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Values and Attitudes Education for Inclusive Europe

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Topic	FREEDOM, EU FREEDOMS
Images	 <p>View of the crescent moon through the top of the Earth's atmosphere. Photographed above 21.5°N, 113.3°E by International Space Station crew Expedition 13 over the South China Sea, just south of Macau (NASA image ID: ISS013-E-54329). http://eol.jsc.nasa.gov/scripts/sseop/photo.pl?mission=ISS013&roll=E&frame=54329</p>
Title	KNOW YOUR RIGHTS: FREEDOMS GUARANTIED IN EUROPEAN UNION
Details:	Purpose: The lesson main aim is to provide students with knowledge and necessary resources to know their rights as citizens of European Union.

Objectives:

At the end of the lesson, students will be able to:

- to discuss knowingly about the CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION;
- to discuss knowingly about the fundamental freedoms provided in EU;
- to identify common life situations in which freedom, as a universal and European human right is involved;
- to understand the role of freedom choice for democracy and progress;
- to cultivate themselves positive attitudes toward freedom and the EU provisions about Freedoms;

Relevant Vocabulary:

- freedom of: choice, thought, conscience, opinion, of movement, work, trade, choosing education, be part in assembly or associations, marry and have a private family life, private property, request asylum.

How to use this lesson:

Activities:

1) Preparation

- Present the theme and the learning objectives
- Present the material and web resources, instruct students how to use them
- Propose the main learning methods: exploration of media and e-learning resources, explanation, discussions, forming teams and debating

The teacher will introduce the concept of "freedom" in the context of democratic values and human rights conferred on all citizens of the European Union. For example, the teacher will initiate and maintain a frontal dialogue with students, both to assess current knowledge and understanding, but also to clarify the topic and relevant terms used in the lesson. The dialogue will be supported by digital learning resources (presented below in the Reading and Learning Resources), including the articles in the relevant VAEIE Module, or any other credible educational sources, and public information on the websites of the European Union, or the United Nations.

In particular, in this lesson the teacher could focus on the following questions and key points:

- What does "being free" mean to you?
- What freedoms do you consider indispensable in a modern and democratic society?
- What freedoms could you give up to protect other people?

The teacher should ask for as many personal opinions as possible and emphasize that freedom can have different meanings for different people. Use the VAEIE Freedom Module, and / or Wikipedia, for exemplifying sources of historical or socio-cultural explanations.

- What human rights and freedoms are guaranteed to the citizens of the European Union?
- Where do we find concrete and authentic sources of information about the rights and freedoms of citizens in the European Union, or in the world?

The teacher will make sure that all students know and can access the Charter of Citizens' Rights of the European Union and the Charter of Human Rights of the United Nations. Students will also learn how to find the necessary information from credible sources, in particular by accessing the official websites of public institutions, such as the European Council, the European Commission, national governments and national or local government agencies, mayors, police, public health centers, universities, schools.

2) Learning activities

- Students will read the quotations aloud and add comments;

The teacher will ask what insights the students gained from reading the quotes, why or how they were intrigued by, or what personal truths have been confirmed. The students could express their interest to go deeper in the subject or to request for more information.

- Students read the proposed materials, note down the key moments or ideas and their opinions about it;

The teacher will indicate parts from the Reading / Learning material to be studied by students in the classroom, individually or in teams, in concordance with the students

interests and level of knowledge, including chapters from VAEIE Module Freedom, optionally, Wikipedia – Freedom, and Freedom of Choice, and mandatory the Title II, Freedoms, from the Charter Of Fundamental Rights Of The European Union.

- The teacher invites students to discuss what they have learned, and ensures that the common thread of the discussion is freedom as a right and a value;
- The teachers and the students work together to identify the important attitudes concerning the value of freedom of choice.

The teacher will find the opportunity to ask the students what kind of attitudes they had or would have in certain situations, triggering relevant, perhaps contradictory discussions about what cannot be forbidden to any person, such as freedom of thought, expression or choice, but also about what limitations of a legislative or moral nature can limit our individual freedoms. There is no doubt that individual freedom cannot restrict the freedom of others, it cannot harm other people and it must overlap with being a good citizen. Attitudes of cooperation and mutual respect between citizens, cultural diversity and social inclusion, common sense and, in general, good citizenship will be promoted and encouraged. Intolerance, isolationism, extremism of any kind, on the one hand, but also populism, electoral lies, distribution of false news, and corruption can be criminalized.

3) Ensuring retention and transfer

- The teacher gives the students homework to write a short life story to illustrate freedom.

Materials: 1) Quotes and images (stimulus of learning)

- *Read and comment on the following quotations:*

“Everything that is really great and inspiring is created by the individual who can labor in freedom.”

Albert Einstein, Out of My Later Years (1950),
<https://en.wikiquote.org/wiki/Freedom#W>

“Once the truth is denied to human beings, it is pure illusion to try to set them free. Truth and freedom either go together hand in hand or together they perish in misery.”

Pope John Paul II, Encyclical Fides et Ratio (14 September 1998)

<https://en.wikiquote.org/wiki/Freedom#W>

“No one can flatter himself that he is immune to the spirit of his own epoch, or even that he possesses a full understanding of it. Irrespective of our conscious convictions, each one of us, without exception, being a particle of the general mass, is somewhere attached to, colored by, or even undermined by the spirit which goes through the mass. Freedom stretches only as far as the limits of our consciousness.”

