

MED-SEE-3-7

**Informal Conference of Ministers of Education of
South-East Europe**

**“Strengthening the teaching profession as a
driving force for development”**

3rd session

Istanbul, Turkey, 24 - 25 April 2004

**Teaching Democracy and Human Rights:
Ten examples of teaching materials**

Practical workshop on human rights education

by Rolf Gollob and Peter Krapf

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This selection of documents is a small sample of materials that we have developed during the last years to support our efforts in the field of pre-service and in-service teacher training in Bosnia and Herzegovina.

Document No 1 highlights the dimensions of teaching and learning democracy and human rights.

Document No 2 shows skills which students should practice and apply in the classroom.

Documents No 3 – 6 describe steps that any teacher can take straight away to improve teaching in general and to support students in learning how to participate in democracy.

Document No 7 is a tool for students in learning how to learn independently – a key skill in dynamic societies.

Documents No 8 and 9 are examples that show how traditional face-to-face instruction may give students the opportunity of critical and analytical thinking.

Document No 10 is an example of good practice, which is important in training teachers who are unfamiliar with interactive and task-based teaching.

All documents follow the understanding that “School is life.” They propose a teaching approach in which the classroom and school as a whole must become a place where students and teachers may experience human rights and democratic principles as part of their lives, rather than paying lip service to them or having to memorize them by rote learning. Schools are micro-societies, and as such they must also be understood as models of democracy.

1. Teaching human rights: fundamental conditions
2. Cognitive, personal and social competencies
3. Discipline and order from a democratic point of view
4. The teacher's style of leadership
5. Building up a democratic atmosphere
6. Three stages in a process of learning
7. Worksheet for pupils to prepare their learning schedule
8. The wall of silence
9. Win-win solutions
10. Grade 6: Children's rights: A work of art

Sources of the documents

Source of documents Nos 1 – 9: Council of Europe, Education for Democracy and Human Rights, Strasbourg 2002. (A four-part manual edited by Rolf Gollob, Peter Krapf and Helen Lehmann for training teachers in Bosnia and Herzegovina. The version translated for Bosnia and Herzegovina is available from www.dadalos.org.)

Documents Nos 1 – 7 have been taken from part 1: An Outline of planning elements and learning methods in human rights and civic education.

Documents Nos 8 and 9 have been taken from part 2: Training for democratic citizenship. Teaching documents.

Source of document No 10: Rolf Gollob/Peter Krapf, Exploring children's rights. Lesson sequences for primary schools. Edited by the Council of Europe, Strasbourg 2003. This manual was developed at the request of the Pedagogical Institute of Banja Luka, Republika Srpska, Bosnia and Herzegovina. It has been revised and tested in class by teachers who participated in a series of seminars within the framework of the Joint Project of the Council of Europe and the European Union for Bosnia and Herzegovina.

1. Teaching human rights: fundamental conditions, objectives and methods of teaching, learning and assessment


Human Rights in society and the political system ↔ in school					
<p>An open, tolerant and pluralist society in a democratic political system provides the framework for human rights teaching in schools.</p>	<p>Teaching human rights in schools encourages pupils to know their rights and responsibilities, to make balanced moral decisions and to act as informed, free, self-confident, tolerant citizens.</p>				
<p>Freedom of thought expression information the press and media art science teaching etc.</p> <p>Equality (principle of non-discrimination) of sex racial or ethnic origin religious belief and confession political opinion language or dialect etc.</p> <p>Political Culture tolerance liberty equality pluralist society common good developed by discussion, not set by definition (open learning society)</p>	<p>1. What must pupils learn?</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">teaching about human rights</td> <td style="width: 50%;">teaching for human rights</td> </tr> <tr> <td>Knowledge</td> <td>Values, abilities and skills</td> </tr> </table>	teaching about human rights	teaching for human rights	Knowledge	Values, abilities and skills
	teaching about human rights	teaching for human rights			
Knowledge	Values, abilities and skills				
	<p>2. What must teachers do?</p> <p>teaching through human rights (human rights as a general pedagogical guideline)</p> <p>Various methodic approaches including participative teaching</p>				
<p>Assessment and evaluation of human rights teaching</p>					
<p>Long-term assessment in real life</p>	<p>Short-term assessment within school</p>				

