



# Human rights

- [Human rights](#)
- [Lesson plan \(Polish\)](#)
- [Lesson plan \(English\)](#)



Source: licencja: CC 0.

[Link to the lesson](#)

#### **Before you start you should know**

- You are able to explain what a state is, and present its functions.
- You are able to analyze certain types of political systems.
- You are able to define what democracy is, and explain its fundamental principles.

#### **You will learn**

- You will be able to define human rights and explain where they [originate from](#).
- You will be able to analyze the various generations of human rights.
- You will be able to classify and describe international human rights protection systems.

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

---

There is no one universally accepted definition of human rights. It may be accepted that „human rights are universal moral norms of a basic nature, [attributed to](#) each individual in his relations with the state. The concept of human rights is based on three assumptions: first, that every authority is limited; second, that each individual has a sphere of autonomy to which no authority has access; thirdly, that each individual may demand that the state

protects his rights” (Source: W. Osiatyński, *Introduction to the concept of human rights*, [in:] *School of Human Rights, Texts of lectures*, n. 1, Warsaw 1998, p. 16).

It is evident that in this definition the **emphasis** was placed on recognizing human rights as a category of moral laws, not positive ones (stipulated by the state). This is extremely important, because it means that the state (the authorities) does not grant us human rights, but **at most** confirms them in various documents. We have rights because we are human and they result from our humanity. Human rights are also defined as „freedoms, means of protection and benefits, whose observance as laws everyone should be able to demand from the society in which he lives” (Source: *Encyclopedia of Public International Law*, vol. 8, Amsterdam–New York–Oxford 1985, p. 268).

The source of human rights is human dignity. It is considered as an inherent and inalienable value of every human being. The principle of respect for human dignity has been **confirmed** in many international documents, including in the Universal Declaration of Human Rights of 1948 and the Constitution of the Republic of Poland.

## “ **Universal Declaration of Human Rights of 1948**

### Article 1

All human beings are born free and equal in dignity and rights. They are **endowed** with reason and conscience and should act towards one another in a **spirit** of brotherhood.

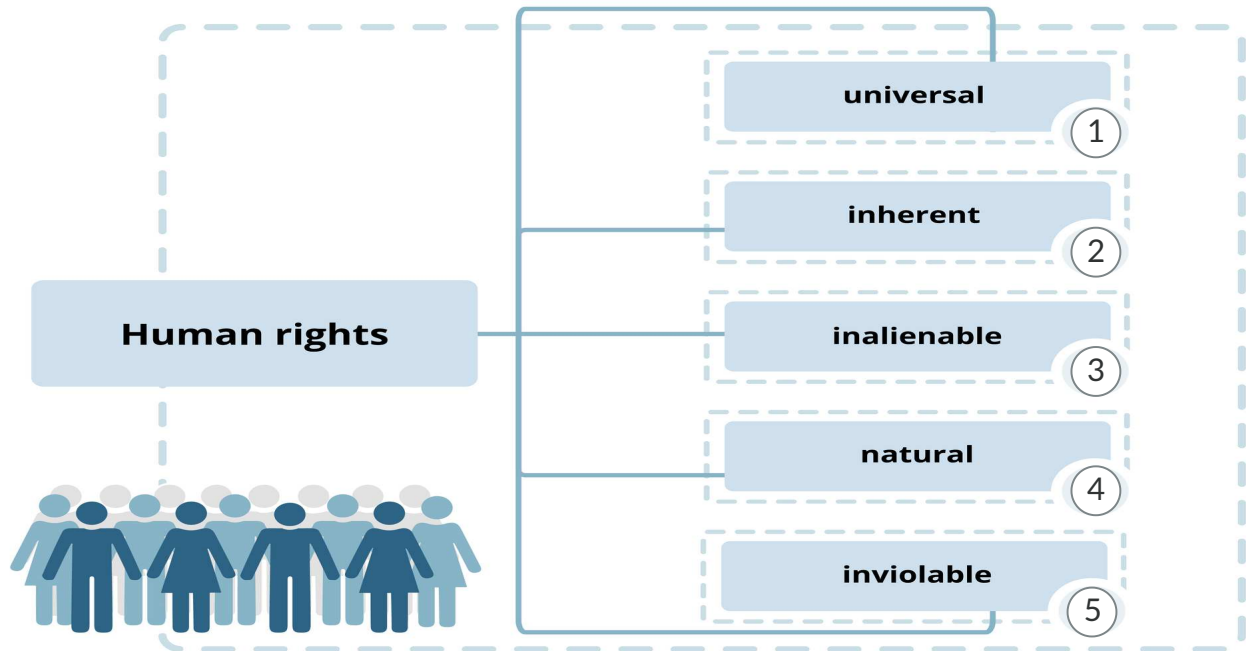
*Source: Universal Declaration of Human Rights of 1948.*

## “ **The Constitution of the Republic of Poland**

### Article 30

The inherent and inalienable dignity of the person shall constitute a source of freedoms and rights of persons and citizens. It shall be inviolable. The respect and protection thereof shall be the obligation of public authorities.

*Source: The Constitution of the Republic of Poland.*



1

Everyone is entitled to human rights, regardless of his race, gender, social standing or wealth.

2

Everyone is entitled to them from the moment they are born.

3

They are inseparable from every human being, you cannot give them up.

4

They result from the very essence of humanity, we enjoy them, because we are humans.

5

They exist independently of the authorities will and cannot be arbitrarily changed or limited by the authorities.

Human rights

Source: GroMar Sp. z o.o., licencja: CC BY-SA 3.0.

