

Topic: Human rights and responsibilities

Lesson 1: Human rights	KS or Year Group: KS3
Resources: <ol style="list-style-type: none">1. Resource 1 - Definitions2. Resource 2 – Rights cards3. Resource 3 – Table of rights4. Resource 4 – Jenny’s story (student)5. Resource 5 – Jenny’s story (teacher)6. Resource 6 – Statement sheet (teacher)7. Resource 7 – Wall cards8. Blotack	Outcomes: <ul style="list-style-type: none">• Students decide which rights they think should be available to children and which to adults.• Students are able to describe the difference between ‘rights’ and ‘luxuries’ through discussion.• Students are able to appreciate that certain rights which are appropriate for adults are inappropriate for children.

National Curriculum

Key Concepts: 1.1b, 1.2a & 1.2c

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c & 2.2d

Range and Content: 3a

Curriculum Opportunities: 4a, 4b & 4c

Lesson 1

Both Lesson 1 and Lesson 2 aim to broaden the student’s understanding of human rights. In the next lesson, students will look specifically at the Universal Declaration of Human Rights.

In this lesson, students discuss the difference between ‘luxuries’ and ‘rights’. They contemplate twenty statements such as ‘be able to own a mobile phone’ and ‘be able to have a religion’, and decide which ones should be rights (whether for children, for adults, or for all humans) and which ones should be luxuries. Next, they complete a worksheet by unscrambling anagrams to fill in the missing words and decide which of the missing words they feel should be rights and which should be luxuries. At the end of the lesson, children move around the room to show how strongly they agree with certain statements (e.g. ‘every child should have the right to shelter’ and ‘every human should have the right to a nationality’).

Human rights

Starter

- Share objectives and outcomes with students.
- Emphasise that, for the purposes of this lesson, 'right' means something to which people are legally entitled. Give each student a copy of **Resource 1 – Definitions** and ask a few students to give a sentence containing either the word 'right' or the word 'luxury' in the correct context.
- Children should be placed into mixed-ability groups of three or four. Each group should receive a set of **Resource 2 – Rights cards** (already cut up) and **Resource 3 – Table of rights**. It is explained that the groups will have five minutes to allocate the cards to the columns in the table. The need for good communication within the group should be stressed.
- A spokesperson in each group should explain which cards they placed in which columns and why.

Main activity

Activity 1:

- Each student is given a copy of **Resource 4 – Jenny story (student)** and asked to read through it and try to guess what some of the missing words are.
- Students should then unscramble the anagrams at the bottom of the page and fill in the gaps using the unscrambled words. This can be done as an ICT activity, using Anagram.
- Once the twenty gaps have been filled in, students should choose one colour to represent 'rights' and a different colour to represent 'luxuries'. The twenty words should then be shaded in by students accordingly. In other words, if a student decides that red will represent 'rights' and that student feels that having a family should be a right, the word 'family' should be shaded in red.
- If necessary, the teacher can support small groups of children (e.g. those for whom reading is difficult) through the use of the **Resource 5 – Jenny story (teacher)**.
- Several students should be given the chance to explain which words they shaded in which colours and why.

Plenary

- Children are shown that there are five cards (i.e. **Resource 7 – Wall cards**) around the room. In the middle of the room will be the 'I'm not sure' card and the other cards will be in each of the four corners of the room.
- Using **Resource 6 – Statement sheet (teacher)**, the teacher reads out the statements to the class. In each case, students should move to the place in the room which best suits their reaction to the statement. In other words, if a child totally agrees with the statement 'every adult should have the right to expensive haircuts' then they will stand next to the card saying 'I totally agree'.

Human rights

- Between statements, students should be given the chance to justify their opinions orally and challenge those of other students. Listening skills, as well as speaking skills, should be praised at this stage.
- At frequent points throughout this activity, students should be reminded about the importance of standing up for their own opinions rather than simply following their friends around the room.

Aim High

For those students operating at a high level, the opportunity to create six extra cards for the starter activity is advisable. Within the main activity, students should be encouraged to add a paragraph to the story. This paragraph should contain at least four words to which another student of their level would enjoy allocating a colour. For the plenary activity, students should be challenged to play devil's advocate with other students' opinions. In other words, they should attempt to persuade other students to change their mind about the card they originally chose to stand by.

Assessment

In order for students to achieve certain levels within the lesson, the following should be considered:

LEVEL FOUR:

Students can explain why, in certain cases, it is fair for adults and children to have differing rights.

Students can explain why making certain luxuries into rights (by law) would be impractical, e.g. if the government stated that every child must have their own bedroom, this could be problematic for a very large family living in a modestly sized house.

