

# EDC/HRE Volume IV

## Taking part in democracy

### Manual for students

## Student handouts

- 1.1 What choices have made me the person I am today – and who made them?
- 1.2 Three options that shape our futures
- 1.3 My criteria for choosing a job
- 1.4 Questionnaire: job shadowing
- 2.1 The dilemma concept
- 2.2 A tool to analyse and solve dilemmas
- 2.3 How would you decide? Dilemma case stories
- 2.4 Record sheet on dilemma discussions
- 2.5 The Universal Declaration of Human Rights (10 December 1948)
- 2.6 Convention for the Protection of Human Rights and Fundamental Freedoms (as amended by Protocol No. 11 with Protocol Nos. 1, 4, 6 (excerpts) (The European Convention on Human Rights)) (4 November 1950)
- 3.1 Schedule for unit 3 “Diversity and pluralism”
- 3.2 Taking part in democracy – basic rules and principles
- 3.3 Establishing a political party
- 3.4 How does a democratic political system handle diversity and pluralism?
- 3.5 The concept of the common good: the hallmark of democracy and dictatorship
- 3.6 Map of social cleavages and political parties
- 4.1 Case story: the conflict in the fishing community
- 4.2 A model of sustainability goals
- 4.3 Applying the sustainability model to the fishing game: how do we “catch as many fish as possible”?
- 4.4 What is the optimum balance between fish reproduction and harvest?
- 5.1 Preparations for the conference on a framework of rules
- 5.2 Basic questions to consider in institutional design
- 5.3 Comparing frameworks of rules
- 5.4 Procedural rules for the conference – draft version
- 5.5 Summary: what can we learn through these games?
- 5.6 Feedback on units 4 and 5
- 6.1 The policy cycle model: politics as a process of solving problems in a community
- 6.2 The policy cycle – a tool to observe and understand political decision-making processes

- 6.3 Feedback on the unit “Government and politics”
- 7.1 Is majority rule unfair to the minority? A case story
- 7.2 How do democracies care for the protection of minorities?
- 7.3 Task: drafting a statute for the sports club
- 7.4 Record of group presentations: draft statutes for a micro-community
- 8.1 Suggestions for a debating issue
- 8.2 Rules for debating
- 8.3 Planning sheet for the debating teams
- 8.4 Planning sheet for the chairpersons
- 8.5 Record sheet for the audience
- 8.6 Worksheet for news story writers
- 9.1 Creating a wall newspaper – making choices
- 9.2 Tips for producing a wall newspaper
- 9.3 Tips for writing a good news story

## 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**

-----

**Other people's choices**

**Birth** **Present**

*Time line*

## Student handout 1.2

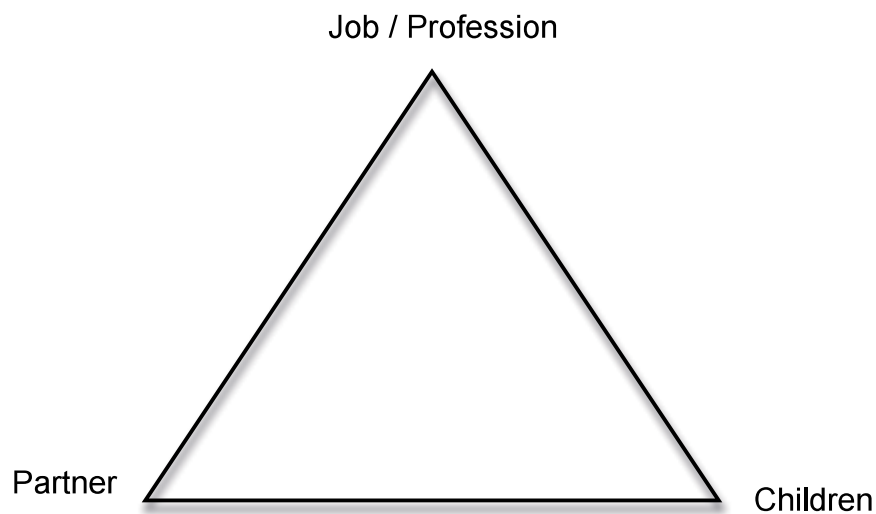
### Three options that shape our futures

#### 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.

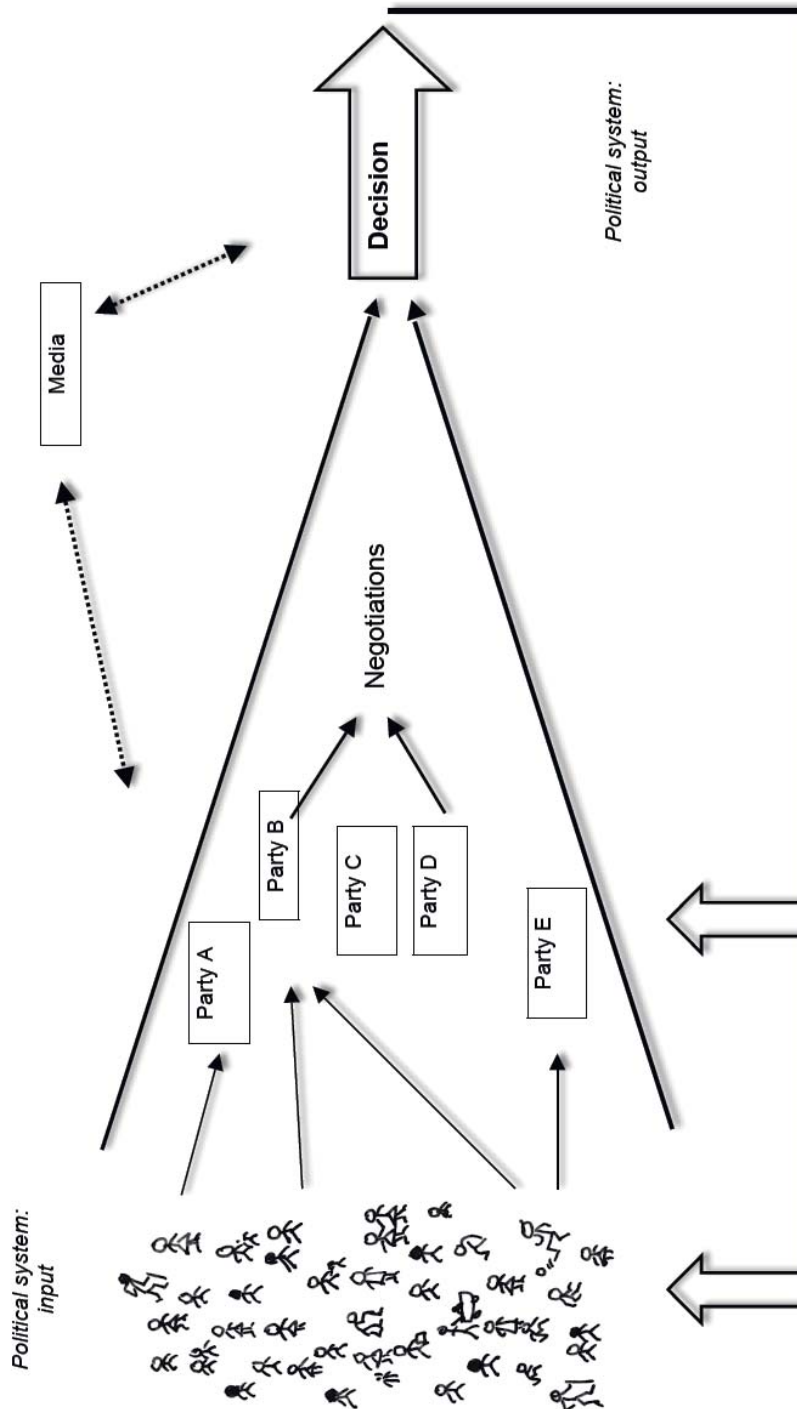
### **Time manager**

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.