The catalogue of basic rights and freedoms is available to everyone, regardless of their gender, race, religion or place of residence. However, we must remember that human rights are not only material (substantive) rights, such as the right to life, to education, freedom of

speech, conscience, religion, but also formal (procedural) rights, allowing the individual to demand the exercise of his rights and freedoms. Without procedural rights enabling us to implement substantive rights, the material rights provided for in various documents are **illusory**.

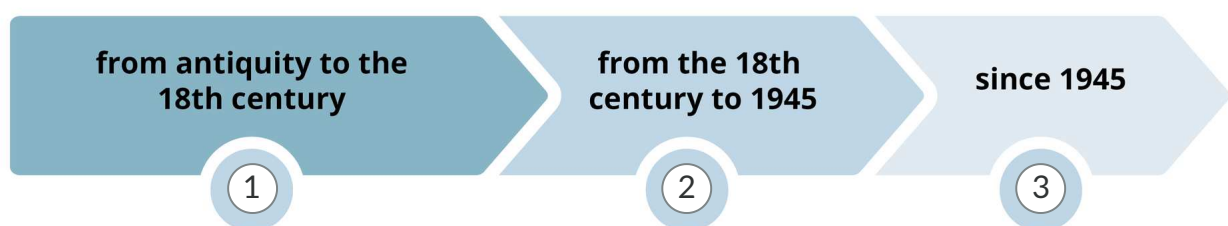
Human rights:

- material (substantive) – among others: right to life, to education, freedom of speech, conscience, religion
- formal (procedural) – procedures and mechanisms that allow us to enforce our rights and freedoms

Human rights regulate the relations between an individual and a state, at the same time delimiting the limits of power in a democratic society (vertical plane). There is a growing view that human rights also apply to relations between individuals (horizontal plane). An example may be the child-parents relationship. Rights and freedoms protect the most important values, which include: freedom, equality and dignity.

The Great Charter of Liberties (Magna Charta Libertatum) of 1215 is considered the beginning of British democracy. However, it must not be forgotten that it was established 800 years ago and what we now call „human rights” was then the **privilege** of only the highest social strata. The document did not grant full rights to women, and people were divided into aristocracy, **clergy**, free and non-free.

The Declaration of the Rights of the Man and of the Citizen of 1789 ended the abusive times of absolute monarchy in France and was a great achievement in the field of human rights. However, it was not perfect and did not include women's rights. Therefore, in 1791, the French **forerunner** of feminism, Olimpia de Gouges, published the Declaration on the Rights of the Woman and the Citizen.



## 1

---

From antiquity to the 18th century

During this period rights were considered in the context of group membership. Only individuals belonging to privileged groups were entitled and granted rights and freedoms, and they were granted or revoked by the authorities.

## 2

---

From the 18th century to 1945

The very fact of being a human being became the justification for rights and freedoms. During this period, the concept of individual rights developed, and the codification of human rights and the development of institutions of rights' protection began.

## 3

---

Since 1945

Human rights have become universal and were embraced by the whole globe. The process of codifying international law in the field of human rights has begun. As a consequence, international systems for the protection of human rights appeared and numerous international mechanisms for their protection were created.

The development of human rights

Source: GroMar Sp. z o.o., licencja: CC BY-SA 3.0.

The catalogue of rights and freedoms we currently have can be divided into three generations (families). They were created as a result of the evolution of the concept of protection of human rights.

The generations of human rights

### **The first generation**

It includes fundamental, personal and political rights and freedoms. They have been enshrined in numerous documents of national and international law. The first generation rights protection has the longest tradition, since it has already begun in the times of Enlightenment.

### **The second generation**

It includes economic, social and cultural rights. The first regulations regarding the protection of this generation of rights appeared in the social legislation of Western European countries at the end of the 19th century. This generation developed later than personal and political rights and freedoms and refers to the material sphere and the level of participation in the use of material goods by individual members of the community. The division into economic, social and cultural rights is contractual. Economic rights give each individual the opportunity to participate in market mechanisms and enable them to be the subject of the market game (a special role belongs to the right of ownership). Social rights are primarily intended to protect from social exclusion the individuals who are unable to function independently. Cultural

rights, on the other hand, allow for participation in the use of cultural goods and influence the spiritual and intellectual development of individuals. Implementation of the second generation rights is usually associated with the provision of various types of benefits by the state. Second generation rights, like the first, are recorded in national and international law. However, they are protected to a smaller degree when compared to first generation rights, because their implementation depends on the level of economic development and the model of social policy preferred by the state.

### **The third generation**

It is the so-called collective rights (also called solidarity or group rights). In contrast to the laws of the first and the second generation, collective rights are only confirmed in non-binding declarations. They are also different from the previous generations, because of the solidarity dimension (the first two generations are based on the concept of individual rights, assigned to individuals, not groups). For this reason, some researchers are against counting collective rights in the category of human rights. Other researchers emphasize that solidarity rights should be understood as the rights that people have in their relations with the international community. The strongest supporters of collective rights in the United Nations' forum are the developing countries.

