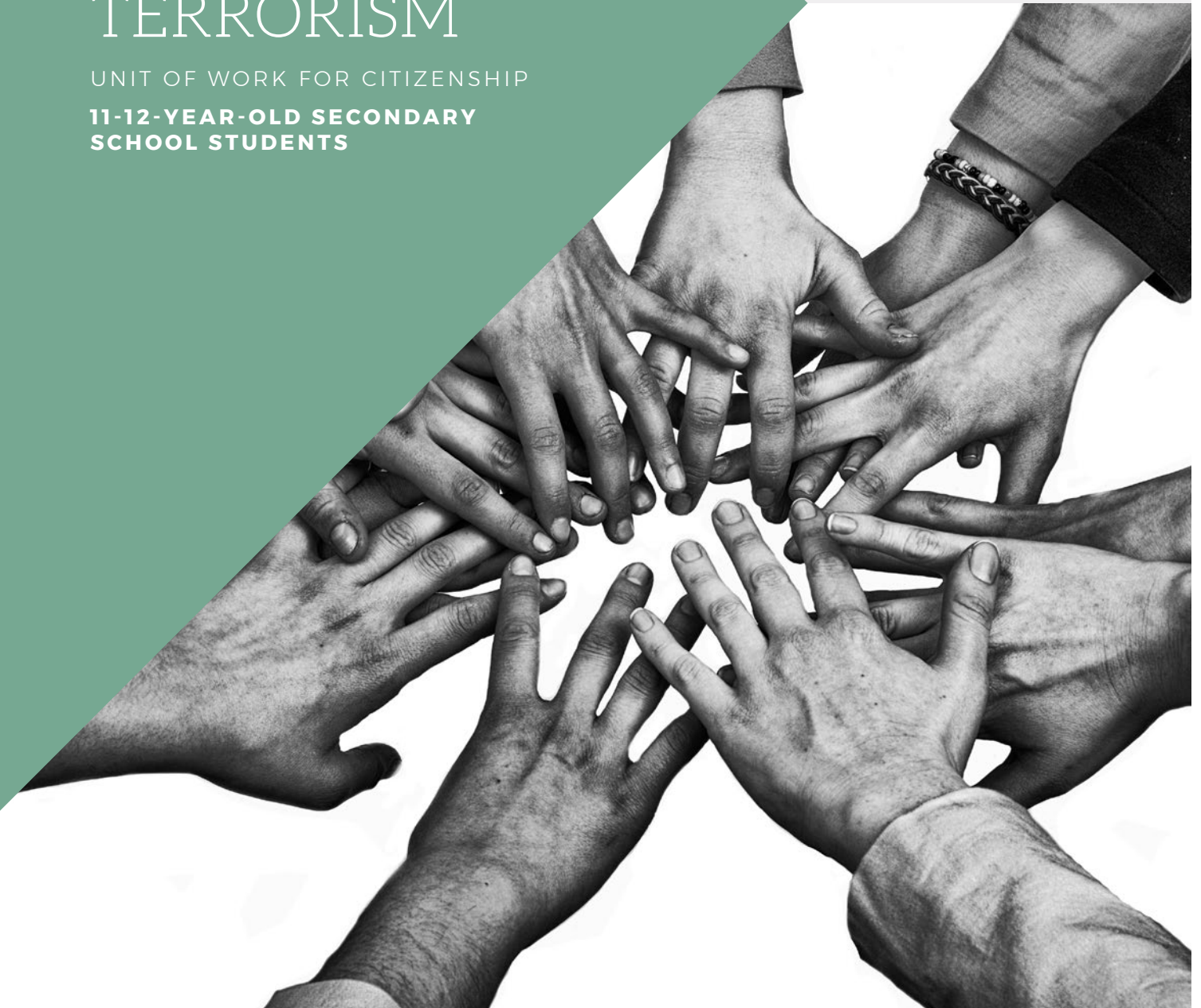




# AN INVISIBLE SKIN AGAINST TERRORISM

UNIT OF WORK FOR CITIZENSHIP

**11-12-YEAR-OLD SECONDARY  
SCHOOL STUDENTS**



**EDUCATIONAL PROJECT "MEMORY  
AND PREVENTION OF TERRORISM".  
UNIT OF WORK NO. 3**

---

**EDITORS**

Spanish General Directorate for the  
Support of victims of Terrorism. Spanish  
Ministry for Home Affairs

General Directorate of Evaluation and  
Territorial Cooperation. Ministry of  
Education and Vocational Training

Spanish National Victims of Terrorism  
Memorial Centre

Spanish Victims of Terrorism Foundation

**TEXT AUTHOR**

Ricardo Arana Mariscal

**TRANSLATION**

INTEF

**DESIGN**

Dr. Drumen

**PHOTOGRAPHS**

Municipal Archive of Bilbao -  
Bilboko Udal Artxiboa

General Council of Spanish Lawyers

EFE

La Sexta

Pixabay

NIPO Ministerio del Interior:  
126-22-015-1

NIPO Ministerio de Educación:  
847-22-053-2

**EVERYONE**

**HAS**

**THE**

**RIGHT**

**TO**

**LIFE,**

**FREEDOM**

**AND**

**SAFETY**

# INDEX

This theme will deal with an essential part of humanity: human dignity. The elements that form human dignity can be seen below, as well as the dangers that threaten that dignity, especially terrorism. There will be discussion on those who have suffered terrorist attacks and the impact of this on their human dignity.

