

More Interesting Lessons: A Resource Book for the Professional
Development of Civics Teachers in Estonia

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**Support Program for Teaching Human Rights
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Freedom of Self Expression

Students perceive the value of freedom of self-expression when writing a letter.

1. The teacher asks students to imagine a situation in which there is a weekly journal at school and charges everyone to write a short letter indicating unhappiness with the school. The teacher assures students that anything written by them would not be used outside of class, that all measures would be taken so that no one would know who wrote something and what was written.

2. When the letters are ready, students form pairs. Partners exchange the letters they have written. Then each student takes the role of the editor of the school weekly journal and has the right to make any changes to the submitted material, understanding that the publication in the newspaper of the initial text would dissatisfy not only the teachers, but also the director.

3. Following censorship, the editor returns the letter to the author. Discussion in groups or with participation of the entire class will follow.

- Did you have a feeling of being in control while writing the letter? Why?
- Did you write the letter in a neutral or aggressive tone?
- If you wrote in a neutral manner, did you do so with the intent to avoid hurting the feelings of other people or were afraid of punishment?
- Which did you focus on more: how to transfer the idea or how to show your discontent?
- How did you feel when reading the letter with amendments and changes made by the editor?
- What did you delete in the letter you edited on your own?
- How would you feel, as a teacher, having received such letter? How would you feel if there were attacks on you personally in the letter or if the letter were very aggressive?
- Do you think the government should listen to all complaints, including those containing threats? Why?
- Did your letter contain threats?
- Why do you think the teacher used this approach during the lesson?

4. After the group discussions, students are introduced to information on censorship followed by discussions, for example, on why actors or writers should be subjected to criticism, why someone would want to criticize them. Students relate similar real-life situations.

Information on censorship

According to the United Nations Universal Declaration of Human Rights (Article 19), freedom of expression of one's beliefs is one of the fundamental rights of every person. Many people even consider that that is the essence of democracy. According to other people, excessive freedom conceals danger within. In a number of countries, it has been observed that the freedom to express one's beliefs does not lead to disorders, cause violence or promote distribution of racist sentiments. In other countries, criticism of the government is not admitted.

WHO performs censorship:

- Official censors
- Employers
- Government
- Organizations
- Mass media
- Pressure groups
- Officials

WHAT or WHO is subjected to censorship:

- Information
- Collective statements
- Criticism towards society
- Access to information
- Attacks to recognized values
- Political opposition
- Way of expression
- Literature
- Films

WHY censorship is applied:

- To prevent distribution of information which does not reflect reality
- To protect governmental policy
- To protect certain social groups (for example, children and youth)
- To maintain existing stability
- To protect power

HOW censorship is applied:

- Preventing propagation of certain information in mass media (preventive censorship)
- Holding authors of published materials accountable (punishing censorship)

WHEN censorship is applied

- Before elections
- During fast social changes
- During an internal or international crisis when a weak government feels fear

Naturally, variations of the assignment are also possible here. For example, the teacher can suggest writing an article to the local newspaper. Students are assigned to watch various printing editions and compare different ways in which the same subject is broached. If

materials published in the press make a strong impression on the students, they could state in writing their opinion and send a letter to the newspaper.

The case analysis

A certain case of political murder is discussed to aim students towards a discourse on duties of the State and the individual. Discussion is performed on the basis of texts.

1. The teacher either reads or asks one of the students to read Luis Diaz's case.

Luis Diaz's case.

On September 17, 1992, Luis Enrique Landa Diaz, a 21-year-old medical student at Carabobo State University in Aragua, Venezuela, was celebrating the medical school's 17th anniversary with fellow students and staff. According to witnesses, there was a verbal altercation — in the distance — between some of students and the National Guards who were patrolling the area. The guards applied tear gas and delivered fire in the direction of students. Luis was killed by a bullet at the site. The whole incident was recorded on video.