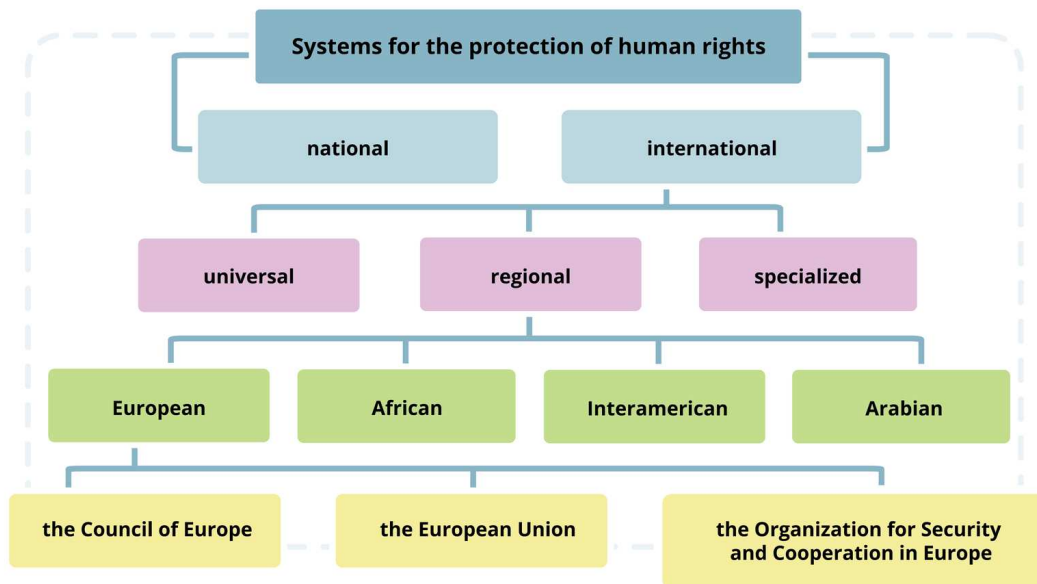
The generations of human rights

## Exercise 1

Find out how familiar you are with the theory of human rights. Match each generation with the types and examples of rights.

Third	Collective (solidarity rights)	<ul style="list-style-type: none"><li>- non-discrimination</li><li>- right to life</li><li>- freedom of assembly and association</li><li>- right to access public information</li><li>- right to participate in public life</li></ul>
First	Fundamental, personal and political	<ul style="list-style-type: none"><li>- right to work</li><li>- right to remuneration</li><li>- right to health and healthcare</li><li>- right to education</li><li>- artistic freedom</li></ul>
Second	Economic, social and cultural	<ul style="list-style-type: none"><li>- right of nations to self-determination</li><li>- right to development</li><li>- right to peace</li><li>- right to clean environment</li><li>- right to humanitarian aid</li></ul>

The system of protection of human rights can be defined in two ways: legal and institutional. In the legal sense, it is a set of legal norms regulating issues related to the protection of human rights; in the institutional sense – it is a set of bodies responsible for the implementation and control of the adopted standards. Systems for the protection of human rights can be divided into national and international. International systems include: universal, regional and specialized.



Systems for the protection of human rights

Source: GroMar Sp. z o.o., licencja: CC BY-SA 3.0.

National systems are the most important for the protection of human rights. The state is primarily responsible for the implementation of fundamental rights and freedoms. It creates legal norms that confirm the catalogue of human rights, has means of coercion to enforce these rights and appoints institutions guarding them. Ombudsmen, courts, and personal data protection officers are examples of institutions of particular importance for the protection of human rights.

International systems for the protection of human rights were created only after the second world war. A universal system was created within the framework of the United Nations. It covers almost all modern countries. In addition to the universal system, regional and specialized systems operate. Regional human rights protection systems are **complementary** to the universal system. **Thus**, the documents (conventions, declarations) adopted within them constitute a kind of development, and sometimes duplication, of the norms adopted at the UN. In practice, however, regional regulations often have a higher standard of protection and better control mechanisms. The most developed system among regional systems is the European system. It consists of as many as three organizations: the Council of Europe, the European Union and the Organization for Security and Cooperation in Europe. In this system, the best control mechanisms were also adopted. The activity of the European Court of Human Rights is of particular importance. Specialized systems operate to protect certain categories of rights or groups of people. These include, for example: the International Red Cross and Red Crescent Movement – specializing in humanitarian law, the International Labor Organization – dealing with labor law or the United Nations International Children's Emergency Fund – UNICEF – acting for the rights of children.

## Exercise 2

Read or listen to an excerpt from the Convention on the Rights of the Child, and then write down the rights this document guarantees.

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie

---

### Convention on the Rights of the Child

#### Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

#### Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

#### Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

#### Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

#### Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

## Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

Read or listen to an excerpt from the Convention on the Rights of the Child, and then write down the rights this document guarantees.

### Rights guaranteed by the Convention on the Rights of the Child

Over the course of history, human rights have evolved, resulting in three generations of human rights. After 1945, international systems for the protection of human rights also developed. Today, we recognize that human rights are universal, belong to each individual and serve to protect human dignity.

### Exercise 3

Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise. Match the pairs: English and Polish words.

forerunner

kler, duchowieństwo

to impart

przedsięwziąć

to undertake

wywodzić się z

privilege

przywilej

to originate from

samostanowienie

clergy

prekursor

revoked

odwołany, uchylony

self-determination

przekazywać

## Keywords

human rights, generations, dignity, Convention on the Rights of the Child, Ombudsman for Children's Rights, Universal Declaration of Human Rights, material/formal human rights, Great Charter of Liberties, Declaration of the Rights of the Man and of the Citizen, fundamental/personal/political rights and freedoms, economic/social/cultural human rights, collective (solidarity) rights, system for the protection of human rights

## Glossary

**to originate from**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to originate from

---

wywodzić się z

**to undertake**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to undertake

---

przedsięwziąć

**to impart**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to impart

---

przekazywać

**arbitrary**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: arbitrary

---

odgórny, narzucony

**helpline**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: helpline

---

telefon zaufania

**attributed to**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: attributed to

---

przypisany

**emphasis**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: emphasis

---

nacisk

**to confirm**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to confirm

---

potwierdzać

**at most**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: at most

---

co najwyżej

**endowed**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: endowed

---

wyposażony

**illusory**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: illusory

---

iluzoryczne, nierealne, złudne

**privilege**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: privilege

---

przywilej

**clergy**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: clergy

---

kler, duchowieństwo

**forerunner**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: forerunner

---

prekursor

**revoked**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: revoked

---

odwołany, uchylony

**embraced**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: embraced

---

przyjęty, objęty

**Enlightenment**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: Enlightenment

---

Oświecenie

**contractual**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: contractual

---

umowny

**social exclusion**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: social exclusion

---

wykluczenie społeczne

**spiritual**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: spiritual

---

duchowy

**non-binding**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: non-binding

---

niewiążący

**rest, leisure**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: rest, leisure

---

wypoczynek

**self-determination**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: self-determination

---

samostanowienie

**complementary**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: complementary

---

uzupełniający

**thus**

Nagranie dostępne na portalu [epodreczniki.pl](http://epodreczniki.pl)