This Unit of Work on human rights, terrorism and its victims can be one or two sessions with 11-12 year-old secondary school students within the subject of citizenship. Applicable curricular guidelines have been taken into account. The aim of this unit of work is to:

1. Analyze the concept of human dignity, human rights and their importance.
2. Deduce its relevance through direct and close testimonies.
3. Evaluate the damage caused by terrorism.
4. Promote the rejection of unjust violence.
5. Promote empathy and solidarity towards victims of terrorism.
6. Share knowledge of such events in activities of self-reflection.
7. Combine cognitive processes with procedural and attitudinal knowledge.
8. Seek a reflective, participatory and dialogic dynamic.
9. Promote active learning with the use of current technologies.
10. Use simple and inclusive language.

**04****Session 01****08****Session 02**

# SESSION

01





In 1948 an exceptional event occurred. On 10th December, representatives from more than 50 countries certified in the United Nations General Assembly a great discovery: human beings are endowed with an 'Invisible skin', a layer that covers absolutely everyone.

To know what the United Nations are and how they originated, please find additional information at: <https://www.un.org/en/about-us>

The representatives of those countries were not satisfied with the simple announcement of something that took a long time to come to fruition, but rather they went further and detailed at least 30 "elements", 30 "cells" that made up that "invisible skin" that protects all people from all over the world. These elements are known as "human rights." All of them together make up that protection that is often called "human dignity".

Human Rights can be consulted in the Universal Declaration of Human Rights: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>



Fig. 1. Cover of the Universal Declaration of Human Rights.

You may well know what terrorism is. You may have possibly found a definition in the dictionary, or you might have read about it. Terrorism can be defined as a form of illegitimate violence committed on people to produce fear. There is often a political intent, that is to say, to affect the organization of human beings in society. To do this, terrorism attacks a person or a group of people through violent acts carried out by individuals who have been radicalized, that is, people who have become fanatics of a particular political cause and see violence as an instrument to obtain their objectives. People who engage in terrorism strongly believe that their particular ideas are above everything else in society.

In addition to the fear that terrorism aims to spread, terrorism also uses hatred to pierce the "invisible skin" of human dignity. It is not only about the hate taught to terrorists so that they can commit their attacks, but also

the hate that is intended to be generated within a population with terrorist actions.

Along with fear and hatred, terrorism also needs indifference. Terrorism intends that, either out of fear, hatred, or indifference, people forget that everyone has the right to the same protection, that everyone has the same "skin".

The "invisible skin" of human dignity has a very special quality: it connects all of humanity. All people of all cultures share the same "skin." So, if you refrain from doing anything when someone else is being attacked, your dignity is also weakened. And so, if you protect and help a victim of violence or terrorism, your shared skin is strengthened.

ETA, the terrorist organization that has caused the most deaths in Spain, announced its dissolution in 2018. But the risk of terrorist attacks persists, especially due to jihadist terrorism, "a form of global terrorism that mixes religion and politics."

*Fig. 2. The philosopher Adela Cortina at the ceremony of the XX edition of the Human Rights Awards. Annual Conference of the Legal Profession 13/12/2018. Source: General Council of Spanish Lawyers.*





Fig. 3. Young people consoling a victim of a jihadist attack (Barcelona, 17/08/2017). Source: Armengou Miret, EFE.

## HOW CAN YOU PROTECT OR HELP A VICTIM OF A TERRORIST ACT?

This image from August 2017 leads us to reflect upon what it represents. Three people appear in this image, moments after a jihadist attack in a Spanish city. Do you know where and when it happened? What do you think happened?

What could have happened to the person hiding his face? And the person who is standing? There is also a third person. What do you think he is doing? What does the image suggest to you?

Take a good look at the kiosk that appears in the image. There is one word that stands out in the advertising. Which one? Does the word have something to do with your reflection?

Ancient Greek philosophers such as Socrates or Plato refused to do something unjust voluntarily, but they also pointed out that it is better to suffer injustice than to commit it. Can we apply this idea in the case of terrorist attacks?

SESSION

02







Fig. 4. Burial in San Vicente de Alcántara (Badajoz) of José María Piris, a 13-year-old boy killed in Azkoitia when an ETA bomb for a civil guard exploded (29/03/1980). Source: Europa Press, AMB-BUA.

