

Auf einen Blick

1./2. Stunde

Thema: Rights of the child and the climate crisis

M 1 **The UN Convention on the Rights of the Child** / The issues

M 2 **Greta's agenda?** / A challenge for politics

Benötigt: Internetzugang zum Anschauen des *YouTube*-Videos

zweisprachige Wörterbücher oder Zugang zum Internet/Onlinewörterbücher

3./4. Stunde

Thema: Human rights past and present

M 3 **From early beginnings to post-war era** / The history of human rights

M 4 **Migrant children** / Human rights violations

M 5 **Human rights in Greece** / Human rights watch

Benötigt: zweisprachige Wörterbücher oder Zugang zum Internet/Onlinewörterbücher

5./6. Stunde

Thema: Documents and covenants (125 – 1688 – 1776 – 1789 – 1791 – 1815)

M 6 **Timeline of human rights expansion** / Timeline I

M 7 **English covenants and beyond** / Key events in history

M 8 **The Enlightenment and European philosophers** / English and European Philosophers

Benötigt: Internetzugang für die Rechercheaufgabe

leere Poster zum Beschriften

7./8. Stunde

Thema: Declarations and conventions

M 9 **Declaration of Independence (1776)** / American Bill of Rights

M 10 **Déclaration des Droites de l'Homme et du Citoyen (1789)** / French Revolution

M 11 **Relationship between the American and French Revolution**

Benötigt: leere Poster zum Beschriften

zweisprachige Wörterbücher oder Zugang zum Internet/Onlinewörterbücher

9./10. Stunde

Thema: The post-war era

M 12 Establishing human rights in international relations / Timeline II

M 13 The Universal Declaration of Human Rights (UN 1948) / Universal Declaration

M 14 The European Convention of Human Rights (EC 1950) / Charter of Human Rights

Benötigt: Internetzugang zum Anschauen des *YouTube*-Videos

zweisprachige Wörterbücher oder Zugang zum Internet/Onlinewörterbücher

11./12. Stunde

Thema: Human rights categories and challenges

M 15 Human rights characteristics / Definitions and experiences

M 16 Human rights challenges / Issues and case studies

Benötigt: zweisprachige Wörterbücher oder Zugang zum Internet/Onlinewörterbücher

13./14. Stunde

Thema: International law – sovereignty – crises and conflicts

M 17 A TED lesson on human rights

M 18 Military interventions / Menschenrechte bpb

M 19 The Responsibility to Protect (R2P) / UN peacekeeping

Benötigt: Internetzugang zum Anschauen des Videos und zum Recherchieren

Hinweise (M 1 und M 2)

Rights of the child and the climate crisis

In der ersten Doppelstunde machen sich die Schüler mit aktuellen Ereignissen vertraut, die unmittelbar an ihren eigenen Erfahrungsbereich anknüpfen und sich gleichzeitig auf die Ebene der Menschenrechte beziehen, die Kinder und Jugendliche betreffen. Die Kinderrechtskonvention der Vereinten Nationen (UN Convention on the Rights of the Child – CRC) wurde im November 1989 von 196 Ländern unterzeichnet und enthält eine detaillierte Liste von Kinderrechten – orientiert an den allgemeinen Menschenrechten. Auf der Grundlage von **M 1** informieren sich die Schüler über die einzelnen Kinderrechte (fortgeschrittene Lerner im Detail mit dem CRC-Dokument) und stellen mit ihrer Priorisierung eigene Bezüge her (**Aufgabe 1**). Artikel 24 der Kinderrechtskonvention bildet die Grundlage für die Einbeziehung der Umweltproblematik (**Aufgabe 2**), deren Relevanz erklärt wird. Die Lernenden beschreiben Alltagssituationen im Hinblick auf Menschenrechte (**Aufgabe 3**) und diskutieren Handlungsmöglichkeiten (**Aufgabe 4**). Kinderrechte sind nicht nur real, sondern werden auch zunehmend von der jüngeren Generation angemahnt und eingeklagt. Im aktuellen Beispiel geht es um die Aktivistin der *Fridays-for-Future*-Bewegung, aber auch um die Kritik an dem Medien-Hype um die Initiatorin Greta Thunberg, zu dem die Schüler ihre eigene Meinung formulieren (**M 2, Aufgabe 1**). In der abschließenden Diskussion erörtert die Lerngruppe die Problematik der Klimakrise aus der Sicht der Jugendlichen (**Aufgabe 2**).

