

# Part 1

Taking part  
in the community

## Unit 1

Identity – Making choices

We shape our lives, and other people's too

## Unit 2

Responsibility – Taking part, taking responsibility

Liberty carries responsibilities

## Unit 3

Diversity and pluralism – Consent through dissent?

How do we agree on the common good?

**UNIT 1**  
**IDENTITY**  
**Upper secondary level**

**Making choices**  
**We shape our lives,**  
**and other people's too**

**1.1 Views on choices and identity**

Whose view do I agree with?

**1.2 Looking back: what choices made me the person I am?**

What choices have had the strongest impact on my life?

**1.3 Looking forward: three choices that shape our future lives**

Liberty consists in the ability to choose – or not to choose

**1.4 Which job suits me?**

My criteria for choosing a job

**Extension: job shadowing**

# Unit 1

## Identity

### Making choices

## Introduction for teachers

**"Who will my partner be?"**

**"Do we want to have children?"**

**"Which job will I choose?"**


### The focus of this unit: choices shape identities

These are three of the most important choices we make in our lives. In our teens and twenties, we ourselves looked for answers to these questions – and so do our students. By making these choices, we shape our identities – we decide what our lives will be like. Reversing these choices is painful and difficult, and as far as children are concerned, impossible. Our decisions not only impact on our own lives, but other people's too.


### Identity – An intimate, very personal topic

More than any other unit in this volume, this unit on the concept of identity probably comes closer to the students' most intimate experiences and wishes. The tasks in this unit are designed as choices. The method reflects the students' experience.

### Outline of unit 1

Lesson 1 introduces the students to the importance of making choices. In lesson 2, the students look back: what choices have had the strongest impact on their lives and identities? In lesson 3, the students look into the future, addressing the three key questions above. In lesson 4, they focus on one of these questions – choosing a job. A job-shadowing project is suggested as an extension (see  student handout 1.4).

### Constructivist concept of identity

In this unit the concept of identity is understood in a constructivist way. Our identity is not just there, as something static and complete, but rather our self develops throughout our lives, in a process of learning, and it is shaped by choices. Some choices are irreversible; others can be changed and corrected if we so wish (see  materials for teachers 1.3).

## Competence development: links to other units in this volume

### What this table shows

The title of this manual, *Taking part in democracy* focuses on the competences of the active citizen in democracy. This matrix shows the potential for synergy effects between the units in this manual. The matrix shows what competences are developed in unit 1 (the shaded row in the table). The strongly framed column shows the competences of political decision making and action – strongly framed because of their close links to taking part in democracy. The rows below indicate links to other units in this manual: what competences are developed in these units that support the students in unit 1?

### How this matrix can be used

Teachers can use this matrix as a tool for planning their EDC/HRE classes in different ways.

- This matrix helps teachers who have only a few lessons to devote to EDC/HRE: a teacher can select only this unit and omit the others, as he/she knows that some key competences are also developed, to a certain extent, in this unit – for example, making choices, understanding the pluralism of identities, exercising rights of liberty, responsibility in making choices that affect others.
- The matrix makes teachers aware of synergy effects that help the students to be trained in important competences repeatedly, in different contexts that are linked in many ways.

Units	Dimensions of competence development			Attitudes and values
	Political analysis and judgment	Methods and skills	Taking part in democracy Political decision making and action	
1 Identity	Making choices and reflecting on their impact  Choosing a job and reflecting on the criteria	Using models as analytical tools  Presentations  Taking part in discussions	Making up one's mind – identifying criteria, goals and priorities	Responsibility – being aware of how my choices affect others  Willingness and ability to be aware of personal wants, needs, and obligations
2 Responsibility				Mutual recognition
3 Diversity and pluralism	Individual choices create a rich diversity of identities			
6 Government and politics	Political decision making corresponds to individual choices. The goal of individual happiness corresponds to the goal of the common good		Arguing and debating in public (taking part when the community "makes up its mind")	Willingness and ability to listen to people with different interests and points of view
8 Liberty			Exercising rights of liberty	

## UNIT 1: Identity – Making choices

### We shape our lives, and other people's too

Lesson topic	Competence training/learning objectives	Student tasks	Materials and resources	Method
Lesson 1 Views on choices and identity	Clarifying personal standpoints and choices.  Through our choices, we tell others something about who we are, about our identities.	The students choose a quotation and give reasons for their choices.	📄 Materials for teachers 1.1 (three copies, with quotations cut into separate strips before the lesson).	Group work. Plenary discussion.
Lesson 2 Looking back: what choices made me the person I am?	The autobiographic perspective.  Our choices, and those of others, have a decisive impact on our lives.	The students reflect on what choices had a strong impact on their lives.	✂ Student handout 1.1. Flipcharts and markers in different colours, strips of paper (A6), glue or tape.	Individual work. Plenary discussion.
Lesson 3 Looking forward: three choices that shape our future lives	Making decisions, setting priorities.  Human rights give us options how to shape our future lives – we decide whether to take them.	The students reflect on key choices that affect their future lives.	✂ Student handout 1.2. Flipchart, markers.	Individual work with a handout. Plenary discussion.
Lesson 4 Which job suits me?	Identifying, balancing and prioritising criteria for a decision.  Key criteria for choosing a job are, “Which job corresponds to my interests and strengths?”	The students choose or refuse a job and give reasons for their choice.	✂ Student handout 1.3. 📄 Materials for teachers 1.2 (cut up into a set of job cards, with approx. 10 more cards than students in class).	Individual work with a handout. Plenary discussion.
Extension: job shadowing	Interviewing an expert; planning a research project.  Clarification of job options	The students plan and carry out a research project.	✂ Student handout 1.4.	Project.

## Lesson 1

### Views on choices and identity

#### Whose view do I agree with?

This matrix sums up the information a teacher needs to plan and deliver the lesson.


**Competence training** refers directly to EDC/HRE.

The **learning objective** indicates what students know and understand.

The **student task(s)**, together with the **method**, form the core element of the learning process.

The **materials checklist** supports lesson preparation.

The **time budget** gives a rough guideline for the teacher's time management.

Competence training	Clarifying personal standpoints and choices.	
Learning objective	Through our choices, we tell others something about who we are, about our identities.	
Student tasks	The students choose a quotation and give reasons for their choices.	
Materials and resources	Three copies of  materials for teachers 1.1, with the quotations cut into separate strips before the lesson.	
Method	Group work. Plenary discussion.	
Time budget	1. The students make choices.	15 min
	2. The students give reasons for their choices.	15 min
	3. The students compare and reflect on their choices.	10 min

#### Information box

In this lesson, the students make choices, and are introduced to the topic of choices through their personal experience. This is a task-based approach to the complex concept of identity, rather than a theory or text-based approach, in order to help the students realise that the concept of identity is connected with their lives in a very practical way.

Communication among the students dominates the lesson. A frontal seating arrangement would be counter-productive; therefore, if possible, the tables and chairs should be arranged around the walls (in a horseshoe setting).

## Lesson description

### 1. The students make choices

#### The students set the context

The teacher introduces the topic. Every day, throughout our lives, we make choices and decisions – what examples come to the students’ minds? The students answer and give examples from their experience. The teacher makes sure that they talk about the decisions, but that they do not go into further detail to discuss problems or their reasons behind their decisions. As many students as possible should take the floor for the first five minutes. The teacher need not discuss these statements; he/she observes what the balance is between everyday choices (buying a sandwich or a hot snack for lunch) and key decisions (choosing a job). The teacher points out what tendencies became apparent in the students’ choices.

#### The students choose a quotation

The teacher explains to the students that they will hear some quotations by authors from different countries, and from both ancient and modern times. Their task is the following:

- The students choose a quotation that they either strongly agree or disagree with.
- The students who have chosen the same quotation form small groups (no more than six members) and share their reasons for their choice. The groups appoint a speaker.
- After five minutes, the speakers each make a brief statement on the choices in the plenary round. They read the quotation and give the main reasons why the students in their group agreed or disagreed with it. If the students in a group hold different views, then the difference of opinion should be reported.

The teacher distributes the sets of quotations, presented on separate strips of paper, on the students’ tables around the room. In turn, each student who has been given a quotation reads it aloud to the class. Then the students begin with their task. The teacher watches them. If a group is too big he/she intervenes and makes sure that the students split into smaller groups. Several copies of the quotations are available in case this happens. The teacher takes note of which quotations the students have chosen and which they haven’t. He/she will not hear much of the students’ discussions, as many students will be talking at the same time, so the noise level will be like that in a café full of customers.

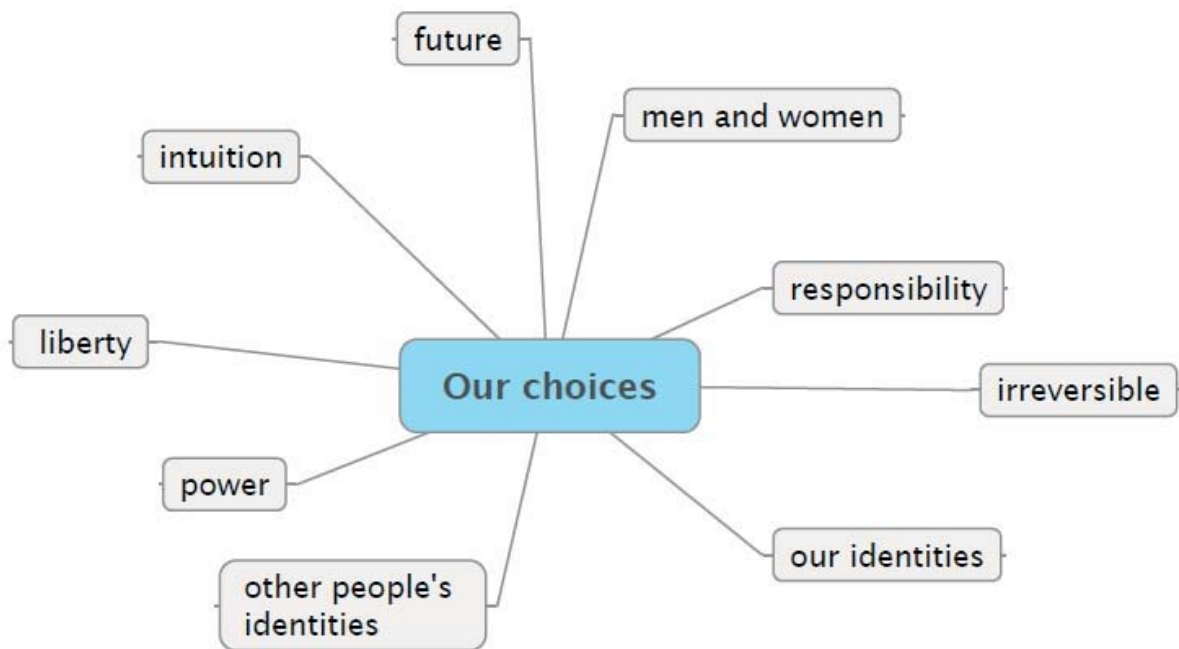
### 2. The students give reasons for their choices

#### The speakers make their statements

The teacher announces that discussion time in the groups is up and calls the students to attend the plenary round, chaired by the teacher. The students stay seated at their group tables. In turn, each speaker takes the floor. If necessary, the teacher reminds the speaker to report on the groups’ reasons for their choices, and the students may ask for more explanations. The teacher should make sure that no discussion starts before all speakers have spoken.

#### Teacher and students produce a mind map as a record

Before the next speaker takes the floor, the teacher asks the listeners to sum up the key statement that they have just heard, for example “Many of our choices are irreversible,” or “When making choices, we exercise rights of personal liberty.” The teacher – or a student – sums up the points in a simple mind map (see example below).



### 3. The students compare and reflect on their choices

#### The students read the mind map – a document of many choices

The mind map supports the concluding phase of reflection in this lesson.

The teacher asks one question to provoke thought – many different answers are possible, as the students are addressed as experts on their own behalf: the speakers have just reported on what the students think about the different quotations on making choices. The groups themselves were formed by the students' choices – so what does this mind map tell us about the students?

The students may need some time to think. They should have it – what could be better than a class full of students thinking hard in silence? Therefore this productive phase should not be terminated too soon by immediately giving the floor to the first student who puts up his or her hand. Several students may then speak. Many different views are possible, and they will vary depending on the context that the students have created through their choices and as is recorded in the mind map.

#### Conclusion: key statements

The teacher's task is to conclude the lesson by summing up the key statements for the students. They may be expressed directly, or they may occur as a leitmotif in several statements. The teacher notes keywords on the board or flipchart to support the summary:

1. In this lesson, the students have *made choices* when *talking about* choices.
2. The students have made *different choices*, for different reasons (here are some examples):
  - personal experience;
  - values;
  - gender;
  - concern for others, responsibility;
  - human rights;
  - ...
3. The students' choices show that they are different personalities – their choices tell us something about who they are, about *their identities*.



## Lesson 2

### Looking back: what choices made me the person I am?

#### What choices have had the strongest impact on my life?

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	The autobiographic perspective.	
Learning objective	Our choices, and those of others, have a decisive impact on our lives.	
Student tasks	The students reflect on what choices had a strong impact on their lives.	
Materials and resources	✍ Student handout 1.1. Flipcharts, strips of paper (A6), markers in different colours, glue or tape.	
Method	Individual work. Plenary discussion.	
Time budget	1. The students explore what choices affected their lives.	15 min
	2. The students share their findings.	10 min
	3. The students discuss and reflect on their findings.	15 min

#### Information box

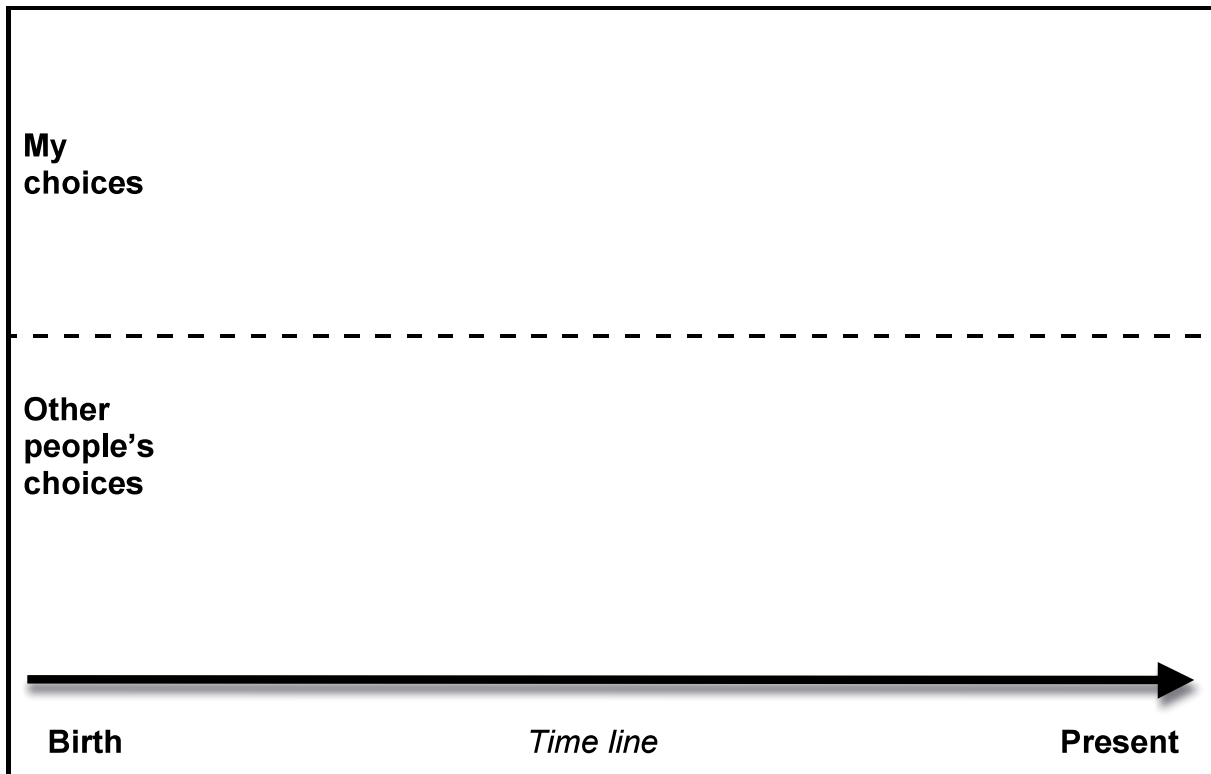
To a considerable extent, choices shape our identities. In this lesson, the students look back on their lives. In the following lesson, they switch their perspective and look forward into the future. The key question remains the same – by making choices, how do we shape our lives, and each other's too?

In this lesson, the students first reflect on their biographies in the context of this key question. Then they share some of their findings in the plenary session and compare them.

## Lesson description

### Preparations

Before the lesson begins, the teacher attaches a flipchart to the wall or the blackboard and copies the diagram from ↗ student handout 1.1.



### 1. The students explore what choices have affected their lives

#### The teacher introduces the task

The teacher introduces the key task of this lesson. The big version of the handout on the flipcharts serves as reference. The teacher recalls the last lesson: the students made choices, and this activity alone gave an insight into their different personalities. This lesson adopts a different perspective: what impact have choices had on our identities and our development in life? And who has made these choices? We ourselves? Or other people?

The chart on the flipcharts is the same as that on the handout that the students will receive. In the top half, the students note choices that they themselves have made, in the bottom half they note choices made by others. The timeline, running from left to right, covers their lifespan from birth to the present. The students can therefore indicate when a certain choice affected their identities.

#### The students adopt an autobiographic perspective

The students receive their copies of ↗ student handout 1.1 and work on their own in silence (10-15 minutes). They reflect on their personal experience from an autobiographic perspective. They are experts on their own behalf. Because of its intimate nature, the topic and the information is extremely important for each student, and they should decide what to share with the class in the following phase of the lesson.

## 2. Comparing the students' experience

### Introduction to the task

The teacher introduces the next step. Now the students may share some of their findings. Each student receives two pieces of A6 size paper and markers (these can be shared, if necessary). Only one piece of information – one choice – is to be noted on each strip of paper, as the strips are to be linked to other student's notes.

The teacher adds years to the timeline, beginning with the birth year of the oldest student, and ending with the present.

Now the students select one or two points from their autobiographic reflections, using the following criteria:

- What choice has had a particularly strong impact on my identity?
- What piece of information am I willing to present in class?