An official investigation was initiated into the killing and a member of the National Guard was identified as a suspect. Proceedings were initiated by the military and civilian courts. In March 1993, the military court terminated the case without indictment. In the past, military courts have repeatedly exonerated members of the security forces accused of human rights violations.

Following the investigation, Luis's parents, who sought publicity for his killing, were the target of systematic harassment. They received threatening phone calls and shots were fired at their house. In December 1993, Luis's father was shot in the knee by a group of armed men in a car.

The teacher explains that cases similar to the case of Luis Diaz are categorized as extrajudicial or political murders. Luis's family wanted to bring the people responsible for his death to justice. The army tried its best to prevent litigation.

1. In groups of 4 – 5, students discuss why the opinions of Luis's family and army diverged.

The following questions will help to direct the discussion course:

- In your opinion, who is responsible for Luis's death: the army, government, Luis himself or the soldier who shot him?
- How would other members of the security forces be affected if the guilty soldiers were punished?
- If the guilty soldiers are punished, would the power of the government, security forces and army increase or decrease? How it would affect their image?
- What if they are not punished? Would the army lose the trust of the people?
- Does it matter if the army loses the trust of the people?
- Do you think it is all right that soldiers cannot be prosecuted for killing someone, even in such circumstances?
- If the soldiers are not punished, what effect would this have on the public's perception of the legal system?

2. The teacher asks students to imagine that they were hiding nearby when Luis was killed. They saw the face and the army number of the soldier who shot him, but were not themselves seen. Would they:

- Go home and forget all about it? Would this be possible?
- Go to a police station and report it?
- Tell Luis's family or someone else what was witnessed?
- Do something else? What? Why?

3. Then the teacher reads further on what actually happened.

Luis's case was taken up by the human rights organization, Amnesty International. As part of the Amnesty International campaign on the case, ordinary people from all over the world wrote letters to the government of Venezuela asking for action on Luis's death and for an end to the harassment of his family.

In July 1995, the National Guardsman who shot Luis was found guilty and sentenced by a civilian court to 18 years imprisonment.

Luis's father said that this was achieved thanks to international pressure when the family had already lost hope in the rule of justice. The threats and attacks had nearly thrown in their cards. That all changed with the conducted campaign.

Shipwreck

The Parliament of Estonia has made a decision to abolish capital punishment, thus having expressed its position of the State concerning this question. The question whether someone has the right to make a life or death decision of another person was heatedly discussed in many countries at various times. Before making a decision on maintaining or abolishing capital punishment, it was always necessary to overcome considerable difficulties. The case stated below represents a clear example of how difficult rendering a fair decision on such a question of principle can be.

1. The teacher divides students into groups of 5 – 6 persons and reads the following material.

On May 19, 1884, four men set sail for Australia from England in a small yacht. They were Captain Thomas Dudley, Leading seaman Edwin Stephens, Seamen Ned Brooks and 17-year-old Richard Parker. On July 5th, a huge wave smashed into the side of the yacht. It started to sink. The men had time only to grab two tins of food and to get into a life boat before the ship sank. The four unlucky sailors found themselves in the middle of the Atlantic Ocean 1,600 miles from land with only a couple of tinned vegetables to keep them alive. After three days, the hungry men managed to catch a turtle; they ate for nine days. Later they had nothing to eat. Still 1,000 miles from land with no food and only the occasional drop of rainwater to drink, the sailors became desperate. The Captain wrote in a letter to his wife that "if no ship should come, we must die soon... I am sorry I ever started such a trip."

There was, however, one chance of survival, for at least for three of the crew for a few more days: someone would have to become food for the others. The Captain suggested that they draw lots to decide which of them should be killed. Stephens and Brooks objected: if they were to die, they should all die together. Young Richard Parker, lying hardly conscious in the bottom of the boat, said nothing.

