

COMPASS for Schools – Austria

Name of organization:

*polis - Centre for Citizenship Education in Schools
(Zentrum polis – Politik Lernen in der Schule)*

**Dear teachers! Dear students!
Dear school communities!**

Welcome to SchulKOMPASS!

We are pleased to offer you new online material added to KOMPASS, the manual for Human Rights Education for school and extracurricular education for teenagers and young adults. SchulKOMPASS was especially developed by Zentrum Polis — Politik Lernen in der Schule (Polis - Centre for Citizenship Education in Schools) for teachers who would like to use KOMPASS in school classes.

KOMPASS was developed in 2005 within the framework of the youth programs for Human Rights Education by the Office of the Director for Youth and Sport for the European Council. The objective of this program is to place human rights in the centre of school-work and to integrate it as a cross-curricular subject.

On December 10, 2005, Verein Menschenrechte Schweiz (Association for Human Rights in Switzerland) went online with the interactive Internet platform at www.kompass.humanrights.ch in German. It encompasses all contents of the manual converted into a website, as well as country-specific contributions (Austria, Germany, and Switzerland) and some interactive elements.

SchulKOMPASS is an educational tool designed to be used in conjunction with the manual and/or the online-version of the manual. It provides teachers with a stimulating and especially user-friendly material for Human Rights Education in the classroom.

SchulKOMPASS:

- presents a selection of activities from the KOMPASS manual, which are especially suitable for the use in instruction in Austrian schools (from fifth grade on),
- offers clear time periods and additional school-relevant information (advice on suitable age and/or school grade, references to suitable teaching aids, teaching principles and curriculum, etc.),
- contains links to the topics directly related to the activities at hand (on the Kompass website),
- links to more materials, media, and exercises relevant to the topic, and
- links to Austrian, European, and international organizations and institutions dedicated to the respective topics.

Teachers have at their disposal a comprehensive overview of topics on Human Rights Education. SchulKOMPASS can be used in any subject of instruction and in class projects for the preparation of complex human rights topics.

We recommend the use of SchulKOMPASS for teachers who teach classes from year five (Secondary level I and II, all school types).

SchulKOMPASS invites teachers to explore diverse introductions to the interdisciplinary educational concept of Human Rights Education, and maybe also, after some practice, to develop their own. Consider this new aid as a flexible material source that you can use in a way suitable for the specific school, class, and students.

“Human Rights Education is about changes; personal as well as social changes” (KOMPASS manual, page 36). In this context, it is important to us that teachers and students alike have fun using SchulKOMPASS. The material offers the opportunity to present the serious, and sometimes overwhelming global and local issues in an appealing manner while motivating pupils to get involved.

Having said this, have fun and good luck!
Lotte Kreissler
Elisabeth Turek
Vienna 2006

Please note: Your feedback to SchulKOMPASS gives us important tips for the further development of teaching materials, so we would like you to fill in the questionnaire (appendix) and return it to us, either by e-mail at service@politik-lernen.at or fax to +43 (0)1 42 77 274 30. Thank you.

1. Introduction to working with SchulKOMPASS and Human Rights Education in schools

1.1. Human Rights Education and learning democracy

Human rights cannot become a reality by national legal treaties only — it also involves the contribution of each person to his or her own protection and realisation. That is the starting point for Human Rights Education and its core message: “Know and defend your rights and recognize the rights of others and also defend those!”

The understanding of integrated Human Rights Education goes beyond the communication of factual knowledge. It also encompasses the ongoing development of skills (self and social competences such as conflict management) and values.

A basic dimension of Human Rights Education is personality education in the sense of strengthening self-respect, and “empowerment” in this context. Article 26 of the general Declaration of Human Rights (1948) points to the “full development of human personality.”

The tasks and objectives of Human Rights Education involve three aspects:

- learning about human rights (perception, knowledge, understanding human rights topics),
- learning through the human rights (opinions, attitudes, and values, and particularly the development of a human rights friendly surrounding, for example in the classroom), and

- learning for human rights (competences and skills to develop human rights engagement).

1.2. General conditions of Institutions in the Austrian educational system

Human Rights Education was integrated by decree law into the Austrian school system in 1978 through the instruction principle of “Political Education.” Within the framework of this instruction, principle Human Rights Education is a basic component of instruction in all subjects, at all school levels and in all school types. Furthermore, the instruction principles include Intercultural Learning and education for peace and tolerance as well as recommendations for class project contents related to Human Rights Education. It is, however, not clearly defined to what extent they should be used in class.