The students should indicate who made the choice ("I", "mother", "friend" ...), and when it was made, but they should not add their own names.

### The students produce a general survey of key choices

The students fill in one or two sheets of paper, as instructed by the teacher, and put them face down on their tables. A team of four students collects them and brings them to the flipcharts.

The students gather round the flipchart in a semicircle – in two rows, if necessary. One student from the team reads the entries to the class. A team member suggests where to attach it on the charts. If repetitions occur, the entry on the flipchart stands for all the others; these are counted, the amount is recorded, and the text on the flipchart is framed to emphasise its importance. The team co-operates with the class, so that all students take part in the emergence of their shared records, and participate in creating them.

## 3. The students discuss and reflect on their findings

### Looking for patterns and significant elements

The material is new to all, so the content can hardly be anticipated. Quite often the students need no guidance or starting point, but begin to make comments immediately.

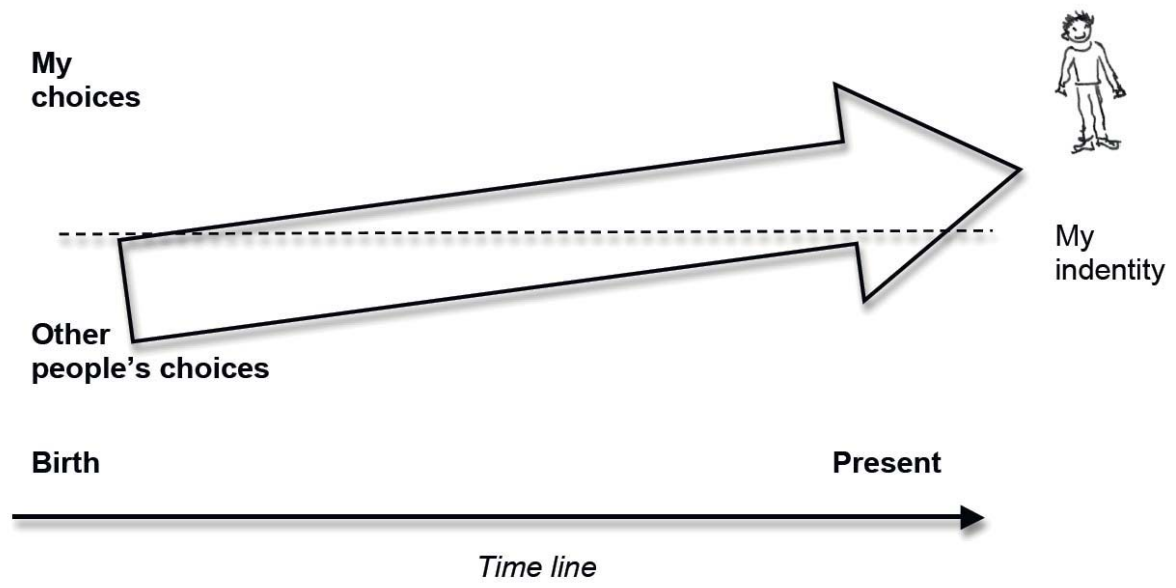
If necessary, the teacher points out that the next step is to identify striking patterns or details.

A few patterns are likely to appear:

*Adolescence – increasing autonomy:* In early childhood, others make choices (parents, family, teachers, doctors). As we grow older, we make more choices ourselves. Thus, there are likely to be clusters of entries on the flipchart, and these may be highlighted by the symbol of an arrow pointing upwards – the shift towards more autonomy and personal responsibility as we grow older. A student may add the arrow to the chart (see below).

*"I owe my existence to my parents":* This is the starting point in our biographies that we all share. It is as elementary as it is obvious. We have our roots in our families.

*Diversity and pluralism:* Perhaps no pattern can be detected. This points to the phenomenon of pluralism – we differ in our development, and our choices have made us become individual personalities.



*As children grow up, their autonomy of choice increases.*

## Lesson 3

### Looking forward: three choices that shape our future lives

#### Liberty consists in the ability to choose – or not to choose

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Making decisions, setting priorities.	
Learning objective	Human rights give us options how to shape our future lives – we decide whether to take them.	
Student tasks	The students reflect on key choices that affect their future lives.	
Materials and resources	☞ Student handout 1.2. Flipchart, markers.	
Method	Individual work with a handout. Plenary discussion.	
Time budget	1. Introduction to the topic and the task.	10 min
	2. The students reflect on key choices.	10 min
	3. Presentation and reflection.	20 min

#### Information box

“Who will my partner be?” – “Do we want to have children?” – “Which job will I choose?”

In this lesson, the students will address these choices. In doing so, they switch their perspectives from the past to the future. In the lesson before, they looked back, dealing with the question of what choices were made (and by whom) that decisively affected their lives and shaped their identities during their childhood and adolescence. In this lesson they are going to look into the future. They will be making the key choices – on partnership, family and their profession – that probably have the strongest impact on their identities.

The students will become aware of the gender issue involved: the traditional role of women was to choose partnership and family – without a profession, while men focused on their role as income earners (profession) and partnership, with a reduced responsibility for family life. Today, young women exercise their right to education much more extensively, with the intention of choosing their profession. So while women attempt to find a way to balance all three options – profession, partnership, and family – many, but not all, men continue to adhere to their traditional understanding of their role.

## Lesson description

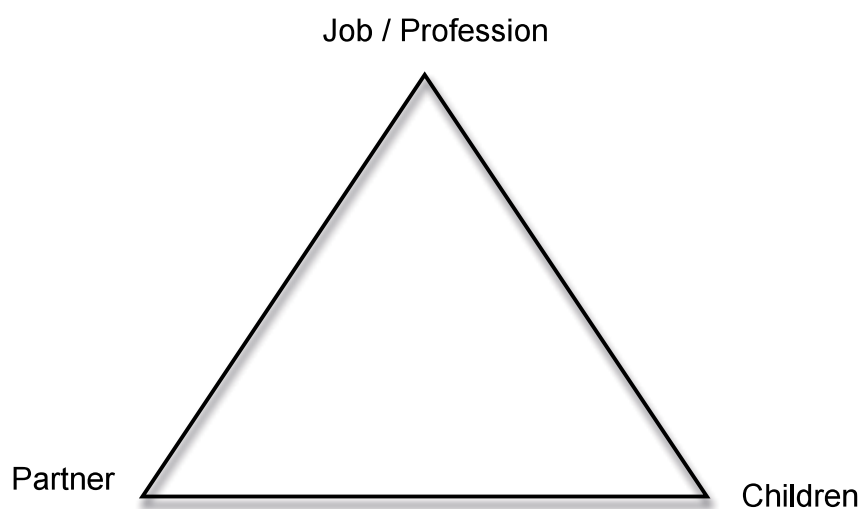
### 1. Introduction to the topic and the task

#### The teacher gets the students involved (inductive approach)

The teacher begins the lesson by asking a question that every student can answer, and that comes directly to the point: why do you attend school at upper secondary level?

The students, male and female alike, will surely answer that they wish to choose a profession. They also want to have access to advanced levels of study and training, such as university study.

The teacher lets several students take the floor, until a clear picture emerges. Then he/she sums up the students' responses by drawing the diagram on *≈* student handout 1.2 onto the blackboard or flipchart and adding the first choice – job.



The teacher explains that this is one choice that the students have just given top priority to, and it is clear how important it is for their identities. In doing so, they are exercising human rights – the liberty to make choices in general, and the liberty to choose a profession. Students may rightly point out that this liberty is restricted by the limited access to certain jobs, by unemployment or strong competition for example. This topic need not be followed up here, as it will be addressed in the following lesson.

The teacher addresses the other key choices: do I want to live with a partner, and if so, who will my partner be? (Or have I made that choice already?) And do I, or do we want to have children? The teacher adds the terms “Partner” and “Children” to the diagram, so that it resembles *≈* student handout 1.2.

The teacher explains that we all have to answer these questions one way or the other. We may choose to combine all three options, or to combine only two and leave one out. We will be leading completely different lives, depending on the choices we make or don't make. We exercise human rights, but we also carry responsibility for our lives, and the lives of others (our partners, our children).

#### The teacher introduces the task

The teacher distributes *≈* student handout 1.2. He/she makes the students aware of the human rights that grant the key options of choosing a job, a life with a partner, and having children (*≈* student handout 1.2, part 1). The students' task is to think about their choices, and to record their decision in the matrix in part 2 of the handout.

If they wish, they can compare their choices with the choices their parents made. This additional information will not be shared in class. The information on their choices will remain anonymous.

## 2. The students reflect on their key choices

The students work by themselves in silence. The teacher does not look at any handout, as discretion is important when such delicate matters are addressed.

The teacher prepares the follow-up phase. He/she attaches a flipchart to the blackboard or the wall. Ideally the students should be protected from view when writing on it. The flipchart shows a modified version of the matrix on *≈* student handout 1.2.

The text can be reduced to letters, as the students know the matrix. The following legend is sufficient:

**J**ob – **P**artnership – **C**hildren

Options for our futures		Women	Men
All three	P + C + J		
Two out of three	P + C		
	P + J		
	J + C		
One out of three	P		
	J		
	C		

The teacher leaves the marker for the students.

## 3. Presentation and reflection

### The students present their choices

The teacher explains how the students may add their choice discretely. In turn, each student comes to the flipchart and marks his/her choice by a simple “one” symbol (1).

Female and male students use separate columns.

The students come forward to the flipchart in turn and mark their choices. When they have finished, two students count up the marks per section and add the figures.

### The students comment on and discuss the results

The result can hardly be anticipated. It is interesting to see how many young men and women intend to combine all three options, and how many are going for two, and which two.

“Partner+Job”: The traditional male model “breadwinner+housewife”. The students should become aware of the implications if both partners make this choice – this is the “dink” model (double income, no kids).

“Job+Children”: An unlikely choice, as it means single parenthood, but as the students will know, a significant number of families have one parent – not as a matter of choice, but through divorce or death.

“Partner+Children”: The traditional female model if it lasts for a lifetime. Many young mothers, and to a lesser extent young fathers, accept this option for a while to care for their children when they are very small. It is understood that they will return to their jobs as soon as possible.

“Job+Partner+Children”: The students will know that this option is a challenge. Is there a difference in the choices made by each gender? Presumably more young women than men will choose this

option. If so, what are the reasons for this? The teacher should not press the students if they are unwilling to talk about the reasons for their choices. The teacher can point out, however, that this is an example of how individual choices may affect society as a whole: if many choose not to have children then the birth rate will fall. No moral pressure should be added, but the students should be made aware of the long-term effects that their individual choices will inevitably have (see extension below).

With these possible lines of thought in mind, the teacher awaits the results, and then responds – improvising, if necessary. Reflection beforehand, as outlined here, helps; and so does an evaluation of the lesson afterwards, to develop capacities and confidence in improvisation.

**Extension**

The problem of falling birth rates and ageing or shrinking populations besets many industrialised and developed countries around the world, including China, Germany and Italy. Serious problems for the economy and old age pension systems may arise. With statistical data, the students can investigate the situation in their country. They can analyse and judge solutions.



## Lesson 4

### Which job suits me?

#### My criteria for choosing a job

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Identifying, balancing and prioritising criteria for a decision.
Learning objective	Key criteria for choosing a job are, "Which job corresponds to my interests and strengths?"
Student tasks	The students choose or refuse a job and give reasons for their choice.
Materials and resources	<p>✍ Student handout 1.3.</p> <p>📄 Materials for teachers 1.2 (cut up into a set of job cards, with approx. 10 more cards than students in class).</p>
Method	<p>Individual work with a handout.</p> <p>Plenary discussion.</p>
Time budget	1. The students accept or refuse a job offer. <span style="float: right;">20 min</span>
	2. The students share their criteria for choosing a job. <span style="float: right;">20 min</span>

#### Information box

In lesson 1.3, the students addressed three key questions that will profoundly affect their future lives – making choices concerning their jobs, partnership, and family (parenthood). In this lesson, the students explore the criteria involved in one of these choices – choosing a job – in somewhat more depth.

Two criteria are of outstanding importance: which job interests me? Which job can I do best?

The relevance of these questions is obvious, but so are the difficulties in answering them, particularly the second one. Concrete information is necessary; the job-shadowing project is suggested to enable the students to overcome this problem.

## Lesson description

### 1. The students accept or refuse a job offer

#### The teacher introduces the topic

The teacher introduces the topic, referring to the flipchart showing the triangle of key choices. Last lesson, the students discussed the complexity involved in making three key choices concerning their jobs, partnership and family.

In this lesson, the students will focus on one of these three choices – their future jobs.

The teacher explains that to get started, the students should simply imagine that they will now be offered a job. The teacher will present them their job offer on a card. They are free to decide whether to accept this offer or not.

#### The teacher introduces the method – a simple simulation of the job market

The teacher distributes *sc* student handout 1.3 and asks the students to fill in the first line: do they already have a job of their choice, or have they made their choice? If not, they wait for the next step.

The teacher explains the rules. When the students receive their job offer on a card, they decide whether to accept it or not. They note down their reasons in the handout.

Then they may look for another job. The students can swap their jobs with each other, or exchange their cards for one of the cards on the teacher's desk. They record all the jobs offered to them, and give their reasons for accepting or refusing them.

If they find a job that they like, then they just keep the job card. If they just put their card down without taking another, then they are unemployed.

Before the simulation of the job market begins, the students should have a clear idea of the rules and their roles.

The teacher distributes a job card to each student. Many will probably protest, and may wish to get rid of their job offers immediately. If necessary, the teacher reminds them of their task – to record in the handout their reasons for not wanting a particular job.

#### The students participate in the job market simulation – looking for a job

Once the students have been given the job cards, they are left to themselves. The teacher observes how many students accept their job offers, and reminds students to make short notes before swapping jobs.

### 2. The students share their criteria for choosing a job

#### The students identify key criteria for their job choices

The students are seated in an open square or a circle so as to support communication.

The teacher asks for a show of hands. Who has accepted a job offer? Who hasn't?

In a second step, the teacher asks the students to form groups of four to six and share their criteria. Their task is to present a list of three key criteria that they all agree on.

After five minutes, the group speakers present their results and a second team member notes their points on the blackboard or flipchart. Points that are addressed by successive groups are marked accordingly to emphasise their importance. The result may look like this:

**Which job suits me? Criteria for choosing a job**

Personal interests

Qualifications – job requirements

Good income

Working hours

Flexibility

Job security

...

### **The students identify key criteria for choosing a job**

If the groups have repeatedly mentioned certain criteria for choosing a job, the students now consider whether these are particularly important. They share their opinions and give reasons.

On the one hand, the students are free to follow their personal preferences, so it is not necessary for them to agree. For example, a high income may be more important for one student, while another insists on free weekends and flexible working hours. There is one point, however, that the teacher should make the students aware of.

We all want to avoid being unemployed, so quite understandably, job security is often a top priority. However, business developments are hardly predictable, and the students will meet competition everywhere. Students must choose a job, or at least a job category (“law” – “doctor of medicine”) when they leave school, and they will apply for this job after having finished their studies or training. No one can reliably predict what their chances will be like in four or five years’ time.

Therefore the students should include two criteria:

1. What interests me, and what would I enjoy doing?
2. What am I good at? Where are my strengths? What can I do best when facing competition?

The teacher gives the students some time to think about these points and to respond.

### **The students problematise the application of the criteria**

When reflecting on how to apply these two key criteria for choosing a job, the students will probably become aware of the difficulties involved. The second question above is the easier one for them to answer. With the help of their parents and friends, and also their teachers, they can explore their specific profile of competences.

The first question poses more problems, as the students need information on job requirements and job developments. Teachers are not professional career experts, so school is at its limits here, and the students must find information for themselves. They now experience liberty of choice and identity building as a demanding business indeed.

In many countries, schools support their students through job-shadowing schemes. This model is suggested as an extension that students, parents, and business managers will appreciate and support.

## **Extension: job-shadowing project**

### **The problems that students face, and how job-shadowing projects can help**

The students know how important their choice of a suitable job is for their future lives. They have understood what criteria are crucial when making their choices, but they have also realised that they cannot judge which job requirements meet their talents, competences and interests without reliable, up-to-date information. A job-shadowing project can give the students valuable support in obtaining that information.

### **The students' task**

The students research a job that they believe meets their criteria. They spend several working days with a professional. They watch what he/she does and with whom they co-operate. Guided by a questionnaire (see *≈* student handout 1.4) they interview their job partner. If possible, they perform tasks to acquire first-hand experience (such as in an internship). The school schedule is replaced by the working hours of the job. So if a surgeon begins to operate at 6 a.m., the student should be next to him in the operating theatre (to find out, for example, if he/she can bear to watch an operation).

The students write a report, based on the questionnaire. The report can be handed in and marked, which creates a further incentive for the students to undertake their task properly. The students are advised to take notes daily and write their report during their week of work rather than later – an exercise in efficient time management.

The report should be a systematic account rather than a personal diary, to ensure that the students focus on the key criteria for their choice of a job.

The students must find their job partners themselves, with support from their parents, families and friends of the family. Ideally, they should not visit their parents or relatives at their workplace.

### **Support by the school and teachers**

The student performs the main role, and is responsible for the result. The school provides the opportunity, sets the framework, authorises the project and clarifies legal matters (consent by a relevant ministry, insurances). At an early stage, the school also contacts the parents, who have an important role to play (see below).

On request, the students can be given a letter of authorisation when applying for a job-shadowing opportunity. After the project has ended, the principal writes a letter of thanks to all the partners that hosted their students.

If possible, the teacher should visit the students during their project. During the whole project, a teacher must be available on the phone to react quickly in case of an emergency.

### **Follow-up work**

We recommend marking the reports to emphasise their importance. The teacher should treat the reports respectfully, as they are personal documents. He/she should realise that he/she was not present during the project and the interviews, so the students are experts here rather than the teacher. So assessment should focus on aspects such as clarity, coherence, care and completeness. From the student's point of view, this kind of task is much more rewarding than any test paper, and the teacher should be prepared to award more grades at the top of the scale than usual.

The students should have the opportunity to share their experiences. This requires more time than can be provided within regular EDC or social studies lessons. A useful platform is a job-shadowing event within the school. This is of particular interest for younger students who will carry out this project a year later, as well as their parents. The job partners or the local press, and local business representatives could also be invited.