After two more days, hunger and thirst became more raging. The Captain said to Stephens that one of them ought to be sacrificed and that the obvious candidate was Richard Parker. He was an orphan, had no wife or family, and was already on the brink of death. He became conscious only for several seconds to drink sea-water, which was making him even more ill. They knew their little boat was drifting towards the shipping lanes. They might sight a ship any day — or they might not. They agreed that if no miracle happened to them by the next day, they would then kill the boy. None came. Seamen Brooks wanted no part in the killing. While he covered himself with a jacket at the end of the boat, the others knelt over the unconscious Parker.

"Richard, my boy," whispered the Captain, "your time has come." Stephens stood ready to hold the boy's feet, but there was no need. He was too ill to struggle and did not respond when the Captain severed his jugular vein with a knife. All three men drank the blood and ate Richard's heart and liver over the next three days. On the fourth day, the exhausted sailors were sighted and brought aboard by the German ship, Montezuma. The Leading seaman and Captain were so weak that they needed to be hauled on board.

The men landed in England on September 7th. Dudley, Stephens, and Brooks applied immediately to the authorities and explained the reasons for boy's death.

1. Groups discuss the following questions:

- Did the three seamen anything do wrong or not?
- Should they have been charged with a crime?
- Should they all be charged with the same crime?

2. Then the teacher reads the following part of the text.

Incidents like this had happened before. That is why Dudley, Stephens, and Brooks were very surprised when they were immediately charged with murder. Although, the charge against Seaman Brooks was dropped later.

There was a lot of public interest in the story, as it was reported in detail by the newspapers. Money was collected to pay for the best lawyers to defend the men in court. At the trial, everyone agreed about the facts of the case, but the jurymen faced a difficult task. They sympathized with the defendants and wanted to agree that it was not wrong for someone to kill another to save his or her own life. But they recognized that to intentionally kill someone who was not threatening your own life must be murder. The judge offered the jury a way out of this problem by allowing them to create a precedent of an unusual behavior. In this, the jury stated the facts of the case, but left a panel of five judges to decide whether Dudley and Stephens were guilty of murder.

Groups answer the following questions:

- If you were one of five judges, would you find them guilty or not guilty of murder? Why?
- If they were guilty, should they be punished?

3. The teacher reads to the students how the problem was actually solved.

The court passed a verdict of murder on Dudley and Stephens. The sentence for murder was death, but in this case, they were sentenced to six months imprisonment. By the standards of that time, and compared with the treatment given to other sailors in a similar position, this was still thought by many to be too severe.

Students are asked to consider the following questions:

- Richard Parker's right to life was violated. What about the right to life of the other men in the boat?
- What would you have done? Would you die rather than kill someone else?
- This story happened 64 years before the Universal Declaration of Human Rights was adopted. Does this make any difference to Richard Parker's right to life?
- Some people argue that there are and have always existed certain "natural" rights, for example, the right to be free. Do you agree with this idea?
- What other things, apart from life itself, do you think we might have a "natural" right to? Make a list and compare it with the rights in the Universal Declaration of Human Rights.
- What would occur if the seamen had not admitted to murdering the young man?

4. On the basis of this story, students could be suggested to write plays, to imagine that they are suffering from distress and to write a letter to their household, composing a story about what happened having imagined that 10 years had passed since the incident.

- How would they feel about what they did?
- Would they feel guilty? Why?
- How would they react if were friends of Richard Parker?

Vesna's Case

This case opens possibilities to discuss racial problems. In Estonia, people have not typically encountered racial problems, but they are very severe in some countries in the world.

1. The teacher distributes multiple abstracts of the second chapter of the Organic Law of the Estonian Republic related to rights and duties of each person to the students.
2. The students form groups of 5 – 6 persons. The teacher explains to the students that many countries have laws against discrimination on the grounds of race or sex, and that the Organic Law of Estonia also contains articles against discrimination. Within 10 minutes, students should find articles forbidding discrimination in the Organic Law.
3. Students read the Organic Law articles, which, in their opinion, refer to the prohibition of discrimination, completing these provisions with examples of discrimination from life.
4. The teacher reads Vesna's Case.