In addition, specific subjects for Political Education and Human Rights Education are included for general education high schools as well as for vocational middle and high schools (“History And Political Education,” “Political Education And Law,” “Economy And Law,” and others). Human Rights are the central theme in the curricula of Political Education.

Awareness of the importance of Human Rights Education (in schools) and learning about democracy in Austria is still relatively weak. However, big and small projects, movements, school campaigns, and many others have sprouted in the school education landscape — particularly thanks to the engagement of teachers — and in many places. Against all odds!

1.3. Human Rights Education and democratic education in everyday school life

The integration of Human Rights Education into the Austrian school everyday life requires diverse supporting general conditions. Some of them are the following:

- a class and school climate that invites children and young people to actively participate, to converse, and get involved,
- structures that are flexible in terms of time-frame and methodology,
- teachers who enjoy new challenges, and
- learning cultures, which welcome the holistic education concept of Human Rights Education and support the entire personality education as well as facilitate the basis of social learning and democracy learning: learning objectives, such as knowing and promoting one’s own rights and the rights of others, feeling responsible, being alone, and dealing with conflict, among others, can find a place in such context and be experienced.

SchulKOMPASS provides an additional foundation for the inclusion of these contents. The instruction principles of the Austrian curricula stress the need for comprehensive instruction in order to promote awareness of such contents and encourage students to be active!

Therefore, it is here pointed out that every single instruction subject — be it religion, biology or computer science — is suitable to carry out these activities with the class. The 13 instruction principles overlap subjects only in conjunction with coping with many or all of the instruction subjects (see Information about the Instruction Principles, Appendix).

Also, the basic principle decree of bm:bwk for project instruction (2001) points to the importance of action-oriented learning, the learning of social and communicative

competences, as well as the development of conflict culture and the awareness of connections in the school instruction.

The role of teachers grows from communication of specific contents to the mediation of methodical competences as well as the accompanying group-dynamic processes and the support of reflection processes.

1.4. How can the SchulKOMPASS be incorporated in everyday school life? What benefits does SchulKOMPASS offer to teachers?

No fear! Even if all favourable conditions have not been met yet: each of the topics and every activity are suitable as introduction to learning about and through human rights and can motivate young people to become active themselves.

This document on Human Rights Education is an interactive instrument that serves teachers in everyday school life — in the specific subject class, in overlapping subject class and also in conjunction with school and class — as a resource, a motivator, and as an addition to the contents of Human Rights Education in the school.

Before you begin with the exercises, we would like to offer you a series of guidelines regarding moderation and group work. They are especially suitable for teachers who have little or no experience in the instruction of such activities (see the next chapter).

SchulKOMPASS offers for teachers that work with children and young people:

1. Links to a variety of activities (24 activities) from “KOMPASS: Manual for Human Rights Education for the educational and extracurricular instruction,” especially recommended for use in school.

SchulKOMPASS has been developed for use in conjunction with the German-speaking online Web communication platform www.kompass.humanrights.ch (Online KOMPASS). Therefore, every SchulKOMPASS proposed exercise includes a description of the exercise as well as links to suitable topics and additional information relevant to Austria.

Online KOMPASS presents all contents and 49 activities from the manual as well as interactive elements and country-specific information on Austria, Germany, and Switzerland.

2. Criteria to choose activities

The following information is provided with the activities selected for SchulKOMPASS:

- which school stages the activity is recommended for,
- what are major topics,
- what is the exercise’s degree of complexity (from 1 = short, simple activities to 4 = integral, more complex activities) are represented, and
- information on time frames for the activity (a lesson, a double hour, or a morning, if you carry out a project or lessons together with some of your colleagues to achieve commonly set goals).

Through an overview screen, teachers can provide general information for the corresponding method (which activity suits which school level, how much time is needed for activity, which topics will be addressed, which instruction principle the practice suits).

3. Links to an abundance of background information about topics on Human Rights Education on Online KOMPASS, including poverty, education, democracy, discrimination and xenophobia, peace and power, health, equal rights of the sexes, globalisation, children, media, general human rights, human security, political participation, social rights, sport, and the environment.

4. Links to the instruction principles in the Austrian educational system

The above-mentioned topics can be assigned to the following 13 instruction principles (the links lead to the description of the respective instruction principle on BMBWK home page): BMBWK teaching principles are: education for equal rights for men and women, health education, intercultural learning, literacy, media education, political education, sex education, environmental education, traffic education, and economics education. More teaching principles include preparation for work and career, preparation for new technology, especially communications and information technology, and holistic-creative education.

5. Specific material and media tips as well as links and downloads, which are of particular interest for teachers (after each proposed activity)

This additional information aids teachers in the preparation of a topic, allowing more thorough and sustained work.