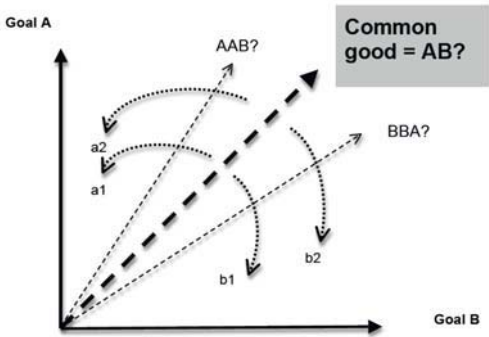
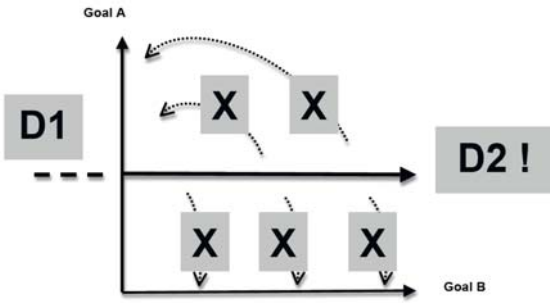
### Student handout 3.5

## The concept of the common good: the hallmark of democracy and dictatorship

*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)

Negotiation of the common good in pluralist democracies	Imposition of the common good under authoritarian rule and dictatorship
	
<p>In pluralist democracies, the common good is negotiated and argued for. No one knows the result beforehand (AB?). Trial and error is often involved, so decisions can, and sometimes must, be corrected. Politics is a process of collective learning through controversial debate; finally, a decision must be made.</p>	<p>D1: through divine insight or scientific analysis (e.g. Marxism–Leninism) the common good can be objectively defined. Only the ruling elite is capable of doing so (D2!). The common good justifies any means, including force, to overcome resistance and opposition (X). Critics of “D1” or “D2!” are denounced as enemies.</p>
<p>In pluralist democracies, groups promote different goals, interests and values (Goals A and B). Each group argues for its goals (a1, a2, b1, b2), trying to influence the final decision in their favour (AAB? – BBA?). Pluralism induces competition and controversy. Free media support lively debates.</p>	<p>In dictatorships, groups or individuals promoting an alternative or articulating criticism are silenced (X-symbol). The right to participation is granted only to supporters of the regime. Media are censored. The ruler decides what problems, interests or goals are admitted to the political agenda.</p>
<p>Controversy is considered as necessary and productive to achieve agreement and compromise. Decisions are open for critical review.</p>	<p>Consent is enforced and predefined by the ruler. Controversy is considered disharmonious and dangerous, as it is difficult to control.</p>

## Student handout 3.6 Map of social cleavages and political parties

Each society has a few basic conflict constellations, termed cleavages.

The Left-Right cleavage occurs in all countries with free trade capitalist systems. This cleavage dates back to the industrial revolution in the 19th century.

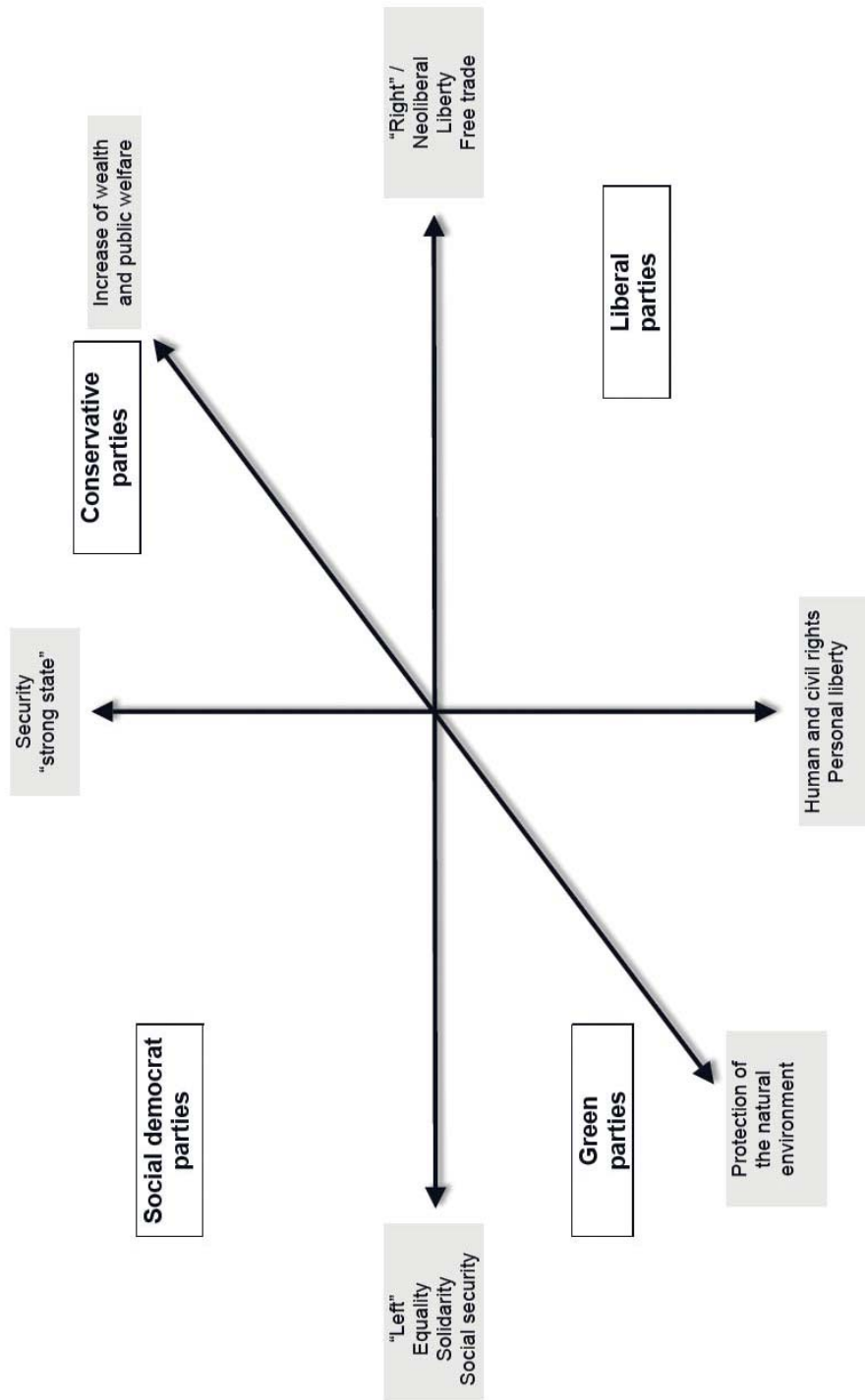
The other two cleavages are more recent.

The cleavage of environment vs. economic growth hit the agenda in the 1970s.

The "strong state" vs. civil rights cleavage was reactivated in the fight against terrorism after 11 September 2001.

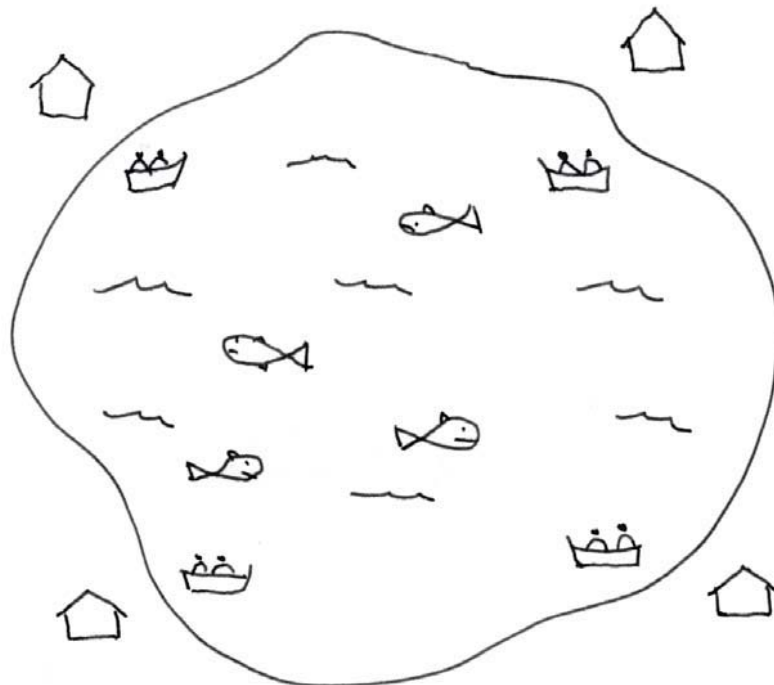
The system of political parties depicts these cleavages. They represent group interests and give priority to certain cleavages.