Nagranie słówka: thus

---

dlatego

# Lesson plan (Polish)

---

## **Temat: Prawa człowieka**

Autorka: Anna Rabięga

### **Adresat**

uczeń liceum ogólnokształcącego i technikum

### **Podstawa programowa:**

- stara podstawa programowa:

poziom podstawowy:

5. Prawa człowieka.

Uczeń:

1) przedstawia krótko historię praw człowieka i ich generacje; wymienia najważniejsze dokumenty z tym związane;

2) wymienia podstawowe prawa i wolności człowieka; wyjaśnia, co oznacza, że są one powszechne, przyrodzone i niezbywalne.

poziom rozszerzony:

36. Prawa człowieka.

Uczeń:

1) przedstawia ideę oraz historyczny rodowód praw człowieka.

- nowa podstawa programowa

poziom podstawowy:

IV. Prawa człowieka i ich ochrona.

Uczeń:

1) wymienia „zasady ogólne” i katalog praw człowieka zapisane w Konstytucji Rzeczypospolitej Polskiej.

poziom rozszerzony:

## XII. Prawa człowieka i ich ochrona międzynarodowa.

Uczeń:

1) przedstawia ideę oraz historyczny rozwój praw człowieka; rozróżnia generacje praw człowieka, stosując pojęcia praw negatywnych i pozytywnych oraz wskazując na inny stopień ich ochrony.

### **Ogólny cel kształcenia:**

Uczeń wyjaśnia specyfikę praw i wolności człowieka oraz podstawowe mechanizmy ich ochrony.

### **Cele operacyjne:**

Uczeń:

- definiuje pojęcie praw człowieka i wyjaśnia ich pochodzenie.
- analizuje różne generacje praw człowieka.
- klasyfikuje i przedstawia międzynarodowe systemy ochrony praw człowieka.

### **Kształtowane kompetencje kluczowe:**

- porozumiewanie się w języku obcym,
- kompetencje informatyczne,
- umiejętność uczenia się,
- kompetencje społeczne i obywatelskie.

### **Metody nauczania:**

- dyskusja,
- rybi szkielet,
- WebQuest,
- oś czasu,
- rozmowa nauczająca z wykorzystaniem schematu interaktywnego, nagrania, ćwiczeń interaktywnych.

### **Formy pracy:**

- indywidualna,
- grupowa,
- zbiorowa.

### **Środki dydaktyczne:**

- komputery z głośnikami i dostępem do internetu, słuchawki,
- zasoby multimedialne zawarte w e-podręczniku,

- tablica interaktywna/tablica, pisak/kreda.

## **Przebieg zajęć:**

### Faza wstępna:

1. Nauczyciel przedstawia cel zajęć: Przeanalizujecie historię idei ochrony praw człowieka.

2. Nauczyciel informuje uczniów, że będą pracować metodą rybiego szkieletu i w razie potrzeby wyjaśnia tę metodę. Rysuje na tablicy schemat rybiego szkieletu. W jego głowie umieszcza problem do rozwiązania „Co już wiem o prawach człowieka?”. Uczniowie przedstawiają swoje propozycje uzupełnienia wpisów obok głównych i mniejszych ości ryby. W rozmowie nauczającej nauczyciel może zadawać pytania naprowadzające, np.

- Co jest źródłem praw człowieka? Jak należy rozumieć to pojęcie?
- Jakie znacie cechy praw człowieka? Co oznaczają poszczególne określenia?
- W jakich dokumentach uregulowana jest kwestia praw człowieka (krajowych, międzynarodowych)?
- Jakie znacie rodzaje (generacje, rodziny) praw człowieka? Czy potraficie wymienić przykłady praw wywodzących się z tych generacji?

### Faza realizacyjna:

1. Nauczyciel przedstawia uczniom schemat interaktywny „The development of human rights”. Następnie informuje uczniów, że wspólnie stworzą oś czasu ilustrującą najważniejsze wydarzenia (akty prawne, czynniki, które skłoniły władców/państwa do uregulowania kwestii ochrony praw człowieka) z każdego z przedstawionych okresów. Dzieli uczniów na trzy grupy, przypisuje każdej grupie jeden z trzech okresów rozwoju idei ochrony praw człowieka i daje kilka minut na naradę w grupach, jakie trzy punkty należałoby nanieść na oś czasu w wybranych okresie. Uczniowie mogą w tym czasie korzystać ze źródeł internetowych lub abstraktu.

2. Po upływie wyznaczonego czasu nauczyciel rysuje na tablicy oś czasu i zaznacza na niej trzy omawiane okresy. Następnie uczniowie z kolejnych grup podają propozycje wpisów, a nauczyciel nanosi je na oś czasu. Uczniowie z pozostałych dwóch grup oceniają i uzupełniają sugestie kolegów.

