

## Topic: Human rights and responsibilities

<b>Lesson 2: Human rights</b>	<b>KS or Year Group: KS3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 – Introduction to UDHR</li><li>2. Resource 2 - UDHR simplified</li><li>3. Resource 3 – What if?</li><li>4. Resource 4 – Suggested answers for teachers</li><li>5. Resource 5 – Wall display</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students will become aware of the value of the Universal Declaration of Human Rights.</li><li>• Students will be able to discuss why the thirty human rights are necessary.</li><li>• Students will be able to understand what might happen if the UDHR didn't exist.</li></ul>

### National Curriculum

Key Concepts: 1.1c, 1.2a, 1.2b & 1.3c

Key Processes: 2.1a, 2.2c & 2.2d

Range and Content: 3a & 3k

Curriculum Opportunities: 4b & 4c

### Lesson 2

In the previous lesson, students looked at the difference between 'rights' and 'luxuries'. They also compared those rights which they felt should be available for children with those rights which they felt should be available for adults.

In this lesson, students start by looking at a very simplified version of the Universal Declaration of Human Rights, and also read about the history and thinking behind the declaration. In groups, they learn about five rights each and then collate their findings. Next they discuss in pairs what might happen if certain human rights were taken away in Britain. To end the lesson, students create a wall display which serves as an aide-memoire for the thirty rights set out within the UDHR.

### Starter

- Share objectives and outcomes with students.

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- Students work in mixed-ability groups of six. Each group is given two copies of **Resource 1 - Introduction to UDHR** and given a few minutes to read the information. They are also challenged to do the task at the bottom of the page. In other words, a few volunteers put up their hands to guess which rights feature within the UDHR.
- Within each group, the student are numbered 1 – 6. Each child collects the corresponding **Resource 2 - UDHR simplified** sheet and is told that they have three minutes to try to learn the five rights on their card. They should be aware that the team will then get back together and share information about all thirty rights.
- After three minutes, each student in the group tells the other group members about the rights on their card (i.e. all six student get to hear about all thirty rights).
- The teacher asks volunteers to put up their hands and comment on any rights which they find particularly interesting, surprising or confusing.

## Main activity

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### Activity 1:

- The classroom should be arranged by the students so that all the table are at the edge of the room. The chairs should then be placed back-to-back in twos, so that there are fifteen separate 'clumps' of chairs for a class of thirty.
- Students sit themselves in pairs (i.e. back-to back).
- Each student is given a copy of **Resource 3 – What if?** and is told that the teacher will call out a letter between A and J. Each pair will then have thirty seconds to discuss that particular question from their sheet. The teacher may wish to refer to **Resource 4 – Suggested answers for teachers** at this stage.
- At the end of each of the ten half-minute slots (before swapping partners), students are given the chance to explain what their partner said. Examples might be "Jane was my partner this time, and she believes that if people in Britain didn't have the right to their religion, then she might start to feel ashamed about praying" or "I worked with Max, and he thinks that if people didn't have a right to life in Britain then the government might just kill people who didn't agree with them".
- It might be worth asking students how they felt about talking to their partners without facing them. Some students find that it makes them feel more confident, whilst others struggle to converse without making eye contact.

## Plenary

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- It is explained that the class are going to work together as a group to make an aide-memoire about the UDHR for the classroom.
- Each student is given a copy of **Resource 5 – Wall Display** and is allocated one of the thirty rights by the teacher.
- On the sheet, students write down the right that they have been given in simple language and describe why they think this particular right is important. They should also draw a pictorial representation of their right inside the 'scroll' on the sheet

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- Before the sheets are collected, several student should be encouraged to read out what they have written at the bottom of their sheet. Others should be chosen to explain what made them choose the drawing that they used.

### Aim high

For those students operating at a high level, engagement in one-to-one discussions with the teacher during the plenary activity would be beneficial. Challenges could include:

- "By the end of the lesson I want you to tell me which five of the rights contained within the UDHR are the most important in your opinion and why".
- "Spend a few minutes having a think about whether you feel that there are any key rights which you would like to see added to the UDHR. What are they?".
- "Which of the rights strike you as being particularly relevant in Britain? What about outside of Britain?".

