



Educator Manual

Free2choose

THE BOUNDARIES OF FREEDOM



© Anne Frank House, 2007

LIBERTÉ DEMOCRACIA демократия СВОБОДА
DEMOCRATIE 民主主義 brīvība DEMOCRATIA
LIBERTAD KEBEBASAN



Free2choose in Europe - Educator Manual

Contents:

Chapter 1: Introduction.....	3
Chapter 2: How to use this manual.....	4
Chapter 3: Some background information.....	5
Chapter 4: Freedom rights.....	6
Chapter 5: Content of the clips.....	8
Chapter 6: Debate contexts.....	9
Chapter 7: Debate methods in schools.....	10
Chapter 8: Debate methods in communities.....	14
Chapter 9: Ingredients for a successful debate.....	19

Appendices:

<i>Appendix 1: Full texts (English) of the video clips.....</i>	<i>21</i>
<i>Appendix 2: Important links.....</i>	<i>26</i>
<i>Appendix 3: Scoring forms.....</i>	<i>27</i>

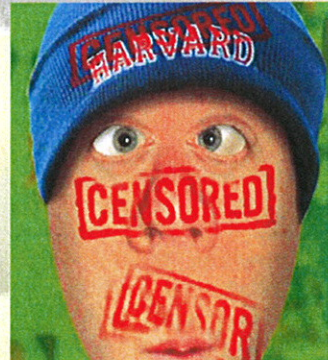
Free2choose in Europe - Educator Manual

Chapter 1 - Introduction

Free2choose in Europe is a debate programme developed by the Anne Frank House Amsterdam in cooperation with partners in 11 European countries. It includes a series of stimulating film clips in which topical questions from different countries are raised. These questions clearly show that freedoms and rights can sometimes conflict with each other or with the need to protect democracy. The film clips challenge young people to think critically and take a stand.

The clips in *Free2choose* are introduced each time by 'Fred', an animated figure. Each *Free2choose* film clip begins with a brief description of a dilemma followed by a question posed by 'Fred'.

The dilemmas in *Free2choose* relate to freedom rights such as the freedom of expression, freedom of the press and freedom to demonstrate. An example of one of the dilemmas in *Free2choose* is whether a group of neo-Nazis in Berlin should be allowed to demonstrate in front of a synagogue. Naturally everyone agrees that citizens everywhere should always be free to express their opinion. But isn't it excessively offensive if opponents of democracy claim the same right? And at such a location? Or is that the price we have to pay for the privilege of living in a democracy?



The aim of *Free2choose* is to stimulate young people to think about how this specific dilemma relates to comparable situations in their own society. Dilemmas like this occur in every country. And people can hold different views, all of them based on good grounds.

Free2choose does not try to come up with cut-and-dry solutions to all the dilemmas it presents. Usually, politicians and judges are the ones who ultimately have to decide which right carries the most weight in various situations. It's very important, however, that such decisions be supported by society. *Free2choose* is a way to actively involve citizens in these important social discussions.

The countries participating in *Free2choose in Europe* are:

- Austria
- Czech Republic
- Denmark
- France
- Germany
- Greece
- Great Britain
- Italy
- Netherlands
- Poland
- Sweden



In each country a partner organization of the Anne Frank House is responsible for carrying out the programme locally. The debates will be held at schools, cultural centres and at youth festivals.

Ordering information:

The film clips that are part of *Free2choose* are available on DVD.

The clips (total length: 25 minutes) are dubbed in the languages of the project.

It can be ordered through:

Anne Frank House

P.O. Box 730, 1000 AS Amsterdam

The Netherlands

Phone: ++31 (20) 5567100 / Fax: ++31 (20) 6389856

E-mail: free2choose@annefrank.nl



ANNE FRANK HOUSE



Education and Culture

Free2choose in Europe - Educator Manual

Chapter 2 - How to use this manual

Who is the manual for?

The Free2choose manual is intended for educators who will organize debate and discussion activities related to the Free2choose. In some cases, the Free2choose activities will be school-based and the people debating the issues contained in the films will be students. In other cases, the debates will take place in the community and will involve young people from schools, youth groups or youth brought together especially for this occasion.

In general, the video clips and instructions that are part of Free2choose are primarily meant for 13-18 year olds, though slightly younger students and adults will find the manual and the video clips very useful.

We have tried to keep the manual as short as possible so that the reader will not be inundated with information. The basic part of the manual has been written for educators with limited general experience organizing debates and discussions in their schools and communities.

What can I learn from the manual?

The manual attempts, in a clear and concise way, to give organizers of Free2choose activities various background information on the project, as well as guidelines how to effectively use the video clips that form the core of the project. Free2choose focuses on engaging young people in debates about social issues that affect society today. The manual presents the various ways in which these debates can take place. There are guidelines for educators who have only one or two classroom periods and those that have more time at their disposal.

What will I find in the manual?

In addition to background information on the project and some information about the video clips themselves, the manual contains several sections that will be useful for educators. We have focused on several better known debate techniques that have been tested and evaluated in various contexts - four for school contexts and three for community contexts. Variants have been chosen that do not take a large amount of time. Organizers might want to work with these basic debate techniques, knowing that others will most likely be using these techniques as well.

The manual also focuses on things to think about when actually organizing a debate, whether in a school setting or in the community. There is a section with important links for those wanting to do more work with debate techniques and also a section.

A Word of caution

The main aim of Free2choose is healthy and respectful debate about important issues. Some of the themes discussed in the video clips might be deemed controversial among the group of young people participating in your project, and evoke strong emotions. This is not necessarily a negative thing, but if you are under the impression that sensitive, healthy and respectful debate will be difficult, you might want to avoid showing or debating certain issues contained in the clips. It is therefore advisable, as the organizer, to watch the video clips carefully in advance. Also, if you feel that a certain clip might polarize a group of youth along ethnic, gender, or religious, etc. lines you might want to focus more on other clips that do not generate conflict among such lines.

Barry van Driel,
Anne Frank House



Free2choose in Europe - Educator Manual

Chapter 3 - Some background information

What happens to our basic rights if the safeguarding of a democracy is at issue? What if these rights conflict with each other? Free2choose presents current examples from around the world of fundamental rights and freedoms that clash with each other or with the democratic rule of law.

Free2choose started as an interactive exhibition at the Anne Frank House in September 2005. The concrete focus of this exhibition has been on the clash that exists between defending fundamental rights and the protection of democracy in modern multicultural societies. In 2007, for the first time, this exhibition became an educational package for schools and communities throughout Europe. The interesting discussions and debates that have taken place at the Anne Frank House in the recent past are taking place in schools, museums, community centres and other venues.



In every democratic society, citizens are guaranteed certain basic human rights such as freedom of speech, the right to privacy and religious freedom. However, the question remains: should these rights be absolute and unrestricted. What happens when these (or other) fundamental rights conflict with each other, or if the security of a democratic society is threatened? When do we decide to make something illegal, against the law? Free2choose examines real-life situations from around the world in which fundamental rights have clashed with each other or with the safeguarding of the democratic rule of law. The Free2choose exhibition is a means to get viewers to think critically about 'the boundaries of freedom' and the present-day importance of both fundamental rights and (the safeguarding of) democratic rule of law.

After considerable research, the Anne Frank House has created a basic package of ten brief thought-provoking films from around the globe that can be used to generate discussion about what should be allowed and what should be made illegal, banned or punishable by law.

The films highlight five core themes:

- Freedom of speech
- Religious freedom
- Freedom of the press
- The right to demonstrate and
- The right to privacy.

The films end by asking viewers to take a stand on a question posed about a particular right highlighted in the film. There are no right or wrong answers, or even less or more correct answers. The films have been selected in such a way that 'well informed' people can disagree in their answers.



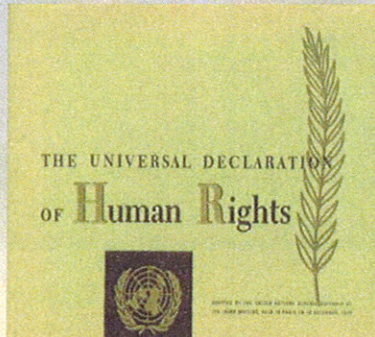
Free2choose was especially designed for young people. The films, as such, have been kept as short as possible. The use of 'difficult' language has also been avoided wherever possible. All of the fundamental rights in films created by the Anne Frank House are introduced by a comical animated figure ('Fred') who was created especially for this purpose. In each of the animated intros, Fred 'bumps into' a particular right. He is also the one who asks the viewers for their opinion. The animated figure of Fred is a connecting factor. He is the attention-grabbing MC and to a certain degree the 'face' of Free2choose.

