

6.5 Rights, responsibilities and rules in the classroom

Goal

The students learn a method of working with and agreeing on establishing rules in a democratic and consensus-oriented manner. They experience that their contribution counts and that they have at their command the possibilities of co-determination. Their feeling of self-esteem and their autonomy are strengthened and they experience an active participation in the classroom community.

4th–6th grade

45 minutes



Materials:
large sheets of paper,
divided into the fields of
equal size (at least A3).

Procedure:

- The class is divided into groups of 4–5 students. Each group selects a speaker.
- Each group receives a sheet of paper (A2 or A3), which they divide into three equal parts. In the upper part, the rights are listed which, in the students' estimation, should apply to all students, the instructor included. Each proposal is given a number.

Rights:	Responsibility:	Rules:

- The students then pass on their work to another group.
- Each group discusses the previous group's list and considers the answers to the following questions: which responsibilities or duties do we have so that the referenced rights in the upper area are indeed respected? What do we have to do? How do we have to conduct ourselves?
Example: "Every person has the *right* to be heard." – "Therefore, we have the *responsibility or duty, to listen.*"
- In the middle field or column they now write the corresponding responsibilities or duties. In each case, they also list the number from above which corresponds to the entry.
- Instructor input: responsibilities require rules. This can be illustrated by ways of the already known classroom rules or school regulations. These should be formulated in a positive way ("Do this" rather than "Don't do that"), they must be specific and describe the desired behavior.
Example of the right to be heard: we have the *responsibility* to listen; as a *rule* it would read: remain silent when others speak.
- The students pass on their paper to another group. The groups study all entries of the previous two groups and agree on at most five rules. These will then be written in the third field or column.
- The speakers of the groups explain their agreed-upon rules to the entire class. In cross-comparisons the students discuss whether there are repe-

titions and overlaps of rules. Then they agree in a democratic fashion as to what should be deleted or summarized.

- Voting on the rules. Each student receives four tokens or adhesive points. S/he can assign them to the rule(s) which in his/her opinion should be applicable to the classroom. The students may assign their points in any way they wish (assign all the points to one rule or separately to 2, 3 or 4 rules). The class will adopt those four rules which received the most votes. The rules will be written on a poster, signed by all students, and placed in a highly visible location in the classroom.

6.6 The human rights poster

Goal

The students discuss and analyze individual human rights more in depth and in doing so also develop creative skills.

4th – 9th grade

45 minutes



Materials:

large sheets of paper, felt pens, scissors, glue, old newspapers and magazines, pictures and fotos; texts of the European Human Rights Convention or the General Declaration of Human Rights (both easily available on the internet).

Procedure:

- The students form groups of four.
- The instructor assigns to each group an article from human rights. As a variant, the students themselves decide which article they want to consider.
- Each group creates a poster of “their” human right. The poster includes the following elements:
 - The title of the human right article chosen by the group.
 - The corresponding text passage from the European Human Rights Convention or the Universal Declaration of Human Rights.
 - A picture (symbol, pictogram), which symbolizes that particular human right (e. g. a wheel for freedom of movement, a mouth or lips for freedom of expression and speech).
- For advanced classes: an anlysis of the structure of the chosen human right with regard to:
 - The people who are entitled to this right and for whom this right is particularly important;
 - Its content (what the right protects and guarantees, respectively);
 - The means for its implementation and enforcement, respectively);
 - Possibly examples of violations of this right.
- The students present their posters and a discussion about it to the class.