

Conclusion

The teacher could end the class by evaluating the working process with the class. The students should be encouraged to reflect on the role play and how they felt about their part in the decision-making process. The teacher could ask questions like:

- » Did you find the role play interesting? Did it affect your understanding of what it means to be a European citizen?
- » How do you feel about the classroom debate? Was it difficult to listen to and accept the opinions of others?
- » Are you satisfied with your joint final decision? Did you have to make any compromises?
- » What was the most important discovery you made doing this activity?



Potential Partner Activity

On the 'Decide for Europe' website there are two different options for the role play - it could either be carried out as a one-class activity or together with two other classes as a three-class option. Choose the three-class option and arrange for two other classes, from your partner school or your own, to take part in the role play.

or:

Create a questionnaire to ask the students in your partner school what they think about the issue you have chosen and what the consequences of your decision could be.

10. Human Rights and Responsibilities



Your aim

To introduce the students to the key human rights documents in Europe.



Learning Outcome

By the end of this lesson, students will be able to:

- » Demonstrate a knowledge of the articles contained in the Charter of Fundamental Human Rights of the European Union;
- » Demonstrate an awareness that every right carries with it a corresponding responsibility;
- » Understand how to have their rights recognized and enforced and ;
- » Recognise the need for new rights as new developments take place



Time

Double class period



Materials or Sources required

- » The Charter of Fundamental Rights
- » Copies of European Convention on Human Rights; Universal Declaration of Human Rights; UN Declaration on the Rights of Children. (See Appendices VI, VII, VIII)
- » Human Rights Crossword as Homework Activity



Preparation

- » Have copies of the Conventions and Declarations available for group work
- » Photocopy Human Rights Crossword



Potential Partner Activity

Ideas for partner activities given below

Introduction

The teacher begins by facilitating a class discussion on human dignity – fundamental rights and responsibilities. S/he can identify periods in history when most human rights abuses took place, e.g. during the Second World War. As a result of such abuses countries came together to try and ensure that such abuses could not happen again – the Charter of Human Rights.

Teachers' Notes

Although not easily defined, a common definition of human rights is that they are the rights people are entitled to simply because they are human beings. All humans are born free and equal and are entitled to these rights irrespective of their race, ethnicity, gender, sexual orientation, language, citizenship, nationality or abilities. They are basic human needs and minimum standards of living.

Jargon Buster:

Declaration: In the context of the United Nations, a declaration is a serious expression of opinion and intent made by governments, but it is not the law. E.g. Universal Declaration of Human Rights (UDHR)

Convention: These are stronger than declarations because they are legally binding for governments that have signed them e.g. Convention on the Rights of the Child (CRC).

Each declaration document or convention is made up of articles. Each article sets out an important right or rule.

Group Work

The teacher divides the class into groups of 4/5 students and presents each with a copy of the European Convention on Human Rights (ECHR) and asks them to examine it and to identify in their view, the five most important rights named in the document.

This is repeated by then distributing the Universal Declaration of Human Rights and the Convention on the Rights of the Child. At this stage, each group has identified a number of key human rights.

The teacher then introduces the concept of 'absolute rights' i.e. rights that cannot be restricted in anyway and 'qualified' or 'balancing' rights i.e. where governments and courts might have to strike a balance between the individual's rights and the interest of society as a whole. For example, the right to freedom of speech is often restricted by laws against 'hate speech' or revealing classified information.

The groups are then asked to draw the following table and to complete the task for the rights they have listed.

Right	Document	Absolute/Qualified	Reason why

Each group presents their chart to the rest of the class and justifies their decisions to designate the different rights as absolute or qualified.

Conclusion

To advance students understanding and critical engagement with the documents, the teacher can ask the students to pick out different articles from the ECHR that are related to the following areas/ issues:

1. Food developments
2. Environment and Health
3. Communication
4. Data Protection
5. Immigration
6. Biotechnology

The teacher can end the class by asking the students which of the six areas mentioned above will in their view prove the most challenging.