Free2choose in Europe - Educator Manual

Chapter 4 - Freedom rights

Human rights

The basic rights and freedoms guaranteed by the laws that we are familiar with today were established in post Second World War international treaties that sought to guarantee human rights for people the world round. The Universal Declaration of Human Rights, established by the United Nations in 1948, is probably the best known of these. However, this declaration is a non-binding



agreement, more of an affirmation of principles. On the basis of this Universal Declaration, the United Nations adopted two binding declarations on human rights in later years. A covenant concerning civil and political rights – as well as one concerning economic, social and cultural rights – came into being in 1966 and took effect in 1976. Both of these human rights covenants have now been signed by almost all the member states of the United Nations. However, many countries have expressed their reservations about some of the articles in these treaties.

The European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR) from 1950 is also based on the Universal Declaration. All the European countries associated with the Council of Europe have signed this treaty.

The ECHR is comprised of eighteen articles and several protocols – additions adopted at a later time. In contrast to the Universal Declaration, the ECHR is a binding treaty. Compliance is monitored by the European Court of Human Rights, which has its seat in Strasbourg. If citizens of a country feel their government is violating their rights, they can call upon the ECHR and bring an appeal before this court.

Free2choose focuses on where some of these rights and freedoms conflict or where some argue that they need to be restricted under certain circumstances. The video clips focus on the following rights and freedoms:

1. Free speech

Freedom of speech refers to the freedom of individuals to openly express their views without being censured in advance or to be punished for what they say. Free speech is an important element of every modern western democracy. All kinds of ideas, opinions and points of view should be able to be expressed in public. Freedom of speech has also been laid down in Article 10 of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR). However, freedom of speech is rarely absolute: people cannot write or say anything they want to in public. Article 10 of the ECHR clearly indicates this: for instance libel, perjury and inciting violence or murder are punishable offences. But testing whether an utterance is illegal can only be determined in retrospect by a judge.



2. Religious freedom

Freedom of religion is the right of people to freely profess their religious faith or convictions. It is an individual right: everybody should be able to believe what he or she chooses. It is also a collective right: people should have the freedom to publicly profess their faith along with fellow believers. Religious freedom is guaranteed by Article 9 of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR) and in the constitutions of most European countries. History alone illustrates that interpretations of religious freedom are divergent and depend on the country. For instance: in the United States, the government may not interfere in matters of organized religions, while the interpretation of religious freedom in various European countries leans more toward the government not interfering with the (religious) beliefs of its citizens.

3. Right to privacy

The right to privacy was defined in the nineteenth century as the right of an individual 'to be left alone'. It is also the right to keep personal information about oneself private. The right to privacy has been laid down in all the important human rights treaties, for example in Article 8 of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR). Privacy is a broad concept; it is related to the (safeguarding of the) daily activities of an individual's private life. In actual practice, this involves for instance the right to communicate confidentially: nobody should be listened in on or have their mail opened without permission. And privacy also involves the integrity of one's body and the protection of one's property.



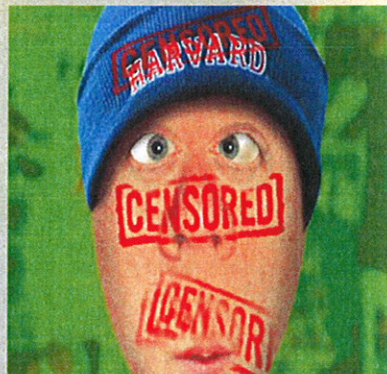
4. Right to demonstrate

The right to demonstrate is, in fact, derived from the right to association and assembly and the right to freedom of speech. The right to demonstrate, as well as the right to march, is a fundamental democratic right. It is a means for individuals to indicate, for instance, to their leaders and lawmakers what the government is doing wrong. In most European countries, the freedom to demonstrate is at times restricted if a government fears a demonstration will be accompanied by violence and if the safety of others is at stake. Justifiable or not, in actual practice, the right to demonstrate is sometimes considered a threat to public safety.



5. Freedom of the press

Freedom of the press, also known as a free press, is the right to publicly express and disseminate views, feelings and thoughts through the use of publications. Freedom of speech and freedom of the press go hand in hand. Freedom of the press means that no advance authorization is required for whatever somebody wishes to publish. But as is the case with respect to free speech, authors can be accused of, for instance, slander, libel, inciting discrimination or sowing hatred. Therefore, freedom of the press does not dismiss responsibility for what is published. Freedom of the press is a fundamental right not only related to being able to publish freely but also being able to gather information freely. Not only newspapers and magazines, but also other media such as radio, television and Internet are included here under 'press'.



Further reading

To read the various articles of The European Convention for the Protection of Human Rights and Fundamental Freedoms, go to:

<http://www.unhcr.md/article/conv.htm>

To read the articles of the Universal Declaration of Human Rights, go to:

<http://www.un.org/Overview/rights.html>

For a 'plain language' version of the Universal Declaration of Human Rights, perhaps more appropriate for some students, go to:

<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>

Free2choose in Europe - Educator Manual

Chapter 5 - Content of the clips

Each film contains a short discussion of a topic or incident that has made news in the last few years. After the discussion, the viewers are asked about their opinion. The questions all revolve around what the viewers think should be restricted by law and what should be allowed. This does not mean, however, that only legal arguments are valid. On the contrary, in Free2choose it is important that young people examine the many types of arguments that impact decision making and critical thinking, such as moral, rational and instrumental arguments. Like the films, the questions are brief. Great care has been taken to avoid questions that might be interpreted in different ways.

The DVD with the video clips has been designed to be highly flexible in use. One can choose between different language versions on the same DVD. It is also possible to watch all the video clips without interruption, which will take approximately 30 minutes, or a selection can be made from among the various clips. In this manner it is possible to only show one particular clip for debate.

Below we give an overview of the ten films created by the Anne Frank House:

1. Freedom of speech

Theme: Jamaican dance hall artists insult gays.

Question: Should this kind of anti-gay ranting by performers be allowed?

Theme: Enactment of a law to prohibit burning the flag of the United States.

Question: Should you be allowed to burn your national flag?

2. Freedom of religion

Theme: Sikh wearing turban working for the London police force.

Question: Should a police officer be allowed to wear a turban while on duty?

Theme: Homophobic statements by Catholic leaders in Poland.

Question: Should Church leaders be allowed to reject homosexuality in this way?

3. Freedom of the press

Theme: An ETA-affiliated newspaper banned in Spain.

Question: Should a government have the right to ban a newspaper?

Theme: Hitler's *Mein Kampf* a bestseller in Turkey.

Question: Should the government be able to ban the sale of *Mein Kampf*?

4. Right to demonstrate

Theme: Anti-Semitic statements at pro-Palestinian demonstration in Amsterdam.

Question: Should expressing offensive opinions like these in public demonstrations be punishable by law?

Theme: Neo-Nazis demonstrate in Berlin.

Question: Should neo-Nazis be allowed to demonstrate in front of synagogues?

5. Right to privacy

Theme: Police in the Netherlands want to surround big cities with an 'electronic moat'.

Question: Should authorities in your country be allowed to secure a city by means of an 'electronic moat'?

Theme: Libraries and bookshops in USA refuse to cooperate with enforcement of the Patriot Act.

Question: Our government should have the legal right to know what people read.

The full text of each of these films can be found in Appendix 1.

Free2choose in Europe - Educator Manual

Chapter 6 - Debate contexts

Free2choose was initially designed as a debate activity at the Anne Frank House in Amsterdam. The second phase of the project is taking place in schools and community centres around Europe. The debates are taking place in various types of locations. We will distinguish here between those that will take place in schools and those that will take place in the community. Each will have its separate aims.

School Debates

Classroom Debate

The main aim of classroom debates or discussions will most likely be to:

- make students more familiar and more comfortable with debating as a learning experience;
- teach students debate skills;
- teach active listening and presentation skills;
- help students distinguish between fact and opinion and how to present evidence;
- help students distinguish between different types of arguments (e.g. moral, utilitarian, legal);
- help students think critically about important social issues; and
- help students clarify how they think and feel about social issues.