Carl Jung, Paracelsus the Physician (1942),

<https://en.wikiquote.org/wiki/Freedom#W>

“Make up your minds that happiness depends on being free, and freedom depends on being courageous.”

Pericles,

https://en.wikiquote.org/wiki/Freedom#/media/File:Discurso_funebre_pericles.PNG

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Pericles' Funeral Oration, Pericles Gives the Funeral Speech by painter Philipp von Foltz (1852), Source: Philipp Foltz - Private Collection

<https://www.rijksmuseum.nl/en/collection/RP-F-2001-7-864-5>

“Liberty is linked to human subjectivity; freedom is not. The Declaration of Independence, for example, describes men as having liberty and the nation as being free. Free will—the quality of being free from the control of fate or necessity—may first have been attributed to human will, but Newtonian physics attributes freedom—degrees of freedom, free bodies—to objects. [...] Freedom differs from liberty as control differs from discipline. Liberty, like discipline, is linked to institutions and political parties, whether liberal or libertarian; freedom is not. Although freedom can work for or against institutions, it is not bound to them—it travels through unofficial networks. To have liberty is to be liberated from something; to be free is to be self-determining, autonomous. Freedom can or cannot exist within a state of liberty: one can be liberated yet unfree, or free yet enslaved (Orlando Patterson has argued in *Freedom: Freedom in the Making of Western Culture* that freedom arose from the yearnings of slaves).”

Wendy Hui Kyong Chun, *Control and Freedom: Power and Paranoia in the Age of Fiber Optics* (2008), p. 9., Wikipedia - Freedom

https://en.wikipedia.org/wiki/Freedom#cite_ref-Wierzbicka_2-1

2) Reading materials (learning resources)

CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION

TITLE II

FREEDOMS

Article 6

Right to liberty and security

Everyone has the right to liberty and security of person.

Article 7

Respect for private and family life

Everyone has the right to respect for his or her private and family life, home and communications.

Article 8

Protection of personal data

1. Everyone has the right to the protection of personal data concerning him or her.
2. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.
3. Compliance with these rules shall be subject to control by an independent authority.

Article 9

Right to marry and right to found a family

The right to marry and the right to found a family shall be guaranteed in accordance with the national laws governing the exercise of these rights.

Article 10

Freedom of thought, conscience and religion

1. Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to change religion or belief and freedom, either alone or in community with others and in public or in private, to manifest religion or belief, in worship, teaching, practice and observance.
2. The right to conscientious objection is recognised, in accordance with the national laws governing the exercise of this right.

Article 11

Freedom of expression and information

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.
2. The freedom and pluralism of the media shall be respected.

Article 12

Freedom of assembly and of association

1. Everyone has the right to freedom of peaceful assembly and to freedom of association at all levels, in particular in political, trade union and civic matters,

which implies the right of everyone to form and to join trade unions for the protection of his or her interests.

2. Political parties at Union level contribute to expressing the political will of the citizens of the Union.

Article 13

Freedom of the arts and sciences

The arts and scientific research shall be free of constraint. Academic freedom shall be respected.

Article 14

Right to education

1. Everyone has the right to education and to have access to vocational and continuing training.
2. This right includes the possibility to receive free compulsory education.
3. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

Article 15

Freedom to choose an occupation and right to engage in work

1. Everyone has the right to engage in work and to pursue a freely chosen or accepted occupation.
2. Every citizen of the Union has the freedom to seek employment, to work, to exercise the right of establishment and to provide services in any Member State.
3. Nationals of third countries who are authorised to work in the territories of the Member States are entitled to working conditions equivalent to those of citizens of the Union.

Article 16

Freedom to conduct a business

The freedom to conduct a business in accordance with Union law and national laws and practices is recognised.

Article 17

Right to property

1. Everyone has the right to own, use, dispose of and bequeath his or her lawfully acquired possessions. No one may be deprived of his or her possessions, except in the public interest and in the cases and under the conditions provided for by law, subject to fair compensation being paid in good time for their loss. The use of property may be regulated by law in so far as is necessary for the general interest.

2. Intellectual property shall be protected.

Article 18

Right to asylum

The right to asylum shall be guaranteed with due respect for the rules of the Geneva Convention of 28 July 1951 and the Protocol of 31 January 1967 relating to the status of refugees and in accordance with the Treaty on European Union and the Treaty on the Functioning of the European Union (hereinafter referred to as ‘the Treaties’).

Article 19

Protection in the event of removal, expulsion or extradition

1. Collective expulsions are prohibited.

2. No one may be removed, expelled or extradited to a State where there is a serious risk that he or she would be subjected to the death penalty, torture or other inhuman or degrading treatment or punishment.

- **CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION**, 2012/C 326/02, https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/know-your-rights/freedoms_en
- <https://vaeie.eu/ecourses/course/view.php?id=11>, VAEIE Module „Freedom”
- https://en.wikipedia.org/wiki/Freedom_of_choice#In_politics, Wikipedia – Freedom of Choice

3) Chalk or markers, black/whiteboard, notebooks and smartphones, optionally, smart board or projector

Category Interchangeably (classroom / online / e-learning)

Main target group	14-18 years old / secondary school students
Related school topics:	English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Sciences

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