Erwartungshorizont (M 1)

1. ad lib.
2. Article 24 is most relevant, mentioning “dangers and risks of environmental pollution” and the obligation of governments to provide the highest attainable standards of health, nutritious foods and clean drinking water. Other articles apply to the protection of the environment as well, such as “health and health care”, “live in good conditions”, “express your views and have them taken into consideration” and “access to information”
3. ad lib.
4. ad lib.

Erwartungshorizont (M 2)

1. Alexandria: “Why we’re here” – victims of the pollution, as children whose rights are being violated, we’re fighting back, historic commitment to the world’s children, human rights of all children, world’s governments have forgotten about their commitments, storms blow houses down, mosquitoes and malaria trebled, rising waters have eroded traditional fishing camps, sources of income disseminated, in California entire city destroyed, killing 85 people, deadly air quality from fires, caused asthma, no longer taking breathing for granted, filed an official complaint under the CRC; Greta: can’t speak for everyone, raise awareness and attention, 30 years ago CRC was signed, world leaders failed to keep their promise, promised to protect our rights; Greta kept a low profile and passed most questions on to other children, aware of public criticism, she doesn’t want to stand in the public limelight all the time, modest answers, does not claim to know everything
2. key words: children most affected by floods, wildfires, other consequences of climate crisis, their health, education, protection and survival threatened, there are efforts to reduce vulnerability owed to disasters, water management needs improvement, economic development must not happen at the expense of environmental sustainability, climate change as an ethical and political issue, related to (environmental) justice, those who are least responsible for climate change suffer its greatest consequences, worldwide school strikes as a result

M 5 Human rights in Greece

Greece's recently announced border control plans for the Aegean islands should not come at the expense of¹ asylum seeker and migrant rights, Human Rights Watch² said today. The government has said it will relocate 20,000 asylum seekers from overcrowded reception centers on the islands to the mainland by early 2020, but then transform the island reception facilities into detention centers³. "The government's pledge to transfer thousands of people quickly out of overcrowded and inhumane conditions on the islands is right, but locking up everyone else is not," said Eva Cossé, Greece researcher at Human Rights Watch. "Greece should ensure adequate conditions in open reception facilities on the islands and a fair, efficient process for regular transfer to avoid chaotic, unsafe overcrowding." The situation on the Greek islands is at its worst since the government in 2016 forced almost all asylum seekers arriving from Turkey to remain on the islands. By November 24, 2019, camps on 5 Aegean islands (Lesbos, Chios, Samos, Kos, and Leros) with an official capacity of 6,178 people were housing 35,590. Thousands of women, men, and children sleep in makeshift shelters in and around official facilities in conditions that are inhumane and degrading, often without adequate water, access to health care, and sanitation. During a visit to Lesbos in mid-October, Human Rights Watch found asylum seekers and migrants living in tents in Moria⁴ camp's open areas, including pregnant women and families with small children, some of whom had been there for over three weeks. Women said that toilets are unsanitary, unsafe, and far away. People interviewed also said that they often wait in line for hours for each meal, and were then sometimes told there was no more food. Human Rights Watch found hundreds of unaccompanied children and many single women, including pregnant women and women with medical conditions, sleeping on the ground without shelter and exposed to inhumane living conditions, including overcrowding, lack of sanitation, and frequent incidents of violence due to lack of space in dedicated sections⁵. They have little or no access to health care, protection, or specialized services. Children said they had no information about their situation, what would happen to them, whether they had an appointed guardian as required by law, or any information about the asylum process. Even within the camp's boundaries, women and girls told us they feel restricted in their movements and access to toilets, bathing facilities, and food distribution, and do not feel safe due to sexual harassment and outbreaks of violence. [...] Detaining asylum seekers in relatively remote locations would also be detrimental to their ability to pursue their asylum claims, including access to legal advice and representation. On Samos, for instance, the current camp is near the town of Vathy, where nongovernmental groups provide legal support, but the authorities reportedly plan to relocate the detention center to a remote site that includes a former slaughterhouse. In 2016, when the European Union (EU) – Turkey deal to facilitate the return to Turkey of people arriving by boat to the Greek islands came into force, camps on the islands were turned into closed facilities where asylum seekers were detained in deplorable conditions. Vulnerable people who were detained, such as children, pregnant women, and people with disabilities, faced particular hardships.