2. Cognitive, personal and social competencies

COGNITIVE SKILLS	PERSONAL SKILLS	SOCIAL SKILLS
<p>Cognitive Dimension of learning: understanding of subject-matter and application of methods</p> <p>Comprehension of subject matter Analysis, evaluation, control and application of information Comprehension of new information Stimulation and perpetuation of curiosity and interest Perception and understanding of subject matter as one coherent whole Recognition, understanding, and perception of correlations Recognition of structures Understanding principles of order and regularity Discovery and application of rules, methods and techniques Critical review and revision of information Developing skills of learning and problem-solving Developing methods and strategies of learning and of working techniques Learning how to learn</p>	<p>Personal dimension of learning: developing personal identity</p> <ul style="list-style-type: none"> - Perceiving and communicating one's personal needs - Reflecting on one's personal experience - Understanding one's self-perception and perception by others - Learning to stand by one's personal decisions and attitudes - Encouragement of feelings of security, satisfaction, confidence, cheerfulness, joy of life, self-esteem, self-confidence, self-consciousness, self-security, personal liberty and independence - Development of abilities: of perception and action; cognitive abilities (thinking, imagination, memory etc.), motor abilities (co-ordination of movement, body-consciousness, dexterity etc.), abilities related to will power (concentration, stamina, setting goals, making decisions etc.), abilities of expression (verbally, by body language, by images), emotional capacity, capacity of experience, creativity, aesthetic sensitivity, originality 	<p>Social dimension of learning: learning how to live together with others</p> <p>Ability to make contact and form relationships with others (mixing with, and taking an interest in people around me, friendships etc.) Potential of love (empathy, tolerance, concern for social matters, willingness to help others, sense of responsibility, care, solidarity etc.) Ability to communicate (active listening, self-expression, responsiveness, feedback etc.) Ability to co-operate (forms and methods of working and learning with others etc.) Ability to handle conflict (dealing with differing opinions and needs, fair and just patterns of conflict resolution, ability to criticize fairly and accept criticism etc.)</p>

3. Discipline and order from a democratic point of view

1. Order is necessary under all circumstances. A group without order and basic rules cannot be democratic.
2. Limits are necessary. Rules may be wrong or inappropriate, but as long as they have not been replaced they must be respected. It must, however, be possible to change them.
3. From the very beginning, children should participate in setting up and enforcing rules. Only in this way is it possible for them to identify with the rules.
4. A classroom community cannot function without mutual trust and respect. In some cases it may prove difficult to create such an atmosphere.
5. Team spirit must replace competition in the classroom.
6. A friendly classroom atmosphere is of vital importance.
7. The social skills of the teacher have an essential contribution to make (democratic leadership, developing a feeling of belonging to the group, building up relationships etc.).
8. Group communication is a permanent reality in a democratically led class.
9. Pupils, both boys and girls, must be encouraged to explore something new and to learn from mistakes.
10. Within the limits set, it must be possible to exercise liberties. Only in this way is it possible for individual responsibility to develop.
11. Discipline and order will be accepted and complied with most willingly if they help each individual to express himself or herself, and if they support the group in developing satisfying relationships and working conditions.



A group without order and basic rules cannot be democratic.

4. The teacher's style of leadership: democratic or autocratic

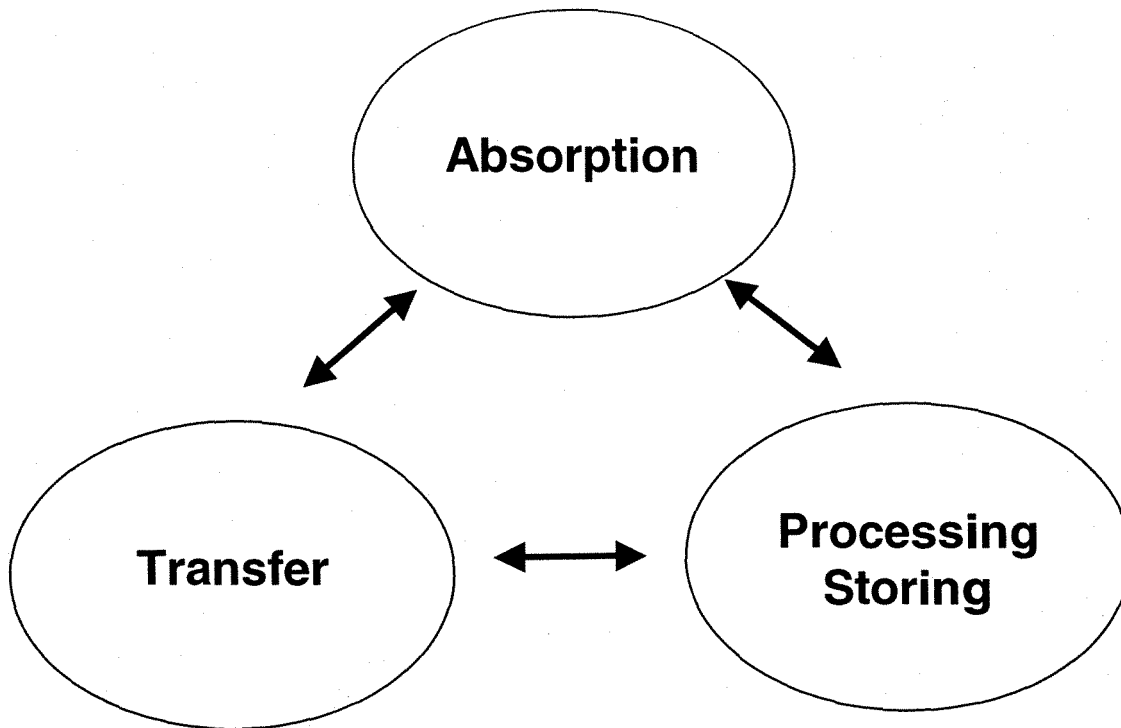
autocratic	Democratic
ruler	Leader
sharp voice	Friendly voice
order	Invitation, request
power	Influence
pressure	Suggestion
demand of compliance	Winning over to co-operation
imposal of tasks	Offering of ideas
predominant mode of criticism	Frequent encouragement
frequent punishment	Frequent support and help
"I'm telling you!"	"Let's talk it over."
"I decide, you obey.!"	"I make a proposal and help you to decide."
Sole responsibility for the group	Shared responsibility with and in the group

