

Human Rights 1

Intermediate (Classes 7-10)



Social Justice / Reform (A Pestalozzi Approach)

Instructions to students:

(NB: This Teaching Idea is for revision and should be used with students who are familiar with the Pestalozzi biography, 'The Life of Johann Heinrich Pestalozzi'.)

The teacher divides the students into groups of three and gives each group 'The Oxfam Global Charter for Basic Rights'.

Instructions to group of students

- Cut out each card and discuss what you understand about the basic right described on it
- Stick them on the paper provided, re-ordering them from what your group considers to be most to least important (any you consider to be of equal importance should be placed side by side)
- Decide which of the rights were ones which Pestalozzi wanted to provide for the poor and discuss how he set about this
- Choose a spokesperson for your group

The spokesperson for each group reports back to the rest of the students on the second and third bullet points above.

Materials Needed

For each group of three students:

- A copy of 'The Oxfam Global Charter for Basic Rights'
- One large sheet of paper, scissors and glue

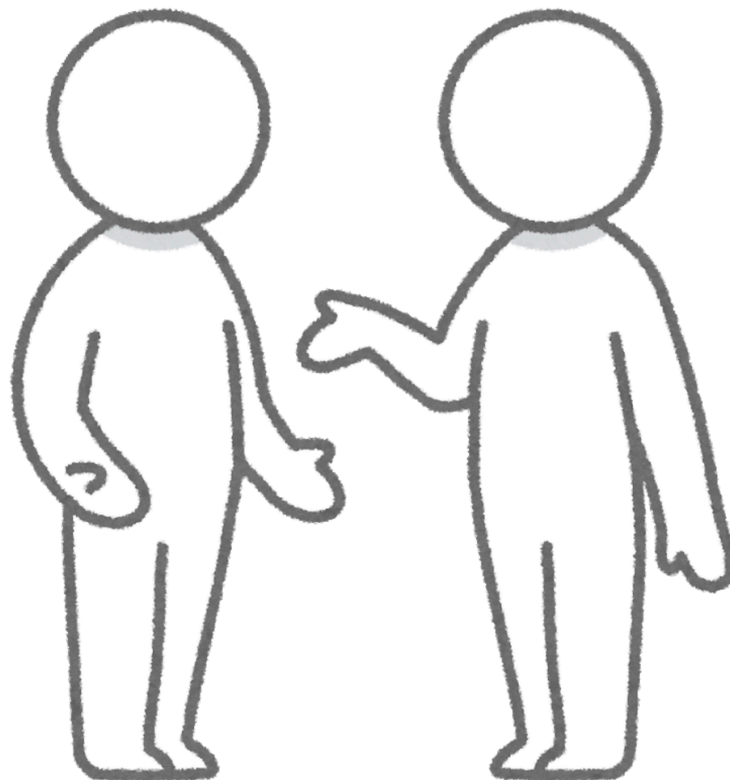




Human Rights 1

Continued

Pestalozzi spent his life fighting for the rights of the poor and disadvantaged. In particular, he dedicated his life to developing a system of education which would help the poor to help themselves by giving them an education which would ensure that they could have a say in their futures and earn their own livelihoods. Pestalozzi was unusual; not many people in his time were concerned enough about the poor to fight for their rights. Some have argued that Pestalozzi was not interested in providing equality of opportunity for people because the education he provided aimed at making people happy with whatever was most likely to be their future lot in life. This approach was intended to help people to be happy and fulfilled with what they had rather than be unhappy and unfulfilled, longing for what they could never have; it did not mean that Pestalozzi was against equal opportunities. We can see from his fight for the rural poor that, in reality, he wanted equal opportunities for all people.



Human Rights continued

The Oxfam Global Charter for Basic Rights

Sourced from <http://www.oxfam.ca>

Oxfam (a British charity founded in 1942) helps victims of famine and natural disasters and works to raise living standards in developing countries. Its name comes from Oxford Committee for Famine Relief.