Each society has its specific cleavage structure. The more cleavages a society has, the more difficult it is to govern.



## Student handout 4.1

### Case story: the conflict in the fishing community



#### I. The fishing community

Imagine a big lake full of fish. On the shores, fishermen live in four small villages – the fishing community. Each village sends out a crew to catch fish. In the close season, the fishermen allow the fish stocks to recover, while they repair their nets and their boats. They have nothing else to live on but fish. What they do not eat with their families they can sell at a market nearby. With this income, the fishermen feed, clothe and house themselves and their families. Their living standard is modest, but sufficient.

#### II. The conflict over resource mismanagement

In the past two or three years, serious conflict has broken out in the fishing community. Some fishing crews have attempted to increase their income by catching more fish. Now the reproduction figures have dropped, and the fish stocks have decreased by half in three years. The fishing community faces a whole series of problems:

1. the depletion of the fish stocks, with the danger of total extinction;
2. the decrease in the total output of fish;
3. the gap between two rich and two poor fishing villages (“winners and losers”);
4. the danger of violent conflict between the fishing villages.

This is a conflict over mismanagement of a common resource. It seems to be based on three things that reinforce each other:

1. There is an incentive that encourages the fishermen to catch more fish;
2. There is a total absence of rules, so the fishermen can do what they like;
3. The crews of fishermen do not communicate with each other.

### III. Analysing the conflict (the "diagnosis")

#### 1. The incentive to overharvest the fish stocks

Every fisherman knows that the community relies on the fish stocks, and it is therefore sensible to allow the fish stocks to fully recover.

On the other hand, each fisherman also knows that if his crew caught one more fish, the fish stocks probably would not suffer. It would make a difference to the crew's income, while the costs – caring for the fish stocks – would be borne by the whole community. This unequal distribution of additional profits and additional costs works to the advantage of those fishermen who catch more fish. This is an incentive to fish extensively. From the individual fisherman's point of view, it seems sensible to catch more fish.

Additional income (+100%)  Additional costs -25%	Additional profit (+75%)  additional costs (-25%)	Total additional income and profit goes to crew No. 1.	Crew 4 -25%	Additional income (+0%)  Additional costs (4x -25%)
			Crew 3 -25%	
			Crew 2 -25%	
			Crew 1 -25%	
Crew No. 1 with extra catch		Fishing community (all four crews)		

*One crew catches more fish: unequal distribution of additional income, additional costs and additional profit for the fishing community*

All fishermen are aware of this incentive, and they are fully informed about the effects of what everyone does. The worst scenario is quite likely – they all do the same, and catch more fish. As a result, the fish stocks are overharvested and cannot recover fully any more. A vicious circle is set off, as the fishermen can only compensate for their loss of income by an even higher level of overharvesting.

#### 2. The absence of rules

The fishermen act in this way because there are no rules whatever – no guidance, no security, no community goals, no sanctions. As things stand, every fisherman may do as he pleases, and whatever he catches, belongs to him.

Under these circumstances, the fishermen's behaviour is not surprising – the effects on the community and the fish stocks, on the other hand, are disastrous.

#### 3. The absence of communication

So far, the fishermen have not met and talked about their situation. They act as they think best, and react to the decisions made by the other crews.

#### 4. The effect of resource mismanagement

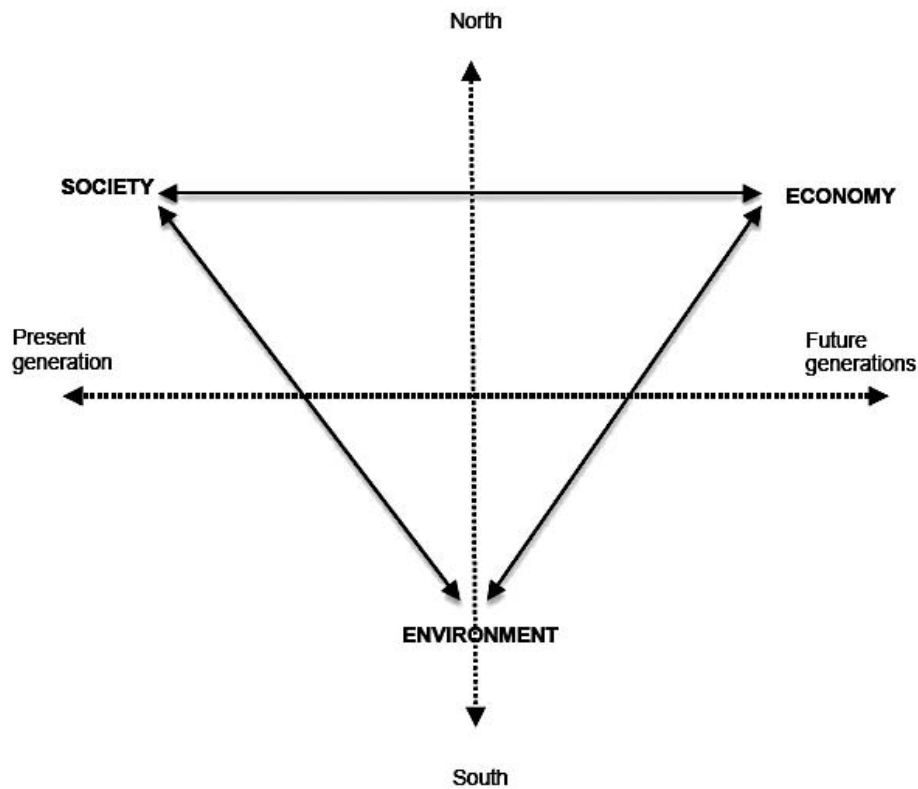
The sustainability model helps to specify the damage done by the fishermen's mismanagement, and may help to define an alternative policy model (see ↗ student handouts 4.2 and 4.4).

### IV. Settling the conflict

The "diagnosis" of the conflict should be taken into account when choosing the "therapy".

## Student handout 4.2

### A model of sustainability goals



### How to read this diagram

The model integrates three sustainability goals and places them into the historic and global dimension:

1. “Environment”: protection of the natural environment and of resources;
2. “Economy”: economic growth (productivity, output, wealth);
3. “Society”: social cohesion, fair distribution of welfare;

The double pointed arrows indicate that the goals they point to may mutually support or exclude each other.



## Student handout 4.3

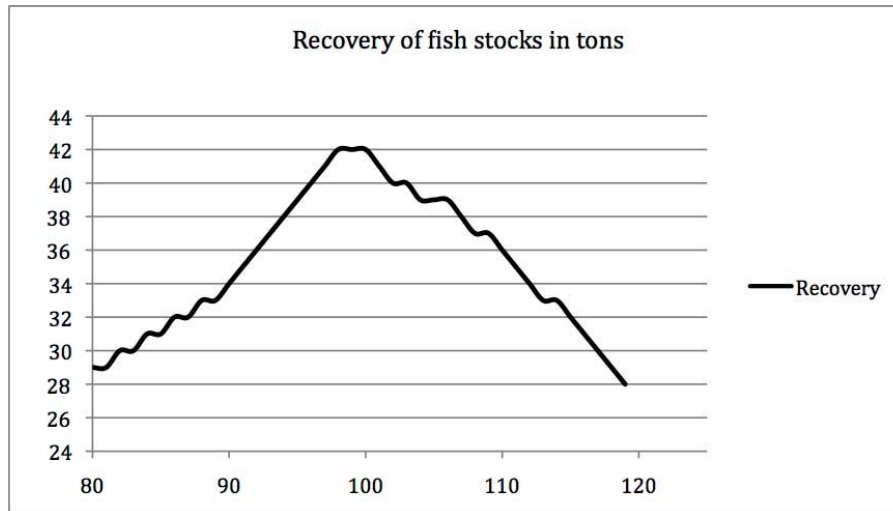
Applying the sustainability model to the fishing game:  
how do we "catch as many fish as possible"?