LEVEL FIVE:

Students can clearly communicate (i.e. through giving examples) what the difference is between 'luxuries' and 'rights' in front of the whole class.

Students can show some knowledge of current affairs stories which involve the rights of children and/or adults.

LEVEL SIX:

Students can politely and assertively challenge other students' opinions about rights and luxuries.

Students can explain how different kinds of rights need to be protected.

Check the web

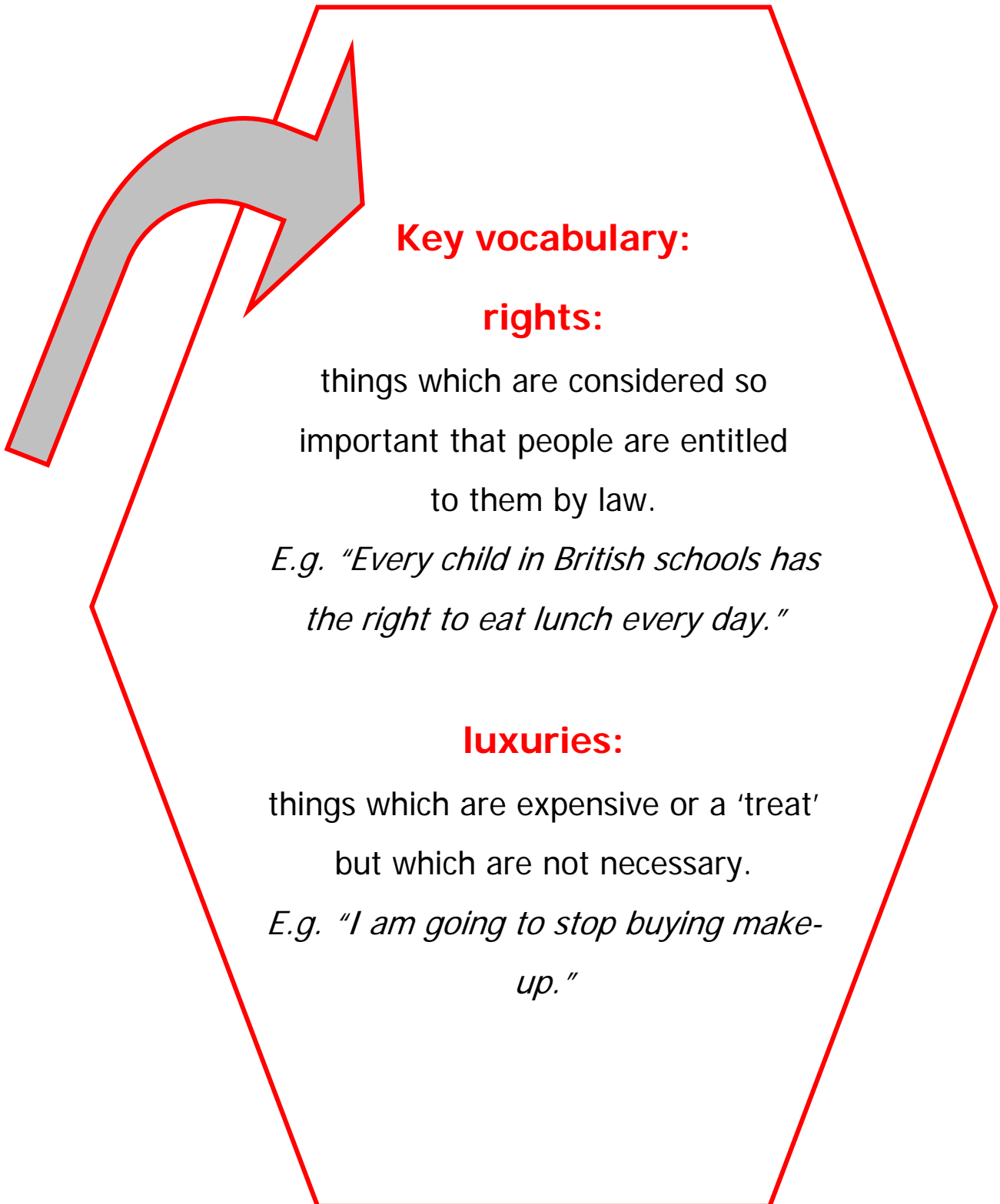
www1.barnardos.org.uk/believe

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

Summary of learning

- Students recognise that some rights are inappropriate at their age (and explain why).
- Students can give examples of 'rights' and 'luxuries' in their lives.

Resource 1 – Definitions



Key vocabulary:

rights:

things which are considered so important that people are entitled to them by law.