We hope SchulKOMPASS provides an appealing and practical basis for the Human Rights Education in schools.

2. General tips for doing the activities

2.1. Before you begin with the SchulKOMPASS activities ...

General tips: Information on moderation, time management, reports and assessment, dealing with conflict within the group.

2.2. Tips and methods, in order to get a good learning-environment in the classroom

Valuable tips on teaching approaches (cooperative learning, participation, learning from experience), questions about Human Rights Education, possible problems in the application of the Kompass-method, and activities that support group and team education (highly recommended!):

- Group work methodologies
- How to carry out a “brainstorming” activity? What to keep in mind when “role-playing”? How to moderate a discussion?

Methods and techniques for the promotion of effective group-learning

These activities are short and simple in order to meet one another and become comfortable with each other, to break the ice and create a welcoming mood.

Methods and techniques for the promotion of discussion skills

General guideline and tips. Especially interesting activities: Microphone and Windmill.

Methods and techniques to support the decision-making process in the group

The objective of consensus building is that the participants have a clear understanding of the wide range of opinions in the group and that all these opinions are to be taken into account so that everyone's interests are validated.

Activities for assessment

Every teaching program requires assessment at regular time intervals. These activities can be used at any time; they are fun and help participants learn from their experiences.

2.3. Usage Notes

Recommendations should be based on the corresponding school stages and the specific class/group: you must make some decisions. The activity may be too hard for a grade 9, but suitable for a grade 8.

Some of the criteria could be the following:

- How long have the class/team-mates known each other?
- How do you assess the mood in class? Can conflicts become playfully rough?
- Or do tensions become serious quickly?
- How often has the class/team carried out such activities?

ALL SchulKOMPASS options can be adapted according to need and conditions and can be changed for each given situation in order to approach the needs of pupils and integrate activities under the given general conditions.

The recommendation for time frames [+] means that it is possible that the topic keeps the class occupied for longer than planned and additional reporting sessions are valuable. Note: This can be the case with all other activities depending on the topics they deal with.

The Complexity Levels are classified from 1 to 4. Short, simple activities which can be used as an introduction to trigger communication in the group are level 1. Level 4 represents activities that last longer, require more thorough preparation and skills in group work and discussion.

The instruction principles indicated for every activity are closely related to the respective topics. You can represent an additional cue, to highlight the addressed topics in different pages (see appendix: Information on Instruction Principles).

2.4. Navigation in this document and legend

When you click on an activity on the following page screen, you reach the description of the activity and further links, media and resources tips in the SchulKOMPASS.

On the activity pages you will find the link for each specific activity on the KOMPASS website. Also from here, you can download the full version of the activity, as a PDF document.

SchulKOMPASS

Link within this document
Link to Online KOMPASS
Link to external web site
Books, texts, brochures
Game
Film
Photo band, card
Radio play, radio

3. Overview of the exercises

During
Complexity
School stage
Poverty
Education
Democracy
Discrimination + xenophobia
Peace and power
Equal rights of the sexes
Globalisation
Children
Media
Human rights general
Human security
Political participation
Social rights
Sport
Environment
Health

Practice Topics

Poverty horoscope	60' + 2	5.-8.	_____
Education for all?	90' 2	6.-12.	_____
The network of life	30' 2	5.-12.	_____
The fight for money and power '+	90' + 3	9.-12.	_____
A step ahead	50' + 2/3	7.-12.	_____
Does it go also differently?	90' 2	7.-12.	_____
Violence in my life	60'-120' + 3	5.-12.	_____
Budget cash	90' 2	5.-12.	_____
Heroes and heroines +	50' + 2	5.-12.	_____
Every opinion counts!	120' + 3	5.-12.	_____
Can I come in?	50' + 3	5.-12.	_____
Children's rights	60' + 2	5.-8.	_____
Power station	90' 3	5.-12.	_____
Let's talk about sex!	90' 4	8.-12.	_____
Only a minute	40' 2	5.-12.	_____

Pantomime	90'	2 5.-12.	___
Look out, we watch!	150'+ 4	9.-12.	___
Play!	45'+ 3	8.-12.	___
Cover insert	180'	3 8.-12.	___
Different wages	90'	2 8.-12.	___
Election campaign strategy	45'	2 5.-12.	___
What to do against racism?	120'+ 3	7.-12.	___
Who am I?	25'	2 5.-12.	___
Where does it go?			