Goals of the sustainability model	What we should achieve in the fishing game
<b>Economy:</b> Economic growth, increase of welfare	
<b>Society:</b> Distribution of goods in the community	
<b>Environment:</b> Protection of the natural environment and resources	
<b>Long-term stability:</b> Achievement of sustainability goals today and in the future	
...	

## Student handout 4.4

### What is the optimum balance between fish reproduction and harvest?

The fish stocks produce larger or smaller quantities of new fish, depending on the amount of fish left in the lake after the fishing season is over. What is the fish stock that delivers the largest amount of new fish? The answer to this question gives the key to sustainable fishing.



*Fish stocks at the end of the season in tons*

Stock at end of season	Recovery (production of new fish)	Stock at beginning of new season
80	29	109
85	31	116
90	34	124
95	39	134
96	40	136
97	41	138
98	42	140
99	42	141
100	42	142
101	41	142
102	40	142
103	40	143
104	39	143
105	39	144
110	36	146
115	32	147
120	28	148

This table shows the peak recovery rates that the fish stocks are capable of producing. These recovery rates are ideal for sustainable fishing.

## Student handout 5.1

### Preparations for the conference on a framework of rules

#### The schedule

Time frame	Agenda	Materials and resources
Lesson 1	Formation of working groups. Each group includes a member from each fishing village.	Handouts 5.1, 5.2.
Lesson 1 Lesson 2	The groups draft a framework of rules. The groups prepare their presentations. The community members adopt the rules of procedure and voting for the conference.	Handouts 5.2, 5.4. Flipcharts and markers.
Lesson 3	<i>Plenary meeting:</i> The groups present their drafts. The members of the community compare and judge the draft frameworks of rules. The community members discuss which framework they should adopt.	Handout 5.3.
Lesson 4 The conference	<i>Conference:</i> The community members give short promotion speeches for the model of their choice. They adopt a framework of rules by majority vote. They sign the original framework document. <i>Reflection</i> The students reflect on their experiences.	Handout 5.4. A4 sheets of white paper, pen, markers.

#### Why should you play a decision-making game?

The method applied in the schedule above is a decision-making game. The reason for choosing this method is the following.

The game works like a model. It depicts important aspects of reality, and shows them clearly by leaving out a lot of other details. All states have some kind of basic framework, a constitution that lays out the rules for making decisions and settling conflicts. Without such a framework, the members of a community would have no support for settling their conflicts, and they would resort to violence.

When you take part in democracy, you exercise the rights that the constitution of your country has given you. The best way to understand how the framework of rules and laws works in your country is to create such a framework yourself. This decision-making game sets you this task.

## Student handout 5.2

### Basic questions to consider in institutional design

*When you design a framework of rules, you make some basic choices. You decide which model of governance (decision making) you prefer and who is to own the fish that are caught. You can create different combinations with these basic forms and arrive at very different solutions.*

Governance Property	Hierarchy (state authority)	Co-operative network
Private property		
Public property		

*The sections below give some more information on the different options.*

### 1. Choosing a model of governance

Key agent	State	Local networks
Key concepts	Power and authority	Personal relationships, communication and shared interests
Design principle of framework	Hierarchy (top down)	Partnership (equal eye-level)
Strengths	Peace and Security Laws clearly permit or forbid how people behave Laws can be enforced if they are broken	High expertise and flexibility in solving problems and serving people's interests Freedom to improvise and react quickly
Weaknesses and risks	Danger of abuse of power Inflexibility Weak incentives for personal initiative	"Veto-players" can block decisions Rules are difficult to enforce if they are broken
Remedies	Democracy and human rights Rule of law Checks and balances in the constitution	Moral sanctions Culture of responsibility

## 2. The issue of property: who owns the fish harvest?

*Two basic options, and some criteria to think about:*

	Private property	Public property
Property rules	Each fisherman owns what he catches He can make use of his catch as he pleases	Each fisherman delivers his catch to a public representative The fish are then distributed to the community members
Incentive for fishermen		
Effect on total output of fish		
Effect on fish stocks		

## 3. Further questions to consider when designing institutions

- Do you want to define a goal that must be achieved?
- Who has the power to make decisions?
- Do you want to provide tools to enforce rules?
- Is there a danger of the abuse of power?

...

## Student handout 5.3

### Comparing frameworks of rules

Criteria for comparison	Our draft	Other models		
		No. 1	No. 2	No. 3
A. Basics				
Hierarchy				
Networking				
Private property				
Public property				
Comments				
B. Rules				
Goals				
Power of decision				
Rule enforcement				
Abuse of power				
...				
Comments				

## Student handout 5.4

### Procedural rules for the conference – draft version

#### Adoption of procedural rules

1. The community adopts a draft set of procedural rules by a majority of 50% or more of all votes cast.
2. If no alterations are suggested to this draft, it may be adopted by one block vote. Alterations need to be voted on separately.

#### Chairperson

3. By majority vote, a community member is appointed as chairperson. The chairperson may participate in the vote on the draft frameworks, but may not perform as spokesperson (rule no. 5).

#### Final promotion statements

4. The community members show their preference for a draft model by a show of hands. They form parties that may lobby for their model.
5. A spokesperson makes a promotional statement for his/her party lasting no more than two minutes.
6. During the voting procedure, no further debating is allowed.

#### Voting procedure

7. Voting: the community members adopt a draft by vote. All votes count equally. The members vote by a show of hands.
8. Two-stage decision: the vote on the drafts takes place in two rounds.
  - 8.1 First round: the community members vote for one of the drafts.
  - 8.2 Second round: the two drafts with the highest amount of votes are voted on a second time. The community adopts the draft that receives the higher number of votes.
  - 8.3 If both drafts receive an equal number of votes, a discussion is held before the vote is repeated.

#### Documentation and authorisation

9. The writer of the draft enters the date and place of the conference at the end of the rules document.
10. All community members sign the document.

## Student handout 5.5

### Summary: what can we learn through these games?

#### 1. Development of a community: a sequence of problems and solutions

PROBLEM	SOLUTION
How can we survive?	We must draw on the natural resources we have – fish.
How can we settle our conflict by overfishing?	1. We need a concept of sustainability. 2. We need a framework of rules to organise our processes of communication and decision making.
1. How do we define sustainability?	We need a balance between several goals. In effect we must produce as much fish as the stocks can deliver without being depleted, so as to ensure stability for the future. We must share the output fairly.
2. What kind of rules do we need?	In designing our framework, we must make a choice between different principles – introducing a state, or developing a network of equals.
How do we prevent the abuse of power?	Too much power must not be placed in the hands of one person. Constitutions apply the following means: checks and balances, rule of law, giving human rights the status of civil rights, limiting periods of office, referenda, cantonal and federal autonomy, free press and media.
Who decides what framework of rules we get?	All of us together. We draft frameworks, and then make a choice and vote on it.
How do we organise this process fairly and efficiently?	We set up an agenda. We need a special framework of procedural rules that we have to agree on beforehand.