## Support by parents

First, parents can support their children in finding out what their strengths and interests are. Parents know their children from their very first day, and can recall their development from a perspective that differs from that of a professional at school. Parents generally welcome this kind of project, as they appreciate any kind of support for their children in finding a job. For very understandable reasons, parents tend to overemphasise job security. In a rapidly changing economy, parents are therefore less suitable as advisors in career planning.

## How to find a job partner for the students

Usually the students are required to find a mentor for their job-shadowing project. Their parents, and in some cases other relatives or friends, can provide valuable help by providing links to potential partners. The students should not compromise too soon if the search proves difficult. They are looking for a job-shadowing opportunity, not a job. If no one who performs a particular job can be found, e.g. a broadcasting journalist, then a compromise would be to look for an alternative within the same job category, for instance a journalist working for the local newspaper.

## Support by local businesses and institutions

For any professional, hosting a student for a working week takes a lot of effort, and this should be appreciated. However, many employers are interested in attracting qualified and well-informed job applicants, and from their point of view, job shadowing is an opportunity to test the students and perhaps even approach them with a follow-up offer.

The students need a mentor or supervisor. This could be their job partner, or someone else. The students have been given leave from school, so they must not be paid while carrying out their project. They are not there to do regular work, but to follow their own agenda, as outlined by the questionnaire (see student handout 1.4).

## Long-term learning effects for the students

Experience has shown that this project will help many students to adopt a more serious, more mature approach to their final years at school. They have become aware of their interests, and can appreciate certain subjects more now that they can link them to their future after school. It also makes a difference if someone outside school has told them that “spelling and handwriting *do* matter.” And it is a rewarding and thrilling experience if students discover that they can actually already cope with quite a lot of tasks in the professional world.

The students may come back to school with a clear answer. Perhaps they now know what their job will be, and they can take the next steps in planning their studies or training after leaving school. On the other hand, if their project has showed them that they must look for a different job, this is also a valuable step forward, as they have got rid of some illusions and can now ask more precisely what kind of job would suit them.

## Information on job-shadowing schemes

United Kingdom: [www.prospects.ac.uk](http://www.prospects.ac.uk)

Baden-Württemberg, Germany: [www.schule-bw.de/schularten/gymnasium/bogy](http://www.schule-bw.de/schularten/gymnasium/bogy)

## Materials for teachers 1.1: Quotes on choices and identity



<p>By the choices and acts of our lives, we create the person that we are and the faces that we wear.</p> <p>Kenneth Patton</p>
<p>Decision is a risk rooted in the courage of being free.</p> <p>Paul Tillich</p>
<p>Everything you now do is something you have chosen to do. Some people don't want to believe that. But if you're over age twenty-one, your life is what you're making of it. To change your life, you need to change your priorities.</p> <p>John C. Maxwell</p>
<p>I believe that we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime.</p> <p>Elisabeth Kubler-Ross</p>
<p>If you want anything said, ask a man. If you want something done, ask a woman.</p> <p>Margaret Thatcher</p>
<p>Liberty, taking the word in its concrete sense, consists in the ability to choose.</p> <p>Simone Weil</p>
<p>The greatest minds are capable of the greatest vices as well as of the greatest virtues.</p> <p>Rene Descartes</p>
<p>The main thing history can teach us is that human actions have consequences and that certain choices, once made, cannot be undone. They foreclose the possibility of making other choices and thus they determine future events.</p> <p>Gerda Lerner</p>
<p>The power of choosing good and evil is within the reach of all.</p> <p>Origen</p>
<p>The self is not something ready-made, but something in continuous formation through choice of action.</p> <p>John Dewey</p>
<p>The thing women have yet to learn is nobody gives you power. You just take it.</p> <p>Roseanne Barr</p>
<p>When choosing between two evils, I always like to try the one I've never tried before.</p> <p>Mae West</p>
<p>Women and cats will do as they please, and men and dogs should relax and get used to the idea.</p> <p>Robert A. Henlein</p>
<p>You must train your intuition – you must trust the small voice inside you which tells you exactly what to say, what to decide.</p> <p>Ingrid Bergman</p>

One ship sails East,  
And another West,  
By the self-same winds that blow,  
'Tis the set of the sails  
And not the gales,  
That tells the way we go.  
Like the winds of the sea  
Are the waves of time,  
As we journey along through life,  
'Tis the set of the soul,  
That determines the goal,  
And not the calm or the strife.  
Ella Wheeler Wilcox

[www.wisdomquotes.com](http://www.wisdomquotes.com)

 **Materials for teachers 1.2: Job cards**



Civil servant (local municipal administration)	Advertising copywriter	Veterinary surgeon
Architect	Fashion photographer	Primary school teacher
Mechanical engineer	Water operations manager	Banker
Hospital doctor	Fast food restaurant manager	Public librarian
IT sales professional	Police officer	Solicitor



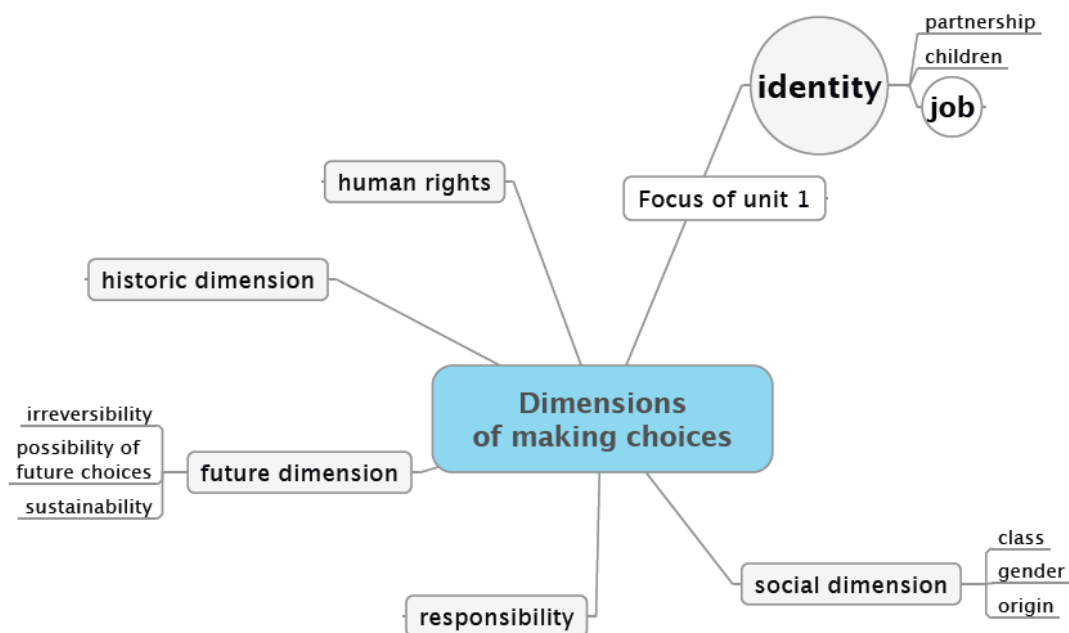
Tourist guide	-	+	Shop assistant	-	+	Hospital nurse	-	+
Economist	-	+	Cartographer	-	+	Hairdresser	-	+
Dancer	-	+	Newspaper journalist	-	+	Bookseller	-	+
Meteorologist	-	+	Psychotherapist	-	+	Airline pilot	-	+
Room cleaner	-	+	Bus driver	-	+	Electrician	-	+

Source: [www.prospects.ac.uk](http://www.prospects.ac.uk)

## Unit 1.3 Background information for teachers

### The constructivist concept of identity

Linked to the concept of identity, constructivism means that we shape our identities by the choices and decisions that we make. Constructivism emphasises the active role of the individual, and points to the element of learning involved. In life, we make mistakes, and so we also become aware of mistakes in the choices we made. We may be able to undo some choices (deconstruct them), and correct them, but some choices are irreversible. Time, above all things, can only be spent once in life. Constructivism links the dynamics of making choices to the result, our identity, which becomes static and stable to a certain extent.



This unit focuses on the active role we perform in shaping our own identities – and each other’s, in which we also have a passive role. Of course, identity development is far more complex, and depends on many other factors (variables) that define or limit our chances to shape our lives and identities. These include origin, class, gender, economic and cultural conditions, and the natural environment.

There are two reasons why this unit focuses on the constructivist dimension of shaping our identity by making choices. First, this approach links identity to human rights. Making choices is an act of liberty. Second, the students understand this approach best, as it corresponds to their experience and the questions they are asking themselves.

Not only the concept of identity is much more complex than it appears in this unit; the same applies to the concept of choices. The diagram above describes the didactic approach of this unit: the students explore the links between two complex concepts, but neither of the concepts in its entirety.

**UNIT 2**  
**RESPONSIBILITY**  
**Upper secondary level**

**Taking part, taking responsibility**  
**Liberty carries responsibilities**

**"Quidquid agis, prudenter agas, et respice finem."**  
**[Whatever you do, do wisely, and consider the outcome.]**  
**Latin proverb; origin unverified**

**2.1 Risk losing a friend – or break a rule?**

**We face dilemmas everywhere**

**2.2 and 2.3 What would you do?**

**We take responsibility for our decisions**

**2.4 What values must we share?**

**Taking responsibility in a human-rights-based community**

# Unit 2

## Responsibility

### Taking part, taking responsibility

## Introduction for teachers

### Taking responsibility – a perspective that affects everything

We permanently make decisions, both big ones and small ones. What shall we have for lunch today? Will we take the car, or the bus? What party will I vote for? What do I want to do after finishing school?

In every decision that we make, we pick certain options and turn down others. And whether we are aware of it or not, our decisions affect others. Whatever we decide and do can be questioned, as there are alternatives that we could have chosen.

Taking responsibility means considering these alternatives, and the consequences of our decisions. In this respect, taking responsibility is a perspective that literally affects everything we do in life – in our personal sphere, in our relationships and links to our family, friends, colleagues, and the community as a whole.

### Taking responsibility – a human right and a challenge

When we make decisions, we exercise our human right to liberty. Liberty carries responsibility, but we can and must decide for ourselves what principles and guidelines we want to follow. Liberty means that we are alone in our decision, and therefore taking responsibility can be very difficult. To a certain extent, there are skills involved that can be trained, and this is what the students will do in this unit.

The students will communicate with each other what in practice we often have to decide on our own – attempting to understand dilemmas of varying complexity, making choices, and defining priorities.

### A constructivist concept of responsibility

Taking responsibility is best learnt and understood in concrete situations that demand a decision to be made. Dilemmas are particularly interesting in this respect, as they require particularly careful consideration of the consequences of a decision.

In an open, secular and pluralist society, we cannot take for granted that there is a framework of values that everyone will immediately agree to – but for the stability of a community, such a framework is essential. We must therefore communicate and negotiate the basic principles that we share in taking responsibility.

Taking responsibility is a challenge, and a permanent process of learning; in this respect, this unit adopts a constructivist concept of responsibility.

### Traps in teaching responsibility – and how they are to be avoided

There are two traps in teaching responsibility – abstract moralising and indoctrination.

Moralising means talking about being “a good citizen” without looking at a concrete issue. The students are given the message that taking responsibility is only a matter of wanting to or not. They

never learn how difficult this task can be, and how important it is to share their reasons for making a choice.

The trap of indoctrination refers to teachers who attempt to impose a certain set of values. They have no mandate to do so, and whatever set of values they choose, it can be questioned and deconstructed.

To avoid these traps, this unit is designed around a key task that gives the students the opportunity to make decisions on their own. The teacher is their coach and facilitator.

The students discuss how to solve dilemmas. The case stories refer to the students' everyday experience, which puts the students in the role of experts.

## **Preparation of the unit**

We recommend that the teacher perform the same task as the students (see ✎ student handouts 2.1-2.4, and 📖 materials for teachers 2.1-2.3). In this way, the teacher will best understand the learning opportunities and become aware of the difficulties for his/her students. The result itself – the decision how to solve a dilemma – is not the “right” answer, as there is a strong element of subjective choice involved that the students may, or may not share.

## Competence development: links to other units in this volume

### What this table shows

The title of this manual, *Taking part in democracy*, focuses on the competences of the active citizen in democracy. This matrix shows the potential for synergy effects between the units in this manual. The matrix shows what competences are developed in unit 2 (the shaded row in the table). The strongly framed column shows the competences of political decision making and action – strongly framed because of their close links to taking part in democracy. The rows below indicate links to other units in this manual: what competences are developed in these units that support the students in unit 2?

### How this matrix can be used

Teachers can use this matrix as a tool for planning their EDC/HRE classes in different ways.

- This matrix helps teachers who have only a few lessons to devote to EDC/HRE: a teacher can select only this unit and omit the others, as he/she knows that some key competences are also developed, to a certain extent, in this unit – for example, analysis, reflexive use of the media, and responsibility.
- The matrix helps teachers make use of the synergy effects that help the students to be trained in important competences repeatedly, in different contexts that are linked in many ways. In this case the teacher selects and combines several units.

Units	Dimensions of competence development			Attitudes and values
	Political analysis and judgment	Methods and skills	Political decision making and action	
2 Responsibility	Understanding dilemma issues Analysing consequences of a decision Defining priorities and giving reasons	Careful consideration and thinking Sharing reasons and criteria for a decision	Making decisions with incomplete information Awareness of the risk of failure	Switching perspectives Recognition of the interests and rights of others Human-rights-based community
1 Identity	Understanding the impact of our choices on others			Switching perspectives
4 Conflict	Sustainability dilemma	Negotiation strategies	Conflict resolution	
6 Government and politics	Politics – a process of solving problems and resolving conflict			
7 Equality	Appreciation of the cultural dimension of democracy		Balancing majority and minority rights	Mutual recognition

## UNIT 2: Taking part, taking responsibility

### Liberty carries responsibilities

Lesson topic	Competence training/learning objectives	Student tasks	Materials and resources	Method
Lesson 1 Risk losing a friend – or break a rule?	Competence in political decision making and action: making choices and giving reasons.  We are responsible for the choices that we make in our everyday lives.  Concepts of dilemma and responsibility.	The students think of the choices they make in everyday dilemma situations and share their reasons.	📄 Materials for teachers 2.1 and 2.2.  ✍ Student handouts 2.1 and 2.2.	Plenary discussion, lecture, group work.
Lessons 2 and 3 What would you do?	Competence in making decisions and taking action: handling dilemmas.  We make different choices in dealing with dilemmas. In doing so, we exercise our human right to liberty.	The students discuss dilemma case stories and reflect on their personal experience.	✍ Student handouts 2.1–2.4.  📄 Materials for teachers 2.2.  Flipcharts, markers.	Group work.
Lessons 2 and 3 What would you do?	Taking responsibility involves handling dilemmas – collecting information, considering the consequences, defining priorities, making decisions.	The students discuss dilemma case stories and reflect on their personal experience.	✍ Student handouts 2.1–2.4.  Flipcharts, markers.	Group work.
Lesson 4 What values must we share?	Judgment: reflecting on criteria and values.  A democratic community relies on a shared set of values.  Human rights provide a set of values that we can agree on.	The students select dilemma case stories, report on their decisions, compare and discuss their priorities.	📄 Materials for teachers 2.2.  Flipcharts (prepared in the previous lesson), markers.  ✍ Student handout 2.5; alternatively, UDHR, Article 1 on a flipchart or overhead transparency.	Joint planning discussion.  Presentations.  Discussion.

## Lesson 1

### Risk losing a friend – or break a rule?

#### We face dilemmas everywhere

This matrix sums up the information a teacher needs to plan and deliver the lesson.



Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Competence in political decision making and action: making choices and giving reasons.	
Learning objective	We are responsible for the choices we make in our everyday lives. Concepts of dilemma and responsibility.	
Student tasks	The students think of the choices they make in everyday dilemma situations and share their reasons.	
Materials and resources	 Materials for teachers 2.1 and 2.2.  Student handouts 2.1 and 2.2.	
Method	Plenary discussion, lecture, group work.	
Time budget	1. The students deal with an everyday dilemma.	10 min
	2. The students are introduced to the tool for dilemma analysis.	20 min
	3. The students share their decisions in the school test dilemma.	10 min

#### Information box

This lesson introduces the students to the importance, and the necessity, of taking responsibility. In a trial run, so to speak, they apply the tool to reflect on their decisions in taking responsibility, and they are introduced to the key concept of dilemma.

All the students are immediately actively involved through the inductive approach. Within a few minutes, all students in class are thinking about how to solve a dilemma that is familiar to them from their experience in school.

The first lesson deals with the key theme – facing dilemmas, making choices, reflecting on the priorities involved in those choices. Rather than adding additional topics, the following lessons explore this theme of dilemma resolution. Like all the units in this manual, this unit also follows the didactic principle of thorough treatment of a selected piece of subject matter – “Do less, but do it well”. The reason for selecting so little, and omitting so much, is abundant experience. It is the intensity of the learning effort that yields the richest results, not the extensive coverage of ground.



## Lesson description

### Stage 1: The students think of their choices in everyday situations

 Materials for teachers 2.1

The teacher announces the beginning of a new unit and, as an introduction, tells the following case story.

Imagine the following situation. In your class, a written history test is being held. You are one of the best students in the class in history, and even you think that this test is quite difficult.

Your friend whispers from behind and asks you to show him your test paper. You know that cheating in tests is forbidden, and both you and your friend could be severely punished if you do it.

What would you do? Would you risk losing a friend – or break a rule?

The teacher writes down the dilemma question – the topic of this lesson – onto the blackboard or flipchart.


He/she makes the students aware that their answer must be either yes or no – there is no alternative or intermediate solution, nor can the students communicate – and then asks for a show of hands. The students vote, and the teacher records the results on the blackboard or flipchart.

A discussion round follows. The students give their reasons, and after some minutes the teacher sums up the points on the board. We may expect arguments like the following:

Would you risk losing a friend – or rather break a rule?	
Yes (vote x)	No (vote y)
<p>Good friends always help each other.</p> <p>I will need help from friends too one day.</p> <p>We need help from each other. It would be a cold unfriendly world in which no one cares for the other.</p> <p>...</p>	<p>Cheating is unfair on those who stick to the rules.</p> <p>By cheating I risk being punished myself. Friends should not expect that from each other.</p> <p>It depends on the friend how big the risk is. I can talk to a good friend, and he/she will respect my decision.</p> <p>...</p>

### Stage 2: The students are introduced to the tool for dilemma analysis

 Student handouts 2.1 and 2.2

The teacher distributes  student handouts 2.1 and 2.2 to the students and introduces the dilemma concept (handout 2.1) in a brief lecture. The arguments that the students have used outline a conflict of loyalties: either I stay loyal to my friends when they ask me for help, or I follow the rules because they guarantee equal chances for everyone in a school test. The reasons that the students have given – and may be expected to give – refer to values: my understanding of friendship, loyalty, willingness to help others, fairness, respect for rules and law.