**D**emocracy is a system that not only protects the good behavior of people but demands it, as the Spanish philosopher María Zambrano recalled. For that reason, the dignity of each person is present in the laws that serve to regulate our democratic coexistence. That "invisible skin" of humanity is included in article 10.1 of the Spanish Constitution that sets forth the rights and fundamental duties of the people and considers human dignity foundation of political and social order.

You can search for that article on the Constitutional text in a very easy way: by typing the term "Spanish Constitution" into your preferred Internet search engine. You should choose the link to the BOE (Spanish Official State Gazette).

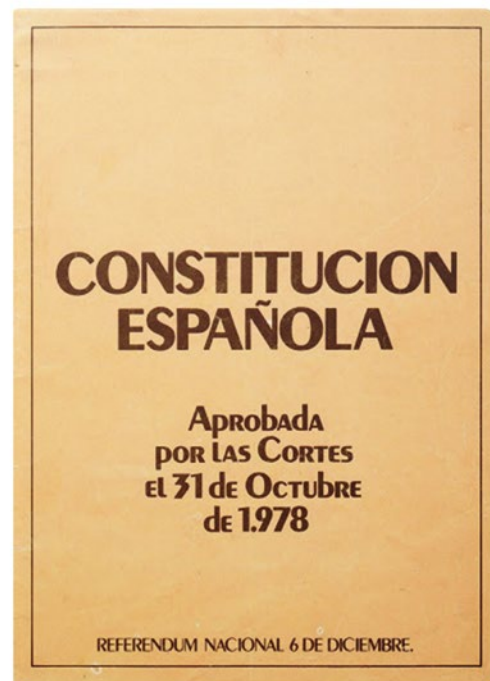


Fig. 5. Cover of the Spanish Constitution

People are free when they can make decisions freely. It is a fundamental part of human dignity. For that reason, when others try to scare people into making decisions that they do not want to make, these people are assaulting the dignity of those people. Although it seems obvious, such risks are often hard to understand, and they can damage this "invisible skin" that people who have suffered traumas such as terrorism have.

Terrorist attacks affect people's lives in a direct and terrible way, even if they themselves are not victims of death or serious injury. Moreover, our understanding of the damage terrorism causes does not need to be limited to the number of direct victims of that terrorism.



You can see a specific case in this TV report. It can be found by typing the name of one of its protagonists, Irene Villa, and the title of the TV programme: "¿Dónde estabas entonces? (Where were you then?) in quotation marks in an Internet search engine. Several victims of a very serious terrorist attack appear in it.

*Fig. 6. A group of firefighters inspect the rubble of the car park at terminal T4 of Madrid's Barajas airport, destroyed by an ETA bomb, in their search for two missing people (02/01/2007). Source: Alberto Martín, EFE*



## THE FOLLOWING QUESTIONS FACILITATE REFLECTION ON THIS REPORT:

Of all the people who appear in the report, namely Irene, M<sup>a</sup> Jesús, and Virginia, who should be considered as being a victim of terrorism and why?

What consequences did the terrorist attack leave them with? Differentiate the losses experienced by each of the interviewed people.


Look at this sentence from M<sup>a</sup> Jesús: "The most affected of all has been Virginia". Why does she say that?

Look at this other sentence M<sup>a</sup> Jesús says: "A bomb is for important people." Do you think it reflects the truth?

When asked about her situation, Irene Villa often says: "The greatest disability is not wearing a prosthesis but carrying hatred and resentment." Do you share this idea?

Both Irene and M<sup>a</sup> Jesús deal with the jokes about them with good humor. Virginia does not see it the same way: "To me, if she tells me that joke, it's very funny, but if someone else says it...". What do you think? Would you make jokes about victims of terrorist attacks?

**YOU HAVE STUDIED HOW THE "INVISIBLE SKIN" THAT HUMAN BEINGS HAVE WORKS, HOW IMPORTANT IT IS TO THEIR LIVES, AND INDEED SOME OF THE ATTACKS THAT VICTIMS CAN SUFFER. NOTE, AS A CONCLUSION, WHAT YOU THINK YOU COULD DO TO CARE FOR THIS INVISIBLE SKIN AND PROTECT IT (REMEMBER THAT THIS SKIN IS SHARED BY ALL PEOPLE) AND WHAT SHOULD YOU NOT DO OR AT LEAST WHAT SHOULD YOU AVOID TO MAKE SURE TO LOOK AFTER THIS INVISIBLE SKIN.**



WHAT CAN I DO TO  
PROTECT DIGNITY?



WHAT SHOULD I AVOID  
TO PROTECT DIGNITY?

UNIT OF WORK  
FOR CITIZENSHIP

**11-12-YEAR-OLD SECONDARY  
SCHOOL STUDENTS**