Teachers can choose to have students debate in small groups in class or have selected students debate in front of the class. Debating in small groups involves all the students in a more intense way. But it loses some of the traditional debate characteristics, where two people debate in front of a larger audience. For those teachers who do not like debate formats, we have included one example of a class discussion that can take place without debate.

After School Debate

After school debate clubs are becoming more popular in Europe and are well-established in the United States. The main aims of these after-school debates are to:

- bring together students who like to debate issues;
- provide students with a useful after school activity;
- teach debate and discussion skills;
- help prepare students for professions such as attorney and political work; and
- teach leadership skills.

In some cases, after school debate clubs will already exist with their own rules and activities. In those cases, Free2choose will provide excellent additional topics to add to an already existing repertoire of topics.

Other educators may wish to start such a debate club in their school as an extra-curricular activity. Free2choose offers excellent material to get such a debate club started.

Such debate clubs have their members compete against each other, but also they often compete against other schools. Sometimes, other students are the audience, while on other occasions, teachers and parents and even the general public will be invited.

Community Debate

This will most likely be the form of debate that we are familiar with. Two individuals with differing opinions slug it out on television. Each takes a turn to make his or her point, while a moderator tries to frame the question and keep the debaters focused on the issue. Sometimes, the audience will ask questions of the debaters or vote who they think 'won' the debate. Political candidates often invite their opponents to debate them on the issues. The next day, opinion polls tell us who came out looking better. These community debates can fulfil an important function. They allow the general public to hear experts with differing opinions to discuss important issues. Good debates can help clarify issues for the listeners and help them take a stand.

Free2choose also lends itself well to such a community debate since many of the video clips focus on issues and dilemmas that all nations have to confront from time to time. The Free2choose topics revolve around discussions that help shape the nature and limitations of our multicultural democracies. In this manual, we have included three examples of community debate formats.

Free2choose in Europe - Educator Manual

Chapter 7 - Debate methods in schools

Below we suggest four school-based debates. Those working with Free2choose may elect to take components of each debate form to create the approach they feel most comfortable with.

School – Classroom context – Group work

Suggested Debate Method 1

Length of time: minimum 2 classroom periods of 50 minutes

Audience: Other members of (small) group

Classroom period 1

STEP	ACTIVITY	TIME
1	The teacher discusses the issue of human rights with the students for instance by talking about human rights violations or showing them the Universal Declaration of Human Rights	20 minutes
2	The teacher introduces Free2choose and the assignment for the next two class periods – students are given the scoring forms (see appendix 3 of this manual: scoring form 3) and are asked to give their personal opinion (without consultation). The students give an agreement score from 0 to 10 for each film.	5 minutes
3	The class is shown all the Free2choose films The students score the forms	15 minutes
4	The teacher discusses briefly any problems the students had, things that were ambiguous and what will be done next class period. Films that are too ambiguous can be eliminated from further debate at this stage. The teacher collects all the scoring forms.	10 minutes

In between classes: The teacher goes through all the forms and selects the 2-3 films where there is the greatest diversity of opinion. The teacher then creates groups for the next class. Each group will focus on one 'controversial' film (not every group will get a different film since 2-3 were selected).

Each group will consist of 5 students: One student (who scored somewhere close to the middle) will be the facilitator of the debate. The teacher then makes sure that the other students are divided in such a way that there are two students PRO and two students CON in each group.

Classroom period 2

STEP	ACTIVITY	TIME
1	The teacher places students in their groups, explains what is about to happen and tells students their roles (who is the facilitator) and which film each group will be debating. Each debating student is given 5 cards/fiches etc. Each of these is personal (cannot be exchanged) and is worth one minute of debating time. The facilitator makes sure the debaters do not exceed one minute per card. The facilitator or other designated member of the group should take notes during the debate.	10 minutes
2	The relevant films are shown again	5 minutes
3	The facilitator in each group introduces the issue	1 minute
4	The students debate for 15 minutes (some might run out of cards)	15 minutes
5	Each group facilitator reports back to the full class in approximately 2 minutes how the debate went (heated, respectful etc) and which arguments he/she thought had the most impact	15 minutes
6	The teacher asks if anybody changed their minds due to the debate and if so, what arguments made the difference – wrap up	3 minutes
7	The students vote again on the films that were used for this exercise – this can be a good resource for further classroom discussions	1 minute

Note:

Because of the limited number of cards/fiches/coins, the exercise is not only one that focuses on debate per se, but also on active listening. It stimulates all students to participate, instead of a few dominant ones.

This method is easier for young people who do not like to speak in public, since there are only a few people listening in.

The choice of the facilitator is important since this person has to guide the discussion process. Ideally, this person has strong interpersonal skills.

Materials Needed:

- Actual films on DVD or Video
- Computer/DVD player/Video/Television, ideally with beamer
- Scoring forms
- Pens or pencils
- 2-3 decks of cards/fiches

School – After school context – Debate with audience**Suggested Debate Method 2****Free2choose****Length of time:**

Three short debates of 26 minutes in front of larger school audience

Total time: 90 minutes

Beforehand, the after school debate club selects three Free2Choose film clips they want to debate in front of a larger audience. These should be films that are relevant to ongoing debates in the country. The debate club also chooses who will be present each position in the debate.

Students can choose to debate the films, based on their actual opinions (in this case there should be a good diversity of opinion) or they can role play (be assigned a position).

The students to participate in the debate are prepared and coached by the peers separately, so that they do not become familiarized with their 'opponent's' arguments.

A good moderator also needs to be selected for the debate.

STEP	ACTIVITY	TIME
1	The moderator introduces the proceedings to the audience and the debaters.	3 minutes
2	The following sequence is repeated 3 times	
3	A Free2Choose film is shown to the audience and the moderator contextualizes and summarizes each film.	3 minutes
4	The audience votes by raising its hands – a quick count is made	1 minute
5	Debater 1 gives her or his opening statement	3 minutes
6	Debater 2 gives her or his opening statement	3 minutes
7	Each debater gets 3 rebuttals of two minutes	12 minutes
8	Each debater gives a closing statement of 2 minutes	4 minutes
9	The moderator summarizes	1 minute
10	The audience votes again	1 minute

Note:

This format is snappy like the films themselves and includes audience participation (voting twice). In this method it is the strongest debaters (and those without stage fright) who do the debating. The others help by coaching the debaters and helping them hone their skills.

Materials Needed:

- Larger auditorium
- Microphones and podium for speakers and moderator
- If desired, a time keeper who can make sure the speakers do not exceed their time
- Actual films on DVD or Video
- Computer/DVD player with beamer

School – Classroom context - The Classroom Discussion**Suggested Debate Method 3**

Length of time: 2 classroom periods of 50 minutes

Audience: no actual debate - all of class participate in classroom discussion.

This particular debate method is not a debate at all, but a classroom discussion based on students' opinions and also on a brainstorm.

Classroom period 1

STEP	ACTIVITY	TIME
1	The teacher discusses the issue of human rights with the students for instance by talking about human rights violations or showing them the Universal Declaration of Human Rights	10 minutes
2	The teacher introduces Free2choose and the assignment for the next 2 class periods – students are given the scoring forms (see appendix 3 of this manual, scoring form 1) is indicated and are asked to give their personal opinion (without consultation).	5 minutes
3	The class is shown all the Free2choose films The students score the forms and write down the main reason they voted a certain way for each film.	25 minutes
4	The teacher discusses briefly any problems the students had, things that were ambiguous and what will be done next class period. Films that are too ambiguous can be eliminated from further discussion at this stage. The students hand in their forms.	10 minutes

In between classes: The teacher goes through all the forms and selects the **2 films** where there is the greatest diversity of opinion, and/or interesting arguments either PRO or CON.