Now I face a situation in which I am going to violate one of these ties of loyalty, and the values underlying it – either I risk losing a friend and my reputation may suffer, or I risk punishment, and I may have a bad conscience because I broke a rule that I actually support. This type of situation, in which you can only choose what to do wrong, rather than doing everything right, is called a dilemma. This example is typical for many dilemmas:

- No compromise is possible. You must define your priority.
- Time pressure forces you to act immediately, which makes it difficult to consider your decision carefully.

- You cannot change your decision later, so its effects are irreversible.
- You take responsibility – both you and others must cope with the consequences.

In our everyday lives, just as in political decision making, we constantly face dilemmas. Handling such dilemmas is difficult, because the issues are often complicated, and we must act under time pressure.

However, solving dilemmas and reflecting on our responsibility is, to a certain extent, a skill that can be trained. Training takes place in a slow motion mode, as it were. We spend a few lessons on the consideration of dilemmas that must be settled immediately in real life situations.

✍ Student handout 2.2 offers a tool to help deal with dilemmas. The students are given the task of applying this tool to the school test issue. Taking approximately 5 to 10 minutes, the students should therefore select between one and three questions that they think are relevant and useful, and consider these carefully. They should make a decision and share their reason(s) in the plenary round which will follow. They work in groups of three or four.

### **Stage 3: The students share their decisions on the school test dilemma**

In the concluding plenary round, the group speakers present their groups' decisions and the priorities that led to them. The teacher chairs the session and pays particular attention to the students' choices of questions and criteria.

To conclude the lesson, the teacher comments on this point, making the students aware of their shared, or different, priorities. By thinking about the priorities that guide their decisions, the students are taking responsibility.

## Lessons 2 and 3

### What would you do?

#### We take responsibility for our decisions

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Competence in making decisions and taking action: handling dilemmas.	
Learning objective	We make different choices in dealing with dilemmas. In doing so, we exercise our human right to liberty.  Taking responsibility involves handling dilemmas – collecting information, considering the consequences, defining priorities, making decisions.	
Student tasks	The students discuss dilemma case stories and reflect on their personal experience.	
Materials and resources	✎ Student handouts 2.1-2.4. 📄 Materials for teachers 2.2.  Flipcharts, markers.	
Method	Group work.	
Time budget	1. The teacher introduces the key task of the unit.	10 min
	2. Key task: the students discuss dilemmas.	70 min

#### Information box

Taking responsibility in secular democratic communities has a constructivist dimension: we must find out how to take responsibility in a given situation. Taking responsibility in dilemma situations, often under time pressure, is difficult, but it is something that can be developed.

The key task of this unit serves this goal. The students share and discuss the problems and choices of priorities in given dilemma situations. Taking responsibility is a concrete matter, and therefore the students deal with four dilemma case stories that differ in content (see ✎ student handout 2.3): taking responsibility for something that someone else should have taken care of, a conflict of loyalties to a teacher and a friend, a conflict between loyalty to a friend and the obligation to obey the law, deciding whether or not to support a project without being completely informed.

The students prepare presentations of their choices, in which they are to focus on their reasons (see ✎ student handout 2.4). To support these presentations, the teacher prepares flipcharts based on this handout, with an adapted layout (see 📄 materials for teachers 2.2).

Extended project-type tasks offer the teacher the opportunity to assess the students' levels of competence development (see stage 3 below).

## Lesson description

### 1. The teacher introduces the key task of the unit

The purpose of this exercise is to analyse the ways to solve dilemmas and the criteria used for this. Under real life conditions, we often have to make these decisions in seconds, and may regret them later if we cannot correct them. In politics, decision-making processes also often deal with dilemmas – with conflicting goals.

In this key task, the students can study this complex decision-making process in slow motion, as it were, and reflect on the responsibility they take when settling a dilemma one way or the other.

They should record their decisions and their reasons on *✓* student handout 2.4. If they cannot agree on a certain decision within their group, both views should be recorded and presented.

The students form groups of four to six. They appoint a group manager, a presenter and a writer who will support the presenter. They discuss the four dilemmas on *✓* student handout 2.3 by selecting some questions and criteria from the toolbox (*✓* student handout 2.2). The groups are free to discuss further dilemmas from their personal experience or from politics.

### 2. Key task: the students discuss dilemmas


The students work in groups. They are responsible for their work, including any decision on breaks, homework tasks, research for materials, etc.

### 3. Teacher's activities

The teacher observes the students at work. The students' activity is an opportunity for the teacher to assess their level of competence development – co-operation and team work, time management, understanding of dilemmas, level of reflection, analysis and political judgment.

He/she does not support them unless the students ask for help; in such cases, the teacher should not give a solution, but rather assist the students in finding an appropriate approach.

Preparation of lesson 4:

- The teacher prepares a set of six presentation charts (see  materials for teachers 2.2). Each of these is prepared on a separate sheet of flipchart paper. On four of them, the teacher enters the titles of the dilemma case stories and the alternative options.
- The teacher observes the students, and perhaps also asks them how they are coping with their task. If they find it difficult, or even feel they are being taken to their limits, the teacher should address this problem in the reflection phase (lesson 4, stage 3).

## Lesson 4

### What values must we share?

#### Taking responsibility in a human-rights-based community

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.


Competence training	Judgment: reflecting on criteria and values.						
Learning objective	A democratic community relies on a shared set of values. Human rights provide a set of values that we can agree on.						
Student tasks	The students select dilemma case stories, report on their decisions, compare and discuss their priorities.						
Materials and resources	📄 Materials for teachers 2.2. Flipcharts (prepared in the previous lesson), markers. 🔗 Student handout 2.5; alternatively, Article 1 of the Universal Declaration of Human Rights on a flipchart or overhead transparency.						
Method	Joint planning discussion, presentations, discussion.						
Time budget	<table border="1"> <tr> <td>1. Joint planning decision.</td> <td>10 min</td> </tr> <tr> <td>2. Presentations and discussion.</td> <td>15 min</td> </tr> <tr> <td>3. Reflection on the unit.</td> <td>15 min</td> </tr> </table>	1. Joint planning decision.	10 min	2. Presentations and discussion.	15 min	3. Reflection on the unit.	15 min
1. Joint planning decision.	10 min						
2. Presentations and discussion.	15 min						
3. Reflection on the unit.	15 min						

#### Information box

The key task gave the students the opportunity to produce a lot of material, and it is quite likely that this is more than can be properly discussed in one lesson. Therefore a choice must be made. The students should participate in this decision, as the problem and responsibility is theirs as much as the teacher's. A quick decision saves time for the following lesson sequences.

However, if the students question the need to select some of their work for the follow-up discussion, their objections have priority. To avoid disappointment among the students, it is important for them to understand that they will learn more from a thorough discussion of a few choices than from hearing brief inputs on everything that was discussed. The class must solve a dilemma, as time and public attention are scarce resources – not only in class management, but also in public life. Gatekeeping and agenda setting are a necessity, as well as an exercise of power (see unit 9 for an extensive treatment of this issue).

This is an important learning opportunity in class management – in teaching in the spirit of democracy and human rights. The sooner the students can choose what issues to focus on the better, but no one should feel overruled. The students must find a balance between efficiency and fairness of participation. In the end, the majority will decide (see unit 8 on the problem of outvoting minorities).

In the final stage of reflection, we suggest focusing on one of two key issues that are always involved in taking responsibility in open societies: the dilemmas of complexity and stability (see  materials for teachers 2.3, lecture module Nos. 2 and 3).

The **complexity dilemma** refers to the experience that taking responsibility is a difficult task, and that these difficulties increase the more complex our social systems become. If the students articulate this experience, the teacher should choose this topic. The students may well need encouragement to accept the risk of fallacy, rather than trying to avoid taking decisions.

The **stability dilemma**, on the other hand, refers to the experience that we are very much on our own when making decisions, and we cannot take for granted that we all adhere to the same basic values. To what extent is such an agreement necessary, and how can we achieve it? Human rights offer a set of values that is confined to the principle of respect for human dignity, which is acceptable to all major religious beliefs. In this respect, this is an important lesson in human rights education (HRE).

## Lesson description

### Preparation

The teacher has hung up the presentation charts in the classroom in advance of the lesson.

### Stage 1: Joint planning decision

The teacher chairs the first stage of the lesson. He/she goes to each of the four flipcharts with the dilemma case stories in turn and refers to the two alternative options. The students vote for one of the options by a show of hands, and the teacher enters the results on the flipchart.

The groups which have reflected on their personal experience give a briefing on the issue and present the students' decision. They hang up their additional flipcharts.

The teacher points out that the students will not have sufficient time to discuss all their decisions in detail and they must therefore make a choice by a show of hands. If the students agree, no further discussion is necessary.

If the students have difficulty in agreeing on what issues to choose, the teacher suggests one or two. Criteria for such a choice could be:

- a discussion on an issue that the students found particularly interesting;
- a unanimous decision – do the students share certain values or priorities?
- a controversial decision – do the students agree on certain values or priorities?
- a preference for students' personal experience.

The criteria that apply depend on the choices recorded on the flipcharts.

### Stage 2: Presentations and discussion

The presenters come forward and explain the reasons for their group's decision. A second group member supports the presentation by making brief notes on the flipchart.

The students compare their criteria, guided by the teacher, and discuss their choices. The teacher chairs the discussion.

The result of the discussion cannot be anticipated. The students may or may not agree on their principles for taking responsibility in a given situation. The bottom third of the flipchart can be used to record the result of the discussion.

### Stage 3: Reflection

The teacher chooses one of the following issues based on observing and talking to the students during the key task, for example. A joint decision with the students is not appropriate, as the teacher would need to explain the options in a lengthy lecture.


#### Option 1: The complexity dilemma:

##### The students reflect on the difficulties in taking responsibility

The plenary session begins with a feedback round. What went well, what was difficult?

We may expect the students to point out that taking responsibility in this way is difficult and time-consuming. The requirement to understand the consequences of what we are doing – consider the outcome, *respice finem*, is often unachievable.

The teacher's response is that this objection is perfectly justified – but what are the alternatives? To stop making decisions and taking responsibility? To insist on complete information first?

Of course, life will go on, and we will have to run the risk of making mistakes in our decisions. But it makes a difference if we are aware of our risk of fallacy, and the challenge of complexity in modern society (see  materials for teachers 2.3, lecture module No. 2). That is why education and training of the kind offered in this unit are so important.

### Option 2: The stability dilemma:

#### The students reflect on their experience in the light of human rights

The teacher refers to the values and priorities that the students agreed or disagreed on in their previous discussion, which give rise to the following question:

⇒ What values do we share?

This is the topic of the lesson; the teacher writes it down as a headline above the flipcharts on the blackboard; otherwise a strip of A3 size paper is pinned up on the wall.

The students review their discussion as it has been recorded on the flipcharts.

This line of reflection leads to further questions:

⇒ What values do we disagree on? Do they mutually exclude each other?

⇒ What values should we agree on?

The teacher explains why this question is so important: we depend on each other to take responsibility along the same lines. What could such guidelines be?

The students will know, or realise, that there is no religious belief or philosophy of ethics that we all accept, and no one will accept any set of values that is imposed upon him or her. The only source that provides a set of rules or values that we may agree on are human rights.

The teacher refers to the Universal Declaration of Human Rights, Article 1:

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

*Universal Declaration of Human Rights (10 December 1948), Article 1;*

*full text in  student handout 2.5.*

The students look up this article in  student handout 2.5, or the teacher presents it to the class.

This article alone can take us very far:

- We are born with human rights; they are unalienable, no one can take them away from us.
- We are free.
- We are equal.

The teacher has just demonstrated how to read such an article – slowly, word by word. The students continue:

- We have human dignity: we should treat each other with respect.
- We have certain rights.
- We are “endowed with reason”: we can think for ourselves.
- We are “endowed with conscience”: we can take responsibility.
- We “should act towards one another in a spirit of brotherhood”: we should take responsibility for one another, which includes caring for those who depend on support by others.

The teacher points out that human rights not only have a vertical dimension – the relationship between state authority and the individual citizen – but also a horizontal dimension – the



relationship between individuals as members of a community. We can allow ourselves a lot of liberty and pluralism in a human-rights-based civil society that gives us the framework of basic values that we can all agree on.

### **Options for more extended study**

Both options in the reflection phase are worth discussing. In an extension to this unit, the second key issue can be discussed.

The perspective of responsibility can be linked to literally every other unit in this manual. See the section on cross-references at the beginning of this chapter.

## Materials for teachers 2.1

### How to use the tool for dilemma analysis

#### ( student handout 2.2): a model demonstration

The instruction advises the students to choose a few questions and think about them carefully. Therefore this model demonstration discusses some selected questions, but the reader should feel free to make different choices, or to answer the questions differently. In this demonstration, the method is more important than the line of thinking. That is one reason why no decision is suggested.

#### Case story No. 4: Which bananas shall I buy? ( student handout 2.3)

##### 1. Collect information.

Who is involved?

What do they want? (What are their needs, goals or interests?)

Who is involved?	Goals, interests
Me as a customer	Buy cheap food. Buy good quality food.
Supermarket	Attract customers. Make a profit.
Fair Trade	Support small banana producers.
Banana producers	Make a living to support family. Sell good products. Increase production.

What is the problem/dilemma?

Buy the cheaper bananas?	Buy the more expensive bananas?
Buying the cheaper bananas helps me save money for other purposes. Not helping people in need who, to a certain extent, also depend on my decisions gives me a bad conscience.	Buying the more expensive bananas will help small banana farmers. Buying expensive food has its limits.

What does this case have to do with me?

I am directly involved in the globalised market. My decision what to buy has a direct impact on the lives of others.

What do we not know – what do we not understand?

I am directly involved in the globalised market. My decision what to buy has a direct impact on the lives of others. We do not know each other, but we know a bit about each other, and we are linked by what we do.

I do not know how urgently the farmers depend on my help. Perhaps other customers have already bought kilos of Fair Trade bananas, but the opposite may also be true.

How big would the effort be to find the missing information?

Under conditions of everyday life, I must make up my mind now. I need something to eat, so I must decide without knowing the full picture; this is the rule rather than the exception.

**2. Consider the consequences.**

What are the alternative choices?

What effect would each of these choices have, and for whom ...?

Alternative choices	Alternative 1: Buy cheap bananas	Alternative 2: Buy expensive bananas
Me as a customer	No matter how big or small my income is, I won't notice the difference. If necessary, I can easily compensate by saving on one hamburger or a bar of chocolate.  The matter might be different if I am in debt and have to cut expenses wherever possible.	
Banana producer	No support.	Modest support, with considerable effect (Fair Trade information).
Supermarket	We do not have any accurate figures, but we may presume that the supermarket will earn a profit as long as we buy some bananas – be they cheap or Fair Trade.	
Fair Trade	No success for Fair Trade.	Success for Fair Trade.

**3. Define your priorities.**

To what extent do I understand the consequences of my decision?

I do not have the full picture, and cannot undertake the effort to obtain it – unless I make it one of my few top priorities. Therefore I must decide whether to rely on the information given to me by others, in this case Fair Trade. They tell me that even a small donation would mean a lot for the banana farmers in a developing country.

What religious or moral principles are important for me?

This question is clearly of particular importance. We are free to answer it as we think right.

Is my decision irreversible (“point of no return”), or can I correct it later?

This kind of decision can be made many times. I can make one choice today, and the opposite choice tomorrow. I can think over my decision, but I cannot revise a decision made in the past.

**4. Make your decision.**

Must I opt for one goal and violate the other?

Yes. You usually buy cheap or expensive bananas, but not both. A compromise – buying some of each – is not very convincing.

Under the given conditions, what does my intuition tell me? With what decision can I identify most?

Under conditions of daily life, our intuition is probably our most important guideline, and is often more reliable than a big effort of thought. We do what we feel is best. Taking responsibility thus means trying to understand, and sometimes revise, what our intuition tells us.

## Materials for teachers 2.2

### Flipchart layout for the comparison of dilemma solutions (lesson 4)

One flipchart is required for each dilemma case story. For suggestions on how to phrase the alternative options, see [↗ student handout 2.4](#).

Dilemma case story:

(Add title from [↗ student handout 2.3](#)).

Alternatives	Reasons
<p><i>(Enter first dilemma option here)</i></p> <p>Group No.</p>	
<p><i>(Enter second dilemma option here)</i></p> <p>Group No.</p>	
<p><i>(leave empty for additional entries)</i></p> <p>Group No.</p>	

## Materials for teachers 2.3

### Liberty and responsibility – three lecture modules

*This is a set of lecture modules to choose from in response to the students' learning needs – both within the four-lesson unit, or in an optional extension of the unit. The modules explore the conditions of taking responsibility in our modern societies:*

*Module No. 1: Learning how to take responsibility is impossible without taking risks.*

*Module No. 2: How do we succeed in taking responsibility in modern, increasingly complex societies that stretch most of us to our limits?*

*Module No. 3: The stability of democratic communities has a cultural dimension – a shared set of values among its members that cannot be enforced, but that must be agreed on.*

#### 1. The risk–responsibility dilemma

Making choices freely is a human right, but this liberty carries responsibilities. We must always be aware of the impact and consequences that our decisions and actions have for ourselves or for others, today and in the future, here or elsewhere in the world. (See the sustainability model in *≈* student handout 4.2).

On the other hand, we only learn how to take responsibility under conditions of liberty, which includes the liberty to fail. For example, young people want to go out at night and at weekends, as the students will know very well. Their parents expect them to be back at home at a certain time, and it is the young person's responsibility to keep to the agreement. Without the liberty to move freely, and to run all the risks involved, no one can learn how to take responsibility.

#### 2. The complexity–democracy dilemma

In this unit, the students reflect on how to take responsibility in everyday situations. We must often decide in seconds how to solve a dilemma. The key task (lessons 2 and 3) allows the students to analyse the dimensions of responsibility in slow motion, and in this way, they train their intuition. Taking responsibility requires the skill to run through complex situations in seconds and then intuitively make a decision that will stand critical reflection. In our everyday experience, this is “normal”, and we are all aware of the risk of making mistakes when we must decide on difficult matters under time pressure. Training and experience helps to improve intuition, but the problem remains.