The young Romany woman, Vesna, relates: "I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 18 and 23 years old. I'm 19, so I went in and asked about the job but was told to come back in two days because not enough people had applied for the position.

I returned twice and was told the same thing every time. Nearly a week later, I went back to the shop. The job advertisement was still in the window. The manageress was too busy to see me, but I was told that the vacancy had been filled.

After I left the shop, I was so upset that I asked a non-Romany friend to go in and ask about the job. When he came out, he said that he had been asked to come for an interview the next day."

5. Then the teacher reads the point of view of the manager.

"I considered that Vesna would find it difficult to work here because of the 10 kilometers she would have to travel to work each day. It makes it very difficult to run the shop if staff are always late. I much prefer hiring someone from this area. The person to whom I offered the job seemed just right."

Groups discuss the following questions

- Was Vesna discriminated against?
- If so, what do they think the manager should have to do?
- What could Vesna do about this situation? Do you think her friend should help her to redress the injustice? How?

6. The teacher reads the story up to the end.

"Vesna took her case to a special European court, which examines cases on discrimination. The court agreed that she had been discriminated against, as several other people who lived far away from the shop had been interviewed. The girl who got the job was only 16 and lived the same distance from the shop as Vesna, but she was not Romany. The shop had to give Vesna cash indemnity for ethical damage."

Students should consider the following questions:

- Vesna became a victim of discrimination because of her ethnicity. The manager didn't really know anything about her other than that. Are there cases of discrimination in Estonia? Which groups of people are discriminated in Estonia? Why? Can such discrimination be justified somehow?
- Do you know anything about persons or groups of persons subjected to discrimination in Estonia? Do you think this knowledge is accurate to conclude upon?
- Reluctance to get to the heart of the matter encourages prejudice and, in turn, makes discrimination possible. Do you agree with this statement?

7. Students are asked to write a story for a play or to draw a picture reflecting situations in which they, in their opinion, were subjected to discrimination because of their gender or age. How does a person feel who is constantly subjected to discrimination?

Refugee Role Playing

Role playing reveals expressions by refugees and border officials of different points of view on the rights of refugees. Participation in the game increases students' knowledge about refugee problems.

In advance, the teacher should find out the Estonian Republic's position of refugees and become familiar with real cases.

1. Brainstorm to find out what students think of refugees. The teacher writes the definition of "refugee" on the board and asks students to say the first things that comes into their head.
2. The teacher reads some written material and asks the students to independently read information on refugees.

Information about refugees

Every year, tens of thousands of people have to leave their homes because of acts of war. These people become refugees. Almost always, they must move suddenly, leaving their possessions behind, tearing families apart. Many are never able to return to their homes. In the first half of the 1990s, there were several tens of millions of refugees in the world. Most refugees seek safety in a neighboring country. Others have to travel great distances to find safety. Refugees appear often in airports and sea ports asking for entry into the country to which they arrived.

In 1951, the United Nations adopted the Convention Relating to the Status of Refugees. More than half of countries in the world have adhered to this Convention. They agree not to force the refugees to return to their country if their life is exposed to danger, according to convention. A refugee is someone who has left his or her country and is unable to return because of a real fear of being persecuted based on race, religion, nationality, membership of a particular social group, or political opinion.

The 1951 Convention also says that refugees should be free from discrimination and should receive his or her full rights in the country, where they seek refuge. However, there are cases when governments of countries in which refugees arrive refuse to recognize their refugee status and to let them into the country, stating that they cause racial tension, housing shortages and job scarcity.

In recent years, the most developed countries of the world have reduced the number of refugees allowed in for two reasons. First, because air travel has become cheaper, more refugees from developing countries want to enter developed countries. Second, the world-labor market downturn has reduced the need for large workforces. This means that refugees who used to come as immigrant workers now try to apply for refugee status.