Practice topics

Electioneering

Exercise in Online KOMPASS/manual: page 237

Overview Methods Time	Complexity	School year	Topics (T)	Teaching principles
This exercise demands extensive debates. It is about the following: <ul style="list-style-type: none"> • Rights and obligations in a democracy • Democratic debates 	45'	2	5.–12.	T: Democracy, political participation, human rights (general) U: Political education

Objectives

- Debate about controversial aspects of democratic society
- Acquisition of listening, debating, and rhetorical skills
- Motivation for team collaboration

Materials

- An open-air place
- Cardboard (A4-sized paper) and colour pencils for the posters.
- Tape (and small cards and pencils for note taking, if available)

“... None is born a democrat and none is born a good citizen. Both evolve over a lifetime”
(Kofi Annan).

Background info: Link to Online KOMPASS	<ul style="list-style-type: none"> • Democracy • Political participation • Human rights (general)
More Info in Online KOMPASS	More links and downloads with reference to Austria in Online KOMPASS
External links and downloads	<ul style="list-style-type: none"> • “Jugend und politische Partizipation in Österreich“ article by Maria Auer and

	<p>Gerhard Schmid in German on the website of "LehrerInnenplattform" (teachers' bulletin board)</p> <ul style="list-style-type: none"> • "Wählen heißt erwachsen werden," study in German by the Austrian Institute for Youth Research (OeJ) about the voting habits of teenagers aged 16-18 (2005)
<p>Materials / Exercises</p>	<ul style="list-style-type: none"> • PDF: "BETZAVTA": Games and activities for democratic and social skills: Introduction: This manual has been developed in Israel by the Jerusalem ADAM Institute for Democracy and Peace. Using empirical methods and at times a light- hearted approach, insights about the function of democratic processes are presented together with an experience of democratic attitudes. Available in book shops or from Bertelsmann Stiftung. • "Methodenkoffer zur Partizipation von Kindern und Jugendlichen" (available only in German), German Federal Organization for Political Education (bpb), German Children Relief Association (DKHW) • PDF: Smoliner, Hans (ed.), "Spiele und Übungen zur Förderung der Konfliktfähigkeit – Seminarunterlagen"
<p>Recommended media</p>	<p>"betrifft: demokratielernen" A 1999, produced by: Hrubí, Peter and Siddiqi, Adnan; BMBWK, 12 min. Students from different schools report on their experience of democracy in school life. House rules, participation, and school partnership are described from a critical but also constructive point of view. The video serves as a motivation for debates about a democratic school culture. Distributor: _Baobab.</p> <p>One of the most popular democratic schools in the world: Summerhill (UK) The children of this boarding school decide on the rules of the school in a school parliament that is open for all students; attending classes is voluntary. It is not common knowledge that in 1924 A. S. Neill spent 8 months in Austria trying to establish Summerhill in Lower Austria. Due to the fact that he refused to teach religion, the authorities withdrew the school licence, he went back to England and founded Summerhill there as it is known today.</p> <p>Information, films, and videos about Summerhill can be requested through following e-mail address: schulfrei@gmx.at.</p>

Children's rights

To accompany the exercise on Online KOMPASS/manual: page 181

Overview Methods	Time	Complexity	School year	Topics (T) Teaching principles (U):
This exercise should motivate a debate about the United Nations Convention on the Rights of the Child (CRC) and includes the following topics: <ul style="list-style-type: none"> • Basic human rights and the specific rights of the child according to CRC • Duties and responsibilities according to CRC • Possibility of demanding these rights 	60'+	2	5.–8. And/or 5.–12.	T: Children, human rights (general), education U: Political education, holistic-creative education
				Note: The Convention on the Rights of the Child is valid for every person under the age of 18. It may well be that a document entitled “Convention on the Rights of the Child” provokes some resistance among youngsters. An alternative would be to use a different convention (e.g., United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR), simplified version, or other documents relevant to human rights). The questions will be adapted accordingly.

Objectives

- Knowing all about the Convention on the Rights of the Child
- Information evaluation skills in connection with life experience
- Motivating students to have a sense of responsibility, fairness, solidarity, and equality/emancipation

Materials

- A set of statement cards for each small group
- A large sheet of paper for a poster
- Marker
- Enough working space for teams to work independently

“A child without courage is like a sky without stars.”

→ “Diamante ranking method”: More details can be found [here](#) (chapter 1 “KOMPASS in practice”).

→ **Tip:** We recommend that you use the postcard set by Graham Wiseman as an alternative to the Online KOMPASS worksheets for the particular articles of the Convention on the Rights of the Child. The cards are written in a language suitable for children and are very appealing.

Postcards are at www.kinderhabenrechte.at.