3. Jeśli nie wydarzyło się to na początku lekcji (podczas tworzenia rybiego szkieletu), nauczyciel przypomina uczniom, co obejmują poszczególne generacje praw człowieka. Pyta uczniów o znaczenie słowa generacja, a kiedy uczniowie ustalą, że wiąże się z tym kolejność powstawania rodzin praw człowieka i regulacji w poszczególnych obszarach, nauczyciel pyta, jaki związek uczniowie dostrzegają między tworzeniem się kolejnej generacji praw a historycznym momentem jej kształtowania się. Chętni/wybrani uczniowie podają swoje propozycje, pozostali uczniowie i nauczyciel komentują je i uzupełniają.

4. Nauczyciel prosi uczniów o wykonanie Ćwiczenia 1. Uczniowie pracują samodzielnie, zadając pytania w przypadku wątpliwości. Nauczyciel wyjaśnia je z całą klasą.

5. Nauczyciel przedstawia uczniom infografikę „Systems for the protection of human rights”, wyświetlając ją na tablicy interaktywnej. Prosi uczniów o wyjaśnienie następujących kwestii (w nawiasie przedstawiono dodatkowe pytania naprowadzające, które nauczyciel może zadawać w rozmowie nauczającej):

- Na czym polega różnica między systemami krajowymi a systemem międzynarodowym? (Czy wszystkie systemy krajowe zawierają jednakowe regulacje w zakresie praw człowieka? Kto tworzy każdy z systemów? Jakie wady i zalety mają krajowe i międzynarodowe systemy ochrony praw człowieka, np. w odniesieniu do zakresu regulacji i skuteczności dochodzenia swoich praw?)
- Jak należy rozumieć pojęcia „uniwersalny”, „regionalny” i „wyspecjalizowany” system ochrony praw człowieka? (Co oznacza słowo uniwersalny/regionalny w kontekście ochrony praw człowieka? Jakiego obszaru dotyczy? Czego może dotyczyć specjalizacja w zakresie ochrony praw człowieka? W odniesieniu do czego można się tu „specjalizować”?)

6. Nauczyciel informuje uczniów, że będą pracować metodą WebQuest i w razie potrzeby ją wyjaśnia. Prosi uczniów, aby skupili się na konkretnych organizacjach gwarantujących ochronę praw człowieka w systemach europejskim, afrykańskim, międzyamerykańskim i arabskim. Rysuje na tablicy tabelę, a zadaniem uczniów będzie ustalenie, co należy wpisać w komórki, które pozostały puste (numery 1–21):

System	Organizacja międzynarodowa	Akt prawny regulujący kwestię ochrony praw człowieka	Data podpisania aktu	Organ powołany do kontroli postanowień aktu (o ile istnieje)
europejski	Rada Europy	4	10	16
	Unia Europejska	5	11	17
	OBWE	6	12	18
afrykański	1	7	13	19
międzynarodowy	2	8	14	20
arabski	3	9	15	21

Uczniowie w trakcie poszukiwania odpowiedzi powinni mieć dostęp do internetu. Nauczyciel nagradza uczniów, którzy najszybciej znajdą potrzebne informacje oceną z aktywności.

7. Po zakończeniu uzupełniania tabeli nauczyciel prosi chętnych/wybranych uczniów, aby przedstawili każdy z wyróżnionych systemów po kolei (podając informacje dotyczące tego systemu zawarte w tabeli).

8. Nauczyciel informuje uczniów, że jednym z przykładów systemów wyspecjalizowanych jest ochrona praw dziecka. Następnie odtwarza fragment abstraktu zawierający nagranie wybranych przepisów Konwencji o ochronie praw dziecka lub prosi ucznia o ich odczytanie (Ćwiczenie 2). Zadaniem uczniów jest zanotowanie praw gwarantowanych konwencją. Chętni/wybrani uczniowie przedstawiają swoje odpowiedzi. Nauczyciel weryfikuje i uzupełnia je.

Faza podsumowująca:

1. Na zakończenie zajęć nauczyciel zadaje uczniom pytanie: Jak sądzicie, czego jeszcze musicie się nauczyć na temat praw człowieka, żeby być zadowolonym ze swojej wiedzy i umiejętności?

Chętni/wybrani uczniowie udzielają odpowiedzi.

2. Propozycja zadania domowego:

a. Współcześnie mówi się o powstawaniu kolejnej – czwartej generacji praw człowieka. Poszukaj informacji na ten temat i opisz, co obejmuje ta generacja, jakie prawa są tam regulowane. Czy widzisz potrzebę takich regulacji? Odpowiedź uzasadnij.

b. Odsłuchaj nagranie abstraktu, aby powtórzyć materiał i utrwalić nowe słowa. Następnie wykonaj ćwiczenie słownikowe na końcu rozdziału.

## W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

### Pojęcia

**to originate from**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to originate from

---

wywodzić się z

**to undertake**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to undertake

---

przedsięwziąć  
**to impart**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to impart

---

przekazywać  
**arbitrary**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: arbitrary

---

odgórny, narzucony  
**helpline**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: helpline

---

telefon zaufania  
**attributed to**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: attributed to

---

przypisany  
**emphasis**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: emphasis

---

nacisk  
**to confirm**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to confirm

---

potwierdzać

**at most**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: at most

---

co najwyżej

**endowed**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: endowed

---

wyposażony

**illusory**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: illusory

---

iluzoryczne, nierzeczywiste, złudne

**privilege**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: privilege

---

przywilej

**clergy**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: clergy

---

kler, duchowieństwo

**forerunner**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: forerunner

---

prekursor

**revoked**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: revoked

---

odwołany, uchylony

**embraced**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: embraced

---

przyjęty, objęty

**Enlightenment**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: Enlightenment

---

Oświecenie

**contractual**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: contractual

---

umowny

**social exclusion**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: social exclusion

---

wykluczenie społeczne

**spiritual**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: spiritual

---

duchowy

**non-binding**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: non-binding

---

niewiążący

**rest, leisure**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: rest, leisure

---

wypoczynek

**self-determination**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: self-determination

---

samostanowienie

**complementary**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: complementary

---

uzupełniający

**thus**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: thus

---

dlatego

## Teksty i nagrania

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

---

**Human rights**

There is no one universally accepted definition of human rights. It may be accepted that „human rights are universal moral norms of a basic nature, attributed to each individual in his relations with the state. The concept of human rights is based on three assumptions: first, that every authority is limited; second, that each individual has a sphere of autonomy to which no authority has access; thirdly, that each individual may demand that the state protects his rights” (Source: W. Osiatyński, *Introduction to the concept of human rights*, [in:] *School of Human Rights, Texts of lectures*, n. 1, Warsaw 1998, p. 16).