#### 2. Conclusions

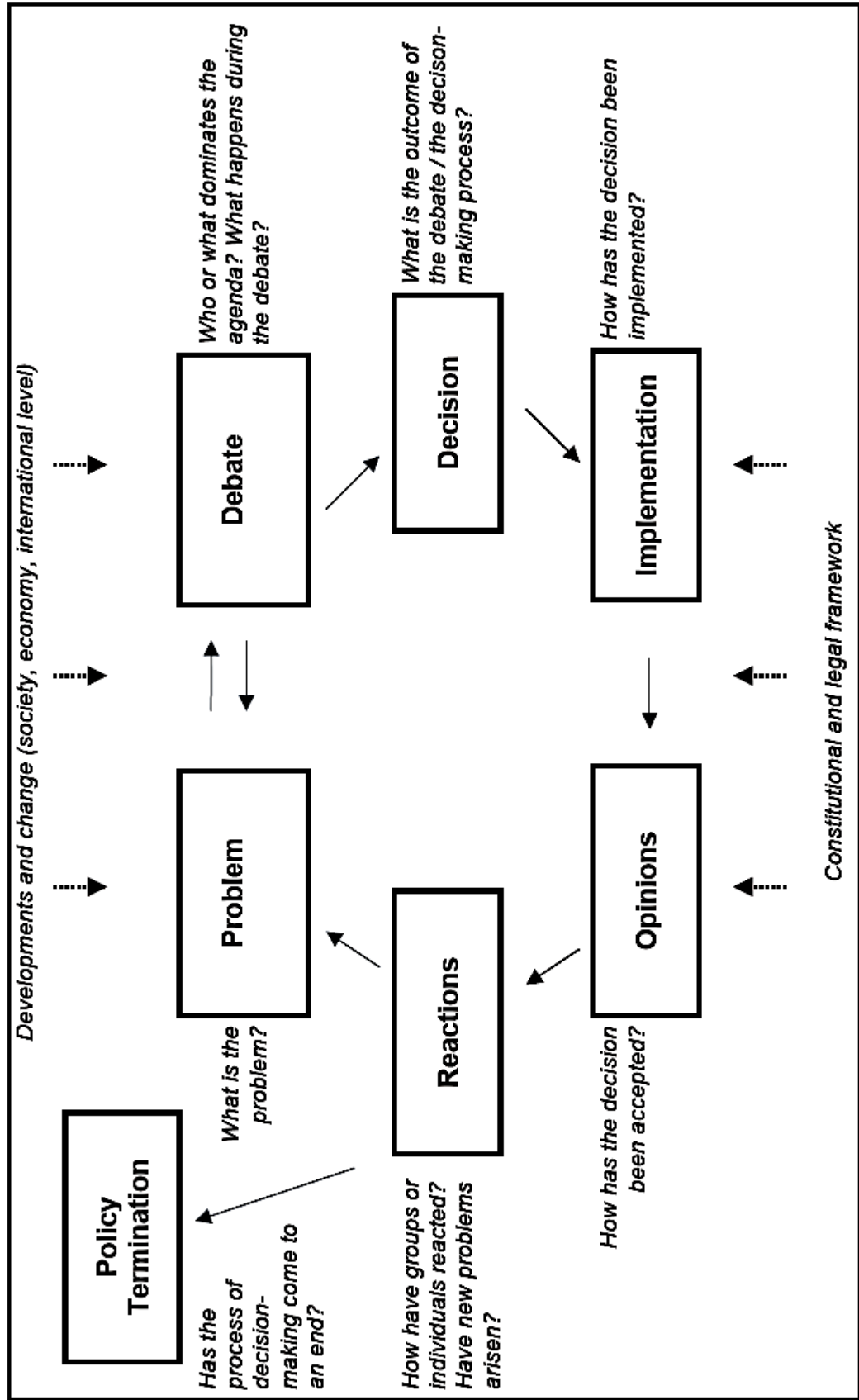
1. Politics is an effort to master problems that affect the well-being and survival of the community. Institutions, such as frameworks of rules, are tools to solve problems. If they do not serve their purpose well, they can and should be changed.
2. Conflict is always part of social and political life. While conflict cannot be eradicated, it is possible to control its disruptive potential.
3. The design of the fishing game and the decision-making game work like models. They come pretty near to historic reality in describing the development of a community as a series of problems and solutions.
4. Reality differs from the games in two important respects. First, we do not have such exact data on our natural resources as are available in the game. Second, democracies do not have democratic roots. Democracy and human rights are not established through conferences, but through conflict.





Student handout 6.1

The policy cycle model: politics as a process of solving problems in a community



## Student handout 6.2

### The policy cycle – a tool to observe and understand political decision-making processes

Concepts and key questions <i>Adapt the questions as necessary</i>	Notes	Sources of information
<b>1. Topic</b> What is the issue?		
<b>2. Problem</b> Who sets the agenda? What is the problem? Do all protagonists agree on their definition of the problem?		
<b>3. Debate</b> Who is involved? What are the protagonists' interests and values?		
<b>4. Decision</b> What is the outcome? Have certain interests been given priority – or is it a compromise decision?		
<b>5. Implementation</b> How is the decision implemented? Who is involved or responsible? Are there problems or conflicts?		
<b>6. Opinions</b> Which individuals, protagonists, groups, etc. support or criticise the outcome? What are their values, ideologies and interests?		
<b>7. Reactions</b> How do they react? (Individually, collectively?) What are their means of exercising power and pressure?		
<b>8. New problem, old problem or a solution?</b> Is there a new agenda-setting debate? What is the problem? The old one or a new one? Or has the decision led to a solution that ends the process?		

