

WHERE DO HUMAN RIGHTS COME FROM?

1. Practical information

Theme	Declaration of human rights Exploring human rights
Goal	The pupils learn where human rights come from and why they are important by creating rules and rights themselves.
Level	4 ASO
Time	± 50 minutes
Type	- Group work - Speaking

2. Preparation

Preparation time for teacher	± 10 minutes <i>To do...</i> - Print out the different situations (one situation per pupil) - Think of a group division
Materials	- Situations for pupils - One sheet of paper and one biro per group - Dictionaries - Group division

3. Objectives

VOET	Gemeenschappelijke stam: 1, 2, 4, 5, 8, 9, 11, 12, 13, 17, 18, 19, 20, 25 Context 1: 8 Context 3: 2, 3, 6, 8 Context 5: 3, 4, 5, 10, 13 Context 6: 3 Context 7: 2, 3 Leren leren: 3, 6, 11
Formation objectives: English	<i>Language</i> - The pupils practise their speaking skills. - The pupils learn to negotiate and to stand up for themselves.
Formation objectives: Human rights	<i>Personality formation</i> - The pupils learn to listen to everyone and to compromise. - The pupils know that everyone is different and that not every lifestyle is the same. - The pupils try to respect each other and put their ways of life together. - The pupils learn that human rights protect their way of living and that they try to achieve everyone's best interests. <i>World view</i> - The pupils see that not every culture is the same and that values, habits and rules are different.

	<ul style="list-style-type: none"> - The pupils know that when working together and compromising, a lot of differences can be equalized. - The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights and become aware of their own attitudes considering certain human rights
Final attainment goals	<p>Listening: 2, 3, 7 Reading: 9 Speaking: 16, 17, 19, 20, 22, 23 Writing: 25, 28</p>
Attitudes	<ul style="list-style-type: none"> - The pupils are prepared to listen to each other with an open mind. - The pupils are willing to speak out loud. - The pupils are willing to focus on what they want to know. - The pupils are prepared to compromise.
Strategies	<ul style="list-style-type: none"> - The pupils are able to use a dictionary. - The pupils learn to work together and therefore have to listen to each other, speak up and compromise.

4. Remarks

Remarks	<p>You can work together with the History teacher/Politics teacher for this activity. Magna Charta is, among other documents, a predecessor of the Universal Declaration of Human Rights. If the pupils learn about these forerunners, they can be used as an introduction to the actual Declaration. Visit the following site for more information about the forerunners of the Universal Declaration. http://www.humanrights.com/#/humanitarian/history-of-human-rights-new</p> <p>The United Nations itself can also be a good starting point for this reading exercise. If you cooperate with other teachers (History, Religion,...) you can divide the information about the United Nations into different subgroups.</p> <ul style="list-style-type: none"> - 'blauwhelmen' - conflict areas (Geography) - the members of the United Nations - violations - topicality
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5. Activity and instructions

ACTIVITY	INSTRUCTIONS
Introduction	<p>STEP 1: discriminating</p> <p>When the pupils want to enter the classroom, stop the ones with blue eyes, blond hair, At the beginning of the lesson, act very strict and severe towards these pupils so they feel discriminated. You should also make clear why they are discriminated You want to achieve them feeling discriminated.</p> <p>Afterwards, ask the pupils the following questions.</p> <ul style="list-style-type: none"> - <i>How did you feel, being discriminated? Did you think this was fair? Why (not)? What would you do if you would live your life this way?</i> - <i>How did the others feel about this? Did you think this was fair? Why (not)?</i> - <i>There are some special articles concerning discrimination and unfair treatment. These articles protect. Do you know what we call them? (human rights)</i> - <i>Can you give other examples of human rights?</i> <p>STEP 2: introducing human rights</p> <p>Now you can talk about the Magna Charta, natural rights, ... to the pupils as a way to introduce human rights. If pupils have already treated this during History lessons, you can elicit the story from the pupils. Otherwise, you can simply tell about it yourself.</p>
<p>Background information for the introduction</p> <p>The human rights that we have today are collected under 30 articles in a document that has been written by the United Nations.</p> <p>The United Nations is an organisation of over 192 countries that work together, trying to create and keep peace and serenity all over the world.</p> <p>After WOII the UN was founded and they decided that actions were needed to keep the hell of WOII (with a lot of discrimination and unfair treatment) from repeating itself. And so they began to write...on 10 December 1948 the Declaration of Human Rights was a fact.</p> <p>This, unfortunately, doesn't mean that human rights are respected in every country. The international treaties that originated in the UDHR have to be ratified and also implemented (States have to transform the international rules into national law). Although the UDHR isn't a legally binding document, it's of utmost importance: it's the mother of all (binding) human rights law. It was also endorsed by the full General Assembly of the UN (back then about fifty countries), unanimously.</p> <p>Secondly, being a rule doesn't mean being respected.</p>	