It is evident that in this definition the emphasis was placed on recognizing human rights as a category of moral laws, not positive ones (stipulated by the state). This is extremely important, because it means that the state (the authorities) does not grant us human rights, but at most confirms them in various documents. We have rights because we are human and they result from our humanity. Human rights are also defined as „freedoms, means of protection and benefits, whose observance as laws everyone should be able to demand from the society in which he lives” (Source: *Encyclopedia of Public International Law*, vol. 8, Amsterdam–New York–Oxford 1985, p. 268).

The source of human rights is human dignity. It is considered as an inherent and inalienable value of every human being. The principle of respect for human dignity has been confirmed in many international documents, including in the Universal Declaration of Human Rights of 1948 and the Constitution of the Republic of Poland.

The catalogue of basic rights and freedoms is available to everyone, regardless of their gender, race, religion or place of residence. However, we must remember that human rights are not only material (substantive) rights, such as the right to life, to education, freedom of speech, conscience, religion, but also formal (procedural) rights, allowing the individual to demand the exercise of his rights and freedoms. Without procedural rights enabling us to implement substantive rights, the material rights provided for in various documents are illusory.

Human rights:

- material (substantive) – among others: right to life, to education, freedom of speech, conscience, religion
- formal (procedural) – procedures and mechanisms that allow us to enforce our rights and freedoms

Human rights regulate the relations between an individual and a state, at the same time delimiting the limits of power in a democratic society (vertical plane). There is a growing view that human rights also apply to relations between individuals (horizontal plane). An example may be the child-parents relationship. Rights and freedoms protect the most important values, which include: freedom, equality and dignity.

The Great Charter of Liberties (Magna Charta Libertatum) of 1215 is considered the beginning of British democracy. However, it must not be forgotten that it was established 800 years ago and what we now call „human rights” was then the privilege of only the highest social strata. The document did not grant full rights to women, and people were divided into aristocracy, clergy, free and non-free.

The Declaration of the Rights of the Man and of the Citizen of 1789 ended the abusive times of absolute monarchy in France and was a great achievement in the field of human rights. However, it was not perfect and did not include women's rights. Therefore, in 1791, the French forerunner of feminism, Olimpia de Gouges, published the Declaration on the Rights of the Woman and the Citizen.

The catalogue of rights and freedoms we currently have can be divided into three generations (families). They were created as a result of the evolution of the concept of protection of human rights.

The system of protection of human rights can be defined in two ways: legal and institutional. In the legal sense, it is a set of legal norms regulating issues related to the protection of human rights; in the institutional sense – it is a set of bodies responsible for the implementation and control of the adopted standards. Systems for the protection of human rights can be divided into national and international. International systems include: universal, regional and specialized.

National systems are the most important for the protection of human rights. The state is primarily responsible for the implementation of fundamental rights and freedoms. It creates legal norms that confirm the catalogue of human rights, has means of coercion to enforce these rights and appoints institutions guarding them. Ombudsmen, courts, and personal data protection officers are examples of institutions of particular importance for the protection of human rights.

International systems for the protection of human rights were created only after the second world war. A universal system was created within the framework of the United Nations. It covers almost all modern countries. In addition to the universal system, regional and specialized systems operate. Regional human rights protection systems are complementary to the universal system. Thus, the documents (conventions, declarations) adopted within them constitute a kind of development, and sometimes duplication, of the norms adopted at the UN. In practice, however, regional regulations often have a higher standard of protection and better control mechanisms. The most developed system among regional systems is the European system. It consists of as many as three organizations: the Council of Europe, the European Union and the Organization for Security and Cooperation in Europe. In this system, the best control mechanisms were also adopted. The activity of the European Court of Human Rights is of particular importance. Specialized systems operate to protect certain categories of rights or groups of people. These include, for

example: the International Red Cross and Red Crescent Movement – specializing in humanitarian law, the International Labor Organization – dealing with labor law or the United Nations International Children's Emergency Fund – UNICEF – acting for the rights of children.

Over the course of history, human rights have evolved, resulting in three generations of human rights. After 1945, international systems for the protection of human rights also developed. Today, we recognize that human rights are universal, belong to each individual and serve to protect human dignity.

# Lesson plan (English)

---

## **Topic: Human rights**

Author: Anna Rabięga

## **Addressee:**

high school / technical school student

## **Core curriculum:**

- old curriculum:

standard level:

5. Human rights.

The student:

1) briefly presents the history of human rights and their generations; lists the most important related documents;

2) lists fundamental human rights and freedoms; explains what it means that they are universal, natural and inalienable.

extended level:

36. Human rights.

The student:

1) presents the idea and historical origin of human rights.

- new curriculum:

standard level:

IV. Human rights and their protection.

The student:

1) lists the „general principles” and the catalogue of human rights included in the Constitution of the Republic of Poland.

extended level:

## XII. Human rights and their international protection.

The student:

1) presents the idea and historical development of human rights; distinguishes between generations of human rights, applying the concepts of negative and positive rights and indicating a different level of protection.