→ **Note:** In Austria there are direct help lines for children, for example: “Rat auf Draht” (Help line): 147 “Kinder- u. Jugendanwaltschaft Wien” (Children and Youth Advocacy Vienna): 1708

Background info: Link to Online KOMPASS	<ul style="list-style-type: none"> • Children • Human rights (general) • Education
More Info in Online KOMPASS	More links and downloads with reference to Austria in Online KOMPASS
External links and downloads	<ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child (PDF) Rights of the Child Network – National Coalition information, materials, links • “Kinder- u. Jugendanwaltschaft Österreich” (Children and Youth Advocacy Austria) child-welfare, rights and obligations, events, etc. • Save the Children International NGO for the rights of children worldwide • Moo Baan Dek: A school project in Thailand for children in poverty and democratic structures
Materials / Exercises	<ul style="list-style-type: none"> • “Hände können viel,” colour portfolio (A4) with posters, modules and teaching tips. The topic of child labour is dominant in this teaching unit. Available: “Brot für die Welt” (Bread for the World), distributor: Baobab • “Wir haben Rechte... und nehmen sie auch wahr, Fountain, Susan: “Kinderrechte kennen lernen und verwirklichen. Eine Aktivmappe für Jugendliche ab 10 Jahren,” portfolio, 127 pages, 1996: Verlag an der Ruhr, ISBN: 3-86072-239-5 Distributor: Baobab • “Methodenkoffer zur Partizipation von Kindern und Jugendlichen” (available only in German), German Federal Organisation for Political Education (bpb), German Children Relief Association (DKHW)
Recommended media	<p>Bitter Orange 1997, production: Frederico Füllgraf, 34 min., VHS, from year 9 and upwards. Documentary about orange juice and child labour from a Brazilian perspective. <u>More information about the film</u>, distributor: Baobab</p> <p>Va, vie et deviens! Live and become! 2006, Radu Mihaileanu, 149 min., from age 12 and upwards. An Ethiopian Christian mother sends her nine-year-old son away so that he might escape famine. She sends him to Israel to become a Jewish boy. There, he must disguise his identity and adopt a new one in order to be accepted by his new surroundings. More details about the film</p>

Front-page

For the exercise on Online KOMPASS / manual: page 220

Overview Methods	Time	Complexity	School year	Topics (T) Teaching principles:
<p>This is a simulation: an editorial team is preparing their newspaper front page for print. The following topics are developed:</p> <ul style="list-style-type: none"> • Prejudices, stereotypes, and objectivity in the media • Images and the role of the media regarding the treatment of human rights issues 	180'+	3	8.–12.	<p>T: Media, globalisation, environment U: Education for multimedia and new technologies, reading skills, political education, preparation for the world of work.</p>

Objectives

- Motivating an interest in human rights through working with images
- Dealing with the media and their approach to human right issues
- Communication and team skills

Materials

- A large room for two or three small teams and the plenum
- 40 newspaper pictures
- Paper and pencil for note taking
- Large paper (A3-sized) or flip chart paper and marker
- Scissors and glue for each small team
- Tables with large working space for all team sheets

Background info: Link to Online KOMPASS	<ul style="list-style-type: none"> • Media • Globalisation • Environment
More Info at Online KOMPASS	More links and downloads with reference to Austria in Online KOMPASS
External links and downloads	Available links on the Austrian Youth website "Jugendportal" on Multimedia Education, Augustin Website of the popular Austrian tabloid, "Verband Freier Radios in Österreich" (Free Radio Broadcast Organisation Austria), Radio Orange, first and only free broadcasting station in Vienna (VHF 94.0), Indymedia, an open, independent, non-profit und multimedia website for alternative reports about social and political topics. Okto TV, a participatory medium where professionals are not the only contributors, but other committed people join them who want to communicate their concerns through the media.
Materials / Exercises	"Die Printprofis," board game for school and family. All participants start off as freelance

	<p>journalists, who will eventually become chief editor? Age group 12+.</p> <p>Can be ordered through "zis-Zeitung in der Schule"</p> <p>"Zensur (Censorship) Amnesty International, ai-LehrerInneninfo 10," 1988, 67 pages., from year 9, background information, texts, selection of newspaper articles. Available: Amnesty International Austria, Moeringasse 10, A-1150 Vienna, 01 / 780 08, Fax. Kl. 44, info@amnesty.at.</p>
Recommended media	<p>"Wie im richtigen Fernsehen! Zur Konstruktion von Weiblichkeit und Männlichkeit im Medium Film" Director: Esther Wenger, 44 min. Distribution: "Verein Efeu"</p> <p>Good Night and Good Luck U.S.A. 2005, Director: George Clooney, 93 min. Authentic account of the struggle of a reporter against Joseph McCarthy's anti-communist crusade. More details about the film</p>