Rich countries often claim that persons acting as refugees are not prey to circumstances but just want a better standard of living. The new concept of "economic migrants" appeared.

Governments often argue that refugees' fears are exaggerated or untrue. So international organizations, which protect refugees, proceeded to collect material on countries in trouble zones and countries at war to persuade the governments to let them apply for asylum.

3. Taking into account the set information, students prepare for role playing under the following scenario.

It is a dark, cold, and wet night on the border between states X and Y. Refugees have arrived, fleeing from the war in X. They want to cross into Y. They are hungry, tired, and cold. They have no money and no documents except their passports. The immigration officials from country Y have different points of view: some want to allow the refugees to cross but others don't. The refugees are desperate and search for arguments to grant their wish.

Students are divided into three groups. One-third will act as frontier guard officers and the second-third represent refugees. The rest act as observers: one half watching the activity of the frontier guards and the others focusing on the refugees.

Each “frontier guard” will receive a card on which the points of view reflecting various relations to “refugees” are written.

Card with arguments of the "frontier guard"

1. They are desperate; we can't send them back.
2. If we send them back, we will be responsible for what happens to them at home.
3. We have legal obligations to regard them as refugees.
4. They have no money and will need the state support. Our country cannot afford that.
5. Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?
6. Our country is a military and business partner of country X. We can't be seen protecting them.
7. Maybe they don't have skills our country needs?
8. There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.
9. If we let them in, others will also demand entry.
10. They don't speak our language, they have a different religion and they eat different food. They won't integrate.
11. They might bring political troubles.

Card with arguments of "refugees"

1. It is our right to receive asylum.
2. Our children are hungry. You have a moral responsibility to help us.
3. We will be killed if we go back.
4. We have no money.
5. We can't go anywhere else.
6. I was a doctor in my home town.
7. We only want shelter until it is safe to return.
8. Other refugees have been allowed into your country before!

Before role playing begins, refugees should think of the following:

- Will they refuse solicitation if frontier guards insist on it?
- Will they go home if they are tried to send back?

The players can use cards and any other relevant arguments they can think of. If it helps, draw a line along the floor to symbolize the border. They have 10 minutes to make a decision.

4. The teacher observes the course of the role playing. Afterward, students discuss what happened. It is necessary to pay attention to the conclusions students have drawn as a result, as well as to the points, which the students have learned during role playing. Ask them the following questions:

- How did the border situation change? What happened?
- How did it feel to be a refugee?
- How did it feel to be a frontier guard?

- Refugees have the right to protection under the 1951 UN Convention. Did you feel the influence of this convention? Why?
- Do you think that a country should have the right to turn away refugees?
- Would you also do this? What if you knew the refugees face death in their own country?

5. If there is enough time, groups can reverse roles and repeat the game.

The Office of the United Nations High Commissioner for Refugees (U.N.H.C.R.) operates to protect refugees' rights. Ask students to pretend they are part of an official commission sent by U.N.H.C.R. to help refugees from boundary between X and Y. The commission members should submit an official report.

- What arguments should be used to persuade the frontier guards to let the refugees cross the border?
- Did the frontier guards do anything wrong?
- What laws and/or provisions of international documents might be relevant?
- What could be done with this report to make country Y respect the rights of refugees?

7. Students will write a short description of the border incident seen by a child-refugee.

Rights and Ensuring Thereof

The first action

Purpose: to learn to understand what human rights are and to distinguish these rights.

1. Before the lesson begins, the teacher arranges images in the class of various subjects cut out from paper (for example, a cloud, leaves of trees, etc.) on which names of human rights are written. The students' task is to find these images, read those written on, and to decide what type of rights to which they relate:

- a) Economic right
- b) Social right
- c) Cultural right
- d) Civil right
- e) Political right
- f) Legal right
- g) Right related to nationality
- h) Right related to gender
- I) right of minorities or any other right.