5. Building up a democratic atmosphere in the classroom

Short-term objectives	Medium-term objectives	Long-term objectives
Teacher reduces use of extremely authoritarian expressions	Teacher develops habitual use of reversible expressions	Mutual understanding between pupils and teacher
Teacher gives reasons for his/her selection of subjects and materials	Teacher offers alternative subjects and teaching materials	Joint lesson planning by pupils and teacher
Teacher explains learning objectives to pupils	Teacher presents alternative learning objectives to pupils	Joint selection of learning objectives by pupils and teacher
Teacher gives reasons for his choice of teaching methods	Teacher presents alternative options of teaching methods	Joint decision on teaching methods by pupils and teacher
Teacher gives reasons for his marking of pupils' performance	Teacher explains problems of marking	Self-assessment by pupils
Introduction to democratic modes of conflict resolution	Teacher ceases to make authoritative use of power to resolve conflict	Conflict resolution by means of co-operation and communication
Teacher explains principles of how work in the classroom is organized	Pupils' suggestions on work organization are considered	Pupils participate in decisions on organizing work in the classroom

6. Three stages in a process of learning

In every learning process we may distinguish between three **closely linked** phases which support one other.



7. Worksheet for pupils to prepare their learning schedule

Examples for orientation and setting objectives – planning and preparing what and how to learn

- I will set myself the following objective – for the next chapter/unit/today etc.: ...
- I will tackle the following tasks today: ...
- I am particularly interested in: ...
- I have particular difficulties with: ...
- I have set up the following plan: ...
- (What will I do first? What will I do after that? Where will I learn? When will I have a break? When will I finish my work?)
- I will talk my plan over with: ...
- I will be satisfied with my learning if I succeed in the following: ...
- I will provide the following learning materials: ...
- To ensure that I can work undisturbed, I will take the following measures: ...
- To improve my learning, I will ask the following children for support:
- When I am tired, I will pick up new energy by ...
- If I don't enjoy learning any more I will ...

8. The wall of silence

Objective:	Teaching in human rights
Suggested Age Group	2, 3
Curriculum*	Social Studies, Languages
Resources	A large sheet of paper fixed to the wall and markers

*Social Studies, Ethics, Languages, Maths, Natural Sciences, Arts, Physical Education

Educational Objectives

The pupils explore different concepts of democracy.

Procedure

1. The pupils come to the poster. They are asked to write, in silence and within a time limit, a sentence of the type "Democracy is ..."
2. The pupils may respond to sentences or words already written down.
3. After the time limit for writing on the poster has been reached, each pupil chooses and reads out a sentence s/he has *not* written her/himself.
4. Thoughts are shared:
 - "I have learnt"
 - "I have discovered"
 - "I would like to discuss"

Variations

1. Particularly in big classes, several groups could prepare posters which are then presented and discussed in class.
2. The exercise may also be carried out on dictatorship.

9. Win-win solutions

Objective:	Teaching in human rights
Suggested Age Group	1, 2, 3
Curriculum*	Social Studies, Ethics, Physical Education
Resources	Blackboard or a large sheet of paper

*Social Studies, Ethics, Languages, Maths, Natural Sciences, Arts, Physical Education

Educational Objective

The pupils are introduced to different kinds of conflict resolution and the way they affect the parties involved.