Classroom period 2

STEP	ACTIVITY (This sequence is repeated for each film)	TIME
1	The teacher hands back the forms and explains what will happen during this school period	5 minutes
	THE FOLLOWING SEQUENCE IS REPEATED FOR EACH FILM	
2	The class is shown one of the 2 selected Free2choose films. After each film, the students are asked to stand in different sides of the classroom: one side is PRO, one side is CON and there is also a possibility to be NEUTRAL. The teacher uses a blackboard to note all the arguments PRO and CON. The teacher also asks why the NEUTRALS could not make a decision.	15 MINUTES X 2
3	The teacher wraps up by asking the students to look at the lists they have created. Are there differences and similarities? What kinds of arguments have been used (moral or other kinds)? What arguments are the most powerful in there view? Has anybody changed their mind based on the arguments put forward?	15 minutes

This method will be easier for teachers who are concerned that friction or conflict might erupt in the classroom, and want a less confrontational approach.

Materials Needed:

- Actual films on DVD or Video
- Scoring forms (Yes/No version)
- Computer/DVD player/Video/Television, ideally with beamer
- Pens or pencils

Suggested Debate Method 4 – The Fishbowl

Length of time: minimum 2 classroom periods of 50 minutes

Audience: students in classroom

This particular debate method is a debate without a face to face confrontation. There is also an audience of 'neutral' students that needs to be convinced.

Classroom period 1

STEP	ACTIVITY	TIME
1	The teacher discusses the issue of human rights with the students for instance by talking about human rights violations or showing them the Universal Declaration of Human Rights	20 minutes
2	The teacher introduces Free2choose and the assignment for the next two class periods – students are given the scoring forms (one in which agreement or disagreement is indicated, with a possibility to take a middle position – see appendix 1, scoring form 2) and are asked to give their personal opinion (without consultation).	5 minutes
3	The class is shown all the Free2choose films The students score the forms	15 minutes
4	The teacher discusses briefly any problems the students had, things that were ambiguous and what will be done next class period. Films that are too ambiguous can be eliminated from further debate at this stage. The teacher collects all the scoring forms.	10 minutes

In between classes: The teacher goes through all the forms and selects the 2-3 films where there is the greatest diversity of opinion. Three groups are formed: a group that 'agrees', a group that 'disagrees' and a 'no preference' group. The teacher assigns the following roles to students in the 'agree' and 'disagree' group: a facilitator for the group discussion, a writer (who takes notes) and a presenter/spokesperson (who will make the case to the students in the 'no preference' group).

Classroom period 2

STEP	ACTIVITY	TIME
1	The students in the 'agree' group sit in a circle and for ten minutes discuss all the reasons they agree with the statement. The facilitator leads the discussion. The others sit in another circle on the outside of the 'agree' group. They may only observe and cannot comment in any way. The facilitator tries to allow each member of the group to talk for about 1 minute (depending on size of the group).	8 minutes
2	The roles are reversed. The 'disagree' group sits in the inner circle and the others sit outside the inner circle.	8 minutes
3	The students stay where they are. The students on the outside ('agree group') write questions for those in the inner circle and hand them to their own group's facilitator. He/she selects the two questions that he/she thinks the other group has not addressed adequately and hands them over to the facilitator of the inner circle.	4 minutes
4	The inner circle ('disagree' group) addresses the 2 questions asked of them	4 minutes
5	The groups change places and now the 'disagree' group writes down its questions and hands them to the inner circle	4 minutes
6	The 'agree group' addresses the 2 questions asked of them by the 'disagree group'	4 minutes
7	The groups go to different places in the room. Each group prepares to give a 2 minute presentation (led by the presenter) to the 'no preference' group.	5 minutes
8	The Agree group gives it's presentation	2 minutes
9	The Disagree group gives its presentation	2 minutes
10	The 'no preference' group votes again on the statement	1 minute
11	The teacher discusses any shifts in opinion, especially in the 'no preference' group and the reasons for shifting. The teacher also discusses which arguments were the most compelling and why.	8 minutes

Materials Needed:

- Actual films on DVD or Video
- Computer/DVD player/Video/Television, ideally with beamer
- Scoring forms/Pens or pencils
- Index cards other piece of paper to write questions on

Free2choose in Europe - Educator Manual

Chapter 8 - Debate methods in communities

Below we suggest three community based debates, though the models can be useful in schools as well. Those working with Free2choose may elect to take components of each debate form to create the approach they feel most comfortable with.

Because the debates suggested below last 90 – 120 minutes and involve 2-3 related film clips, the organizers might choose to organize several debates in a series. This will allow the discussion of multiple, yet related issues.

Community — Extensive Audience Participation

Suggested Debate Method 1 Free2choose

Length of time: 90-100 minutes

Audience: General Public

In this case, the debaters are well-known community members, such as attorneys, politicians, human rights workers, journalists, union leaders, etc.

Voting takes place with large Red cards with 'NO' written on them and Green cards with 'YES' written on them

BEFOREHAND

STEP	ACTIVITY	TIMELINE
1	The organizers watch the Free2Choose film clips and select 2-3 related clips that they think are especially relevant for their community	Approx. 2 -3 months before debate
2	The organizers secure the venue, the debaters and the moderator for the debate. The debaters are ideally experts on the topic, but with a different opinion. The debaters see the clips beforehand to make sure they have a different view.	Approx. 2-3 months before debate
3	The organizers set the guidelines for the debate. They also decide how to frame the debate around the 2-3 clips. This will depend on the actual topic.	Approx. 2 months before the debate
4	Publicity is sent out to community, media approached	Approx. 6 weeks before debate

DURING THE DEBATE

STEP	ACTIVITY	TIMELINE
1	The MC of the evening introduces the topic of the debate, the moderator and the debaters.	5-10 minutes
2	The moderator explains the rules of the debate. The following sequence is repeated for the 2-3 films: the moderator shows the film clip to the participants and the audience. The moderator summarizes the film. The audience votes (see appendix 3, voting form 1). The moderator acknowledges the vote.	2 clips x 3 minutes
3	After the 2-3 film clips have been shown the moderator briefly summarizes the films and the audience votes; he/she invites the debaters to debate	3 minutes
4	Debater 1 makes his or her opening statement	5 minutes
5	Debater 2 makes his or her opening statement	5 minutes
6	Each debater gets 3 opportunities to rebut – each rebuttal is 3 minutes	18 minutes
7	The moderator sums up the main arguments and asks the audience to pose questions to the debaters. The audience is given index cards in advance for this purpose.	3 minutes
8	The audience writes down questions – hands them in – they are quickly gathered and one is selected. As the debate continues, the volunteers select a few more provocative and insightful questions or comments.	3 minutes
9	Each debater gets 2 minutes to address the comment or question. A total of three questions are selected	12 minutes
10	The audience is invited to join the debate (by raising hands) – comments should be limited to 2 minutes.	20 minutes
11	The debaters are allowed to make 3-minute closing comments	6 minutes
12	The moderator summarizes the main arguments from the debaters and the audience.	3 minutes
13	The moderator asks the audience to vote once more on the 2-3 selected films, by simply repeating the question. The moderator recognizes any change	3 minutes
14	The MC closes the evening	1 minute

Materials Needed:

- Actual films on DVD or Video
- Table and chairs for debaters, moderator
- microphones
- Computer/DVD player with beamer
- Index cards
- Volunteers to pick out and select most appropriate questions
- Voting cards for audience

Community — Extensive Audience Participation

4 debaters (2 versus 2)

Limited audience participation

Suggested Debate Method 2

Length of time: approx. 70 minutes

Audience: General Public

Also this case, the debaters are well-known community members, such as attorneys, politicians, human rights workers, journalists, union leaders, etc. However, for balance and diversity of opinion, it is advisable to select debaters who have different backgrounds and characteristics. For instance, having a legal expert and a moral expert on both sides, will bring in a variety of arguments. Legal professionals will be more likely to emphasize the law and legal precedent, while moral experts, such as professors of moral education and religious leaders will more likely refer to universal values.

