

CLASSROOM WORKSHOPS
THEME: HUMAN RIGHTS

TEACHER'S MANUAL

In this document you will find all the information necessary to enable you to conduct the workshop. You will also find clear directives on when to use the training material and the visual material included.

The workshop consists of two exercises. It is based on the fact that all rights are equally important, but sometime they clash. The students will work with photo analyses, music and dialogue.

Together they will look into what opinions, interpretations and values are the most important when different rights clash with one another.

Prior knowledge

The students should know about:

- human rights addressing the freedoms: freedoms of speech, of opinion and of assembly.
- the legal terms: discrimination, degrading treatment, hate crime, LGBT and hate speech.

Teaching purpose

- For the students to develop a deeper knowledge of human rights by looking at the rights from a broader perspective.
- For the students to practice their ability to take a stand and form an opinion that they could debate on. To learn to respect the opinion of others.

Preparations

- Prepare the viewing of the photos and sound bites from the visual presentations (exercise 1 and 2).



- Print out the forms from the training material (exercise 1 and 2).

EXERCISE 1

When different rights clash

In this exercise the students are challenged to look at a problem from different angles. Who is right and wrong in a situation when one right conflicts with another?

1. Run through the aim of this exercise. Tell the students what they are supposed to do.
2. Tell the students that the human rights are universal, indivisible and equally valuable. (See fact box)

Explain to the students that different rights might sometimes clash. Give them two simple examples.

- CCTV cameras at a school (the right to security clashes with the right to privacy).
- Muhammad cartoons (freedom of the press clashes with the freedom from insults).

Facts about human rights

- The Universal Declaration of Human Rights was adopted in 1948. However, laws and rights regulating the power structure between the state and the individual citizen have a long history. For instance, fundamental rights appeared in the English Magna Carta from 1215, in the Freedom of the Press Act established by law in Sweden 1766, in the United States Declaration of Independence 1776, in the Declaration of the Rights of Man and of the Citizen adopted during the French Revolution and in the abolition of slavery by the end of the 19th century.
- Human rights apply to everyone. The rights assert that all people are born free and equal in dignity and rights. The rights are universal and applicable all over the world, regardless of country, culture and context. The rights are indivisible and inviolable.
- The human rights regulate the relationship between the state and the individual citizen. The rights constitute limitations of state power over individuals. At the same time, the rights conclude that the state must assume certain obligations towards its citizens.
- There is a strong correlation between human rights and democracy – a sustainable and profound democracy is dependent on the protection of human rights.
- The rights that are the most directly linked to the decision-making process are: freedom of expression, freedom of association and assembly and the right to take part in free and fair elections. Other rights are also significant to the democratic process; those rights are for example the rights of the upholding of the rule of law and the right to education.
- Basic rights, such as the right to a standard of living adequate for the health and the right to education play an important role in creating an environment where individuals can participate in politics. A minimum standard of security and living standard is required to give each and every individual the strength and the financial means to practice their political rights.



3. Show the photograph from the protest march in Växjö in 1985. Don't give the students any of the background material. Make an analysis of the photo in the class, all students together. Use the following questions.

Decoding:

- What are we looking at in this photograph? (objectively, without prejudice, just ask the students for their reflections and analyses)
- Who are the people in this photograph? Where are they? What are they doing?
- What is happening in this photograph?

Interpretation:

- What was happening just before this picture was taken?
- What will be happening just after?
- What background could the people in the picture have?
- Why are the people acting the way they do?

4. Recount the background information to the photograph. (See fact box)



5. Hand out the chart and the photo "Photo of the Year 1985". Divide the class into smaller groups. Tell them to use the chart when discussing which rights are clashing in this picture.

6. Let each group present their results.

7. Discuss the context of the photograph. Use the following questions as a starting point:

- What is right and wrong? NRP had the right to demonstrate. In what context should the protest from the citizens of Växjö be seen? Where does one draw the line?
- Does the background of the woman, her experiences and motive play a part here?
- Does the level of violence influence your reasoning? Would you have taken a different standpoint had the woman, for instance, thrown a cake in the face of the man with the flag?
- Would you have taken a different standpoint had it been the woman marching with the flag and the man hitting her in the head with his bag? In what way? Why?