Complexity takes on a different quality on a social or global level. For example, we often have the choice how to travel from A to B, for instance from our homes to school. Driving by car is the most convenient option, while taking the bus or cycling takes longer, not to mention possible delays, getting wet in rainy weather, etc. What choice do we make? One criterion could be the consequences of driving for climate change. But would my car alone make such a difference, particularly if only a minority takes the bus or bicycle? The issue is too complex for an individual to handle (see unit 4). The same applies when we have to take part in political debates on such an issue – are we doing enough, or the right things, to avert climate change?

This increase in complexity is typical for modern societies. They are linked through globalised markets and depend on each other in the way they deal with global issues like climate change. Having to cope with complexity makes it more difficult to take responsibility. This is, in a way, the price we have to pay for the increase in our standard of living in modern societies, due to their achievements in science, technology, and education.

Intuition no longer helps us in taking responsibility in complex issues such as dealing with climate change. We need advice from experts. In democracies, citizens and politicians who must rely on experts to understand the world they are living in are in danger of slipping into a kind of modern, post-democratic oligarchy, a rule by experts whom the citizens can no longer control. This is the complexity–democracy dilemma.

Democracy stands and falls with the promise that every interested citizen can take part in decision making. To do so with responsibility requires educated citizens. Education is the only chance that we have to resolve the complexity dilemma. The expansion of education has not only been a driving force of increasing complexity in modern society, but is also the key to overcoming the complexity–democracy dilemma.

### 3. The liberty–stability dilemma: liberty, pluralism and our need to share certain values

#### Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

#### Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

*Universal Declaration of Human Rights (10 December 1948); full text in ↗ student handout 2.5.*

Individuals who exercise these rights produce pluralism in many forms (see unit 3). One effect is that people adhere to different religious beliefs and value systems – even more so if immigrant communities are present. Modern societies are secular and pluralist – their members develop individual standpoints and identities (see unit 1). Responsibility has a constructivist dimension.

On the other hand, every community relies on a set of values that all members agree on. Democracy equally depends on a strong state and a supportive political culture.

This is the liberty–stability dilemma: a democratic and secular state depends on cultural conditions that its institutions and authorities cannot produce or enforce. A set of collectively accepted and appreciated values, rules and goals cannot be taken for granted. Rather, it is the citizens' responsibility to (re)negotiate and (re)define their values, rules and goals. Education, and EDC/HRE in particular, play a key role in meeting this challenge. Human rights offer perhaps the only set of rules and principles that may be universally accepted (see lesson 4 of this unit, which focuses on Article 1, UDHR). Human rights emphasise the principle of mutual recognition – the golden rule – but do not promote any particular religious belief or philosophy of ethics and morals. From this perspective, human rights are not only at the source of the problem, but also the key to the solution.

**UNIT 3**  
**DIVERSITY AND PLURALISM**  
Upper secondary level

**Consent through dissent?**  
**How do we agree on the common good?**

"La multitude qui ne se réduit pas à l'unité est confusion;  
l'unité qui ne dépend pas de la multitude est tyrannie."

[Diversity that cannot be reduced to unity is confusion;  
unity that ignores diversity is tyranny.]

Blaise Pascal (1623–62)

**3.1 If I were president ...**

The students define their political priorities

**3.2 What goals do we want to promote?**

The students establish political parties

**3.3 What is the common good?**

Consent through dissent

**3.4 Taking part in pluralist democracy**

The students reflect on their experience

# Unit 3

## Diversity and pluralism

### Consent through dissent?

## Introduction for teachers

### 1. The links between diversity, pluralism and democracy

#### Diversity – some examples

- Workers and employers argue about wages and working hours.
- Environmentalists argue with the truck drivers' lobby about plans for a new road.
- Parents want more teachers to attend to the needs of their children. A lobby of taxpayers wants taxes to be reduced.
- Doctors and non-smokers want a complete ban on smoking in bars and restaurants. Landlords and cigarette makers promote free smoking everywhere.
- Young people would like an empty building to be turned into a youth centre. The residents nearby fear that there will be too much noise at night.

The concept of **diversity** refers to the ways in which people differ – in their interests, but also in many other ways too: in their lifestyles, ethnic origin, beliefs and values, in their social status, gender, generation, dialect and region (urban or rural, for example). Diversity also increases – as one feature of social and economic change.

#### Is diversity a problem?

According to the theories of **pluralism**, the answer is no. In democratic systems, anyone who promotes individual or group interests is exercising human rights – for example, demonstrating in public is exercising freedom of expression. The concept of pluralism therefore acknowledges diversity – it is a fact, something “normal”, but it poses a challenge. How can the different interests between different groups and individuals be reconciled? What is the best solution to the conflicts and problems that they articulate? This is the question of the **common good**.

#### What is the common good?

According to the theories of pluralism, no one knows what the common good is before a public discussion on this issue has taken place. We have to agree on what serves us best. The common good is something to be negotiated. Let us look at two of the examples above.

- Workers and their employers must agree on a wage that gives workers a decent standard of living, and allows the employers to keep costs under control.
- The issue on the youth centre might be settled by building the centre, but imposing rules so as to protect the neighbours from too much noise. The best solution must be found through dialogue and negotiation, and the result is most often a compromise.

Pluralism is therefore linked to a constructivist concept of the common good. First all the players articulate their different interests, and then they look for a solution that everyone can accept. Therefore there is nothing “egoistic” about clearly voicing one’s interests. On the contrary, this is part of the process, but no one must expect to see their interests completely fulfilled. The concept of constructivism emphasises that there is an element of learning involved, following the pattern of trial and



error. Practice will show how good a solution is, and it may have to be changed or improved – in a new round of discussions and negotiations.

### **In what way is pluralism linked to democracy?**

Pluralism is a form of competition. The players compete with each other to promote their interests, and negotiation involves both power and reasoning. But this kind of competition also ensures that no player in the field becomes dominant. Diversity and pluralism create a structure of polyarchy (power in the hands of many), which is the social equivalent of the principle of checks and balances in a democratic constitution. Pluralism draws on liberalism by extending competition from economy to society and politics.

### **How does pluralism manage to resolve conflicts of interest peacefully?**

Diversity and pluralism allow for a great deal of dissent on interests and issues ( a “sphere of dissent”). This will only work if there is a “sphere of consent”. Pluralism requires the citizens to agree on certain basic values and rules:

- Mutual recognition: other players are viewed as opponents, but not as enemies.
- Non-violence: negotiations are carried out by peaceful means, that is by words, and not by physical force.
- Accepting compromise: all players realise and accept that a decision can only be reached through compromise.
- Rule of the majority: if a decision is voted on, the majority decides.
- Trial and error: if conditions change, or a decision is proved wrong, new negotiations take place.
- Fairness: decisions must comply with human rights.

### **Criticism of the concept of pluralism**

Critics have pointed out that in the pluralist model, there is power in the hands of many, but due to diversity, it is unequally distributed. Therefore some players have better chances in the competition of interests than others.

This argument highlights a constitutive tension between liberty and equality – it is constitutive, which means it is ineradicable, both for democracy and human rights. Pluralists promote the liberal understanding of competitive democracy, the critics insist on the egalitarian reading of democracy.

Within the pluralist model, the tension between liberty and equality is the core of the question on the common good. Liberty means competition, and competition produces winners and losers, i.e. inequality. So when deciding on the common good, the players involved must consider the needs of the weak.

### **Is there an alternative to pluralism?**

The rejection of pluralism implies giving in to the “authoritarian temptation”. The common good is defined by an authority, and whoever disagrees is oppressed as an enemy. Communist parties are an example in point. They claimed sole leadership on the grounds of being able to define the common good by scientific means. Both liberal and egalitarian democracy was rejected.

Ultimately, the alternative to pluralist democracy is a form of dictatorship. This is reflected in Winston Churchill’s remark that “democracy is the worst form of government except for all those others that have been tried”. Pluralist democracy is not without risks, but seems to be the best form of government to handle diversity among its members peacefully.

## 2. Taking part in democracy – what this unit offers

The students learn that they are taking part in a pluralist democracy:



- They must make themselves heard if they want their interests and ideas to be considered; taking part in democracy also means taking part in the competition of pluralism.
- Taking part in democracy means negotiating for the common good.
- Taking part in democracy requires all players to accept the basic values of mutual recognition, non-violence, willingness to compromise, and rule of the majority.

The unit applies the task-based learning approach. The students understand diversity by experiencing it in class, and they understand pluralism by getting actively involved in the negotiation process on the common good

Lesson 1: first, the students are asked to share their ideas on what they would have at the top of their agenda if they were president or head of government in their country. The students will experience that there is a diversity of opinions and ideas between them. The class is a model of diversity in society as a whole.

Lessons 2 and 3: then the process of negotiation starts. The students who share a certain outlook or basic approach form political parties (other types of groups are omitted in this model setting); others may choose to stand alone. The students define their goals and priorities, and then negotiate. They may or may not find a decision or compromise that everyone, or at least the majority, can agree to – as in reality. They will experience the advantages of organisations, such as parties, over individuals in the competition for setting the agenda and defining solutions.

Lesson 4: the students reflect on their experience and give feedback on the unit.

The teacher's role is that of a facilitator. The students carry the unit through their activities. A few brief inputs by the teacher are suggested to support constructivist learning by the students through instruction on the key concepts. The teacher delivers these inputs when the students are ready for them. The  student handouts and the  materials for teachers provide the resources and information.

## Competence development: links to other units in this volume

### What this table shows

The title of this manual, *Taking part in democracy*, focuses on the competences of the active citizen in democracy. This matrix shows the potential for synergy effects between the units in this manual. The matrix shows what competences are developed in unit 3 (the shaded row in the table). The strongly framed column shows the competences of political decision making and action – strongly framed because of their close links to taking part in democracy. The rows below indicate links to other units in this manual: what competences are developed in these units that support the students in unit 3?

### How this matrix can be used

Teachers can use this matrix as a tool for planning their EDC/HRE classes in different ways.

- The matrix makes teachers aware of synergy effects that help the students to be trained in important competences repeatedly, in different contexts that are linked in many ways.
- This matrix helps teachers who have only a few lessons to devote to EDC/HRE: a teacher can select only this unit and omit the others, as he/she knows that some key competences are also developed, to a certain extent, in this unit – for example, making choices, understanding the pluralism of identities, exercising rights of liberty, responsibility in making choices that affect others.

Units	Dimensions of competence development			Attitudes and values
	Political analysis and judgment	Methods and skills	Taking part in democracy Political decision making and action	
3 Diversity and pluralism	Identifying areas of shared intent and conflict  Two dimensions of politics: solving problems and struggle for power	Speaking in public Appealing to others Time management	Identifying political priorities and goals  Negotiating and decision making	Self-confidence, self-esteem  Willingness to compromise
6 Government and politics	Politics: a process of solving problems  Power dimension in agenda setting			
4 Conflict			Negotiating and decision making	
5 Rules and law			Agreeing on a framework of rules	Mutual recognition

## UNIT 3: Diversity and pluralism – Consent through dissent? How do we agree on the common good?

Lesson topic	Competence training/learning objectives	Student tasks	Materials and resources	Method
Lesson 1 If I were president ...	<p>Defining political priorities, acting within settings of public discussion and decision making, living with open situations of “confusion”.</p> <p>Making a choice, and reflecting on the criteria.</p> <p>Creating a matrix based on categories.</p> <p>Making a brief statement and giving reasons.</p> <p>Four basic political standpoints: liberal, social democrat, conservative, green.</p>	<p>The students define, present and compare their political priorities.</p>	<p>A3 sheet (a prompt for the students).</p> <p>📄 Materials for teachers 3A.</p> <p>✍ Student handout 3.1.</p> <p>A paper strip for each student, ideally with a marker each.</p>	<p>Presenting and analysing policy statements; individual work; plenary discussion.</p>
Lesson 2 What goals do we want to promote?	<p>Negotiating, balancing insistence on one’s own goals, and the acknowledgement of the others’ goals.</p> <p>Political parties generate the power necessary to promote political goals. They do so by aggregating and compromising.</p>	<p>The students negotiate a shared agenda of political priorities.</p> <p>They present their party profiles in a publicity event.</p>	<p>✍ Student handouts 3.1-3.4.</p> <p>📄 Materials for teachers 3B.</p>	<p>Group work, plenary presentations, lecture.</p>

<p>Lesson 3 What is the common good?</p>	<p>Participation: negotiation skills. Analysing goals for shared intent. Politics has two dimensions: the solution of problems and the struggle for power. Compromise is the price to pay for support and an agreement.</p>	<p>The students negotiate a decision.</p>	<p>A4 paper strips and markers. Demonstration strips for the “diamond analysis”.</p>	<p>Decision-making game; individual, group and plenary sessions.</p>
<p>Lesson 4 Taking part in pluralist democracy</p>	<p>Structuring the results of one’s work. Making brief statements, giving feedback. Pluralism supports fair and effective decision making. “Consent through dissent.” I promote my interests by taking part in democracy.</p>	<p>The students reflect on and discuss their experience and give feedback on the unit.</p>	<p>Flipcharts and markers, a copy of ✎ student handout 2.5 (UDHR) and 2.6 (ECHR).</p>	<p>“Wall of silence”. Individual work, presentation and discussion. Flashlight round.</p>

## Lesson 1

### If I were president ...

#### The students define their political priorities

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Participation: defining political priorities, acting within settings of public discussion and decision making, living with open situations of "confusion". Judgment: making a choice, and reflecting on the criteria. Analysis: creating a matrix based on categories. Methods and skills: making a brief statement and giving reasons.
Learning objective	The students are able to define their position between four basic political standpoints: liberal, social democrat, conservative, green.
Student tasks	The students define, present and compare their political priorities.
Materials and resources	A3 sheet (a prompt for the students). 📄 Materials for teachers 3A. ✍ Student handout 3.1. A paper strip for each student, ideally with a marker each.
Method	Presenting and analysing policy statements; individual work; plenary discussion.
Time budget	Stage 1: The students define political goals. <span style="float: right;">25 min</span>
	Stage 2: The students analyse their decisions. <span style="float: right;">15 min</span>

#### Information box

In the first lesson, the students experience their class as a micro society. They create a diversity of individual viewpoints and political preferences. The students will realise that such a situation needs to be clarified. If each of them imagines that he or she is the political leader of their country and defines his/her top priorities, it is obvious that some choices must be made.

The teacher facilitates the process that follows in this and the following lessons. If the students take their goals seriously, they will be interested in bargaining for a decision that they can accept.

## Lesson description

### Stage 1: The students define political goals

#### Step 1.1: Preparation

The students and teacher are seated in a circle with an open space on the floor in the middle. The desks have been moved aside; at least one desk in each corner of the classroom is ready for use.

The students have their equipment at hand for taking notes.

Each student receives one strip of paper, ideally with a marker.

The teacher has the A3 sheet at hand (“If I were president ...”), see below.

#### Step 1.2: The students make their decisions<sup>8</sup>

The teacher explains to the students that this is the start of a new unit. The students are introduced to the topic through an activity with the following instruction:

Imagine that you have just become president<sup>9</sup> of this country.

If I were president of our country, my top priority would be ...
---

The teacher lays down the prompt sheet in the middle of the circle.

What will your top priority be?

Complete this statement. Here are some points to consider:

You could choose to introduce a concrete measure to achieve a goal at once – or take a first step on the way to achieving a long-term goal.

What group, issue or problem concerns you most?

The students are to think about these questions in silence, and write down their decisions on their paper strip. They should not share their ideas yet, as this will take place in the plenary round.

Each student should present one decision only. If they have more options in mind, they should record these in their notes.

#### Step 1.3: The students present their decisions

The students present their decisions in turn. They complete the statement “My top priority would be ...” and give their main reasons. They put down their strip in the open space on the floor.

It is to be expected that some students will arrive at similar ideas. As soon this happens, the teacher points this out and suggests grouping these statements together. The strips are clustered accordingly, and an appropriate heading is given, such as “Fight poverty”, or “Improve education”.

The teacher encourages the students to join in the structuring of the inputs. No further discussion or comment on the decisions themselves takes place as long as some students have not had their turn to take the floor.

The result will probably be some clusters, and perhaps also some statements that stand alone.

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8. This method is a variation of Exercise 6.3, “If I were a magician” in *Teaching democracy*, EDC/HRE Volume VI, Council of Europe Publishing, Strasbourg, 2008, p. 59.

9. The teacher uses the official term for the head of government in the country.

## Stage 2: The students analyse their decisions

### Step 2.1: The students describe the diversity of their choices

The teacher facilitates this step with an open question:

- Describe the “political landscape” that you have created.


Several students should respond. They may well address the following question; if not, the teacher does so:

- What is the basic idea that links the ideas that form clusters, and for what reasons have other students chosen a different position?

The students will describe the structure of diversity. As they are dealing with options for a political decision, and not with an open exchange of ideas, they will become aware of the need to reach an agreement – by bringing some suggestions together, and by excluding others. The richness of ideas is the product of many citizens taking part in the discussion, exercising their freedom of thought, opinion and expression. A decision must be made, but who makes it?


If necessary, the teacher instructs the students on this decisive insight.

### Step 2.2: The teacher gives an information input on basic political standpoints

Each corner of the room stands for one of the four political standpoints. The teacher has provided the briefing papers (prepared with clippings from  materials for teachers 3A) on the desks. The teacher introduces each position in turn, and a student reads out the statements to the class.

The teacher invites the students to use this information:

- Which basic outlook corresponds to their policy statement, or clusters, and which does not?
- Can they identify with any position, or are they somewhere in between? Or would they prefer to define a new position?

The teacher distributes  student handout 3.1 – the schedule of the unit. The challenge for the students is to define their position in the “political landscape”. Political parties are important mediators between different interests, values and preferences. The students are therefore invited to form parties with the objective of promoting the political goals that they have put forward in this lesson. The teacher adds that the students are exercising the human right of political participation. They are free to join or to leave a party, to establish a new party, or stay outside parties altogether. The schedule models a process of political decision making – from political goals in peoples’ minds to the temporary agreement on the common good.