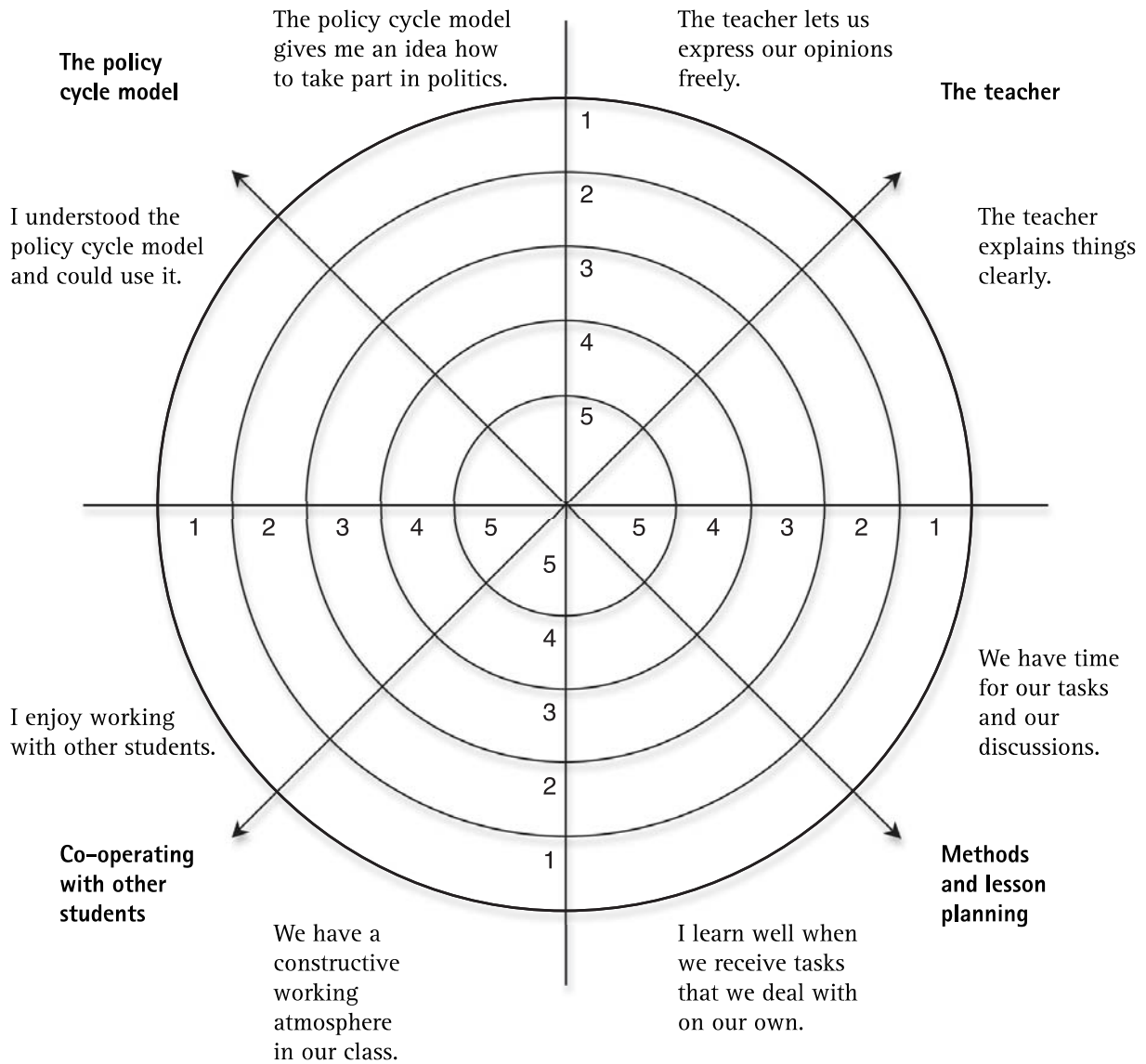
**Student handout 6.3**

**Feedback on the unit "Government and politics"**

**Class:**

**Date:**

1. Dartboard (5: I fully agree – 1: I fully disagree)



2. My personal feedback

2.1 The most important and interesting thing/s that I have learnt:

2.2 What I did not find interesting or helpful:

## Student handout 7.1

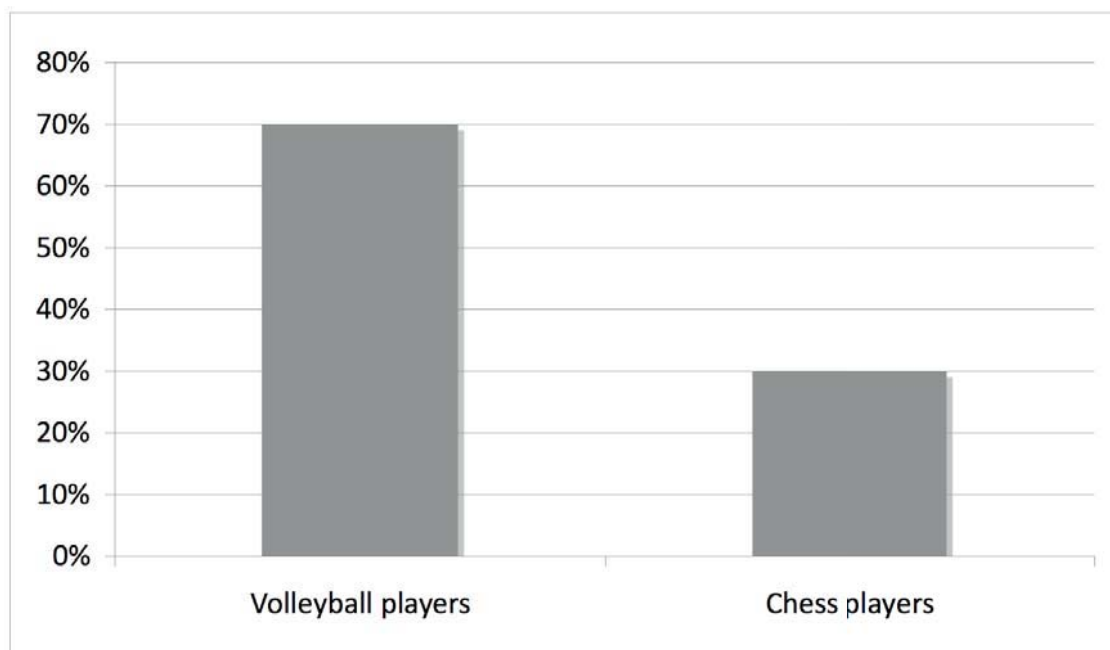
### Is majority rule unfair to the minority? A case story

A sports club has a large number of keen volleyball players and a smaller number of equally keen chess players. Both groups take part in championship contests, and have succeeded in attracting new members. Each member pays the same sum as an annual contribution to the club. Once a year, a meeting is held in which all the members decide by majority vote how to spend the money. The volleyball players have a long list of requests, including a regular supply of new balls, new gear for their team, and an upgrading of the volleyball pitch. The chess players need training materials for beginners, some books and magazines, and they also need a bigger room and more sets of chess games, tables and chairs for their increasing number of members.

The volleyball and chess players' speakers state their cases. Then a decision is made by majority vote. Every year, the chess group are outvoted by the volleyball players. All the money goes into the volleyball projects, and the chess players have to put up with what they have.

Now the chess players are getting frustrated and impatient. After all, their contributions are also being spent on the volleyball projects. They feel as though they are second-class members, and some chess players have already aired some thoughts about splitting into two separate clubs.

Most volleyball players shake their heads. The majority rules – that's democracy. And if you're outvoted – that's part of the game. But some of the volleyball players feel that this view is a bit too simple, and fair play means that the chess players' interests must be catered for as well. But how?



*The membership structure in the sports club – a simple example of pluralism. Pluralist societies have the same kind of structure, but of course it is more complex. Different groups have different interests that may compete with each other. The more complex a society is, the more potential there is for conflicting interests. Democracy and human rights offer tools to solve these conflicts fairly, and that means peacefully.*

Case story adapted from: David Miller, *Political philosophy. A very short introduction*. Oxford, 2003, p. 5.

## Student handout 7.2

### How do democracies care for the protection of minorities?

The problem of how the rights of majorities and minorities are to be balanced is a core issue at all levels of the community, from small clubs up to state level. On the one hand, the will of the majority must be respected in a democracy. On the other hand, interests of minorities must be respected too. If there is a group of permanent losers who feel they are being discriminated against, this can lead to serious conflict within a community.

In the constitutions of democracies, two solutions are commonly applied – both set limits to what the majority may decide. One is to limit the power of the majority by giving smaller entities rights of autonomy (the federal or cantonal model). The other solution is to incorporate human rights as civil rights. Then these rights protect individuals and minority groups, as the majority must respect these rights.

#### 1. The federal/cantonal model

Minority groups form regional entities within the state – federal states or cantons. The USA, Germany or Belgium are examples of federalism, while Switzerland is an example of the cantonal model. Within these smaller entities, the majority decides, and this may include the right to control one's own budget or to participate in national legislation. Democratic constitutions differ in the amount of autonomy they grant to these sub-entities.

This idea can be taken even further by changing the definition of the majority. If certain decisions require a majority quorum of more than 50–75% or even 100% – the minority groups can influence political decisions, and may even have the right of veto.

#### 2. Human rights as minority rights

Human rights work as minority rights by setting limits to what the majority may decide. For example, take these articles from the **European Convention on Human Rights of 4 November 1950**:

**Article 5, Right to liberty ...**

Everyone has the right to liberty ...

**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.

Articles 5 and 14 address two principles of human rights – liberty and equality.

Citizens whose human rights have been violated in a member state of the Council of Europe, can appeal to the European Court of Human Rights.

Human rights become civil rights once they become part of the constitution. In this case, they are more strongly protected, as they now become part of the legal system, but they only apply to citizens of that state. In some countries, a constitutional court has been established to protect civil rights. Amendments to the constitution usually require more than a simple majority, so minority groups can prevent changes that would work to their disadvantage.

## Student handout 7.3

### Task: drafting a statute for the sports club

1. Draft a set of rules (Article 1, Article 2, Article 3, etc. ...) that settle the following questions:
  - How should the funds be distributed between the groups?
  - Who decides how the funds are to be distributed?
  - Should the groups be given rights of autonomy?
  - How should the principle of non-discrimination be applied – to protect the rights and interests of the majority and the minority?
  - ... *(if you wish, include further questions that you think are important)*.
2. Prepare a presentation of your statute that addresses these questions. Write your rules, in note form if necessary, on an A4 sheet that you can attach to the matrix.
3. These questions will serve as a checklist to compare your results to those of the other groups (see ↗ student handout 7.4).

## Student handout 7.4

### Record of group presentations: draft statutes for a micro-community

*Record your group's results on this form, and include the other groups' ideas in the presentation session.*

Key questions	Group 1	Group 2	Group 3	Group 4	Group 5	Comparison
Distribution of funds						
Who decides on distribution?						
Autonomy for groups						
Principle of non-discrimination (majority/minority)						
...						