Procedure

1. Explain to the pupils that there can be three different types of a solution to a conflict:
win – win 😊😊
solutions which allow to both parties to benefit
win – lose 😊😞
solutions in which only one party benefits at the expense of the other
lose – lose 😞😞
solutions in which neither party benefits.
Visualise these principles of conflict resolution on the blackboard or a piece of paper
2. Illustrate the different solutions by concrete examples:
A boy and a girl are quarrelling over a ball. An adult intervenes and makes them play together with the ball or gives them equal time to use it. They both benefit. If the adult gives the ball just to one of them, of course only one benefits. And if the adult takes the ball away, since the children cannot agree, neither benefits.
3. In pairs or in groups the pupils explore their personal experience to find further examples of conflict. They may discuss their experience of conflict at home and at school and may move on to the larger conflicts involving groups of people and whole states.
4. The pupils analyse examples of conflict resolution, identifying them by the model presented above, asking which party will benefit from the solution. Who can find solutions which allow all/both parties to benefit?
5. Plenary session: Pupils share the results of their analysis

10. Grade 6

CHILDREN'S RIGHTS:

A WORK OF ART!

Educational Objectives

Children's and human rights are often related to complex political, social and personal problems.

This project resumes a tradition that has repeatedly been referred in the context of Children's and human rights. Artists received the task to express the contents of a certain article, or part of one, by images. In this way, many wonderful cards, calendars, books, and even films have been created.

For those pupils who have already worked on the project *Treasure Box* in class 3, this art project will offer a further opportunity to study Children's rights in depth. We think it is important that the pupils revisit a topic they already know something about along different paths, i.e. by a creative and integral approach.

A spoken or written statement can only be expressed in an image if it has been fully understood.

We recommend to plan the teaching sequences early enough to allow the pictures to be exhibited on the International Day of the Rights of the Child, November 20, in the school, the town hall or another public building.

This objective of the project is climax and motor in one, stimulating the pupils to carry out the task with the necessary care and creativity.

Resources

Texts of Children's rights (*Say It Right* and the *Convention* of 1989).

Procedure

First Lesson

The teacher introduces the class in detail to the new project.

It is important for the children to understand the underlying principle of the project, to realize what the time schedule demands of them and also to have seen examples of illustrating children's rights by artistic means.

The teacher must therefore not only show examples of illustrating different human or children's rights. He must also demonstrate different styles and approaches to support the children in finding their personal means of expression.

The teacher may consider to co-operate with the arts teacher or a local artist. Of course, the initiative and activity may also be solely left to the pupils.

After the introduction the pupils form small groups to plan the realization of the project.

The groups should deal with questions like the following:

- materials
- colours
- tools
- time schedule
- size of the picture, artistic concept
- planning an exhibition
- ...

The groups share their ideas in class.

At the end of the lesson the pupils receive a children's right to work on. They may be drawn by lot. As there are more children's rights than pupils in the class, the teacher will decide whether

- the pupils receive a selection of children's rights
- pupils who work faster illustrate more than one right
- keen pupils may choose several rights
- his class co-operates with another class
- ...

Every pupil receives a copy of all the children's rights.

The pupils are given the following piece of homework, which should be ready by next week's lesson:

- Read and analyse the children's right which you have drawn/which has been assigned to you.
- Develop a rough idea how this right could be represented by artistic means.
- Collect examples from magazines, newspapers and books to show different ways of illustration.
- Provide the materials you will need and bring them to school.

Second Lesson

The pupils share and comment on their ideas. It is important for the pupils to have understood children's rights, and they should be able to give examples in class for how these rights have been fulfilled. The teacher should insist that the pupils can explain the rights and ways of illustrating them.

The teacher should only give a few comments, if any, on the pupils' ideas.

The pupils should present their ideas not only in words. It is motivating for the pupils e.g. if they may produce posters which are then hung up in class and their sketches are compared and discussed. These presentations must not be boring.

Second – Fourth Lesson

The pupils may use all the time in the last half of the second lesson and the following two lessons for carrying out their project. Experience has shown that the pupils will be more motivated if not working isolated from one another. The teacher should encourage them not to be satisfied with their first idea.

The teacher may support the class by having at hand a collection of art posters, illustrations from advertisements, diagrams etc. cut out of newspapers and magazines. The pupils may bring art books and magazines from their homes. This collection of illustrations need not necessarily be related to the topic of children's rights.

It is essential that a discussion takes place before the pupils engage in their activities:

- What is my understanding of this particular right?
- Which colours would match it?
- What do I associate with this right?

Some tips:

- If you are planning an exhibition in the school building, the classroom or a public building, make sure your pupils agree on a paper format and style of letters
- Permit your pupils to help each other in their work. In this case, allow for extra working time, either in an additional lesson or at home.

- Do not hesitate to assign special positions or tasks to particularly talented pupils. You could invite a local artist, perhaps even someone your pupils know, to give your class inspiration and support.
- Consider carefully whether you want to organize a competition and award prizes for outstanding work. We would rather suggest to invite a local newspaper reporter to publish a report with a photo.