### Step 2.3: The students meet in their new parties

During the last minutes of the lesson, the students meet in their parties. They receive  student handouts 3.2 and 3.3 to support them in their discussion.

The teacher talks to the students who have chosen not to join or form a party. They should understand that in this setting, as in reality, parties are the stronger players and will take the leadership. If they take their own goals seriously, they must take an interest in seeing them put into practice. For this to happen, an element of power is necessary. Parties are able to create such potential for power. Therefore the students should consider one of the following options:

- If you have additional options, perhaps noted down earlier, consider joining a party on the grounds of such goals.
- Talk to each other to find out if you can establish a party.
- Wait for the parties’ policy statements and then make a choice.



## Lesson 2

### What goals do we want to promote?

#### The students establish political parties

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Participation: Negotiating – balancing insistence on one's own goals, and the acknowledgement of the others' goals.	
Learning objective	Political parties generate the power necessary to promote political goals. They do so by aggregating the individual members' views and interests, and who are therefore required to compromise.	
Student tasks	The students negotiate a shared agenda of political priorities. They present their party profiles in a publicity event.	
Materials and resources	<p>✎ Student handouts 3.1-3.4.</p> <p>📄 Materials for teachers 3B.</p>	
Method	Group work, plenary presentations, lecture.	
Time budget	Stage 1: The students define the profiles of their parties.	15 min
	Stage 2: Publicity event: the parties present their profiles.	10 min
	Stage 3: The teacher introduces the constructivist concept of the common good.	5 min
	Stage 4: The students discuss their negotiation strategies.	10 min

#### Information box

The students are given most of the lesson for their activities and should complete them within in a tight time schedule (see ✎ student handout 3.1).

The teacher gives a brief lecture that offers the students a new perspective on their current experience. The teacher addresses a lot that students already know, and introduces the key concepts of this unit – diversity, pluralism, the common good.

Through this interplay of constructivist learning, instruction, and a new phase of constructivist learning, the concepts are meaningful for the students, as they help the students to understand the situation they are in.

## Lesson description

The teacher refers to the agenda of the lesson (see student handout 3.1). The parties adopt their position in the “political landscape” – literally taking their seats there – and work out their profiles. The publicity event will help everyone to define their position – in co-operation or in confrontation with other parties.

### Stage 1: The students define their parties' profiles and agendas

#### Step 1.1: The students identify their position in the “political landscape”

The students who had clustered their policy statements in the previous lesson should now decide where their position is in the “political landscape”. They mark their position with their desks and chairs. Their position could be in one corner, or anywhere in between. In this way, the space between the parties indicates, in a very literal sense, which parties are closer to or in opposition with each other. The closer two parties are, the better their chances will be to form a coalition with common goals.

The students who have chosen not to join a party gather in a free area, preferably in the middle of the room. They share their views. If they wish, the teacher joins them as facilitator. He/she should not persuade them to join a party, but listens to their questions and objections. The students decide whether and how to participate, not the teacher.

The parties should admit new members at any time, as in reality. Students also have the right to leave a party.

#### Step 2.2: The parties define their profiles

Guided by see student handouts 3.2 and 3.3, the students work out their parties' profiles. The teacher watches and listens, but does not intervene unless asked for support or in the case of serious problems.

### Stage 2: Publicity event – the parties present their profiles

This is a publicity event for parties, not for individual students. This can be justified by the limited amount of time available. The parties aggregate individual viewpoints, which serves to reduce the diversity of individual opinions.

Each party has the same amount of time – 2 or 3 minutes, depending on the total number of parties. The teacher makes this clear to the students while they are preparing their presentation, and enforces this rule strictly – for obvious reasons of fairness.

As suggested in see student handout 3.2, the speakers may be expected to appeal to those students who have not yet made their choice. Second, they may attempt to compete with the other parties. Flyers or posters can support the parties.

All students, whether party members or not, can decide to join or leave a party after the event.

### Stage 3: The teacher gives an input for reflection: the common good

This input – a brief lecture supported by see student handout 3.4 – serves to link the students' experience with the key concepts of diversity and pluralism. By inserting the lecture into the context of experience and interaction that the students have created, interplay between constructivist learning and systematic instruction takes place.

 Materials for teachers 3B offers a draft outline for the lecture.

The students can ask for further clarification if necessary. Otherwise no discussion is necessary, as the students can think about this input in their further work.

### **Stage 4: The parties prepare their negotiation strategies**

The teacher refers to the schedule (see student handout 3.1). In the following lesson, the parties have the opportunity to negotiate with each other. Can they form an alliance, a coalition? There will be a round table session to give all parties and individual students the opportunity to negotiate their idea of the common good. In the last phase of this lesson, the students can prepare their strategies for the negotiations.

- What goals will they give priority?
- What party or parties do they want to approach in the first round of bilateral talks?
- How many delegations will the party set up?

The students resume their internal discussions in their parties. Unless they call the teacher for support, they work on their own.

## Lesson 3

### What is the common good?

#### Consent through dissent

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Participation: negotiation skills. Analysis: analysing goals for shared intent.
Learning objective	Politics has two dimensions: the solution of problems and the struggle for power. Compromise is the price to pay for support and an agreement.
Student tasks	The students negotiate a decision.
Materials and resources	A4 paper strips and markers. Demonstration strips for the "diamond analysis".
Method	Decision-making game; individual, group and plenary sessions.
Time budget	Stage 1: The students define their proposals. <span style="float: right;">10 min</span>
	Stage 2: The students negotiate at a round table. <span style="float: right;">30 min</span>

#### Information box

The unit models the process of negotiating goals defined by a shared understanding of the common good. In this lesson, the students' task is to strive for this goal. They may succeed, or they may not. Their effort and experience is as important as the result.

The teacher continues performing in the role of a facilitator. For example, he/she presents models for negotiation but does not comment on the contents.

During the first phase, special attention should be given to those students who experience exclusion because they have not joined a party.

## Lesson description

### Starter: the teacher gives details of the schedule

The teacher refers to the schedule (≈ student handout 3.1) and reminds the students of their task. In this lesson, they will negotiate a political agenda. What goals do they propose?

### Stage 1: The students define their goals

The students decide what goals to propose. Parties and individuals alike can make a proposal. This seems to give individual “non-aligned” students an advantage; on the other hand, a party proposal has a better chance of being voted to the top of the agenda.

The group speakers or individual students prepare a brief promotion statement.

The students note their goal on a paper strip using a marker.

### Stage 2: The students negotiate at a “round table”

The teacher insists on beginning punctually. The students are seated in a circle of chairs; this does not quite fit the “round table” metaphor, but supports communication best. Parties who have formed a coalition sit next to each other.

#### Step 2.1: The students make their proposals

The teacher opens the round table talks and gives each party speaker, and also individual students, the chance to take the floor. The teacher requests them to report on any agreements they have made, and to make a proposal for a joint decision. They lay down their paper strip on the floor.

#### Step 2.2: The students analyse their goals and explore opportunities of compromising and integration

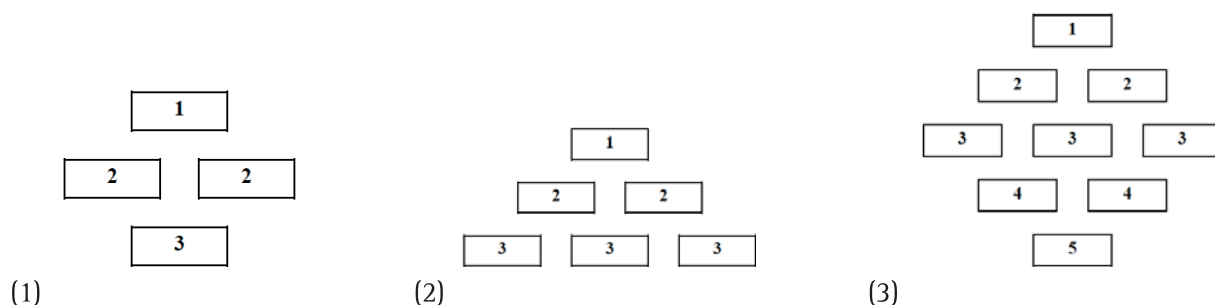
After everyone has spoken, the teacher facilitates possible links and compromises between the students’ proposals.

- Do some of the proposals fit together well? Can these cards be clustered?
- Which proposals exclude each other? Here the students should look at the proposals carefully. Do the goals exclude each other? Or do the goals share the same intent, but demand a big input of effort, resources or money?

#### Step 2.3: The teacher suggests a model for negotiation

The teacher suggests a model to design a political agenda of goals for the common good. With A4 paper strips marked with numbers as indicated below, he/she introduces model No. 1, a simplified version of the classic “diamond analysis” model (model No. 3).

In the four-goal variant, one goal is given top priority. Two goals are given a second rank, and one goal that is considered to be less important or urgent is given rank 3 (or is omitted altogether – then the teacher removes goal No. 3).



This tight model with three or four goals requires negotiation, as a lot of goals cannot be permitted. On the other hand, fewer goals are easier to implement than an agenda that everybody is happy with, but that is more complicated to handle (the dilemma between inclusion and efficiency). The teacher adds the strips to turn model No. 1 into models Nos. 2 and 3.

The teacher finally points out that all models define only one top priority. So a further, very radical option, would be to define just one goal:

1
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### Step 2.4: The students negotiate

The students have several questions to agree on. At the same time, these questions open up different paths to compromise and majority support.

- Which model do we choose – how many goals do we want to include?
- Which goals do we give top priority?
- Could we possibly all agree on just one goal?
- Which goals do we include in our agenda? Goals that support each other, or that exclude each other? (The first option works for efficiency, the second for inclusion.)
- Does the agenda as a whole make sense?

Here careful reasoning and arguing is required. Parties have stronger backing for their goals, but others may have better ideas. It is therefore an open question what goals win the highest support.

The inclusion of goals that exclude each other (e.g. green + conservative) is typical for coalitions between parties or all-party rule. The streamlined model of goals (all defined by one party) is more competitive and conflict oriented. The choice between these models is therefore also a choice of political cultures – ways to handle pluralism in democracy. The teacher observes how the students deal with this issue and decides whether to address it in the reflection lesson.

The students shift the cards on the floor to create their agenda model (to form a diamond or pyramid shape). If several models include the same goals, duplicates are used so that the models can be compared.

The cards are finally stuck on to flipcharts to create posters. These will be used in the following lesson.

### Step 2.5: The students vote

At the end of the meeting, the students vote by a show of hands. If they have agreed on one set of goals, a unanimous vote may be expected.

If different models have emerged, the students vote on these models.

In this case the teacher suggests the following voting procedure, which must be decided on (by vote) before the voting on the models begins: if any model wins a majority of over 50%, it is accepted. Otherwise a second vote is cast, this time between the two models with the highest number of votes. To account for abstentions, the model with the highest number of votes is accepted.

## Lesson 4

### Taking part in pluralist democracy

#### The students reflect on their experience

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Analysis and judgment: structuring the results of one's work. Methodical skills: making brief statements, giving feedback.
Learning objective	Pluralism supports fair and effective decision making. "Consent through dissent." I promote my interests by taking part in democracy.
Student tasks	The students reflect on and discuss their experience and give feedback on the unit.
Materials and resources	Flipcharts and markers; a copy of $\approx$ student handout 2.5 (UDHR) and 2.6 (ECHR).
Method	"Wall of silence". Individual work, presentation and discussion. Flashlight round.
Time budget	Stage 1: The students reflect on their experience ("Wall of silence"). 20 min
	Stage 2: Follow-up discussion. 15 min
	Stage 3: The students give feedback. 5 min

#### Information box

Reflection is constructivist learning. The students form their views and share them with each other. The teacher's role is to provide a framework of suitable methods and scheduling. This is an example of teaching through human rights: the students exercise freedom of thought and expression. The strict framework gives every student an opportunity to participate. Such opportunities will never be perceived as equal, as different learning types respond differently to the methods that the teacher has chosen.

The teacher only takes a small amount of speaking time. However, through defining the framework and schedule of the lesson, the teacher's leadership is present all the time. As in other units, the students experience the paradox that liberty not only goes together well with strict rules and leadership, but may even require them.

## Lesson description

### Preparations:

The political agenda models that the students voted on in the previous lesson are hung up.

Four flipcharts (the “walls of silence”) are hung up around the classroom, with 2-3 markers in different colours placed nearby. The flipcharts should be accessible, with 5-6 chairs in a semicircle around them. Alternatively, the flipcharts can be laid out on two or three desks moved together.

The teacher has prepared the flipcharts before the lesson by writing down the key questions (see below). Spare flipcharts are at hand if the students need extra writing space.

The seating arrangement supports communication. No frontal seating, but a circle of chairs, or desks in an open square – whatever works best with the arrangement of the flipcharts.

### Stage 1: The students reflect on their experience (“walls of silence”)

#### Step 1.1: The teacher instructs the students on how to use the “walls of silence”<sup>10</sup>

The students and the teacher are seated. The teacher refers to the topic of the lesson in the schedule (≈ student handout 3.1) – reflecting and looking back, rather than taking in new information or working on a new task. In a reflection session, the students should think, share their ideas, and discuss them.

The teacher introduces the “wall of silence” method and explains why it has been chosen: it is a good method to support reflection, and it gives the students a maximum share of time for thinking and communicating.

The teacher refers to the four posters – the four “walls of silence”:

- **Pluralism**

How did I experience pluralism?

- **Consent through dissent?**

For what reasons did we succeed, or fail, in agreeing on a definition of the common good?

- **Diverse power distribution**

How did we feel being one of the stronger or weaker players?

- **Human rights**

What human rights have we exercised in these lessons? (Copies of ≈ student handout 2.5, the Universal Declaration of Human Rights, and 2.6, the European Convention on Human Rights, are provided at this point.)

Instructions:

- There should be silence throughout the exercise – hence the name of the exercise, the “wall of silence”. It is a discussion in writing.
- Each student may write as much as he/she wants.
- Minimum requirement: two entries, each on two different “walls of silence”.
- Students can write their answer to the key question or comment on what another student has written. Arrows, lines and symbols can be used.
- The students can walk around, or stay at one poster.

10. This method is a variation of Exercise 7.1, “The wall of silence”, in *Teaching democracy*, EDC/HRE Volume VI, Council of Europe Publishing, Strasbourg, 2008, p. 62.



### **Step 1.2: The students write their ideas on the “walls of silence”.**

The students carry out the reflection exercise as they have been instructed. The teacher follows the exchange of ideas and opinions unfolding on the flipcharts, but does not take part. The teacher insists that the rule of silence be strictly observed by all.

This phase lasts for 10-15 minutes.

### **Stage 2: Follow-up discussion**

The teacher calls the students to take their seats (circle of chairs or in an open square) and announces the next phase: the follow-up discussion, chaired by the teacher.

First the students should agree on the topics they wish to discuss. The teacher makes them aware of the need to make a choice in the time available. This would suggest focusing on one or two “walls of silence” rather than commenting briefly on each, but this is for the students to decide.

Such a discussion is a piece of constructivist learning. The teacher cannot, and need not, anticipate what the students will say. The teacher’s task is to give structure to the students’ contributions.<sup>11</sup>

### **Stage 3: Feedback (“flashlight” round)**

The teacher announces the end of the discussion so that a final round of feedback on the unit can be held. The method consists of a round of “flashlight” statements. Each student completes the following statement:

*“The most interesting or important thing that I have learnt in this unit is ...”*

In turn, each student makes a brief statement of 1-2 sentences. No comments are allowed. The students are free to repeat and emphasise each other’s statements.

The feedback supports the students in building up a piece of sustainable learning. The teacher receives information with which to evaluate the unit. Both students and teacher can draw on ideas for planning their future work in EDC/HRE (links to other units, extensions).

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11. See the chapter in the introduction on constructivist learning.

## Materials for teachers 3A

### Four basic political standpoints



#### **The liberal standpoint: individual freedom first**

- Key principles: personal freedom and responsibility.
- Protection of human and civil rights.
- Free trade and competition as the driving force of progress, modernisation and increasing welfare.
- Capitalism works best if left alone.
- A strong state – but one that confines itself to the rule of law.
- Generous social security benefits make people lazy.
- Personal effort and success must pay – don't tax income and profits too heavily.

**Slogan: "No risk, no freedom".**



#### **The social democrat standpoint: equality first**

- Key principles: equality, solidarity, social security.
- Protection of the weak, the poor, the less privileged.
- Unless it is controlled, capitalism will deepen the social divide. There is no alternative to capitalism, but its effects need to be controlled and corrected by political means.
- We need a system of social security to care for families, invalids, the sick, the old, the unemployed, and the poor.
- Solidarity means that the strong support those in need.

**Slogan: "United we stand – divided we fall".**



#### **The conservative standpoint: security first**

- Key principles: security and stability.
- A strong state is important to protect the country from dangers and threats.
- A strong state rests on a modern, efficient economy.
- The deepening of the social divide should be avoided.
- The family needs special protection.
- Citizens should only ask for support if they cannot cope with their problems themselves.

**Slogan: "A strong state in a healthy economy".**



### **The green standpoint: natural environment first**

- Key principles: protection of the natural environment, responsibility for future generations.
- Our present way of life, geared to economic growth and fossil fuel consumption, is a serious threat to our future.
- International agreements are necessary to protect the environment on a global level.
- We carry responsibility for future generations, and for the whole planet.
- Small changes in our everyday lives can make a difference.