The Oxfam Global Charter for Basic Rights Every person has a basic right to:

- a home
- clean water
- enough to eat
- a safe environment
- protection from violence
- equality of opportunity
- a say in the future
- an education
- a livelihood
- health care

Definitions of Poverty

Based on an idea from Fountain, s. (1995)

Not having...

washing facilities and a toilet in your house	your own possessions like books, music and pictures	a room of your own
access to medicines, a doctor and a hospital	a telephone in your home	access to public transport
efficient rubbish collection from your home	access to primary education	enough money to mean that the children do no paid work
shelter which keeps bad weather out	access to a computer and connection to the Internet	clean drinking water in your own home
your friends and family with you	smart clothes for special occasions	access to a holy person you can go to for spiritual advice
a source of clean drinking water near to your home	electricity in your home	the things or opportunities that your friends have
the freedom to go to university, having to earn money instead	enough clothes to keep warm	a car for every family

Human Rights 2 Rights and Responsibilities

Intermediate (Classes 7-10)



Social Justice / Reform (A Pestalozzi Approach)

The teacher writes 'The Oxfam Global Charter for Basic Rights' on the blackboard and the students discuss what a 'right' is (a 'right' is a moral or legal entitlement to have or do something) and what each basic right involves.



Materials Needed

For each group of three students:

- A copy of 'The Oxfam Global Charter for Basic Rights'
- One large sheet of paper, scissors and glue

The meanings of 'responsibility' (a moral obligation to behave correctly towards or in respect of) and 'duty' (a moral or legal obligation; a responsibility) are discussed. The students discuss the idea that having rights goes alongside having responsibilities or duties.

The students discuss what responsibilities or duties go with each basic right. Students take it in turns to write each right and the responsibilities or duties that go with it on a large piece of paper displayed on the wall.

The teacher gives an example of a less basic right and the responsibilities or duties which go with it, such as the following: 'If, for example, I have the right to ride my bike to school, it is my responsibility and duty to ride my bike carefully, not to get in the way of people walking or driving and not to ride dangerously.' The teacher divides the students into groups of four and each group into pairs.



Human Rights 2 Rights and Responsibilities continued

Intermediate (Classes 7-10)

Instructions to students:

The meanings of 'responsibility' (a moral obligation to behave correctly towards or in respect of) and 'duty' (a moral or legal obligation; a responsibility) are discussed. The students discuss the idea that having rights goes alongside having responsibilities or duties.

The students discuss what responsibilities or duties go with each basic right. Students take it in turns to write each right and the responsibilities or duties that go with it on a large piece of paper displayed on the wall.

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The teacher divides the students into groups of four and each group into pairs.

Instructions to group of students:

In pairs, think of four different rights you have and for each one, think of the responsibilities or duties that go with it

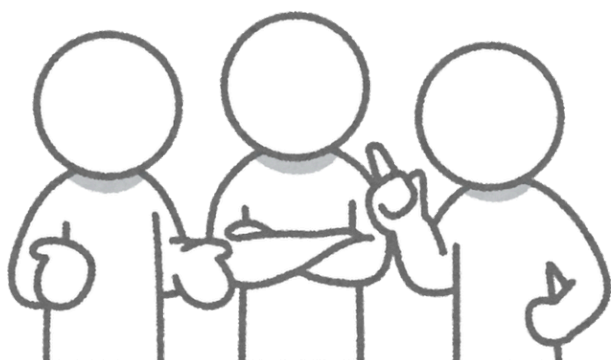
Cut out eight different cards of equal size. Then write one right on four different cards and the responsibilities or duties which go with each right on four different cards

Shuffle these cards and exchange them with the other pair in your group of four

Put the correct right with the correct responsibility or duty

As a group of four, discuss the eight rights and the responsibilities or duties that go with them

Each pair reads out one right with its corresponding responsibilities or duties to the rest of the students.





Human Rights 2 Rights and Responsibilities Human Rights

Continued

Pestalozzi believed that each human has an animal nature and a moral nature. Our animal nature makes us want to fulfil our needs without taking any responsibility. So, in order to fulfil these needs without violence humans became social beings, living together in societies. In a society there are laws, which enable people to work together; humans benefit from rights but must also accept restrictions and fulfil responsibilities and duties. In other words, in order to benefit from rights we must also be obedient. However, society's rules and restrictions do not stop us from being selfish and wanting our rights without any responsibilities, so we always feel a tension between what we want to do and what we must do. So we cannot be truly free in the social state.

For Pestalozzi, the ultimate aim of education is to enable us to become moral. If our moral nature is fully developed we no longer worry about our rights. Instead we stop being selfish and develop the moral powers of the heart – including love, trust, gratitude, the desire to help others and a sense of responsibility. Living in a society provides the framework for us to become moral. Refer to 'Anthropology (the study of humankind) and Morality' in 'Morality' in 'Section 4: Pestalozzi and Education'.

