

Module 1 Introduction to Care for Our Common Home

Lesson 8

# Catholic Social Teaching - Rights and Responsibilities

## GUIDING QUESTIONS

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**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

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**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.



#### Video links:

Messages from the seringueiros of Machadinho d'Oeste, Brazil



#### Interactive website:

The Declaration of Human Rights

- 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:

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

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

 equality before the law	 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	 asylum
 nationality	 legal assistance	 ban on arbitrary detention	 fair and public trial	 presumption of innocence	 private and family life	 domestic and international freedom of movement	 social security
 work and right to unionisation	 marriage equality 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	 respect for the rights and freedoms set forth in this Declaration
 rest and leisure	 health and well-being	 education	 culture	 social and international order	 community		



Terminology from the *Terminologia dels drets humans*  
 UNITED NATIONS, Universal Declaration of Human Rights [online]. Geneva: OHCHR, cop. 1996-2017.

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## 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”

*(Living Justice and Peace, 2<sup>nd</sup> edition © 2008, Saint Mary's Press, p. 62)*

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

<b>What is necessary for people to be able to live”</b>	<b>What is necessary for people to be able to flourish and fully realize their God-given dignity</b>
My list of rights:	My list of rights:

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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

Human Rights	Legal Rights
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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 protect-  
ed by the state**