Voting takes place with large Red cards with 'NO' written on them and Green cards with 'YES' written on them

BEFOREHAND

STEP	ACTIVITY	TIMELINE
1	The organizers watch the Free2Choose film clips and select 2-3 related clips that they think are especially relevant for their community	Approx. 2-3 months before debate
2	The organizers secure the venue, the 4 debaters and the moderator for the debate. The debaters are ideally experts on the topic, but with a different opinion. The debaters in each team have different backgrounds. The debaters see the clips beforehand to make sure they have a different view. The debaters in each team also meet beforehand to make sure they generally agree with each other (though some differences of opinion can be useful)	Approx. 2-3 months before debate
3	The organizers set the guidelines for the debate. They also decide how to frame the debate around the 2-3 clips. This will depend on the actual topic.	Approx. 2 months before the debate
4	Publicity is sent out to community, media approached	Approx. 6 weeks before debate

DURING THE DEBATE

STEP	ACTIVITY	TIMELINE
1	The MC of the evening introduces the topic of the debate, the moderator and the 4 debaters.	5-10 minutes
2	The moderator explains the rules of the debate. The following sequence is repeated for the 2-3 films: the moderator shows the film clip to the participants and the audience. The moderator summarizes the film. The audience votes (using the YES/No form, see appendix 1, voting form 1). The moderator acknowledges the vote.	2 clips x 3 minutes
3	After the 2-3 film clips have been shown the moderator briefly summarizes the films and the audience votes, he/she invites the debaters to debate. A coin is flipped to decide who will start the debate.	3 minutes
4	Debater 1 (team A) makes his or her opening statement	5 minutes
5	Debater 1 (team B) makes his or her opening statement	5 minutes
6	Debater 2 (team A) makes his or her opening statement	5 minutes
7	Debater 2 (team B) makes his or her opening statement	5 minutes
8	Debater 1 (team A) poses a critical question to a Debater 1 on team B.	1 minute
9	Debater 1 on team B responds to the critical question	3 minutes
10	Debater 1 on team B poses a critical question to a Debater 1 on team A.	1 minute
11	Debater 1 on team A responds to the critical question	
12	Debater 2 (team B) poses a critical question to a Debater 2 on team A.	1 minute
13	Debater 2 on team A responds to the critical question	3 minutes
14	Debater 2 on team A poses a critical question to a Debater 2 on team B.	1 minute
15	Debater 2 on team B responds to the critical question	
16	The moderator sums up the main arguments and asks the audience to pose questions to the debaters. The audience is given index cards in advance for this purpose.	3 minutes
11	The 4 debaters are allowed to make 3-minute closing comments	12 minutes
12	The moderator summarizes the main arguments from the debaters and the audience.	3 minutes
13	The moderator asks the audience to vote once more on the 2-3 selected films, by simply repeating the question. The moderator recognizes any change	3 minutes
14	The MC closes the evening	1 minute

Materials Needed:

- Long table and chairs for debaters and moderator
- Microphones
- Actual films on DVD or Video
- Computer/DVD player with beamer
- Voting cards for audience

**Community – Courtroom approach
Limited Audience participation**

Suggested Debate Method 3

Length of time: 60-70 minutes
Audience: General Public

The image here is more of a courtroom with a judge. The debaters are expert witnesses (they are defending an opinion) and the interrogators are the attorneys cross-examining somebody they do not believe.

The debaters are well-known community members, such as attorneys, politicians, human rights workers, journalists, union leaders, etc.

There are two teams: one team that answers 'YES' to the selected questions in Free2Choose and one team that answers 'NO'. Each team will consist of the 'debater' who will testify in favour of the team's opinion and the 'interrogator', who will 'attack' the opinion of the other team (by interrogating that team's debater).

The interrogators need to be critical individuals who can put pressure on the debaters (critical journalists and attorneys are often trained to do this). The Interrogators act as devil's advocates. They try to find holes and weaknesses in the arguments of the debaters and expose them.

The moderator will serve as a judge, making sure that the interrogators remain professional, that the questions remain respectful and that the interrogations relate to the debater's opinions, and do not become personal attacks.

The cross-examinations occur in rapid succession. It is the Interrogators who make the final statements, not the debaters. This type of debate can be very dynamic and can have a lot of entertainment value (perhaps why so many law series use a format similar to this).

Voting takes place with large Red cards with 'NO' written on them and Green cards with 'YES' written on them

BEFOREHAND

STEP	ACTIVITY	TIMELINE
1	The organizers watch the Free2Choose film clips and select 2-3 related clips that they think are especially relevant for their community	Approx. 2-3 months before debate
2	The organizers secure the venue, the two teams composed of a debater and interrogator, as well as the moderator for the debate.	Approx. 2-3 months before debate
3	The organizers set the guidelines for the debate. They also decide how to frame the debate around the 2-3 clips. This will depend on the actual topic.	Approx. 2 months before the debate
4	The teams meet for the first time and discuss strategy to be used during the debate.	Approx. 6-8 weeks before the debate
5	Publicity is sent out to community, media approached	Approx. 6 weeks before debate

DURING THE DEBATE

STEP	ACTIVITY	TIMELINE
1	The MC of the evening introduces the topic of the debate, the moderator and the debaters.	5-10 minutes
2	The 'judge' explains the rules of the debate. The following sequence is repeated for the 2-3 films: the moderator shows the film clip to the participants and the audience. The moderator summarizes the film. The audience votes (using the YES/No form, see appendix 3, voting form 1). The moderator acknowledges the vote.	2 clips x 3 minutes
3	After the 2-3 film clips have been shown the moderator briefly summarizes the films and the audience votes; he/she invites the debaters to debate	3 minutes
4	Debater 1 (team A) makes his or her opening statement	5 minutes
5	Debater 2 (team B) makes his or her opening statement	5 minutes
	The following sequence occurs 3 times	
6	Interrogator 1 (team A) asks critical question of debater 2 (team B)	3 x 1 minute
7	Debater 2 (team B) responds	3x 3 minutes
8	Interrogator 2 (team B) asks critical question of debater 1 (team A)	3x 1 minute
9	Debater 1 (team A) responds	3x 3 minutes
10	The Interrogators make 3-minute closing statements to the audience	6 minutes
11	The 'judge' asks the audience to vote once more – declares the winner based on change in vote.	3 minutes
14	The MC closes the evening	1 minute

Materials Needed:

- Microphones
- Table and chair for debaters, moderator
- Actual films on DVD or Video
- Computer/DVD player with beamer
- Voting cards for audience

Free2choose in Europe - Educator Manual

Chapter 9 - Ingredients for a successful debate

There are many ways to organize a debate and it will depend on your aims how you define 'success'. Also, in some cases, there will be an outside audience (during a community debate), while in others the debate will be limited (in school classes).

WORD OF CAUTION: Some debates on television would not qualify as 'good debates' due to fact that there are many interruptions and the fact that many debaters are not respectful of each other. Though some television debates are serious and good models of how a debate can take place, others are organized for their entertainment value. Shouting, heckling and interrupting might be entertaining, but they rarely accomplish the aims of a debate: to clarify positions, generate as many relevant arguments as possible, and to provide a better understanding of the issues among the public.

Generally speaking, there are criteria that need to be met to have a successful and serious debate.

Criteria for a successful debate:

- clear instructions: The moderator and the debaters need to know what is expected of them, what the rules of the debate and how much time they have. Make sure the audience knows this as well;
- effective moderator: This is also somebody who can clarify and summarize the issue as the debate proceeds. The moderator should also address the audience. This will be less critical in a classroom debate. See below for more information;
- interesting films: Select the video clips that generate disagreement in opinion among the debaters, but also the audience. The issue at stake should also be interesting to the debaters and the audience;
- clear language: the debate moderator and the debaters themselves should use clear and understandable language;
- prevent interruptions: Debaters should understand that they should speak when it is their turn. They should not interrupt the other person. This is the sole role of the moderator;
- avoid person attacks: Debaters should stick to arguments related to the question posed to them. They should avoid personal attacks on each other's intelligence, morals, feelings, etc.;
- visibility: make sure that the audience can see the debaters and they can hear what they are saying;

More concretely, there are some rules of thumb regarding the specific types of debates.

School Debate

Classroom Debate

Since the main aims here are for different students to gain experience in debating and to have students understand the issues better, it is important that:

- all students get the opportunity to play different roles – those of debater and moderator;
- students remain respectful of each other's opinion;
- the teacher closely observes the classroom dynamics in case of polarization, marginalization, etc.;
- the teacher creates a safe space for the debate to take place to avoid conflict;
- debriefs thoroughly.