**Slogan: "You can't eat money".**

## Materials for teachers 3B

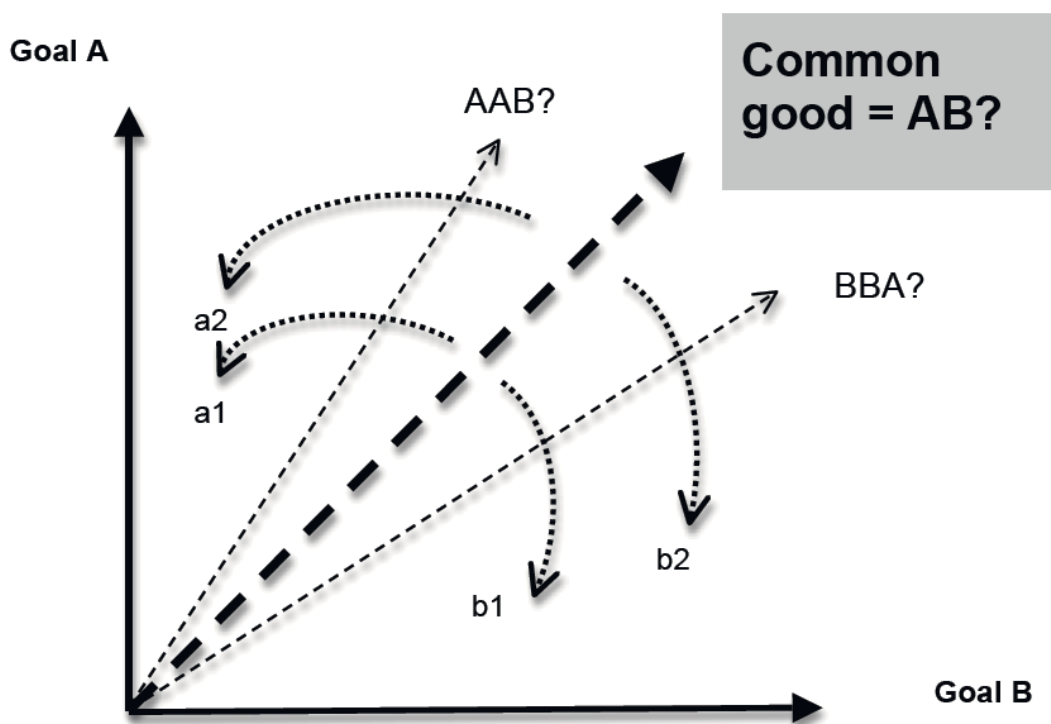
### Lecture: what is the common good?

*This draft describes the basic guidelines of analysis. The teacher should adapt the lecture to the students' learning needs and the context of the unit.*

In democracies, it is understood that no one knows for sure what the common good is, and we therefore have to decide together what we consider to be best for our community. In dictatorships, the regime decides what the common good is – this is one of the big differences between democracy and dictatorship.<sup>12</sup>

Anyone can, and does, take part in this ongoing discussion: political parties, interest groups, the media, politicians, and individual citizens. Essentially, this is what taking part in democracy is all about – debating and finally deciding what is best for the country (or the world), and how to achieve this goal.

This unit is designed as a greatly simplified model of this decision-making process. You began by suggesting your individual ideas on the common good – when you think about your priorities if you were the leader of this country, you are thinking about the common good. Now you are in the middle of forming parties.



In the next lesson, you will negotiate with each other to find out if you can form a majority that defines the common good – for the time being.

This diagram shows what happens in such a decision-making process. Suppose that there are two basic goals under discussion, goal A and goal B (these can be linked to concrete goals that the parties have presented). The three dotted arrows indicate the final choices that the parties advocate – some would like to give priority to goal A (variant AAB), others to goal B (variant BBA). These are different ideas of compromise. Each party stands for a certain agenda that supports certain group interests in society, and it offers to take the interests of the other side into consideration.

12. See *see* student handout 3.6 for a more detailed treatment of this point.

The parties therefore try to influence decision making in their direction – a1 and a2 in favour of goal AAB, with the parties b1 and b2 pulling in the opposite direction (BBA).

What option is the best in terms of the common good: AAB or BBA? Or is it perhaps a balance more in the middle: AB? A decision must be made. The parties negotiate, and try to find a compromise that they can agree on, and therefore support together. In democracies, compromise is the price to pay for power. The power to decide rests with the majority. The minority, or individuals, can influence the decision by good reasoning.

Decisions made in this way are permanently subjected to critical review. The decision may not serve the common good after all. Conditions may change. Majorities may change. The majority may be convinced by good reasoning to change their minds. A democratic community is a learning community.

### **Extension (this part can be given separately)**

How is all this linked to the key concepts of this unit – **diversity** and **pluralism**?

By exercising their freedom of thought and expression, individual citizens create a widely **diverse** spectrum of individual opinions on what is best for the country. Citizens who are interested in seeing their goals turned into practice form or join organisations such as parties, interest groups, etc. This is organised **pluralism** (see a1, a2, b1, b2 in the diagram).

Pluralism generates competition for power and political influence. A decision requires some goals and interests to be prioritised, while others are rejected. A compromise is sometimes necessary to achieve a sufficient majority.

Citizens who do not take part in this game by articulating their interests and views loudly and clearly will find themselves left out. It is in everybody's interest to take part in democracy.

## Materials for teachers 3C

### Suggestions for extensions and follow-ups

#### 1. How do parties reflect social cleavages?

✍ Student handout 3.5 and discussion

- What cleavages exist in our society?
- How do the parties in our country reflect these cleavages?
- What decisions and compromises have been made?

#### 2. Pluralism

- What interest groups and NGOs are present in politics?
- Which interests are well organised? Which are not?

#### 3. Compromise

In democracies, pluralism generates the necessity for compromise. Different views are held on this:

1. From the individual player's point of view: compromise is the price to pay for power. Good ideas are watered down to a second best solution.
  2. From a general point of view: pluralism generates competition; the players keep each other in check and ensure that none of them becomes too powerful. Pluralism in society has the same effect as checks and balances do in a constitution.
  3. Viewed from the output perspective: pluralism generates the necessity to compromise. Decisions that go to extremes are rare. This supports social cohesion.
- Which of these views are confirmed by a reality check in your country, e.g. a case study?

#### 4. Comparing democracy and dictatorship

✍ Student handout 3.4

- How do democracies and dictatorships handle diverse interests and views?
- What decisions are made? (Criteria for comparison: inclusion of interests, efficiency, articulation of criticism, role of the media.)

#### 5. The two dimensions of politics

Max Weber:<sup>13</sup>

1. "Politics may be compared to slowly and strongly boring holes through thick planks, both with passion and good judgment."
  2. "Whoever is active in politics strives for power."
- How did we experience the two dimensions of politics in this unit?
  - How do political actors balance these two dimensions in our country?

13. Max Weber, "Politics as a Vocation", pp. 2, 34 ([www.sscnet.ucla.edu/polisci/ethos/Weber-vocation.pdf](http://www.sscnet.ucla.edu/polisci/ethos/Weber-vocation.pdf)); quotations edited by the author.

## Student handout 1.1

### What choices have made me the person I am today – and who made them?

How to use this chart: think about important choices that have made you become the person you are. Record decisions made by you in the top half of the chart, and those made by someone else in the bottom half. If you think one decision is particularly important, mark it.

**My choices**

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**Other people's choices**

**Birth** **Present**

*Time line*

## Student handout 1.2

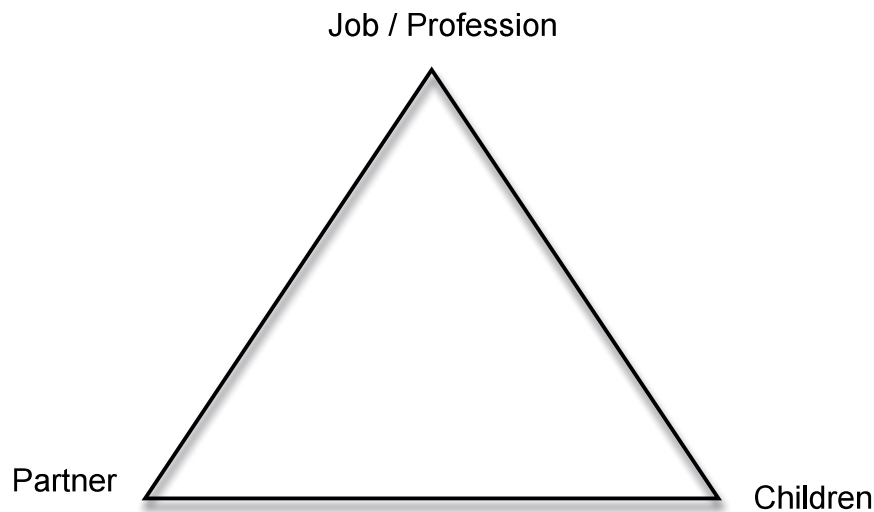
### Three options that shape our futures

#### 1. What options do human rights give us?

“Everyone has the right to liberty ...” (ECHR (1950), Article 5)

“Everyone shall have the opportunity to earn his living in an occupation freely entered upon.” (European Social Charter (1996), Part 1, No. 1)

“Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family...” (UDHR (1948), Article 16 (1))



#### 2. What options do I choose? What options did my parents choose?

Options for our futures		My choice	My mother's choice	My father's choice
All three	Partnership, children and job			
Two out of three	Partnership and children			
	Partnership and job			
	Job and children			
One out of three	Partnership			
	Job			
	Children			



## Student handout 1.3

### My criteria for choosing a job

#### 1. If you have already chosen a job, please give your reasons here:

The job of my choice	Main reasons for choosing this job	Objections to this job (if any)

#### 2. Accepting or refusing job offers (simulation of the job market)

Job offer	Reasons for accepting the offer	Reasons for refusing the offer

## Student handout 1.4

### Questionnaire: job shadowing

*This questionnaire may serve as a starting point when you are preparing for a job-shadowing project. Adapt or extend it as you think necessary. If you intend to write a report to be added to your portfolio, for example, the key questions can serve as a guideline for the framework of contents.*

*A questionnaire is the best instrument with which to obtain a clearly structured and detailed description of a job. A diary is more appropriate if you want to record your personal experiences and feelings while performing a job, e.g. during an internship.*

#### 1. Place of work

- With whom do you co-operate? Who depends on your work? On whose work do you depend?
- Is your place of work typical for this job/job category?
- ...

#### 2. Personal responsibility and conditions of work

- What is your position in this company/office/... ?
- To what extent do you decide what your tasks are? If you do this, how do you do so? If not, who assigns your tasks to you?
- Please describe what kind of responsibility has been assigned to you.
- To what extent are you free in your management and use of time?  
(Working time, working hours, free time, holidays.)
- How long do you work on an average per day/per week?
- Do you work in shifts – at night – at weekends?
- What income may I expect in this job? Are there any data publicly available? (*Clearly this is an important piece of information for you, but many people are reluctant to give details about their earnings, and understandably so. So you should explain why this question interests you, and find out what information your interview partner is willing to give.*)
- Is it possible to combine your job with having a family? Is it possible to work part time?
- ...

#### 3. Activities and tasks

- What are the core activities in your work?
- Please describe a typical working day or week.
- Are there any specific/unique features in your work?
- ...

#### 4. Job requirements

- What must a person who does your work be good at, and what is less important?
- To what extent must you undergo in-service training?
- Are there any key technologies or key skills that you must master?
- Do you experience competition in your job?
- ...

## 5. Choosing a job, career experience

- What kind of training is required to qualify for your job?
- Please describe your career development.
- Would you recommend anyone to follow the same path as you did? Would that be possible today?
- What ideas, wishes and expectations did you have in mind when you chose this career?
- Have your wishes been fulfilled?
- Would you choose the same career a second time, if you could?
- ...

## 6. Job prospects

*Forecasts about future business and job developments should be read with caution. But it is worth a try to find out what can be said about future manpower development.*

- How many applicants are needed for this job today? Is it possible to forecast future developments?
- What skills and qualifications will be expected from future applicants?
- What is the age group and gender structure in your job? *(The answer to this question may allow you to anticipate the job opportunities in future years.)*
- ...

## 7. Checking other sources of information

- National or local labour office.
- Internet.
- ...

## Conclusion

In the light of all the information that I have received, is the job I have studied an attractive option for me?

Whatever the answer – yes, no or not sure – what are the reasons for your decision?

Have the criteria that guided you in your choice proved viable and relevant?

*Clearly it is more pleasing to answer the questions above with “yes”. But even if your answers are negative, the results are important for your future development. You have been saved from choosing the wrong job because your assumptions and expectations were unsound, and you come away with a clearer idea of what criteria you should apply in choosing a job.*

## Acknowledgments

If your report is read by others (which is usually the case), you should thank your interview partner(s), and everybody who supported you.

## Student handout 2.1

### The dilemma concept

#### What is a dilemma?

A dilemma is a situation in which we face two alternative choices, and we must make a decision. Each of these choices has consequences that we do not want, or that we cannot justify for important reasons, for example:

- Moral or religious obligations;
- Role expectations (how others expect us to behave, e.g. as teacher, student, brother, friend, or president);
- Legal prescriptions (rights and duties);
- Respect for human rights;
- Personal ties to our family and friends;
- Financial reasons (the need to save money, the opportunity to make a profit);
- Practical reasons (supporting or obstructing the solution of a difficult problem).

In a dilemma we face a conflict between principles or goals that are both important for us. Dilemmas occur in daily life, and also in politics. Political decision making very often has to deal with dilemmas, and every choice has far-reaching consequences. We must therefore solve a dilemma by defining priorities – opting for one goal, violating the other. In some cases it is possible to find a compromise.

#### Case stories

##### Lena's promise

Lena is eight years old. She loves climbing trees, and she is the best climber in her neighbourhood. One day she falls off a tree, but she is not injured. Her father sees the accident, and is very concerned. He asks Lena to promise that she will never climb trees again. Lena promises, and she shakes her father's hand to seal the promise.

The same afternoon she meets her friends. Paula, her best friend, is very worried. Her young kitten has climbed high up in a tree and is too afraid to come down again. Something has to be done at once before the kitten falls out of the tree. Every child knows that Lena is the best climber around, so Paula asks her to save her kitten.

But Lena remembers the promise that she has given to her father. What should she do?

##### The prisoner's dilemma

Two suspects have been arrested by the police. The police have insufficient evidence for a conviction, and, having separated both prisoners, visit each of them to offer the same deal. If one testifies for the prosecution against the other (betrays the other) and the other remains silent (co-operates with the other), the betrayer goes free and the silent accomplice receives the full 10-year jail sentence. If both remain silent, both prisoners are sentenced to only six months in jail on a minor charge. If each betrays the other, each receives a five-year sentence. Each prisoner must choose to betray the other or to remain silent. Each one is assured that the other would not know about the betrayal before the end of the investigation. How should the prisoners act?

(Source: [http://en.wikipedia.org/wiki/Prisoner's\\_dilemma](http://en.wikipedia.org/wiki/Prisoner's_dilemma))

## Student handout 2.2

### A tool to analyse and solve dilemmas

This is a toolbox, not a checklist. Not all questions fit every case, so you should choose which questions work best. Thinking about a few questions carefully is more helpful than ticking off the whole list.

#### 1. Collect information.

- Who is involved?
- What do they want? (What are their rights, needs, goals or interests?)
- What roles do people enact?
- What is the problem/dilemma?
- What does this case have to do with me?
- What does the law say? (Must I observe any legal obligations or rules?)
- What do we not know – what do we not understand?
- How big would the effort be to find the missing information?
- ...

#### 2. Consider the consequences.

- What are the alternative choices?
- What effect would each of these choices have, and for whom? (Others directly involved, other people living today or in the future, here or somewhere else.)
- ...

#### 3. Define your priorities.

What criteria do I consider most important to guide me in my decision, for example:

- To what extent do I understand the consequences of my decision?
- What moral or religious principles are important for me?
- What is legal – what is illegal?
- What can I expect others to accept – and vice versa? (Would I accept this decision if I were on the receiving end?)
- What works best? (Solving the problem, financial aspects.)
- What are the desired or undesired long-term effects or side effects?
- Is my decision irreversible (“point of no return”), or can I correct it later?
- ...

#### 4. Make your decision.

- Must I opt for one goal and violate the other?
- Is there any chance of finding a compromise?
- Under the given conditions, what does my intuition tell me? With what decision can I identify most?
- ...

## Student handout 2.3

### How would you decide? Dilemma case stories

#### 1. That's not my litter

Litter has been a big issue at your school. Discussions have been held, and some classes have written up rules on a big chart and solemnly signed them – we want our school be a clean, friendly place, and we will deposit our litter in one of the many litter bins on the premises. You have taken this initiative very seriously, as you don't like putting up with other people's dirt and litter.

During the lunch break, you come across a heap of paper bags, fruit peel, and even a half-eaten pizza in the school yard – right next to an empty litter bin. There are plenty of students around, but you do not know if they are responsible for the mess. What do you do? Pick up the litter – or leave it?

#### 2. My best friend – a dealer

Your best friend is suspected of having dealt drugs on the school premises. You know the suspicions are correct. The head teacher is seriously concerned about the matter, as he wants to protect the students, particularly the younger ones. Apart from that, he does not want to see any reports in the media. He knows you are friends, so he has asked you to come to his office.

If you say what you know, your friend will have to leave the school and may be taken to court. If you do not give evidence, you are breaking the law, and you may be in trouble yourself. In this situation, a compromise is not possible. Either you tell the head teacher what you know or you don't.

The situation becomes even more complicated as you do not know what your friend will do. Will he keep silent? Or might he even confess if he is offered a milder punishment?

#### 3. My friend wants to catch the train

It is 6 a.m. on a cold winter morning. You passed your driving test three months ago and haven't had much practice in driving yet. Now you are driving your friend to the railway station. Before you started, you had to scratch a layer of ice off the windscreen, and then you had to stop at a filling station on the way.

Now you are late. The station is 3 km away, and your friend has to catch the train in 10 minutes, and she needs to buy a ticket.

The speed limit is 50 km/h, as is usual in town. As far as you can see, the road is empty. "Come on, speed up a bit," your friend demands. What do you do?

#### 4. Which bananas shall I buy?

You want to buy some fruit in a supermarket. Two types of bananas are on sale; both seem to be good quality – they are ripe and in perfect condition. One batch of bananas is a bit cheaper than the other. The more expensive one carries a "Fair Trade" sticker, and an information leaflet tells you that a certain amount of the sum you pay will go directly to support the small farmers overseas. They need capital to develop their banana plantations – by our standards, a very modest amount. Which bananas do you buy?

## Student handout 2.4

### Record sheet on dilemma discussions

*(Based on student handout 2.3)*

Case story No. 1: That's not my litter	
Alternatives	Decision and reasons
Put the litter into the bin <i>or</i> Leave the litter on the ground <i>or</i> ...?	
Case story No. 2: My best friend – a dealer	
Alternatives	Decision and reasons
Tell the head teacher what I know <i>or</i> Keep silent <i>or</i> ...?	
Case story No. 3: My friend wants to catch the train	
Alternatives	Decision and reasons
Keep to the 50 km/h speed limit <i>or</i> Drive faster <i>or</i> ...?	