### Judging the draft statutes – key questions

1. *Fairness*: Does this statute solve the majority/minority problem fairly?
2. *Democracy*: Does this statute observe the principle of majority rule?
3. *Efficiency*: Will the rules for making decisions work smoothly?
4. *Balancing and/or prioritising*: Has the statute found a compromise between the different interests and principles, or given priority to one over the other?
5. ...

### How to apply these questions

Try to answer each question in turn. Include more questions if you wish.

If you decide to leave out a question and to focus on others, give your reasons for doing so.

Write down your judgment, with reasons.

#### The reasons for these instructions

You are free to form your opinion. Freedom of thought and expression are human rights.

It follows that there is no “wrong” or “right” opinion.

In order to help each other to understand our opinions we must give our reasons. And here, there are differences in quality. Some arguments are more convincing, more carefully thought through than others.

When taking part in democracy, careful thinking and good argumentation skills are important when we want to win other people’s support for our goals. That is why you can develop them through this task.

## Student handout 8.1

### Suggestions for a debating issue

#### Your task

1. First collect all the ideas that come into your mind and note them down (brainstorming).
2. Sort your ideas by categories.
3. Then check them against the following criteria:
  - a. Do they demand a choice to be made or a decision to be taken?
  - b. Are there good reasons to argue for and against a certain choice or decision?
  - c. Do you and the other students in class know something about this issue?
  - d. Do you think this issue will interest the students in your class?
  - e. Do you and the other students have the necessary information, or can you provide it? (Perhaps you know a lot through your daily experience; or you can collect data or reports from other sources, such as books, newspapers or the Internet.)

If you answer questions a.–e. with no, your suggestion is not suitable.

4. Choose one or two ideas and collect material if necessary. You can phrase the issue as a thesis or a yes/no question.
5. Enter your suggestion on the flipchart under the category it belongs to, together with your names. Make sure you deliver your results before the deadline ends, so that everyone can read your contribution.
6. Cut off the note sheet below, fill it in and deposit it where your teacher showed you. Add your materials.
7. Read the flipchart and the other students' materials before the lesson.



Note sheet: Suggestions for a debating issue

Names:

---



---

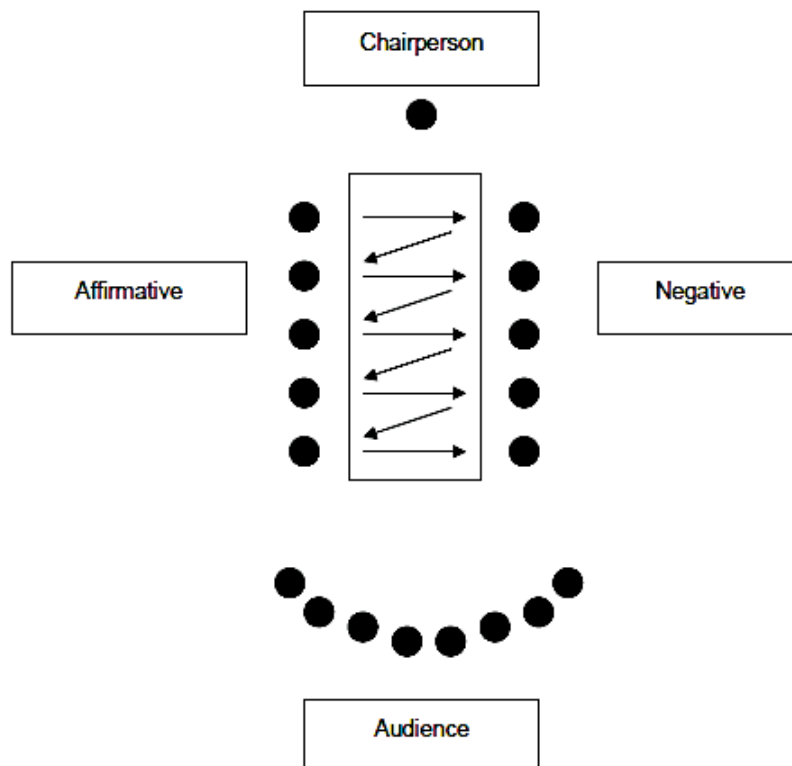
Issue	Category (everyday life, school life, etc.)	Materials

## Student handout 8.2

### Rules for debating

#### Seating arrangement

The chairperson sits at the head of the table. The two debating parties are seated opposite each other. The audience sit a short distance away from the table, and should be able to see both parties. So if necessary, additional seats for the audience should be arranged in several rows rather than behind one of the debating parties.



#### Order of speakers

The arrows indicate the order of speakers in the first round of the debate. In the second round, the order of speakers is simply reversed, until the first speaker for the affirmative side has spoken. Then a speaker for the negative side has the last word; the team may choose a member to give this statement – but not their first speaker, as this would give him/her a block of two minutes speaking time, which would be unfair on the other team.

## Rules for the debate

1. The first speaker for the affirmative side who is sitting next to the chairperson begins. Then, as indicated by the arrows in the diagram, the first speaker for the negative side responds. In this way, the speakers for both sides speak in turn. When the last speaker for the negative side has spoken, the second round of the debate begins, this time in reverse order.
2. After the first speaker for the affirmative side has spoken, a speaker from the negative team (but not their first speaker) has the last word.
3. The order of speakers must not be changed.
4. Each speaker has a maximum time of one minute. The chairperson checks the time carefully. He/she gives a sign when the speaker has 10 seconds to go, and after speaking time is over, the speaker may finish his/her sentence and must then stop. Spare time may not be transferred to another speaker.
5. Interrupting a speaker is forbidden.
6. The audience must not participate in the debate.
7. After the debate, the audience has five minutes to share their impressions and opinions. Then they vote by a show of hands.
8. In the vote, yes and no votes are counted. The majority wins the vote.

## Tips for debating speakers

1. With the exception of the first speaker for the affirmative side, spend approximately the first half of your statement to rebut an argument of the other side and then present a new point.
2. (For the first speakers.) State your motion – say what decision you want to see.
3. When you prepare for the debate, first brainstorm ideas. Then decide in which order you want to present your points, and assign them to a speaker. Begin and finish with a particularly strong and impressive point (see student handout 8.2).
4. You can repeat or vary a key argument to “hammer it home”.
5. The last speakers should sum up their side’s argument, highlighting three or four points. What should your audience keep in mind after the debate? If the debate is about a decision to be taken, make clear what your appeal to the audience is when they vote after the debate.
6. Speak freely. Don’t read your statement from any notes, but establish eye contact with your opponents and with the audience.
7. Treat your opponents with respect. Never insult a speaker, but work on his arguments.

## Tips for the audience (see student handout 8.5)

1. Before the debate, try to anticipate the arguments both sides might, or should, present. This gives you a framework of reference when listening to the debate.
2. Take notes of the arguments presented by either side – in one sentence if possible.
3. Link arguments with rebuttals by lines or arrows, and enter a comment. Which argument convinced you? (Steps 2 and 3 can be shared between several listeners.)
4. Indicate which argument particularly impressed you.
5. After the debate, share your results in the group. Then vote on the motions presented by the two parties.

## Student handout 8.3

### Planning sheet for the debating teams

Speaker's name <i>Please keep to the order shown in the diagram in handout 8.2</i>	Argument	Notes
1.	<i>Recommended: state your motion</i>	
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10. *	<i>The last word (summary of key points)</i>	

#### \*The last word – speakers

The first speaker for the affirmative side has the last word (see diagram in  student handout 8.2).

Then the speaker for the negative side follows. The team chooses a member to do this, but not their first speaker, as he/she would then receive a two-minute block, which would be unfair on the other team.

## Student handout 8.4

### Planning sheet for the chairpersons

#### The first chairperson's task – chairing the debate

The chairperson conducts the debate and makes sure that the debaters observe the rules of debating (see ↗ student handout 8.2), and treat each other fairly and with respect. The chairperson is neutral and doesn't tend towards one of the debating teams.