School Debate

If students will be debating in front of a larger audience of students and perhaps even teachers and parents, critical issues are:

- that the moderator should be a respected person (teacher or ideally school director). See below under 'Community Debate' for further requirements for the moderator;
- the audience needs to be understand the rules of the debate;

Community Debate

If you are organizing a community debate, you will want to think about the following issues:

Selecting the most appropriate moderator. This is ideally a person who:

- has experience moderating debates or leading discussions
- understands the issues and can guide the debate in a positive direction.
- has strong communication skills and can relate to the debaters and the audience
- has the courage to challenge the debaters to go deeper, be more specific, etc. , yet allows the debaters to do the debating
- is a good active listener, and intervenes when necessary
- cares about the issues
- is willing to prepare for the debate (check!)
- speaks clearly and concisely
- has a sense of humour and uses it when necessary

Good debaters:

- have strong communication skills
- speak clearly and concisely
- make eye contact with the other debater
- stay on the subject , do not launch personal attacks
- are willing to defend an opinion...do not back down or seek compromise too quickly
- do not try to engage into a popularity contest with the other debater or the moderator...they are arguing an issue, not running for office

Timing

- Check the community calendar to make sure that the debate takes place on a day and time that people will be interested in attending.
- Connecting the debate to a special date such as liberation day, Human Rights Day (Dec. 10), or Holocaust Memorial Day can attract a larger crowd and make the debate more relevant.

Free2choose in Europe - Educator Manual

Appendix 1 - Full text of the video clips Free2choose

Introduction film

VOICE OVER:

Every day many people visit the house where Anne Frank and her family hid from the Nazis during the Second World War. After the war, Anne Frank became one of the most well-known victims of the wartime persecution of the Jews.

The house was used for the business owned by Anne's father Otto, but behind this rotating bookcase there was a second house, the Secret Annex. While the business continued as usual, Anne Frank and her family, along with four others, spent two years in the Secret Annex hidden away from the outside world. Some of the personnel didn't know they were there, so the people in hiding had to keep very still. It was here, in the Secret Annex, that Anne Frank wrote her famous diary.

Anne wrote, 'We've been strongly reminded of the fact that we're Jews in chains, chained to one spot, without any rights, but with a thousand obligations.'

'I know what I want, I have a goal, I have opinions, a religion and love. If only I can be myself, I'll be satisfied.'

'The atmosphere is stifling, sluggish, leaden. Outside you don't hear a single bird, and a deathly, oppressive silence hangs over the house and clings to me as if it's going to drag me into the deepest regions of the underworld.'

What the group in hiding feared most finally happened: they were betrayed. The identity of the betrayer is still unknown. On August 4th, 1944, Anne, her family and the four people hiding with them were arrested. Anne ended up in the concentration camps at Auschwitz and Bergen-Belsen. It was there she died, a few weeks before the camps were liberated.

After the war, the diary of Anne Frank made many people start to think. The diary isn't just the story of the last years in the life of a Jewish girl who died in the Holocaust. It's also a story about longing for freedom. And it's a story about the rights to freedom and the violation of those rights.

Rome, 1950. Representatives of the member states of the Council of Europe enter into a treaty laying down the fundamental rights meant to protect citizens from governmental authorities. The great significance of freedom and the rights to freedom was an important lesson from the Second World War.

Another treaty was drawn up by the United Nations in 1965, when anti-Semitism reared its head again even though the Second World War was over. This treaty bans all forms of racial discrimination. It establishes the right for every individual not to be discriminated against.

All residents of Europe have a number of fundamental freedoms, such as the freedom of speech... freedom of religion ... and freedom to demonstrate. But no matter how important they are, no right to freedom is unrestricted or unlimited. Sometimes one person's freedom conflicts with the protection of democracy. For example, are independent government officials allowed to wear religious symbols on their clothing? One presiding judge has this to say:

JUDGE: One of the most important things that apply to a court of law is that the judge be independent. Not only independent in and of himself, but he should also radiate that independence towards the public.

VOICE OVER: But a Muslim woman who had studied law and applied for a job as a court clerk wanted to wear a headscarf on the job.

MUSLIM WOMAN:

I think it's a shame that I can't practise my profession just because I wear a headscarf.

LAWYER 1:

No manifestation of religious practice belongs in the operation of the courts.

LAWYER 2:

A great many Christian norms have been incorporated into our legal system.

VOICE OVER

But it also sometimes happens that fundamental rights to freedom, such as 'no one may be subjected to arbitrary arrest or imprisonment', conflict with vital state interests.

GEORGE BUSH:

Guantanamo is a necessary part of protecting the American people.

ANGELA MERKEL:

We actually did talk about the fact that our views are not always the same. I made this clear by giving the example of Guantanamo.

VOICE OVER:

Guantanamo Bay is an American naval base on the island of Cuba. The Americans have imprisoned about 450 Al Qaida and Taliban fighters there from Iraq and Afghanistan without any form of due process, even though every suspect in America is guaranteed the right to a fair and independent trial under the Constitution - even terrorists or people suspected of being terrorists. According to persistent rumours, torture is taking place during prisoner interrogation.

DONALD RUMSFELD:

The treatment has been certainly appropriate. These people are given excellent medical care. They are receiving culturally appropriate meals three times a day, they are being allowed to practice their religion -which is not something that they encouraged on the part of others, they are clothed cleanly and they are dry and safe.

VOICE OVER:

The films from Free2choose contain examples of rights to freedom that are yours as well. These are important rights. But these rights are not unlimited. Sometimes choices have to be made. What right has priority here? You can make these choices now. You *must* make these choices now.

VOICE OVER:

Get involved in the most important questions of our day. Discuss. Take a stand. Use your rights. You can choose. You're free to choose... Free2choose.

Freedom of Demonstration

Neo-Nazis in Berlin

VOICE OVER:

The National Democratic Party of Germany, or *NPD*, is an extreme right-wing political movement whose followers openly express National-Socialist views.

DEMONSTRATORS:

Fame and honour for the German Wehrmacht!

VOICE OVER:

These ideas originated in Nazi Germany in the years leading up to the Second World War. Supporters of the party demonstrate on a regular basis, and if at all possible, they march right past the large renewed synagogue on the Oranienburger Strasse in Berlin.

RABBI:

Our constitution allows them to demonstrate in front of the synagogue on the Sabbath.

It's a disgrace that this is even possible.

Anti-Israel demonstration in Amsterdam

VOICE OVER:

When the uprisings of the Second *Intifada* were at their height, there was also a protest in Amsterdam against the Israeli military presence in Gaza and the West Bank. Similar to many demonstrations, the views expressed there were hardly subtle. Israeli politicians were equated with Nazis; Prime Minister Sharon likened to Hitler.

DEMONSTRATORS:

Hamas, Hamas, give the Jews some gas!

VOICE OVER:

Many people think this is anti-Semitism. The slogans chanted by the crowd were not only directed against Israel, but against Jews as a whole. This is also considered anti-Semitism.

Freedom of the Press

Mein Kampf in Turkey

VOICE OVER:

In Turkey, a reprint of Adolf Hitler's book *Mein Kampf* – called *Kavgam* in Turkish – has become an unexpected bestseller.

BOOK SELLER:

People have always bought this book.

But sales have increased enormously in the past month. Other books about Hitler, such as 'Hitler's Last Secretary'... ..and 'The Ashes of Auschwitz', are also big sellers.

VOICE OVER:

In this book, Hitler laid the groundwork for his National-Socialist ideology. In order to keep Hitler's ideas from being spread, in many European countries, it is against the law to reprint *Mein Kampf*. Yet, a lot of historians disagree with this ban - perhaps reading *Mein Kampf* would contribute to a better understanding of what happened in Germany in those years...and keep history from repeating itself.

Basq Newspaper

VOICE OVER:

It is not for nothing that officers of the *Guardia Civil*, a special Spanish Police corps, wear ski masks [to conceal their identities] when they expect a confrontation with the ETA. The ETA is a part of the movement striving for the independence of the Basque Country. To achieve this aim, the ETA has carried out many terrorist attacks in the past. Also the police and members of their families have been repeatedly targeted. Here the ETA-affiliated newspaper *Egunkaria* is being shut down and the editor is being arrested. Due to its ties to the terrorist organisation, a judge has imposed a publication ban on the newspaper. Banning the only newspaper in the Basque language is seen by some Basque nationalists as an assault on freedom of the press.

NEWSPAPER REPRESENTATIVE:

The Basques are entitled to a newspaper such as *Egunkaria*. We of *Egunkaria* promise our readers that we will continue publishing a comparable newspaper.