Homework Option

To assess learning the teacher can distribute the Human Rights Crossword as an individual exercise to be done at home.

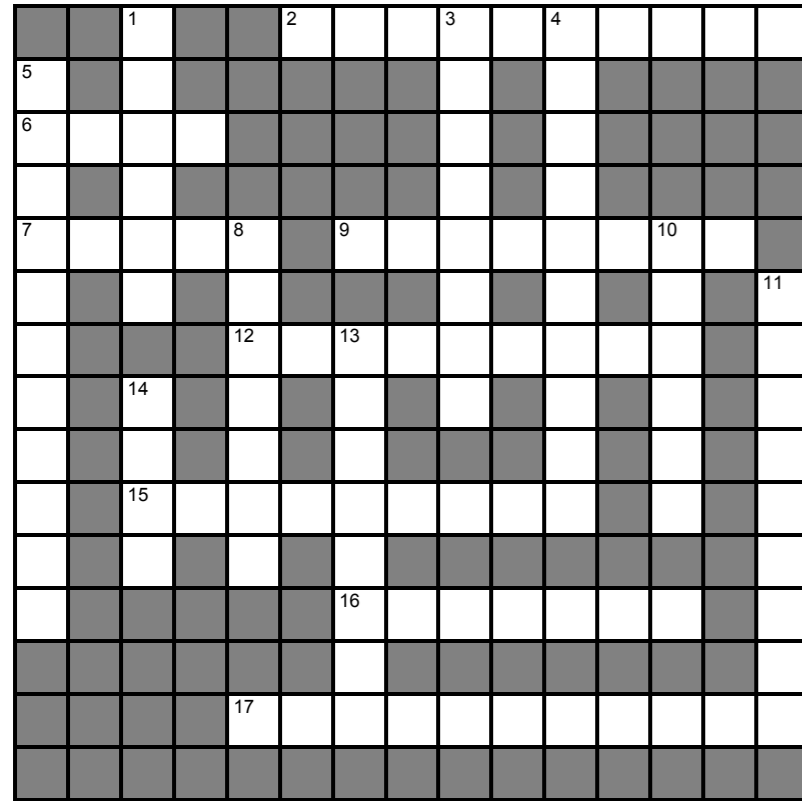


Potential Partner Activity

- » Engage in an on-line discussion with your partner group on the future of human rights in Europe.
- » Ask each students in one class in your partner school to rank in order of importance, giving number 1 to the most important, which of these areas will require stronger human rights laws in the future and present your findings back to them on an excel sheet.

1. Food developments
2. Environment and Health
3. Communication
4. Data Protection
5. Immigration
6. Biotechnology

Human Rights Crossword



Key:

CRC: Convention on the Rights of the Child

UDHR: Universal Declaration of Human Rights

EU: Charter of Fundamental Rights of the EU

Across

- 2 UDHR18: Everyone has the right to freedom of thought - and religion (10)
- 6 EU13: Freedom of the - and sciences (4)
- 7 CRC4: The right to have - and say what they think (5)
- 9 EU8: Everyone has the right to protection of - data (8)
- 12 UDHR9: No one shall be subjected to - arrest, detention or exile (9)
- 15 UDHR4: No one shall be held in slavery or - (9)
- 16 EU25: The Rights of the - (7)
- 17 UDHR20: Everyone has the right to freedom of peaceful assembly and - (11)

Down

- 1 UDHR29: Everyone has - to the community (6)
- 3 EU6: Everyone has the right to liberty and - of person (8)
- 4 EU1: Human Dignity is - (10)
- 5 CRC2: Right to a name and - (11)
- 8 EU5: Prohibition of - and forced labour (7)
- 10 EU18: Right to - (6)
- 11 CRC11: The right to free - (9)
- 13 EU16: Freedom to conduct a - (8)
- 14 EU31: Fair and - working conditions (4)

Human Rights Crossword Solutions