### **The general aim of education:**

Student explains the specificity of human rights and freedoms as well as the basic mechanisms of their protection.

### **Learning outcomes:**

The student:

- defines the concept of human rights and explains their origin.
- analyses different generations of human rights.
- classifies and presents international systems for human rights protection.

### **Key competences:**

- communicating in a foreign language,
- digital competence,
- learning to learn,
- social and civic competences.

### **Teaching methods:**

- discussion,
- fishbone diagram,
- WebQuest,
- timeline,
- teaching conversation using interactive scheme, recording, interactive exercises.

### **Forms of work:**

- self-learning,
- group work,
- whole-class activity.

### **Material & equipment needed:**

- computers with loudspeakers/headphones and internet access,
- multimedia resources from the e-textbook,
- interactive whiteboard/blackboard, felt-tip pen/a piece of chalk.

## Lesson plan overview (Process):

### Introduction:

1. The teacher presents the goal of the lesson: You will analyse the history of the human rights protection idea.
2. The teacher informs the students that they will work using the fishbone method and, if necessary, explains this method. The teacher draws a fishbone diagram on the board. The teacher places a problem to be solved „What do I already know about human rights?“ in the head of the fishbone. Students present their proposals of entries to complete the main and smaller fish bones. In the teaching conversation, the teacher may ask guiding questions, e.g.
  - What is the source of human rights? How should this term be understood?
  - What features of human rights do you know? What do the particular terms mean?
  - Which documents regulate the issue of (national, international) human rights?
  - What types of human rights (generations, families) do you know? Can you list examples of rights that origin from these generations?

### Implementation:

1. The teacher presents the students with an interactive scheme “The development of human rights”. Then, the teacher informs students that together they will create a timeline illustrating the most important events (legal acts, factors that led rulers/states to regulate the issue of human rights protection) of each of the periods presented. The teacher divides students into three groups, assigns to each group one of the three periods of development of the idea of human rights protection and gives them a few minutes to talk in groups about three points that should be placed on the timeline in the selected period. During this task, students can use Internet sources or the abstract.
2. After this time, the teacher draws the timeline on the board and marks the three discussed periods. Then the students from each group give suggestions for entries and the teacher puts them on the timeline. Students from the other two groups evaluate and complement the suggestions of their colleagues.
3. If it did not happen at the beginning of the lesson (during the creation of the fishbone), the teacher reminds students what particular generations of human rights cover. The teacher asks students about the meaning of the word “generation”, and when students determine that it is related to the order in which the families of human rights and regulations are formed in particular areas, the teacher asks them what relationship they see between the formation of the next generation of rights and the historical moment in which it was formed. Willing/selected students give their suggestions, other students and the teacher comment on and complement them.

4. The teacher asks the students to do Exercise 1. Students work independently, asking questions in case of doubt. The teacher explains any doubts to all students.

5. The teacher presents the students with infographics „Systems for the protection of human rights”, displaying it on the interactive whiteboard. The teacher asks students to explain the following issues (additional leading questions that the teacher may ask during the teaching conversation are presented in brackets):

- What is the difference between national and international systems? (Do all national systems contain the same human rights regulations? Who creates each system? What are the advantages and disadvantages of national and international systems of human rights protection, e.g. with regard to the scope of regulation and the effectiveness of assertion of one's rights?)
- How should the terms „universal”, „regional” and „specialised” system of human rights protection be understood? (What does the term “universal/regional” mean in the context of human rights protection? Which area does it concern? What can specialisation in the field of human rights protection concern? What can you “specialise” in here?)

6. The teacher informs the students that they will work using the WebQuest method and, if necessary, explains it. The teacher asks students to focus on specific organisations that guarantee the protection of human rights in the European, African, Inter-American and Arabic systems. The teacher draws a table on the board, and asks the students to decide what to write into the blanks (numbers 1-21):

System	International organisation	Legislative act governing the issue of human rights protection	Date of signature of the act	A body established to monitor the provisions of the act (if any)
European	Council of Europe	4	10	16
	European Union	5	11	17
	OSCE	6	12	18
African	1	7	13	19
Inter-American	2	8	14	20
Arabic	3	9	15	21

Students should have access to the Internet while searching for answers. The teacher rewards the students who will be the first to find the necessary information with a grade in

participation in the lesson.

7. When the table is completed, the teacher asks willing/selected students to present each of the distinguished systems one by one (by giving information about this system contained in the table).

8. The teacher informs students that one example of specialised systems is the protection of rights of the child. Then the teacher plays a fragment of the abstract containing a recording of selected provisions of the Convention for the Protection of the Rights of the Child. The students' task is to note down the rights guaranteed by the convention. Willing/selected students present their answers. The teacher verifies and completes them.

Summary:

1. At the end of the lesson, the teacher asks the students a question: What else do you think you need to learn about the human rights in order to be satisfied with the level of your knowledge and skills?

Willing/selected students give their answers.

2. Homework proposal:

a. Nowadays, it is said that the next – fourth generation of human rights – is created. Search for information on this topic and describe what this generation includes, what rights it regulates. Do you see a need for such regulations? Justify your answer.

b. Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise at the end of the chapter.