Freedom of Speech

Jamaican Reggae-artists

VOICE OVER:

Jamaican reggae and dancehall artists such as Elephant Man and Beenie Man are international stars. But their song lyrics are often hostile towards homosexuals. Beenie Man sang that he dreamed of a new Jamaica where all homosexuals would be executed, while Elephant Man paid tribute to the pistol he'd like to use to kill homosexuals. The nomination of Elephant Man at the prestigious British MOBO awards angered the British Gay Right's movement.

DEMONSTRATOR:

These two singers have both put up records advocating killing lesbians and gays. That's a criminal offence.

VOICE OVER:

A concert by Beenie Man was cancelled following protests. But a number of dance-hall fans think this is a matter of freedom of speech.

DANCE FAN:

How can you try and stop someone from saying what they feel like, you can't do that.

Burning of the Flag in the United States

VOICE OVER:

This is what certain politicians in the United States would like to prohibit by law: burning the American flag as a symbol of protest. But the Supreme Court has determined that such a ban violates the right to freedom of speech, which is guaranteed under the US Constitution. So some politicians simply believe the constitution needs to be changed.

Freedom of Religion

Police officer with turban

INTERVIEWER:

Obviously you are wearing a turban. How important is that for you?

POLICE OFFICER:

It's very important, it's part of my religion, it's part of my faith. It's something I always wear.

INTERVIEWER:

If you have not been able to wear it, would you have been a police officer?

POLICE OFFICER:

No, no, no I hopefully will be a police officer for 30 years, but I will be a Sikh for life.

VOICE OVER:

In Great Britain, the police are permitted to wear clothing that expresses their personal religious beliefs. Many other countries - such as the Netherlands - choose to safeguard the independent

status of figures of authority by imposing a ban on religious clothing and symbols. But in London this is seen as a policy that actually keeps people from integrating into society.

POLICE OFFICER:

What they in fact to be saying is, that the vast section of the community which they don't want to participate in all civil aspects of life. They are going to exclude sections of the community. But do we want that?

Homosexuals in Poland

VOICE OVER:

Like in many European countries, life in Poland can sometimes be quite difficult for homosexuals and lesbians. A Member of Parliament's response to this:

MEMBER OF PARLIAMENT:

Poland is a country that is just beginning to understand what human rights are.

VOICE OVER:

Both in Warsaw and Krakow, a huge police presence was needed to protect demonstrating homosexuals from right wing extremist youth. But not only these youngsters, also the Polish Catholic Church frequently expresses its negative views about homosexuality.

PRIEST 1:

Society and people with a homosexual orientation.....set a bad example. We cannot allow that.

PRIEST 2:

The church teaches that you may not accept that which is contrary to nature. We read in the Bible that this kind of lifestyle has been inadmissible since the very beginning. According to the Old Testament, that offence was sometimes punishable by death.

PRIEST 3:

Men kissing one another is something I cannot bear.

DEMONSTRATOR:

We shall love! Come love with us!

Right to Privacy

Electronic moats in NL

VOICE OVER:

Three Police Superintendents in the Netherlands have written a report in which they outline their ideas about how to better combat crime in the future. The report presents a plan to surround large cities with so-called electronic moats, which would use camera surveillance to identify car number plates and the faces of everybody entering city limits. Once somebody's identity is established, the police can also check if that person has spent an exorbitant amount of money, has outstanding parking fines or has called anyone suspected of terrorist activities.

POLICE OFFICER:

The idea that keeping people under surveillance is an invasion of privacy.....has been losing ground.

MINISTER OF GOVERNMENT REFORM:

This shouldn't be used to check parking tickets. We should think very hard about how these measures might compromise our privacy.

US Library versus Patriot Act

GEORGE BUSH:

Either you're with us or you're with the terrorists.

VOICE OVER:

In the fight against terrorism, the American government now has far-reaching powers - thanks to a law known as the Patriot Act. For example, the FBI can search somebody's home without the occupants ever finding out about this. The administrative records of libraries and bookstores can be checked by the police in order to find out what kinds of books people are buying or borrowing.

CUSTOMER:

I don't really think it's the governments business what I read or anybody.

VOICE OVER:

Many see this as an invasion of privacy and some bookshops have just stopped keeping sales records.

BOOK SELLER:

It was actually very simple. We felt that if we had no records, no one could take them.

Free2choose in Europe - Educator Manual

Appendix 2 - Important Links for those interested in debates

International Debate Education Association (IDEA)

<http://www.idebate.org/about/history.php>

IDEA is an independent membership organization of national debate clubs, associations, programs, and individuals who share a common purpose: to promote mutual understanding and democracy globally by supporting discussion and active citizenship locally. It was created by the Open Society Institute, set up by philanthropist George Soros. Since its inception in 1999, IDEA has grown from a collection of debate clubs into the pre-eminent global debate organization, touching the lives of over 70,000 secondary school students, 15,000 university students and 13,000 teachers in 27 countries. IDEA maintains a database of topics that can be used for debates and also lists the main arguments pro and con. See:

http://www.idebate.org/debatebase/topic_index.php

IMPORTANT TOPICS RELATED TO FREE TO CHOOSE:

http://www.idebate.org/debatebase/topic_details.php?topicID=17

Censorship of the arts

http://www.idebate.org/debatebase/topic_details.php?topicID=228

Banning confederate flag

http://www.idebate.org/debatebase/topic_details.php?topicID=186

Creationism versus Evolution

http://www.idebate.org/debatebase/topic_details.php?topicID=163

Banning extremist political parties

http://www.idebate.org/debatebase/topic_details.php?topicID=175

Flag burning

http://www.idebate.org/debatebase/topic_details.php?topicID=100

Restricting Freedom of Speech

http://www.idebate.org/debatebase/topic_details.php?topicID=21

Ban hate speech on campuses

http://www.idebate.org/debatebase/topic_details.php?topicID=83

Internet censorship

http://www.idebate.org/debatebase/topic_details.php?topicID=290

hijab issue

http://www.idebate.org/debatebase/topic_details.php?topicID=307

School prayer

http://www.idebate.org/debatebase/topic_details.php?topicID=332

Ten commandments

Free2choose in Europe - Educator Manual

Appendix 3 - Scoring forms

Below you will find two different kinds of scoring forms that ask for viewer's opinions on the issues touched upon in the Free2choose film clips

Scoring Form Version 1 Yes or No responses to question

**PLEASE INDICATE WHAT YOUR OPINION IS
REGARDING THE FOLLOWING QUESTIONS:**

Freedom of speech

Film no. 1 Theme: Jamaican dance hall artists insult gays.

Question: Should this kind of anti-gay ranting by performers be allowed?

- ☐ Yes, it should be allowed
- ☐ No it should not be allowed

Film no. 2 Theme: Enactment of a law to prohibit burning the flag of the United States.

Question: Should you be allowed to burn your national flag?

- ☐ Yes, it should be allowed
- ☐ No it should not be allowed

Freedom of religion

Film no. 3 Theme: Sikhs in turban working for the London police force.

Question: Should a police officer be allowed to wear a turban while on duty?

- ☐ Yes, a police officer should be allowed to wear a turban
- ☐ No, a police officer should not be allowed to wear a turban

Film no. 4 Theme: Homophobic statements by Catholic leaders in Poland.

Question: Should Church leaders be allowed to reject homosexuality in this way?

- ☐ Yes, church leaders should be allowed to reject homosexuality in this way
- ☐ No, church leaders should not be allowed to reject homosexuality in this way

Freedom of the press

Film no. 5 Theme: An ETA-affiliated newspaper banned in Spain.

Question: Should a government have the right to ban a newspaper?

- ☐ Yes, the government should have the right to ban such newspapers
- ☐ No, the government should not have the right to ban such newspapers

Film no. 6 Theme: Hitler's *Mein Kampf* a bestseller in Turkey.

Question: Should the government be able to ban the sale of *Mein Kampf*?

- ☐ Yes, the government should be able to ban the sale of Hitler's *Mein Kampf*
- ☐ No, the government should not be able to ban the sale of Hitler's *Mein Kampf*

Right to demonstrate

Film no. 7 Theme: Anti-Semitic statements at pro-Palestinian demonstration in Amsterdam.

Question: Should expressing offensive opinions like these be punishable by law?

- ☐ Yes, such statements should be punishable
- ☐ No, such statements should not be punishable

Film no. 8 Theme: Neo-Nazis demonstrate in Berlin.

