Module 1 Introduction to Care for Our Common Home

Lesson 8

Catholic Social Teaching - Rights and Responsibilities

GUIDING QUESTIONS

- How are rights related to human dignity?
- What is meant by thrival (thrive) and survival rights?
- What is the Universal Declaration of Human Rights?
- What are the associated responsibilities with each right in the UN Declaration?
- How do earth rights and human rights intersect?
- What is the role of the law in protecting rights and responsibilities?

TEACHER PREPARATION

Download and Set Up
the accompanying PowerPoint presentation

Print
One set of Universal Declaration of Human Rights Cards (30 cards in total). I suggest using a variety of colored paper. Each 8 ½ x 11” paper is cut into two cards.

NOTE: You will only need one card per two students, so you could select in advance which of the cards you prefer

Print/Copy
Student Notes, one per student, double-sided.

Print
Teacher Plan for this lesson.
LESSON PLAN

IGNITE

Project Slide 1 of power point. Discuss.

Project Slide 2 of power point. Read through the definitions. Ask students in groups of two to:

Each draw two columns on a paper and write down what you think belongs in Survival Rights and what belongs in Thrival Rights. Be prepared to explain your thinking.

Move into groups of 4 to share and discuss your answers. Make any adjustments on your own paper that you want to in order to feel that you have a reasonable complete list. Stay in groups.

The first group shares its thoughts; teacher record on whiteboard. Each group adds additional information. There will undoubtedly be some debate where some things belong (ex. love); recommendation to encourage student thinking and the debate; it is not a goal to arrive at definitive answers for location in a column.

IMMERSE

Project Slide 3. After the first point, discuss how every right carries a responsibility. As an example, if I have the right to an education, I have the responsibility to do my best to learn. If I have the right to meaningful employment, then I have the responsibility to seek meaningful work and to work hard. Ask each group to write down an accompanying RESPONSIBILITY for each of the RIGHTS they listed. Ask them to be prepared to share your thinking.

Project Slide 4. Who is in our earth community? Discuss.

Project Slide 5. Video (1:09) message from a community of seringueiros (traditional rubber tappers) in the region of Machadinho d’Oeste in Brazil. Their livelihoods and lives are threatened by the destruction of the Amazon rainforest, their home. Ask the students: What message do they have for us about the earth community? What are their concerns? Hopes? What rights and responsibilities are they speaking about? (For background on the the seringueiros and for more information on our work with them.)

Project Slide 6 NOTE: Slide 7 has a link to an interactive website on the Declaration of Human Rights. When you press on one of the rights, there is a pop-up for fuller explanation. Use this to give a few examples of fuller explanations as you introduce the students to the UN Declaration Tell the students that this UN Declaration of Human Rights was published in 1948, and the Catholic church has strongly supported it as a tool for promoting justice.

• Give each pair of students one of the cards of Human Rights. Ask them to hold it in front of them so that it is visible to the entire group. NOTE: not all the human rights will be used (acknowledging the limits of time).

• Tell the class that there are three sections of the room now, on a continuum. The front section is for Survival Rights. The back section is for Thrival Rights. The middle section is for human rights that could be classified on a continuum somewhere in-between.

• Ask each pair of students to think carefully about what their particular Human Right card is all about. If they are not sure of the meaning, they can press the interactive link on the smart board (slide 7) to find out more. Then place themselves where they think their particular Human right belongs: Survival, Thrival, or somewhat in the middle.
Each group of two needs to explain their reasoning for why they placed themselves where they placed themselves. Invite other students to ask further questions about the Right as a means of deepening understanding. The two people holding the Right gets to make the final choice about where they position themselves on the continuum. As the students explain their positioning, they end with a statement answering: If this is my human right, what is my responsibility that goes with it?

**COALESCE**

Teacher: General Question:

“What factors determine whether or not human rights exist for a person or exist in a particular place?” Invite students to generate as many factors as they can. These might include identity factors such as race, religion, sexual orientation, language. They might include geographical factors such as access to water and resources. They might include political factors such as laws, conflict. They might include social/cultural factors such as prejudice, social societal norms, etc.

Useful Concept here:

<table>
<thead>
<tr>
<th>Human Rights</th>
<th>Legal Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fundamental rights all humans are entitled to.</td>
<td>Rights that are set out and enforced through laws</td>
</tr>
<tr>
<td>Apply to everyone</td>
<td>Apply to all citizen in a country</td>
</tr>
<tr>
<td>Cannot be changed or taken away by others</td>
<td>Can change over time</td>
</tr>
<tr>
<td>Are <strong>NOT</strong> enforceable legal rights until they are passed into a nation’s laws</td>
<td>May or may not include human rights depending on the country</td>
</tr>
</tbody>
</table>

A human right is only a legal right when it is protected and enforced through a country’s laws.