In particular, the chairperson is the time keeper. No speaker must speak longer than one minute. In practice this means that after one minute is over, the speaker may finish his or her last sentence and then must stop. If necessary, the chairperson politely, but firmly interrupts the speaker and gives the floor to the next speaker of the other team.

#### *Equipment*

- A stopwatch or watch that accurately shows the seconds. Mobile phones offer a stopwatch function.
- A note sheet and pencil.
- A yellow and red piece of paper or cardboard, A7 size.
- Additional ↗ student handouts 8.2, 8.5.

#### *The chairperson's task during the debate*

1. He/she opens the debate:
  - Welcome of the teams, the audience, and the news reporters.
  - Brief outline of the debate, without any details that might help one side.
  - Reminder for the teams: fair play, observation of the rules.
  - Announcement of time-taking rules: after 50 seconds, the chairperson gives a sign.
  - After one minute, the chairperson stops the speaker – to ensure fair play.
2. During the debate:
  - The chairperson listens to the debate silently.
  - The chairperson monitors the speaking time and gives the 50-second sign.  
(Quite often, this all the chairperson has to do.)
  - The chairperson intervenes if speakers go over their speaking time of one minute.
  - The chairperson intervenes if the debaters or the audience interrupt a speaker in any way.
  - In very serious cases of bad or unfair behaviour, the chairperson shows the yellow or/and red card to a speaker. The red card means that a speaker must leave the debate.
3. After the debate:
  - The chairperson announces that the debate is closed.
  - The chairperson thanks the debaters and the audience.

*The chairperson's role after the debate*

After the debate, the audience has a brief follow-up discussion on the debate (five minutes) and then votes on which side presented the more convincing arguments.

**The chairperson's second task – chairing the audience's vote and discussion***1. The follow-up discussion*

- The chairperson announces that the audience now has five minutes during which to exchange their views on the debate. The seats are rearranged in a circle or big semicircle to allow all the students to face each other.
- Each member of the audience has made notes during the debate and thought about the question as to which group has performed more convincingly. The chairperson asks for a show of hands – a test vote.
- Then students with different views take the floor. The chairperson asks them to exchange their opinions very much in the same way as the debaters did, as time is scarce.
- After five minutes the chairperson ends the discussion.

*2. The vote*

- The chairperson announces the vote. He/she repeats the issue and the question to be voted on: which team convinced you more – the affirmative or the negative team? No more discussion is allowed at this point. The chairperson asks a student to note the results of the voting on the board or flipchart.
- The chairperson first asks the students who are more convinced by the affirmative side to raise their hands. He/she counts them, and then conducts the vote on the negative side in the same way.
- Finally, students who abstain – who have not voted for one of the teams – are called and counted.
- The chairperson reads out the result of the vote, but does not comment on it. He/she thanks the audience for their discussion and vote, and concludes the session.

## Student handout 8.5

### Record sheet for the audience

1. Brainstorming: what arguments do we expect?		
Affirmative	Negative	Notes
2. Record of the debate		
Affirmative	Negative	Notes
3. My vote (give reasons)		



## Student handout 8.6

### Worksheet for news story writers

#### The task

Form three tandem teams.

Write a news story on the debate and present your article in the following lesson. Hang it up on the wall, if possible in two or three copies.

Each team works for a different kind of newspaper/periodical:

- tabloid paper;
- quality paper;
- youth magazine.

#### The profile of the three papers – what the readers expect

There are some general rules on how to write a good news story – see *≈* student handout 9.1.

But, on the other hand, each paper reports to a different audience, so your news story should appeal to this target group if you want the readers to buy the paper that gives you your job. That means your news stories will be quite different, although you are reporting on the same debate. Look at the way this is done in a real paper.

Type of paper	What readers expect				
	*** top priority / ** important / * nice to have				
	Entertainment	Pictures	Information (the issue and the arguments)	Young people's point of view	"personal touch"
Tabloid paper	**	**	**	*	***
Quality paper	*	**	***	*	*
Youth magazine	**	**	**	***	*

## Student handout 9.1

### Creating a wall newspaper – making choices

#### Task instructions

You will produce your own wall newspaper. Prepare this work by thinking about your ideas. What stories, articles and pictures do you suggest? Give your reasons, as this will help you when you discuss your final choices.

Points to consider (criteria)	Your suggestions	Your reasons
<p><b>1. Newsworthiness</b></p> <p>What is the importance of the story?</p> <p>Does the story contain important or critical information that your readers should know about?</p>	<p>1. Lead story?</p>	
<p><b>2. Lead story</b></p> <p>The lead story should be an eye-catcher to attract potential readers.</p> <p>Can you support the lead story by adding a picture?</p>	<p>2. Other stories?</p>	
<p><b>3. Photographs</b></p> <p>Consider a picture with a subtext instead of a story.</p>	<p>3. Leader (comment) – on what story?</p>	
<p><b>4. Balance of contents</b></p> <p>Examples:</p> <p>familiar/unfamiliar</p> <p>positive/negative</p> <p>breaking news/“human interest”</p> <p>stories of success/ stories of conflict</p>	<p>4. Photographs – on what stories?</p>	
	<p>5. Stories and topics of less importance – what can be dropped?</p>	

Based on: Center for Media Literacy (2005), *Five Key Questions That Can Change the World*, Lesson 1c, p. 21 (adapted); [www.medialit.org](http://www.medialit.org).

## Student handout 9.2

### Tips for producing a wall newspaper

Assign the following tasks to different team members (see the briefing notes below):

- a chief editor to chair your meeting;
- a time manager to supervise the production of your newspaper;
- a presenter to explain your decisions in the follow-up plenary session.

#### Draft schedule

1. Adopt or modify this draft schedule.
2. Discuss and decide what topics to choose – and to omit (see student handout 9.1).
3. Assign research and/or writing tasks to each team member. Agree on a schedule for your work.
4. Do your work on your news stories – research, writing, collecting materials and pictures.
5. Assemble your wall newspaper.
6. Display your newspaper in class.

#### Briefing notes

##### Chief editor

You chair the discussions and decision making in your team.

Make sure that everyone has the chance to share their ideas and thoughts with the team. Intervene when you see that someone is not being listened to.

Suggest what stories should be included in your newspaper.

Make sure that the team works efficiently. Suggest a working schedule that is realistic by allowing sufficient time for the basics – collecting information and writing.

##### Time manager

You supervise the schedule of the newspaper production.

If you find out that the team is behind schedule and will have problems in getting finished, talk to the team members, and inform the chief editor.

Suggest what the team can do to get finished in time.

##### Presenter

In the follow-up lesson, please give a brief presentation to explain to the other teams the reasons why you:

- chose a certain topic as lead story;
- what other topics you considered including, and why you finally chose or dropped them;
- why you chose the photographs;
- any other issues that your team discussed.

## **Student handout 9.3**

### **Tips for writing a good news story**

#### **Before you start to write**

Think about the purpose of your story: for a news story it will most likely be to inform the audience.

Do some research and conduct interviews, remembering to take notes and write down useful quotes.

#### **As you write**

Use active verbs to show what's really happening.

Tell the really interesting information first.

Follow the outline below.

#### **First paragraph**

Try to hook the reader by beginning with a funny, clever, or surprising statement. Go for variety – try to begin your article with a question or a provocative statement. In your first one or two sentences, address the issues of who, what, when, where, and why.

#### **Second/third/fourth paragraphs**

Give the reader the details by expanding on the five Ws:

- Who was involved?
- What happened?
- Where did it happen?
- When did it happen?
- Why did it happen?

Include one or two quotes from people you interviewed. Write in the third person (he, she, it or they). Remember to stay objective, and never openly state your own opinion. Use quotes to express others' opinions.

#### **Last paragraph**

Wrap it up, and don't leave the reader hanging. Try ending with a quote, or a catchy phrase, or a neat summing-up.

(abridged)

Source: Media Awareness Network

Original document: Lesson Plan, Reporter for a day

Author: Ginie Waller

[www.media-awareness.ca](http://www.media-awareness.ca)