E.g. "Every child in British schools has the right to eat lunch every day."

luxuries:

things which are expensive or a 'treat' but which are not necessary.

E.g. "I am going to stop buying make-up."

Resource 2 – Rights card

be able to have
enough food and
drink

be able to have
children

be able to have
shelter

be able to have a
nationality

be able to have an
education

be able to have a
job

be able to have a
religion

be able to have
some time to relax

be able to have
pocket money

be able to
own a computer

be able to go
abroad every year

be able to have a
pet

Resource 3 – Table of rights

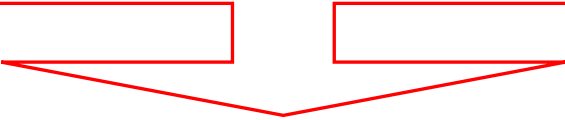
<p>These should be rights for ALL CHILDREN:</p>	<p>These should be rights for ALL ADULTS:</p>	<p>These should be rights for ALL HUMANS:</p>	<p>These are LUXURIES rather than rights:</p>

How easy was it to agree in your group? Did you stand up for your opinions?

Resource 4 – Jenny’s story (student)

Which things should be available to all humans and which things are luxuries?

Read the story below. Unscramble the anagrams at the bottom of the story to fill in the gaps. Next, choose one colour for ‘rights’ and choose another for ‘luxuries’. As you fill in the gaps, add colour to show which words are which.



My’s Jenny and I’m going to tell you about me. I am twelve years old and I live with my (which includes my dog Bone). I haven’t got time to describe my family in detail because I’m leaving for in a few minutes, so I’ll just tell you a few things...

My mum and dad have a different to me because they are French, whereas my brother and I consider ourselves to be British because we were born here. Dad cooks us a lot of French and Mum buys us French so we know quite a bit about both countries. I reckon we’re a pretty mixed up family really because our is Japanese, my trainers are American, my Dad’s is from Spain, and we go on to Ireland. Weird!

One thing that might make me different to you is that when I was ten I started fainting quite a lot. Trust me, it’s not much fun and it has definitely started to get in the way of my My parents worry about my safety a bit because they think that I might hurt myself when I fall. I go to once a month for brain scans.

Human rights

It's actually OK there because the doctor lets me listen to her , plus once I got a free from a nurse who used to have his own salon!

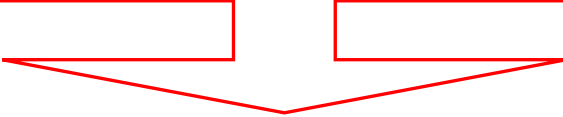
Apart from the fainting thing I'm just like any other Y7 pupil I guess. I like playing on my (I want to get a job as a games designer before I), and I absolutely love watching My grandma thinks I'm addicted to it, but I think that it's a good way to if I've been working hard at school. My favourite programmes are soap operas. The ones I don't like are ones about or ones where adults just go on about their

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Resource 5 – Jenny’s story (teacher)

Which things should be available to all humans and which things are luxuries?

Read the story below. Unscramble the anagrams at the bottom of the story to fill in the gaps. Next, choose one colour for ‘rights’ and choose another for ‘luxuries’. As you fill in the gaps, add colour to show which words are which.



My name’s Jenny and I’m going to tell you about me. I am twelve years old and I live with my family (which includes my pet dog Bone). I haven’t got time to describe my family in detail because I’m leaving for school in a few minutes, so I’ll just tell you a few things...

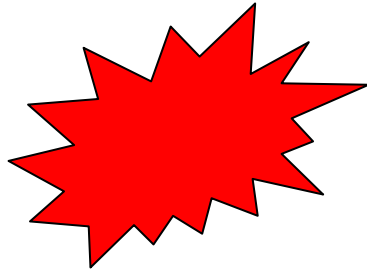
My mum and dad have a different nationality to me because they are French, whereas my brother and I consider ourselves to be British because we were born here. Dad cooks us a lot of French food and Mum buys us French DVDs so we know quite a bit about both countries. I reckon we’re a pretty mixed up family really because our car is Japanese, my trainers are American, my Dad’s camera is from Spain, and we go on holiday to Ireland. Weird!

One thing that might make me different to you is that when I was ten I started fainting quite a lot. Trust me, it’s not much fun and it has definitely started to get in the way of my education. My parents worry about my safety a bit because they think that I might hurt myself when I fall. I go to hospital once a month for brain scans. It’s actually OK there because the doctor lets me listen to her iPod, plus once I got a free haircut from a nurse who used to have his own salon!