**Why would the degree to which human rights are enforced by law differ from nation to nation, from time period to time period?**

*Source: Engaged Citizenship: Canadian Investigations.*

The teacher facilitates a guided discussion. (In this discussion, which holds some difficult and complex questions, it is a good idea to assign a question to a group of students to research the answers):

- What do you observe about Human Rights in the process we just did?
- Do you experience all of these human rights as a Canadian citizen?
- What process is in place to address a violation of human rights in Canada?
- This is a Universal Declaration of Human Rights: Do you think that if you went as a Canadian citizen to other parts of the world, that you could rightfully assume you would be protected from any violation?
- Does the UN Declaration offer protection by law?
- What happens to human rights in places where there is a war going on?
- What questions do you have? (teacher notes these questions on the board)
CREATE

Ask students:
From the selection of rights that we discussed today, choose one right that is of primary importance to you. Each student makes a statement about why that one is so important to you.

Ask:
In what explicit or implicit way is the presence or enjoyment of this right connected to the Earth, dependent on our care for our common home?

Teacher: Note commonalities in the class choices and explain that our own experiences, histories, and perceptions, bring us to place high value on some things. Let’s remember this as we hear the stories in the days ahead.

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Universal Declaration of Human Rights

- freedom and equality
- rights and freedoms for all
- life, liberty, and security
- ban on slavery and servitude
- ban on torture
- recognition of the legal personality
- equality before the law
- legal assistance
- ban on arbitrary detention
- fair and public trial
- presumption of innocence
- private and family life
- domestic and international freedom of movement
- nationality
- marriage, family, and protection of the family
- private property
- freedom of thought, conscience, and religion
- freedom of opinion and expression
- freedom of assembly and association
- democratic participation
- work and right to unionisation
- peace and security
- health and well-being
- education
- culture
- social and international order
- community
- respect for the rights and freedoms set forth in this Declaration

Terminology from the Terminologia dels drets humans
Rights and Responsibilities

So far we have explored and examined the following Catholic Social Teachings (CST):

- Dignity of the human person
- Solidarity
- Preferential option for the poor and vulnerable
- Care for God’s creation

New today

- Rights and Responsibilities

**Definition of Human Rights:**

“Those _______ or ___________ that any person needs in order to be fully what God created him or her to be”


All true human rights are based on our fundamental ______________ as a human being, made in God’s image and likeness.

<table>
<thead>
<tr>
<th>What is necessary for people to be able to live</th>
<th>What is necessary for people to be able to flourish and fully realize their God-given dignity</th>
</tr>
</thead>
<tbody>
<tr>
<td>My list of rights:</td>
<td>My list of rights:</td>
</tr>
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Limits on Rights

Catholic Social Teaching affirms the importance of ________________, but it also says that every right is accompanied by a _________________.

Rights are not _________________. An individual’s rights are limited by his or her responsibilities for the good of ________________ as well as the common good of the whole _________________.

Fullness of Life

We belong as humans to an earth ________________ and do not have the right to hurt any part of the community by our _________________.

We all ________________ the responsibility of moving ________________ towards the fullness of life that God intended.

**Human Rights versus Legal Rights**

A human right is only a legal right when it is protected and enforced through a country’s laws. Why would the degree to which human rights are enforced by law differ from nation to nation, from time period to time period?

*Source: Engaged Citizenship: Canadian Investigations, 50*

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Free and Equal in dignity and rights

Everyone is entitled to rights and freedoms without discrimination
No one shall be held in slavery or servitude

Everyone has the right to life, liberty, and security of person
The right to recognition of the legal personality

No one shall be subjected to torture or degrading treatment or punishment
Everyone, as a member of society, has the right to social security

The right to seek and enjoy in other countries asylum from persecution
Respect for the rights and freedoms set forth in this declaration.

Everyone has duties to the community.
The right to a social and international order for rights and freedoms to be fully realized

The right to participate in the cultural life of the community
The right to education

The right to a standard of living for health and well-being
Right to work and to join trade unions

Right to rest and leisure
The right to a nationality

Equality before the law without discrimination
The right to legal assistance

Ban on arbitrary arrest or detention
Entitled to a fair and public trial

Presumption of innocence until proven guilty
No one shall be subjected to arbitrary interference with private and family life or attacks on reputation.

Right to domestic and international freedom of movement.
The right to democratic participation in the government

The right to freedom of assembly and association
The right to freedom of opinion and expression

The right to freedom of thought, conscience and religion
The right to private property

The right to marry and to found a family and for the family to be protected by the state