because people are too lazy to dispose of it properly. It is ugly, and attracts rats and encourages the spread of disease. When people leave old tins of paint and chemicals around, these can get into streams and rivers and affect the supply of drinking water.*

*Why don't people think about the effects of their actions more? And why don't politicians do something about these problems?*

*Yours sincerely,*

## Student handout 6.4

### Card sort: the life of Jelena Santic

1. Jelena Santic was born in 1944. She was Serbian.	2. Jelena Santic died of cancer in 2000.
3. After Jelena died, some of her friends took a stone from a bombed building in Belgrade. It was decorated by refugee children who had come from Kosovo. Then the stone was taken to the Jelena Santic Park of Peace in Berlin as a symbol.	4. Jelena Santic and Group 484 ran Project Pakrac in Croatia, which helped to build trust between Serbs and Croats after the war in 1991. She was joined by volunteers from both sides and from the international community in this project.
5. Jelena Santic was a founder member and leader of an organisation called Group 484. Group 484 is a non-governmental organisation (NGO). Group 484 encourages non-violent conflict resolution, toleration and co-operation as the basis for building humane societies.	6. Jelena wrote articles against nationalism and racism, which were published internationally. She was awarded an international peace prize for her work by an organisation called Pax Christi.
7. In Berlin, there is a park of peace named after Jelena Santic, in recognition of her work. Jelena had spoken at a public meeting in this park.	8. Jelena Santic became an internationally famous ballerina and ballet teacher.
9. Jelena Santic was an anti-war campaigner and she fought for the human rights of all people. She and her organisation worked hard to bring help to the refugees that flooded into Serbia.	10. Group 484 got its name because one of its first projects worked with 484 families from Croatia who had been made homeless by war. Group 484 gave the refugees help, comfort and advice about their rights.