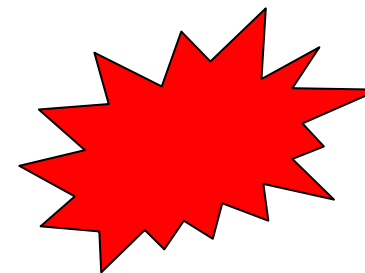
Apart from the fainting thing I’m just like any other Y7 pupil I guess. I like playing on my computer (I want to get a job as a games designer before I have children), and I absolutely love watching television. My grandma thinks I’m addicted to it, but I think that it’s a good way to rest if I’ve been working hard at school. My favourite programmes are soap operas. The ones I don’t like are ones about religion or ones where adults just go on about their opinions.

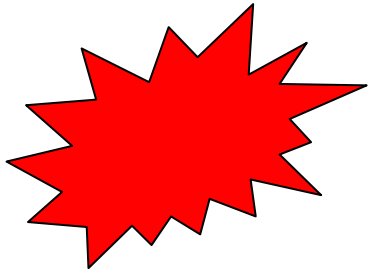
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Resource 6 – Wall cards

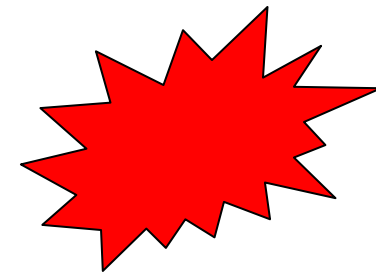


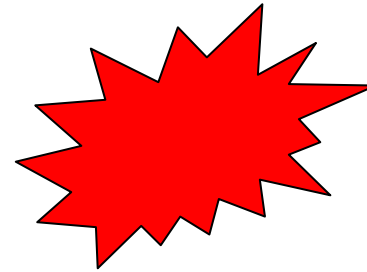
I totally agree



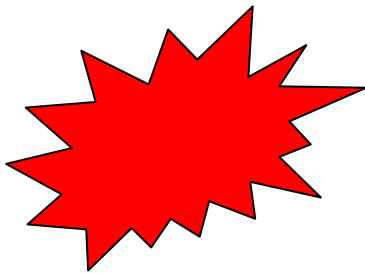


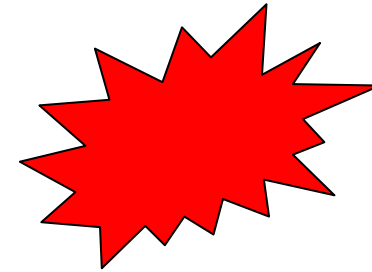
I agree



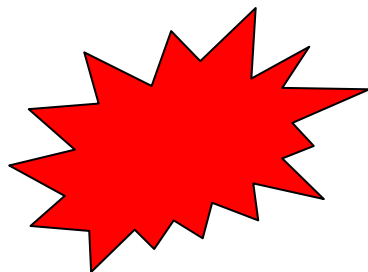


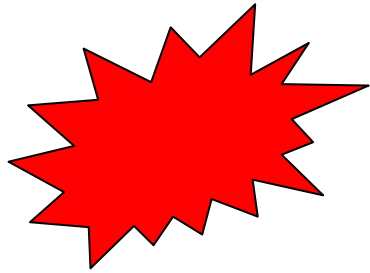
I'm not sure



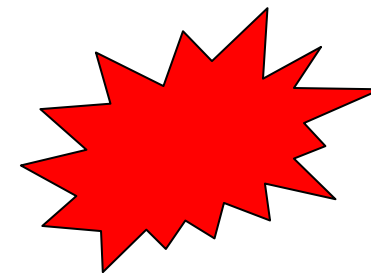


I disagree





I totally disagree



Resource 7 – Statement sheet (teacher)

- 1. Every adult should have the right to drive.**
- 2. Every child should have the right to expensive trainers.**
- 3. Every human should have the right to a mobile phone.**
- 4. Every adult should have the right to a foreign holiday.**
- 5. Every child should have the right to shelter.**
- 6. Every human should have the right to own a computer.**
- 7. Every adult should have the right to expensive haircuts.**
- 8. Every child should have the right to their own bedroom.**
- 9. Every human should have the right to vote.**
- 10. Every adult should have the right to food and drink.**
- 11. Every child should have the right to pets.**
- 12. Every human should have the right to a nationality.**
- 13. Every adult should have the right to freedom of speech.**
- 14. Every child should have the right to a religion.**
- 15. Every human should have the right to rest.**
- 16. Every adult should have the right to have children.**
- 17. Every child should have the right to get married.**
- 18. Every human should have the right to a television.**
- 19. Every human should have the right to hospital treatment.**
- 20. Every human should have the right to an education.**