## The following terms and recordings will be used during this lesson

### Terms

**to originate from**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to originate from

---

wywodzić się z

**to undertake**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to undertake

---

przedsięwziąć

**to impart**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to impart

---

przekazywać

**arbitrary**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: arbitrary

---

odgórny, narzucony

**helpline**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: helpline

---

telefon zaufania

**attributed to**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: attributed to

---

przypisany

**emphasis**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: emphasis

---

nacisk

**to confirm**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to confirm

---

potwierdzać

**at most**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: at most

---

co najwyżej

**endowed**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: endowed

---

wyposażony

**illusory**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: illusory

---

iluzoryczne, nierzeczywiste, złudne

**privilege**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: privilege

---

przywilej

**clergy**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: clergy

---

kler, duchowieństwo

**forerunner**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: forerunner

---

prekursor

**revoked**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: revoked

---

odwołany, uchylony

**embraced**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: embraced

---

przyjęty, objęty

**Enlightenment**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: Enlightenment

---

Oświecenie

**contractual**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: contractual

---

umowny

**social exclusion**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: social exclusion

---

wykluczenie społeczne

**spiritual**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: spiritual

---

duchowy

**non-binding**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: non-binding

---

niewiążący

**rest, leisure**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: rest, leisure

---

wypoczynek

**self-determination**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: self-determination

---

samostanowienie

**complementary**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: complementary

---

uzupełniający

**thus**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: thus

---

dlatego

## **Texts and recordings**

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

---

## **Human rights**

There is no one universally accepted definition of human rights. It may be accepted that „human rights are universal moral norms of a basic nature, attributed to each individual in his relations with the state. The concept of human rights is based on three assumptions: first, that every authority is limited; second, that each individual has a sphere of autonomy to which no authority has access; thirdly, that each individual may demand that the state protects his rights” (Source: W. Osiatyński, *Introduction to the concept of human rights*, [in:] *School of Human Rights, Texts of lectures*, n. 1, Warsaw 1998, p. 16).

It is evident that in this definition the emphasis was placed on recognizing human rights as a category of moral laws, not positive ones (stipulated by the state). This is extremely important, because it means that the state (the authorities) does not grant us human rights, but at most confirms them in various documents. We have rights because we are human and they result from our humanity. Human rights are also defined as „freedoms, means of protection and benefits, whose observance as laws everyone should be able to demand from the society in which he lives” (Source: *Encyclopedia of Public International Law*, vol. 8, Amsterdam–New York–Oxford 1985, p. 268).

The source of human rights is human dignity. It is considered as an inherent and inalienable value of every human being. The principle of respect for human dignity has been confirmed in many international documents, including in the Universal Declaration of Human Rights of 1948 and the Constitution of the Republic of Poland.

The catalogue of basic rights and freedoms is available to everyone, regardless of their gender, race, religion or place of residence. However, we must remember that human rights are not only material (substantive) rights, such as the right to life, to education, freedom of speech, conscience, religion, but also formal (procedural) rights, allowing the individual to demand the exercise of his rights and freedoms. Without procedural rights enabling us to implement substantive rights, the material rights provided for in various documents are illusory.

Human rights:

- material (substantive) – among others: right to life, to education, freedom of speech, conscience, religion
- formal (procedural) – procedures and mechanisms that allow us to enforce our rights and freedoms

Human rights regulate the relations between an individual and a state, at the same time delimiting the limits of power in a democratic society (vertical plane). There is a growing view that human rights also apply to relations between individuals (horizontal plane). An example may be the child-parents relationship. Rights and freedoms protect the most important values, which include: freedom, equality and dignity.

The Great Charter of Liberties (Magna Charta Libertatum) of 1215 is considered the beginning of British democracy. However, it must not be forgotten that it was established 800 years ago and what we now call „human rights” was then the privilege of only the highest social strata. The document did not grant full rights to women, and people were divided into aristocracy, clergy, free and non-free.

The Declaration of the Rights of the Man and of the Citizen of 1789 ended the abusive times of absolute monarchy in France and was a great achievement in the field of human rights. However, it was not perfect and did not include women's rights. Therefore, in 1791, the French forerunner of feminism, Olimpia de Gouges, published the Declaration on the Rights of the Woman and the Citizen.

The catalogue of rights and freedoms we currently have can be divided into three generations (families). They were created as a result of the evolution of the concept of protection of human rights.

The system of protection of human rights can be defined in two ways: legal and institutional. In the legal sense, it is a set of legal norms regulating issues related to the protection of human rights; in the institutional sense – it is a set of bodies responsible for the implementation and control of the adopted standards. Systems for the protection of human rights can be divided into national and international. International systems include: universal, regional and specialized.

National systems are the most important for the protection of human rights. The state is primarily responsible for the implementation of fundamental rights and freedoms. It creates legal norms that confirm the catalogue of human rights, has means of coercion to enforce these rights and appoints institutions guarding them. Ombudsmen, courts, and personal data protection officers are examples of institutions of particular importance for the protection of human rights.

International systems for the protection of human rights were created only after the second world war. A universal system was created within the framework of the United Nations. It covers almost all modern countries. In addition to the universal system, regional and specialized systems operate. Regional human rights protection systems are complementary to the universal system. Thus, the documents (conventions, declarations) adopted within them constitute a kind of development, and sometimes duplication, of the norms adopted at the UN. In practice, however, regional regulations often have a higher standard of protection and better control mechanisms. The most developed system among regional systems is the European system. It consists of as many as three organizations: the Council of Europe, the European Union and the Organization for Security and Cooperation in Europe. In this system, the best control mechanisms were also adopted. The activity of the European Court of Human Rights is of particular importance. Specialized systems operate to protect certain categories of rights or groups of people. These include, for

example: the International Red Cross and Red Crescent Movement – specializing in humanitarian law, the International Labor Organization – dealing with labor law or the United Nations International Children's Emergency Fund – UNICEF – acting for the rights of children.

Over the course of history, human rights have evolved, resulting in three generations of human rights. After 1945, international systems for the protection of human rights also developed. Today, we recognize that human rights are universal, belong to each individual and serve to protect human dignity.