

Topic: Human rights and responsibilities

Lesson: Introduction to the Universal Declaration of Human Rights (UDHR)	KS or Year Group: KS3
Resources: <ol style="list-style-type: none">1. Resource 1 – UDHR information sheet2. Resource 2 – Examples of rights not upheld	Outcomes: <ul style="list-style-type: none">• Students learn what the UDHR is.• Students are aware of inequalities in human rights across the world as the UDHR is not always upheld.• Students appreciate that individuals and organisations can act to rectify these inequalities.

National Curriculum

Key Concepts: 1.1d, 1.2a, 1.2b

Key Processes: 2.2a

Range and Content: 3a

Lesson

Students will consider their prior knowledge of human rights, then they will look at the actual UDHR. They will then consider which rights they think are most relevant to their own lives. Discussion about why these rights are not always given to everybody will follow. Students will be asked to look at action they could take to raise awareness of rights that are not being upheld.

Starter

- Ask students if they know any human rights and note responses on the board. This subject could be introduced via the school rules – what rights do they give to the students? For example, bullying is strictly prohibited in order to protect the students' right to feel safe and not be injured or threatened at school.

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- Some discussion should follow: why and how do they know about these rights and how do these rights affect their everyday lives?

Main activity

Give out **Resource 1 – UDHR information sheet**. Allow time for students to read it or read through it as a class.

Activity 1:

- Ask students to select ten rights from the list that they think are the most important.
- Do a quick Q&A to assess whether there are any major differences in choices.
- Ask students to pick just one or two that are the most important and ask them to justify their choice in writing. Ask a sample of students to read their choices and reasoning to the class.

Activity 2:

- Ask students which rights are most likely to be broken or not upheld. Can they think of any real-life examples where rights are not upheld?
- Give out the examples from **Resource 2 – Examples of rights not upheld**. Students should select one issue and write a blog entry or a letter to a newspaper that raises awareness of the issue and calls for people to take action.

Plenary

Recap on the definition of a 'right' and the list of universal human rights recorded in the UDHR. Ask the students to discuss how effective is the UDHR, given that not everyone has these rights. They should consider that the UNHR serves as a universal benchmark that makes it much clearer to tell when rights are being violated.

Aim high

Using the example of Darfur in Resource 2, students must decide which right(s) are being violated before approaching the task of writing letters or blogs to raise awareness and prompt action.

Assessment

For homework, students should find and annotate an example of a right that has been protected, reclaimed or upheld due to the intervention of an individual or an organisation. They should annotate the example by highlighting the right itself, who was protecting it, why would they protect it, why did it need protecting (who was denying the right), where and when did this take place and any other relevant information. They end by saying how effective they think the action taken was. This is in accordance with level 7/8, as students explore the implications of courses of action (the impact and limitations of them) and understand how citizens can bring about change.

Check the web

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

the full UDHR

http://news.bbc.co.uk/cbbcnews/hi/newsid_4500000/newsid_4506700/4506782.stm

has a great teachers background section for UDHR

http://www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/all_rights.shtml

lists the UDHR simply and has links to case studies for most of them

Summary of key learning

- Students know what the Universal Declaration of Human Rights is and consider how it relates to them.
- Students appreciate that just because a right is on the UDHR doesn't mean it is universally upheld.

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Resource 1 – UDHR information sheet

When we talk about human rights we usually mean the basic rights that any individual should have. For example, we would not necessarily say that everyone in the world should have the right to own a car but many people would say that everyone should have a right to a fair trial if they are arrested.

The list that follows was created in the wake of World War Two. It was adopted by the UN General Assembly in 1948.



1. All human beings are free and equal in dignity and rights.
2. All people are entitled to rights without distinction based on race, colour, sex, language, religion, opinion, origin, property, birth or residency.
3. Right to life liberty and security of person
4. Freedom from slavery.
5. Freedom from torture.
6. Right to be treated equally by the law.
7. Right to equal protection by the law.
8. Right for all to effective remedy by competent tribunal.
9. Freedom from arbitrary arrest.
10. Right to fair public hearing by Independent tribunal.
11. Right to presumption of innocence until proven guilty at public trial with all guarantees necessary for defence.

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12. Right to privacy in home, family and correspondence.
13. Freedom of movement in your own country and the right to leave and return to any countries.
14. Right to political asylum in other countries.
15. Right to nationality.
16. Right to marriage and family and to equal right of men and women during and after marriage.
17. Right to own property.
18. Freedom of thought and conscience and religion.
19. Freedom of opinion and expression and to seek, receive and impart information.
20. Freedom of Association and assembly.
21. Right to take part in and select government.
22. Right to social security and realisation of economic, social and cultural rights.
23. Right to work, to equal pay for equal work and to form and join trade unions.
24. Right to reasonable hours of work and paid holidays.
25. Right to adequate living standard for self and family, including food, housing, clothing, medical care and social security.
26. Right to education.
27. Right to participate in cultural life and to protect intellectual property rights.
28. Right to social and international order permitting these freedoms to be realised.
29. Each person has responsibilities to the community and others as essential for a democratic society.
30. Repression in the name of rights is unacceptable.

Based on <http://www.unhchr.ch/udhr/lang/eng.htm>

Resource 2 – Examples of rights not upheld

Freedom from slavery

A Romanian criminal gang have been smuggling children as young as five into Great Britain to beg and steal.

Police suspect poor families in eastern Europe may be forced into allowing gangs to take their children into the UK to carry out offences such as pick-pocketing and thefts near cash machines.

They estimate that each child is worth £100,000 a year to the gangs and the Romanian authorities estimate there are up to 2,000 children who have been smuggled into Britain.

Right to an education

Until recently, girls in Afghanistan were denied the right to go to school.

Under the Taleban rule, from 1996 to 2001, female education was banned. Women and girls were excluded from all aspects of Afghan educational life, from primary school to university.

The government closed all of the girls' schools in the country and prevented female teachers from working.

Many parents feared that their daughters would grow up illiterate. Some girls were secretly educated in their homes by parents and teachers, others attended underground schools.

Darfur

It has been nearly five years since the conflict in Darfur, Sudan, broke out in February 2003. There are now more people in need in the region than ever before.

- More than 4.5 million people in Darfur and eastern Chad now need humanitarian aid.
- Violence has forced 2.5 million Darfur citizens—more than one in three of the region's population—to flee their homes.
- More than 2 million of them are now sheltering in camps for internally displaced people inside Darfur.
- 250,000 refugees from Darfur are living in camps across the border in neighbouring Chad.
- In 2007, violence displaced more than 300,000 people in Darfur—some of them for the second, third and fourth times.
- 185,000 Chadians have also fled their homes as the conflict has become increasingly regional. The number of Chadians displaced by violence has quadrupled in the past year.