Task	<p>Pre-speaking</p> <p>Divide the pupils into groups of five people. The members of each group will be living together in a new society. Give all group members a description of a person that will be living in this society. At this moment they don't know which person they will be.</p> <p>In a society there are rules. You are going to try to create rules that are good for everyone, including yourself. (You don't know yet whether this rules will be good for the person on your paper.) Of course you have to compromise, but you can't give in without a battle. Think about marriage, work, equality between men and women, school, criminal behaviour, cultural differences.</p> <p>Remark: You can choose to have them make up more rules. You can simply use a time limit in which the pupils have to come up with at least x rules.</p> <p>Remark: You can also choose to divide roles. Here are some rules the pupils can take.</p> <ul style="list-style-type: none"> - Time watcher - Englishman/woman - Moderator - ...
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Evaluation:	<p>STEP 1: evaluation of the task</p> <p>Ask the pupils the following questions.</p> <ul style="list-style-type: none"> - Was it easy to create rules? Why (not)? - Where did you have problems? - What was most difficult? - Which one was easy? <p>STEP 2: comparing rules</p> <p>Now the pupils are going to have a look at their papers. Is every rule good for their character? What has to change?</p> <p>Discuss the rules that you originally had and change them if necessary.</p> <p>Have the different groups compare their rules. Tell them to look for flaws, incomplete rules, ... You can do this either in class or tell groups to sit together.</p> <p>STEP 3: evaluation</p> <p>Ask the pupils the following questions.</p> <ul style="list-style-type: none"> - <i>Do you think it was easy for the UN to create the Declaration? Why were they necessary?</i> - ...
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6. Enclosures

6.1 Situations for the pupils

6.2 The founding of the Universal Declaration of Human Rights

7. Sources

- United for human rights. (Verified 19 May 2010).
<http://www.humanrights.com/#/humanitarian/history-of-human-rights-new>

Situations for the pupils

Ilka

- You are 32 years old and a woman.
- You are a lesbian and live together with your girlfriend.
- You are the team leader in a big company (you lead both men and women) and you earn € 3000 a month.

Jef

- You are 46 years old and a man.
- You are straight and happily married. Your religion tells you that being gay is not normal. Living together while not being married is not ok.
- You both work and earn around € 1700 a month (per person).
- Your daughter lost her life in a car accident a few years ago. The driver was never caught.
- You have a kidney disease that is treatable, you just need to go to a hospital for treatment once a month. It costs quite a lot of money but luckily you get paid back a part of your costs because of the health care system. Otherwise it wouldn't be bearable.

Mahid

- You are 40 years old and a man.
- You have got four wives and, in your country, men can only marry women. They don't have a problem with people living together.
- You are in prison and not happy about it. They accuse you of a hit-and-run (hitting a person with your car and not stopping but escaping). You never had a chance to defend yourself, they just sent you straight to prison and now you are sitting there without proper food, privacy, ... You can only go out for twenty minutes a day. The rest of the 24 hours you spend together with three cellmates in a little cell without television.

Elise

- You are 28 years old and a woman.
- You are unhappily married to a man you had to marry because your parents told you so. You don't work and you depend completely upon your husband.
- You have a disease that can't be cured but that causes you a lot of pain. There is a treatment that makes the pain bearable but it's very expensive. You can't pay your medical cheques and so you don't receive any care at all.

Robert

- You are 50 years old and a man.
- You have a wife and that's the way it is supposed to be. Being gay is a disease and not being married a sin.
- You have been in prison when you were younger because you robbed a store. You did have a trial and you confessed. You were very poor and that's why you went stealing.
- Today you earn about € 1100 per month. It's definitely not enough and you find it really hard to see that some people earn a lot of money and don't have to give anything to someone else. Your wife has been ill and the medical bill was high. Paying the cheques made you stop eating hot meals for two weeks.



The founding of the Universal Declaration of Human Rights

The United Nations (1945)

World War II had raged from 1939 to 1945, and as the end drew near, cities throughout Europe and Asia lay in ruins. Millions of people were dead, millions more were homeless or starving. Russian forces were closing in on the last German resistance in Germany's bombed-out capital of Berlin. In the Pacific, US Marines were still battling Japanese forces on such islands as Okinawa.

In April 1945, delegates¹ from 50 countries met in San Francisco full of optimism and hope. The goal of the United Nations Conference on International Organisation was to create an international body to promote peace and prevent future wars. The ideals of the organisation were stated in a first document that came from the following promise: "We the peoples of the United Nations are determined to save succeeding generations from the scourge² of war, which twice in our lifetime has brought untold sorrow to mankind."

The document (charter) of the new United Nations organisation went into effect on October 24, 1945, a date that is celebrated each year as United Nations Day.

The Universal Declaration of Human Rights (1948)

By 1948, the United Nations' new Human Rights Commission had captured the world's attention. Under the dynamic leadership of Eleanor Roosevelt -President Franklin Roosevelt's widow, a human rights champion in her own right and the United States representative to the UN—the Commission set out to write the document that became the Universal Declaration of Human Rights. Roosevelt, credited with its inspiration, referred to the Declaration as the international Magna Charta for all mankind. It was adopted by the United Nations on December 10, 1948.

In the first document and in Article 1, the Declaration clearly states the inherent³ rights of all human beings: "Carelessness and disrespect for human rights have resulted in barbarous acts which have changed the meaning of right and wrong for mankind, and the hope of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been stated to be the biggest wish of the common people... All human beings are born free and equal in dignity⁴ and rights."

The member states of the United Nations promised to work together to promote the 30 articles of human rights that, for the first time in history, had been brought together into a single document. In consequence, many of these rights, in various forms, are today part of the basic laws of countries of democratic nations.⁵

¹ People who represent the country.

² The war causes a great suffering, a lot of pain.

³ You have these rights from the moment you are born, you don't have to earn them.

⁴ Respect for life, for values, for the person as a whole

⁵ <http://www.humanrights.com/#/humanitarian/history-of-human-rights-new>