8. Summarize the discussion on the dilemma when human rights clash.

Facts about Photo of the Year 1985

Växjö, April 15 1985. The communist party had gathered for a meeting with its party leader, Lars Werner, at the central square in Växjö. Members of the right wing extremist party, NRP, had permission from the police to proceed with a counter-demonstration. Locals got upset by this decision and many people gathered to show their dislike of the Nazis. The situation got out of hand and the members of NRP were chased down the streets by outraged citizens of Växjö. Nazi-movements grew steadily in Sweden during the 1980's and the 1990's. The incident in Växjö was a wakeup call and widely discussed in the media, it brought attention to social issues such as xenophobia and racism. Hans Runesson, the photographer, was awarded Photo of the Year 1985. By the turn of the millennium the photo was proclaimed Photo of the Century.

A lot of unconfirmed rumours surround the events and the people in this photo. This fact gives rise to many interesting points of discussion such as criticism of the sources, myths, the use of history and the power of photography.

EXERCISE 2

Dangerous music?

Could a singer influence his/her fans to discriminate against a group of people or to commit hate crime? In this exercise the students will listen to a strongly homophobic song. In the follow-up discussion about the lyrics and its possible consequences, many questions are raised.

1. Run through the aim of this exercise. Tell the students what they are supposed to do.



2. Hand out the forms with lyrics and the fact box.



3. Play Beenie Man's song "Bad Man Chi Chi Man". Ask the students to read the lyrics at the same time as the song is playing.

4. Read out, together, the fact box about Beenie Man and his homophobic lyrics.

5. Chair a group discussion on human rights clashes connected to Beenie Man and his music. Ask the following questions:

- Does it matter where the performance take place? (For instance in a strongly homophobic country with a weak legislation on LGBT issues, or in a country with a more tolerant attitude towards the LGBT community and a stronger legislation on hate crimes against homosexuals.)

- Could Beenie Man's lyrics incite homophobic individuals to commit hate crimes? If that is the case, what responsibility lies with the artist?

- Does the listener have any responsibility? Is there a difference between buying a ticket and attending a concert, and listening to the song using headphones?

6. Wrap up the discussion on the dilemma of human rights clashes.

Facts about Beenie Man

- Beenie Man's real name is Anthony Moses Davis. He is an artist from Jamaica. His music style is called Dancehall.
- Many would argue that some of Man's lyrics are strongly homophobic. The term "homophobic" means having strong negative attitudes against the LGBT community.
- Man sings for instance about burning, shooting, hanging or in any other way harming or murdering homosexuals. For example, one line from one of his song goes: "I'm dreaming of a new Jamaica, come to execute all the gays."
- British police stopped a Beenie Man concert in June 2004. The reason being that Man, in one of his songs, calls for violence against homosexuals. This was not the first time that Beenie Man had to cancel a performance, the same thing happened at the MTV Music Video Award 2004.
- In the summer of 2010, Man played at a concert in Malmö. The show was strongly criticised and the most homophobic songs were taken off the programme.

Evaluation

Ask the students to draw a cartoon or to make a collage showing a clash between human rights. The collage/cartoon could also be showing the complexity and the difficulty of deciding what rights have precedence over others. Let the students choose between the following:

- a) Make a cartoon of three frames where the second frame shows the actual clash (frame 1 what happened prior to the clash and frame 3 what happened afterwards).
- b) Make a collage from newspaper clippings. Use several different newspapers.

As an alternative the students could compose and perform a rap song about clashing human rights. If the student doesn't want to perform the song in front of the class he/ she could record it on a mobile phone and hand it in as an audio file to the teacher.

Extra material

Ask the students to further study other clashes of human rights and to prepare oral presentations. The issues raised could then be discussed in class. One example could be the debate surrounding the Mohammad cartoons.

Another example could be Åke Green:

In 2005, a sermon by Åke Green (preacher at the Pentecostal church of Sweden) drew much attention because of the derogatory language used against homosexuals. Among other things, Green talked about a series of catastrophes and misfortunes that was threatening Sweden because of homosexuals. He also called homosexuals "abnormal" and a cancerous tumour of society. Green was charged with hate speech but acquitted in the Supreme Court with reference to Articles 9 and 10 of the European Convention on Human Rights. The judgement was partly motivated by the fact that Green had spoken during a sermon interpreting a verse from the bible.