© hrw.org. Greece: Put Rights at Heart of New Border Plan. 25.03.2020

<https://www.hrw.org/news/2019/11/26/greece-put-rights-heart-new-border-plan>

Annotations

1 **at the expense of**: auf Kosten von – 2 **Human Rights Watch**: Menschenrechtsorganisation, weltweit in 90 Staaten tätig – 3 **detention centre**: Gefangenenlager – 4 **Moria**: Lager für Asylbewerber auf Lesbos, „a hell“ – 5 **dedicated sections**: spezielle Bereiche

Tasks

1. Describe the living conditions in Greek reception centres and explain why children and their families are relocated.
2. Analyse which human rights are violated in this programme.

Timeline of human rights expansion

M 6

Die „Allgemeine Erklärung der Menschenrechte der Vereinten Nationen“ vom Dezember 1948 steht in der Tradition der Aufklärung. Die modernen Menschenrechte haben sich aus dem bis in die griechische Antike zurückweisenden Naturrecht entwickelt. Es leitete aus der Natur des Menschen, seiner göttlichen Abkunft oder Vernunft fundamentale Rechte ab, die für jeden Herrscher verbindlich sind. Zur Eindämmung der staatlichen Willkür entwarfen aufklärerische Denker wie John Locke und Jean-Jacques Rousseau Vertragsmodelle, in denen die Gesellschaft als freiwilliger Zusammenschluss freier Bürger konzipiert wurde, um dem Prinzip der Volkssouveränität Ausdruck zu verleihen. Mit der „Declaration of Independence“ und der von der französischen Nationalversammlung beschlossenen „Erklärung der Menschen- und Bürgerrechte“ werden erstmals die unveräußerlichen Rechte jedes Menschen verfassungsmäßig festgeschrieben.

The history of human rights covers thousands of years and draws upon religious, cultural, philosophical and legal developments throughout recorded history. Apparently, the concept of human rights is as old as civilization. This is evident from the fact that almost at all stages of mankind there have been Human Rights documents in one form or another.

Year	Event
4,000 years ago	The tablet of Hammurabi : the Sumerian king codifies laws referring to individual rights, protecting people from arbitrary prosecution and punishment
539 BC	The Cyrus Cylinder : an ancient clay cylinder, created after the Persian conquest of Babylon, supposedly a first declaration of universal human rights
470–347 BC	Ancient Greece : Socrates and Plato maintain that natural law reflects the natural order of the universe, natural law principles mean universal laws for all mankind – all men (sic!) are equal and law binds all people
170–220 AD	Ancient Rome : natural rights belong to all people whether they are Roman citizens or not
400–1500 AD	Middle Ages : Feudalism and strict societal hierarchies
1215	Magna Carta Libertatum (Great Charter of Liberties): a charter of rights agreed to by King John of England, promising the protection of (baronial) rights
1648	Westphalian Peace Treaty : ended the Thirty Years War – beginning of the modern international system based on peaceful coexistence among sovereign states
1688/89	Glorious Revolution in Great Britain: overthrow of the Stuart monarchy by English Parliamentarians and the Dutch steward William III after his successful invasion of England, it was called “glorious” because it was bloodless and consensual