Case story No. 4: Which bananas shall I buy?	
Alternatives	Decision and reasons
Buy the cheaper bananas <i>or</i> Buy the more expensive bananas <i>or</i> ...?	
<i>(other issue)</i>	
Alternatives	Decision and reasons
<i>(other issue)</i>	
Alternatives	Decision and reasons



## Student handout 2.5

### The Universal Declaration of Human Rights (10 December 1948)

#### Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

**The General Assembly,**

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

#### Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

#### Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

#### Article 3

Everyone has the right to life, liberty and security of person.

#### **Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

#### **Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

#### **Article 6**

Everyone has the right to recognition everywhere as a person before the law.

#### **Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

#### **Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

#### **Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

#### **Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

#### **Article 11**

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

#### **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

#### **Article 13**

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

#### **Article 14**

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15**

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16**

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17**

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

**Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20**

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

**Article 21**

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

### **Article 23**

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

### **Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

### **Article 25**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

### **Article 26**

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

### **Article 27**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

### **Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

### **Article 29**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the

rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

### **Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

[www.un.org/en/documents/udhr](http://www.un.org/en/documents/udhr)

## **Student handout 2.6**

### **Convention for the Protection of Human Rights and Fundamental Freedoms (The European Convention on Human Rights), as amended by Protocol No. 11 with Protocol Nos. 1, 4, 6 (excerpts)**

Rome, 4 November 1950

The governments signatory hereto, being members of the Council of Europe,

Considering the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations on 10th December 1948;

Considering that this Declaration aims at securing the universal and effective recognition and observance of the Rights therein declared;

Considering that the aim of the Council of Europe is the achievement of greater unity between its members and that one of the methods by which that aim is to be pursued is the maintenance and further realisation of human rights and fundamental freedoms;

Reaffirming their profound belief in those fundamental freedoms which are the foundation of justice and peace in the world and are best maintained on the one hand by an effective political democracy and on the other by a common understanding and observance of the human rights upon which they depend;

Being resolved, as the governments of European countries which are like-minded and have a common heritage of political traditions, ideals, freedom and the rule of law, to take the first steps for the collective enforcement of certain of the rights stated in the Universal Declaration,

Have agreed as follows:

#### **Article 1 – Obligation to respect human rights**

The High Contracting Parties shall secure to everyone within their jurisdiction the rights and freedoms defined in Section I of this Convention.

#### **Section I – Rights and freedoms**

##### **Article 2 – Right to life**

1. Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.
2. Deprivation of life shall not be regarded as inflicted in contravention of this article when it results from the use of force which is no more than absolutely necessary:
  - a. in defence of any person from unlawful violence;
  - b. in order to effect a lawful arrest or to prevent the escape of a person lawfully detained;
  - c. in action lawfully taken for the purpose of quelling a riot or insurrection.

##### **Article 3 – Prohibition of torture**

No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

##### **Article 4 – Prohibition of slavery and forced labour**

1. No one shall be held in slavery or servitude.

2. No one shall be required to perform forced or compulsory labour.
3. For the purpose of this article the term “forced or compulsory labour” shall not include:
  - a. any work required to be done in the ordinary course of detention imposed according to the provisions of Article 5 of this Convention or during conditional release from such detention;
  - b. any service of a military character or, in case of conscientious objectors in countries where they are recognised, service exacted instead of compulsory military service;
  - c. any service exacted in case of an emergency or calamity threatening the life or well-being of the community;
  - d. any work or service which forms part of normal civic obligations.

### **Article 5 – Right to liberty and security**

1. Everyone has the right to liberty and security of person. No one shall be deprived of his liberty save in the following cases and in accordance with a procedure prescribed by law:
  - a. the lawful detention of a person after conviction by a competent court;
  - b. the lawful arrest or detention of a person for non-compliance with the lawful order of a court or in order to secure the fulfilment of any obligation prescribed by law;
  - c. the lawful arrest or detention of a person effected for the purpose of bringing him before the competent legal authority on reasonable suspicion of having committed an offence or when it is reasonably considered necessary to prevent his committing an offence or fleeing after having done so;
  - d. the detention of a minor by lawful order for the purpose of educational supervision or his lawful detention for the purpose of bringing him before the competent legal authority;
  - e. the lawful detention of persons for the prevention of the spreading of infectious diseases, of persons of unsound mind, alcoholics or drug addicts or vagrants;
  - f. the lawful arrest or detention of a person to prevent his effecting an unauthorised entry into the country or of a person against whom action is being taken with a view to deportation or extradition.
2. Everyone who is arrested shall be informed promptly, in a language which he understands, of the reasons for his arrest and of any charge against him.
3. Everyone arrested or detained in accordance with the provisions of paragraph 1.c of this article shall be brought promptly before a judge or other officer authorised by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release pending trial. Release may be conditioned by guarantees to appear for trial.
4. Everyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings by which the lawfulness of his detention shall be decided speedily by a court and his release ordered if the detention is not lawful.
5. Everyone who has been the victim of arrest or detention in contravention of the provisions of this article shall have an enforceable right to compensation.

### **Article 6 – Right to a fair trial**

1. In the determination of his civil rights and obligations or of any criminal charge against him, everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law. Judgment shall be pronounced publicly but the press and public may be excluded from all or part of the trial in the interests of morals, public order or national security in a democratic society, where the interests of juveniles or the protection of the private life of the parties so require, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice.

2. Everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law.
3. Everyone charged with a criminal offence has the following minimum rights:
  - a. to be informed promptly, in a language which he understands and in detail, of the nature and cause of the accusation against him;
  - b. to have adequate time and facilities for the preparation of his defence;
  - c. to defend himself in person or through legal assistance of his own choosing or, if he has not sufficient means to pay for legal assistance, to be given it free when the interests of justice so require;
  - d. to examine or have examined witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;
  - e. to have the free assistance of an interpreter if he cannot understand or speak the language used in court.

### **Article 7 – No punishment without law**

1. No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence under national or international law at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the criminal offence was committed.
2. This article shall not prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognised by civilised nations.

### **Article 8 – Right to respect for private and family life**

1. Everyone has the right to respect for his private and family life, his home and his correspondence.
2. There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.

### **Article 9 – Freedom of thought, conscience and religion**

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.

Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.

### **Article 10 – Freedom of expression**

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.



2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

### **Article 11 – Freedom of assembly and association**

1. Everyone has the right to freedom of peaceful assembly and to freedom of association with others, including the right to form and to join trade unions for the protection of his interests.
2. No restrictions shall be placed on the exercise of these rights other than such as are prescribed by law and are necessary in a democratic society in the interests of national security or public safety, for the prevention of disorder or crime, for the protection of health or morals or for the protection of the rights and freedoms of others. This article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces, of the police or of the administration of the State.

### **Article 12 – Right to marry**

Men and women of marriageable age have the right to marry and to found a family, according to the national laws governing the exercise of this right.

### **Article 13 – Right to an effective remedy**

Everyone whose rights and freedoms as set forth in this Convention are violated shall have an effective remedy before a national authority notwithstanding that the violation has been committed by persons acting in an official capacity.

### **Article 14 – Prohibition of discrimination**

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

...

## **Protocol to the Convention for the Protection of Human Rights and Fundamental Freedoms**

Paris, 20 March 1952

...

### **Article 1 – Protection of property**

Every natural or legal person is entitled to the peaceful enjoyment of his possessions. No one shall be deprived of his possessions except in the public interest and subject to the conditions provided for by law and by the general principles of international law.

The preceding provisions shall not, however, in any way impair the right of a State to enforce such laws as it deems necessary to control the use of property in accordance with the general interest or to secure the payment of taxes or other contributions or penalties.

### **Article 2 – Right to education**

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.

### **Article 3 – Right to free elections**

The High Contracting Parties undertake to hold free elections at reasonable intervals by secret ballot, under conditions which will ensure the free expression of the opinion of the people in the choice of the legislature.

...

### **Protocol No. 4 to the Convention for the Protection of Human Rights and Fundamental Freedoms**

Strasbourg, 16 September 1963

...

#### **Article 2 – Freedom of movement**

1. Everyone lawfully within the territory of a State shall, within that territory, have the right to liberty of movement and freedom to choose his residence.
2. Everyone shall be free to leave any country, including his own.
3. No restrictions shall be placed on the exercise of these rights other than such as are in accordance with law and are necessary in a democratic society in the interests of national security or public safety, for the maintenance of ordre public, for the prevention of crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.
4. The rights set forth in paragraph 1 may also be subject, in particular areas, to restrictions imposed in accordance with law and justified by the public interest in a democratic society.

#### **Article 3 – Prohibition of expulsion of nationals**

1. No one shall be expelled, by means either of an individual or of a collective measure, from the territory of the State of which he is a national.
2. No one shall be deprived of the right to enter the territory of the state of which he is a national.

#### **Article 4 – Prohibition of collective expulsion of aliens**

Collective expulsion of aliens is prohibited.

...

### **Protocol No. 6 to the Convention for the Protection of Human Rights and Fundamental Freedoms**

Strasbourg, 28 April 1983

...

#### **Article 1 – Abolition of the death penalty**

The death penalty shall be abolished. No-one shall be condemned to such penalty or executed.

...

Source: [www.echr.coe.int/echr/Homepage\\_EN](http://www.echr.coe.int/echr/Homepage_EN)

*This is the website of the European Court of Human Rights. Translations of the European Convention on European Rights into the languages of the member states are available in PDF format.*

## Student handout 3.1

### Schedule for unit 3 "Diversity and pluralism"

	Agenda: negotiating a shared definition of the common good	Time budget (minutes)
<b>Lesson 1</b>	<b>Diversity of individual opinions: the students define their political priorities</b>	
	1. The students define political goals.	25 min
	2. The students analyse their decisions.	15 min
<b>Lesson 2</b>	<b>Pluralism: the students establish parties to achieve their goals</b>	
	1. The students define the profiles of their parties.	15 min
	2. Publicity event: the parties present their profiles.	10 min
	3. Teacher's input: the concept of the common good.	5 min
	4. The students discuss their negotiation strategies.	10 min
<b>Lesson 3</b>	<b>Negotiations: can we (or the majority) agree on a political goal (the common good)?</b>	
	1. The students define their goals.	10 min
	2. The students negotiate at a round table.	30 min
<b>Lesson 4</b>	<b>Reflection on the unit</b>	
	1. The students reflect on their experience.	20 min
	2. Follow-up discussion.	15 min
	3. The students give feedback.	5 min

## Student handout 3.2

### Taking part in democracy – basic rules and principles

#### Taking part in democracy means taking part in negotiating the common good

In democracies, everyone – individuals or groups – may take part and promote their interests and ideas. The final decision may not meet our goals fully, but if we don't take part, no one will take notice of our interests.

In democracies, decisions and solutions are found through controversy and competition of interests and ideas. Consent is achieved through a good compromise that all parties, or the majority, can accept. Such a decision may be considered, for the time being, as a definition of the **common good**.

Controversy and political competition generate an element of struggle. It is therefore very important that all players in the political arena agree on a framework of rules, based on the principle of mutual respect.

#### Basic rules and principles for negotiations and controversies in democracy

##### 1. Clarity and mutual respect:







“I disapprove of what you say,  
but I will defend to the death your right to say it.”  
Voltaire (1694-1778)

This means you treat persons with different interests and views as your adversary, not as your enemy. You are not fighting, you are engaged in something more like a sports contest.

##### 2. Human rights are there for everyone

Human rights establish the principle of non-violence. Political competition is carried out through words, arguments, ideas, charm, and wit.

##### 3. Willingness to compromise

-   Try to find win-win solutions.
-   If that does not work, make sure both sides find something to agree on.
-   Avoid win-lose situations, no matter who wins and who loses.

##### 4. Tips for negotiation

Have a clear idea of your goal in mind. Players who know what they want often win for this sole reason.

Try to understand the other's point of view. Focus on what you can agree on rather than on what you disagree on – look for shared interests and concerns, and work on those. But be very clear on points that are important to you. Do not accept solutions that you think are unfair or inefficient, and do not suggest them to others.

Try to focus on issues that allow compromise, basically anything that can be measured or quantified in figures – for example the distribution of resources, money, land, or time. Avoid disputes over collective identities (colour, ethnic origin).

## Student handout 3.3

### Establishing a political party

#### 1. Draft agenda

1. Elect a chairperson, a spokesperson, a time manager, and two writers (see role instructions below).
2. Agree on the draft agenda – with or without alterations (majority vote).
3. What brought us together?
  - What is my top priority? Statement by every member, without discussion.
4. Defining the political profile of our party:
  - What is our political standpoint? Do we want to adopt one of the four basic standpoints? Or are we somewhere in between? Or must we define a new standpoint?
  - What are our main concerns? For example, do we care about certain groups in particular? Or do we define a key problem or issue? On what level do we operate – local, national, European, global?
  - What name do we give our party? What name expresses our profile best? (Display your name on your table or on the wall behind.)
5. Goals: what is our top priority? Do we have further goals?
6. Strategy: how do we win support?
  - Who shares our goals – who shares our outlook?
  - What are we willing to compromise on? Where do we “dig in”?

#### 2. Role instructions

##### Chairperson

In a democratic community, organisations such as political parties must function like democratic micro-communities (see *≈* student handout 3.1). Your task is to make sure that procedure and human rights are observed during your meeting, for example that everyone has got a fair chance of expressing their opinion.

You are in charge of the agenda of the meeting. If the discussion becomes complicated because several issues are being addressed at the same time, you make the group aware of this and suggest which topic to deal with first.

##### Spokesperson and writers

You are the “publicity managers” who are responsible for the “product” that makes sense and that “sells” well – a name for your party, a statement on your goal or goals. Will other people be able to understand you easily? Will your appearance appeal to them?

You will present the party at a publicity event staged in lesson 3. Try to appeal to the students who have not yet joined a party, and try to win over members from other parties, particularly those closest to you in outlook. Check with the teacher how much time you will be given.

The group should consider in what way the writers, and perhaps all party members, can add to the advertising, e.g. by creating a flyer or poster. Check with the teacher what materials are available, or supply them yourself.

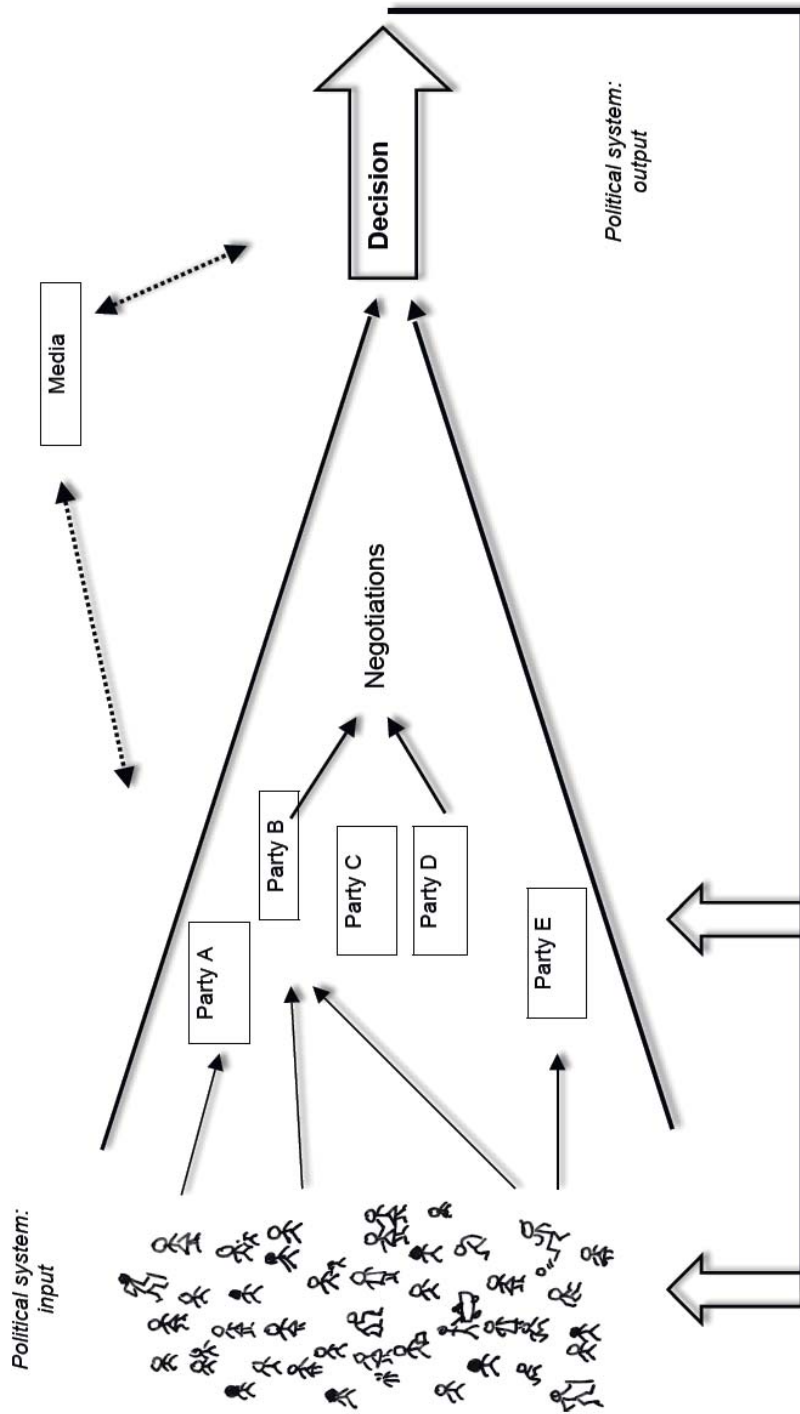
### **Time manager**

The chairperson is the “democracy manager”; you are the “efficiency manager”. Your task is to keep an eye on the time you spend during the meeting to protect your group from running out of time.

Tips: suggest a time frame to be added to the agenda before you start. Intervene if your group is beginning to run late and suggest how to adjust your plan. The group decides what to do, but you supply the options.

### Student handout 3.4

How does a democratic political system handle diversity and pluralism?



All players agree on a framework of rules and principles:

- mutual respect of personal dignity;
- human rights;
- non-violence;
- competition of interests and goals;
- willingness to compromise;
- majority vote;
- the common good is negotiated for, not predefined by any player.

Lesson 1

Individuals articulate widely diverse goals and interests.

Lesson 2

Mediation of interests through representative rule (parties, lobbies or NGOs) or direct rule (referendum).

Lesson 3

The output is a political decision that affects the members of society. Their reaction leads to new inputs.