Definition of number of types of rights depends on a person's preferences; rights can be also grouped, for example:

- a) Economic, social, and cultural rights.
- b) Civil and political rights;
- c) Rights related to gender, race and nationality.

2. The student informs the others of his or her conclusion and attaches (applying an adhesive tape or any other means) the image of his subject on the so-called tree of human rights drawn

or hung out on the table. The tree should have as many branches as there are types of rights to be emphasized.

The second action

Purpose: to learn to search for information in mass media.

1. One of students draws a so-called tree of human rights (see the first action).
2. The teacher divides students into groups of 4 – 5 persons and hands over several newspapers to each group. Students review the newspapers, cut out articles concerning human rights' problems and attach them to the tree. Then each group relates briefly about the contents of articles found, paying attention to the exceeding number of cases of respect or infringement of human rights.

The third action

Purposes:

- To arouse students' interest to the events occurring both in Estonia and abroad
- To arouse interest to read newspapers,
- To carry out an analysis of situations existing in the field of human rights in Estonia.

1. Students draw a tree trunk of human rights and write on it the names of valid documents concerning the protection of human rights. The tree can be represented on the poster, but its trunk could also be cut from cardboard and to hang out on the stand or be attached to a wall. If desired, they can apply the name of documents on tree roots (as bases for the existence of rights), and write on the trunk:

- Time of Estonia's adherence to these documents
- Names of documents, to which Estonia has not yet adhered
- Abstract of documents or other

To organize the work better, it is necessary to immediately define, whether the position in the area of human rights will be considered global or only in our country.

2. When the tree "is planted" (when the base is ready for action), start the primary activity. Students select materials from newspapers and attach them to a proper branch of the tree. To distinguish so-called positive and negative events, articles are to be attached to various colored paper. To be able to estimate the tree's viability at a distance, it is recommended to attach, for example, positive events to green paper and negative to yellow or brown paper.

As well, it is desirable to agree upon the amount of time the tree "keeps its foliage": either it depends only on the degree of relevance of the event or certain time restrictions are set (for example, one week). It is expedient to divide students of the class into groups and to define when a certain group will take care of the tree, attaching new leaves to the tree and removing old ones, depending on the arriving information. If students from several classes are involved, time should be divided between classes. Especially good news can be attached to the tree in the form of a flower; messages on outrage on human rights, in the form of bright red, poisonous berries. If participants consider that the appearance of leaves demands too much time, they can paint tree branches in two colors and attach news to branches of proper color.

The similar tree keeps all students informed of major events and forces them to obtain last-minute information. The teacher should monitor everything to be arranged.

The leaves removed from the tree can be kept until the end of the academic year to use them for drawing up a review of major events having take place during that year: conflicts, problems arisen, and solutions thereof. In addition, they can be used for statistical resumes, which can form a basis for scheduling activity in the future.

Relying on the same principles, it is possible to make, for example, a world tree to inform students of international conflicts and solutions thereof, etc.

Social Problems. The Individual in Society

The first action

Purpose: to encourage students to think of the problem who man is.

The teacher puts a certain object on the table before a student and says that it is a spaceman who is very interested in beings calling themselves MANKIND. Students should advise the visitor how to learn about people.

The second action

Purposes: to encourage students to think of the questions:

- Who we are in general?
- What are the most important human achievements?

Students are divided into groups; a problem (the same for all groups or individual task) is defined for each group. Students should imagine themselves psychologists, family advisers, or social service officers addressed by visitors with problems. The group chooses a variation of rendering assistance or advice for action. If tasks of the groups differ, each group acquaints others both with the problem set and its solution, then discussion follows. If groups solve a common problem, they represent their position in turn, and then it is discussed. The purpose is not development of the common point of view, but comprehension that the solution can be found for any problem, including for that which seems a dead-end in the beginning.

Students of senior classes can be provided with multiple materials (abstracts of the State laws, international declarations, and conventions etc.), which can help them to search for solutions.