M 8

The Enlightenment and European philosophers

The fundamental philosophy of human rights arose from the idea of positive law. **Thomas Hobbes** (1588–1679) saw natural law as being very vague and hollow and too open to vast differences of interpretation. **John Locke** has often been seen as the seminal¹ figure of the development of human rights thinking. He claimed that every man had a right to life, liberty and property. These ideas were based on the idea of rational, equal men and the natural rights provided by God. Governments that continuously violated these rights became tyrannies and lost their legitimacy to rule. The Lockean principles became the fuel of the revolutions of the century to come. The concept of natural rights was pervasive² in America. The Americans saw the English rule as tyranny that had lost its legitimacy by violating their rights. The American “Declaration of Independence” certainly reflects Lockean ideals, as it claims it is self-evident that all men (sic) are created equal and thus have a right to life, liberty and the pursuit of happiness. In the Bill of Rights, the set of amendments to the US constitution, these rights are justified by appeal to natural rights grounded in the rights of God.

Immanuel Kant: Beantwortung der Frage: Was ist Aufklärung? (1784)

Immanuel Kant (1724–1804) was a professor of mathematics and philosophy at the (Prussian) University of Königsberg. His Critique of Pure Reason (1781) is one of the key Enlightenment documents, which also include his era-defining essay “What is Enlightenment?” (1784).

“Enlightenment is man’s emergence from his self-imposed immaturity. Immaturity is the inability to use one’s understanding without guidance from another. This immaturity is self-imposed when its cause lies not in lack of understanding, but in lack of resolve and courage to use it without guidance from another. Sapere Aude! [dare to know] Have courage to use your own understanding! – that is the motto of enlightenment.”

Human rights are the rights a person has simply because he or she is a human being. Human rights are held by all persons equally, universally, and forever. “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” Kant said that human beings have an intrinsic⁴ value absent in inanimate objects. To violate a human right would therefore be a failure to recognize the worth of human life. Human right is a concept that has been constantly evolving throughout human history. They have been intricately⁵ tied to the laws, customs and religions throughout the ages. Most societies have had traditions similar to the “golden rule” of “Do unto others as you would have them do unto you.” The Hindu Vedas, the Babylonian Code of Hammurabi, the Bible, the Quran (Koran), and the Analects of Confucius are five of the oldest written sources which address questions of people’s duties, rights, and responsibilities.

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<http://www.legalservicesindia.com/article/138/Historical-Development-of-Human-Rights.html>

Annotations

1 **seminal**: bahnbrechend, einflussreich – 2 **pervasive**: beherrschend – 3 **to transcend**: überschreiten – 4 **intrinsic**: wesenhaft – 5 **intricately**: kompliziert

Task

Assess how the idea of Enlightenment became a driving force in a progressive development of human rights.

M 10

Déclaration des Droites de l'Homme et du Citoyen (1789)

Influenced by the American “Declaration of Independence”, as well as the ideas of the Enlightenment, the “Déclaration des Droites de l'Homme et du Citoyen” guaranteed religious freedom, the freedom of speech and of the press, and personal security. The declaration was subsequently¹ written into the preamble of the French constitution (1791).

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities² and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties; in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected, and, lastly, in order that the grievances³ of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to⁴ the happiness of all. Therefore, the National Assembly recognizes and proclaims, in the presence and under the auspices⁵ of the Supreme Being, the following rights of man and of the citizen:

Articles (selection):

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible⁶ rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.



Milky/Musée de la Révolution française/CC BY-SA 4.0/Wikimedia

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Annotations

1 **subsequently**: in der Folge – 2 **calamities**: Katastrophen – 3 **grievances**: Beschwerden – 4 **redound to**: führen zu – 5 **auspices**: Schutzherrschaft – 6 **imprescriptible**: unverjährbar

Tasks

1. Analyse whether the French Declaration was just a copy of the American version and the reasons the National Assembly put forward to proclaim the “rights of man and of the citizen”. Work in a double circle. Collect and share your results.
2. Assess the aims and objectives of both historical events in terms of similarities and differences and, in groups of four, create posters with the American and French demands.