Question: Should neo-Nazis be allowed to demonstrate in front of synagogues?

- ☐ Yes, they should be allowed to demonstrate in front of synagogues
- ☐ No, they should not be allowed to demonstrate in front of synagogues

Right to privacy

Film no. 9 Theme: Police in the Netherlands want to surround big cities with an 'electronic moat'.

Question: Should authorities in your country be allowed to secure a city by means of an 'electronic moat'?

- ☐ Yes, authorities should be allowed to create such an electronic moat in my country
- ☐ No, authorities should not be allowed to create such an electronic moat in my country

Film no. 10 Theme: Libraries and bookshops in USA refuse to cooperate with enforcement of the Patriot Act.

Question: Should our government have the legal right to know what people read.

- ☐ Yes, our government should have the legal right to know what people read
- ☐ No, our government should not have the legal right to know what people read

Scoring Form Version 2
Yes or No responses to question (with possibility to indicate no preference)

**PLEASE INDICATE WHAT YOUR OPINION IS
REGARDING THE FOLLOWING QUESTIONS:**

Freedom of speech

Film no. 1 Theme: Jamaican dance hall artists insult gays.

Question: Should this kind of anti-gay ranting by performers be allowed?

- ☐ Yes, it should be made allowed
- ☐ No it should not be allowed
- ☐ No preference or don't know

Film no. 2 Theme: Enactment of a law to prohibit burning the flag of the United States.

Question: Should you be allowed to burn your national flag?

- ☐ Yes, it should be allowed
- ☐ No, it should not be allowed
- ☐ No preference or don't know

Freedom of religion

Film no. 3 Theme: Sikhs in turban working for the London police force.

Question: Should a police officer be allowed to wear a turban while on duty?

- ☐ Yes, a police officer should be allowed to wear a turban
- ☐ No, a police officer should not be allowed to wear a turban
- ☐ No preference or don't know

Film no. 4 Theme: Homophobic statements by Catholic leaders in Poland.

Question: Should Church leaders be allowed to reject homosexuality in this way?

- ☐ Yes, church leaders should be allowed to reject homosexuality in this way
- ☐ No, church leaders should not be allowed to reject homosexuality in this way
- ☐ No preference or don't know

Freedom of the press

Film no. 5 Theme: An ETA-affiliated newspaper banned in Spain.

Question: Should a government have the right to ban a newspaper?

- ☐ Yes, the government should have the right to ban such newspapers
- ☐ No, the government should not have the right to ban such newspapers
- ☐ No preference or don't know

Film no. 6 Theme: Hitler's *Mein Kampf* a bestseller in Turkey.

Question: Should the government be able to ban the sale of *Mein Kampf*?

- ☐ Yes, the government should be able to ban the sale of Hitler's *Mein Kampf*
- ☐ No, the government should not be able to ban the sale of Hitler's *Mein Kampf*
- ☐ No preference or don't know

Right to demonstrate

Film no. 7 Theme: Anti-Semitic statements at pro-Palestinian demonstration in Amsterdam.

Question: Should expressing offensive opinions like these be punishable by law?

- ☐ Yes, such statements should be punishable
- ☐ No, such statements should not be punishable
- ☐ No preference or don't know

Film no. 8 Theme: Neo-Nazis demonstrate in Berlin.

Question: Should neo-Nazis be allowed to demonstrate in front of synagogues?

- ☐ Yes, they should be allowed to demonstrate in front of synagogues
- ☐ No, they should not be allowed to demonstrate in front of synagogues
- ☐ No preference or don't know

Right to privacy

Film no. 9 Theme: Police in the Netherlands want to surround big cities with an 'electronic moat'.

Question: Should authorities in your country be allowed to secure a city by means of an 'electronic moat'?

- ☐ Yes, authorities should be allowed to create such an electronic moat in my country
- ☐ No, authorities should not be allowed to create such an electronic moat in my country
- ☐ No preference or don't know

Film no. 10 Theme: Libraries and bookshops in USA refuse to cooperate with enforcement of the Patriot Act.

Question: Should our government have the legal right to know what people read.

- ☐ Yes, our government should have the legal right to know what people read
- ☐ No, our government should not have the legal right to know what people read
- ☐ No preference or don't know

Scoring Form Version 3
Indication of level of support for statement

**PLEASE INDICATE TO HOW YOU FEEL
ABOUT THE FOLLOWING QUESTIONS:**

Freedom of speech

Film no. 1 Theme: Jamaican dance hall artists insult gays.

Question: Should this kind of anti-gay ranting by performers be allowed?

I STRONGLY FEEL
IT SHOULD BE ALLOWED

I STRONGLY FEEL
IT SHOULD **NOT** BE ALLOWED

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Film no. 2 Theme: Enactment of a law to prohibit burning the flag of the United States.

Question: Should you be allowed to burn your national flag?

I STRONGLY FEEL
IT SHOULD BE ALLOWED

I STRONGLY FEEL
IT SHOULD **NOT** BE ALLOWED

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Freedom of religion

Film no. 3 Theme: Sikhs in turban working for the London police force.

Question: Should a police officer be allowed to wear a turban while on duty?

I STRONGLY FEEL
HE SHOULD BE ALLOWED
TO WEAR A TURBAN

I STRONGLY FEEL HE
SHOULD **NOT** BE ALLOWED
TO WEAR A TURBAN

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Film no. 4 Theme: Homophobic statements by Catholic leaders in Poland.

Question: Should Church Leaders be allowed to reject homosexuality in this way?

I STRONGLY FEEL
THEY SHOULD BE ALLOWED
TO MAKE SUCH STATEMENTS

I STRONGLY FEEL THEY
SHOULD **NOT** BE ALLOWED
TO MAKE SUCH STATEMENTS

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Freedom of the press

Film no. 5 Theme: An ETA-affiliated newspaper banned in Spain.

Question: Should a government have the right to ban a newspaper?

I STRONGLY FEEL
THE GOVERNMENT SHOULD BE ALLOWED
TO BAN SUCH NEWSPAPERS

I STRONGLY FEEL THE GOVERNMENT
SHOULD **NOT** BE ALLOWED
TO BAN SUCH NEWSPAPERS

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Film no. 6 Theme: Hitler's *Mein Kampf* a bestseller in Turkey.

Question: Should the government be able to ban the sale of *Mein Kampf*?

I STRONGLY FEEL THAT THE GOVERNMENT
SHOULD BE ABLE TO BAN *MEIN KAMPF*

I STRONGLY FEEL THAT THE GOVERNMENT
SHOULD **NOT** BE ABLE TO BAN *MEIN KAMPF*

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Right to demonstrate

Film no. 7 Theme: Anti-Semitic statements at pro-Palestinian demonstration in Amsterdam.

Question: Should expressing offensive opinions like this in public demonstrations be punishable by law?

I STRONGLY FEEL THAT OPINIONS LIKE
THIS SHOULD BE PUNISHABLE

I STRONGLY FEEL THAT OPINIONS LIKE
THIS SHOULD NOT BE PUNISHABLE

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Film no. 8 Theme: Neo-Nazis demonstrate in Berlin.

Question: Should neo-Nazis be allowed to demonstrate in front of synagogues?

I STRONGLY FEEL
THEY SHOULD BE ALLOWED
TO DEMONSTRATE THERE

I STRONGLY FEEL
THEY SHOULD **NOT** BE
ALLOWED TO DEMONSTRATE
THERE

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Right to privacy

Film no. 9 Theme: Police in the Netherlands want to surround big cities with an 'electronic moat'.

Question: Should authorities in your country be allowed to secure a city by means of an 'electronic moat'?

I STRONGLY FEEL
AUTHORITIES SHOULD BE
ALLOWED TO DO THIS

I STRONGLY FEEL
AUTHORITIES SHOULD **NOT**
BE ALLOWED TO DO THIS

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion

Film no. 10 Theme: Libraries and bookshops in USA refuse to cooperate with enforcement of the Patriot Act.

Question: Our government should have the legal right to know what people read.

I STRONGLY FEEL
OUR GOVERNMENT SHOULD
HAVE THIS RIGHT

I STRONGLY FEEL
OUR GOVERNMENT SHOULD
NOT HAVE THIS RIGHT

10 9 8 7 6 5 4 3 2 1 0

Circle the number that comes closest to your opinion