The assigned task can be related to specific school problems, family problems, (actual or fictional) conflicts between students or conflicts between students and teachers, etc.

The third action

Purposes: to show that:

- There are cases where there is no solution suiting all parties.
- There are problems, by which compromise is the only solution.

The teacher divides the class into three or four “groups of interests” (3 – 4 students are excluded from groups in advance). The teacher chooses a problem of interest for all groups to be solved. In senior classes, for example, it is possible to discuss the smoking problem. In this case, the class can be divided into four groups:

- Chain smokers
- Businessmen of the tobacco industry
- Doctors
- Non-smokers

Students, who were not a part of a group, will represent Parliament, which should listen to each position of all interested groups on prohibition or permission of smoking. They should make the decision, taking into consideration the interests of all groups, and which is binding upon all as law. During discussion, the parties should achieve a compromise.

The fourth action

Purpose: same as that of the third action.

Along with the teacher, students develop a scenario of an international crisis relying on actual problems of world politics. Students can be assigned in advance to watch international events to better understand the problem. Whenever possible, the teacher uses video recordings for explaining the problem. In that case, it is possible to consider a specific historical event, without naming it, to further compare the solution found in the class with actual events. When the situation is defined, the teacher divides students into groups representing the State participants in a conflict (and their leading politicians). Students should know about the foreign policy of the State they represent. Activity begins at the height of a crisis. Participants should carry on diplomatic negotiations for the purpose of preventing the crisis from escalating into an armed conflict. During this activity, students should realize how difficult it can be to reach an agreement in such hostile conditions.

If the teacher wishes to use a conflict from historical sources, he can refer to for example:

- The 1914 Austria-Hungary and Serbia conflict, which boiled over into the World War I
- The conflict of the Estonian Republic and the U.S.S.R. of 1939-1940, during which time Soviet Army bases had been placed in Estonian territory
- The dangerous policy of Iraq of 1990-1991, which led to the Gulf War
- The behavior of Iraq in 1998, which ended in achievement of the agreement with the United Nations

The fifth action

Purpose: to show that there are offensive words, which can insult people and use of which is inadmissible; therefore, that one should not say whatever one chooses.

The teacher brainstorms with the class: students should list offensive expressions. The teacher chooses the “strongest” of them and writes them down on the board. Then the students are divided into groups of 5 – 6, each discussing a question on why certain expressions of those written on the board offend people, why the offended person feels bad, and what should be done when somebody is offended.

All expressions written on the board are discussed in succession. At the end, it is necessary to conclude that restrictions may exist for people when expressing their thoughts and beliefs.

The sixth action

Purposes: to find out:

- How are mutual relations between men and women are reflected in the mass media;
- If there are cases of latent gender discrimination in Estonia

The teacher hands out newspaper articles or other sources of information to students to check the following data:

- How many references to men and to women were in the text?
- Are women described in the texts as courageous, firm, physically hardy, or enterprising creative persons interested in their professional work?
- Are men portrayed in the texts showing such qualities as humanity, understanding, readiness to come to help, no fear of displaying their feelings, having a desire to take care of the home and children, and who are not afraid to be considered insufficiently manful?
- Is there a mutual respect between men and women and do they consider each other equal?
- Do men help in the home?
- Are women active outdoors, what offices do they hold?

Students can carry out this research at home as well and then during the lesson hold a discussion aimed at finding out women's position in Estonian society.

The seventh action

Purpose: to provide insight into young men and young women.

As a result of brainstorming, a list of characteristics (for example, obedience, tenderness, sense of humor, thirst for adventure, desire for love, arrogance, etc.) is put on the board. When the list has been completed, the teacher asks for a reference to each characteristic, whether it is more common to young men or young women or whether it is a shared characteristic (common cultural characteristic). When revealing stereotypical thinking, it is necessary to perform joint discussions to find out how stereotypes affect expectations related to human behavior.