### Assessment

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

#### LEVEL FOUR:

Students can use information that they have learnt in today's lesson when they make oral contributions.

Students can explain why it is fair for all humans to have the same set of rights.

#### LEVEL FIVE:

Students can explain (within a group of peers) which human rights might seem controversial to some people.

Students can appreciate why the British Prime Minister needs to ensure that the UDHR is upheld.

#### LEVEL SIX:

Students can challenge the idea of whether the thirty rights are actually available to everyone. For example, they might raise the point that gay couples are not allowed to marry or that there are some kidnapped students who work long hours and so do not have the right to adequate rest.

Students are able to explain which types of people might need support and guidance as far as their human rights are concerned.

### Check the web

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[www.hrw.org/student/](http://www.hrw.org/student/)

[www.un.org/cyberschoolbus/humanrights/resources/plain.asp](http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp)

### Summary of learning

- Students know which organisation put together the UDHR and when.
- Students can name at least five human rights without referring to a sheet.

**Resource 1 – Introduction to UDHR**

In 1948, the United Nations created a document that they hoped would change the world. It was called the Universal Declaration of Human Rights!



**What is the Universal Declaration of Human Rights?**

It is a list of 30 rights for all human beings

It sees the world as 'one big family'

It encourages countries to support each other

It is famous throughout the world

It is protected by law

*Can you guess  
what some of the  
rights are?*

Resource 2 – UDHR simplified

CARD 1

Your job is to remember these five rights in three minutes.

1. All humans should be born free



I'm free!

2. All humans should be allowed to have all thirty rights



I have 30 rights!

3. All humans should have the right to life



I am alive!

4. All humans should have the right to be free from slavery.



I am not a slave!

5. All humans should have the right to be free from torture or degrading punishment.



I am punished fairly.

**CARD 2**

**Your job is to remember these five rights in three minutes.**

6. All humans should be classed as 'people' in court.



I'm a human being!

7. All humans should be equal in court.



I am equal to everyone else in court!

8. All humans should have the right to challenge the courts if the courts aren't fair.



I am able to challenge decisions made in court.

9. All humans should be free from arrest unless there is a reason for the arrest.



I am not arrested for no reason!

10. All humans should be treated fairly if criminal charges are brought against them.



I am allowed to have criminal charges explained to me.

**CARD 3**

**Your job is to remember these five rights in three minutes.**

11. All humans should be innocent until proved guilty.



I'm innocent!

12. All humans should have the right to privacy and to have a good reputation.



I have privacy!

13. All humans should be able to travel.



I am able to travel!

14. All humans should be able to seek asylum.



I am an asylum  
seeker!

15. All humans should be able to have a nationality.



I am allowed a  
nationality.

**CARD 4**

**Your job is to remember these five rights in three minutes.**

16. All humans should be able to get married and start a family.



I'm married!

17. All humans should be allowed to own property.



I have my own house!

18. All humans should have freedom of thought and religion.



I have a religion!

19. All humans should have their own opinions.



I can think what I like!

20. All humans should be allowed to meet up in groups.



I meet friends once a week!



**CARD 5**

**Your job is to remember these five rights in three minutes.**

21. All humans should have the right to take part in government.



I'm an MP!

22. All humans should have access to social security.



I can claim my wage if i'm ill!

23. All humans should have the right to a job.



I have a job!

24. All humans should have the right to rest and leisure.



I have leisure time!

25. All humans should have a decent standard of living.



I have food and shelter!

**CARD 6**

**Your job is to remember these five rights in three minutes.**

26. All humans should have the right to education.



I'm educated!

27. All humans should have access to culture.



I go to concerts!

28. All humans should have the right to sensible laws in society.



I have sensible laws in my country!

29. All humans should have the right to develop their personality.



I have a personality!

30. All humans should protect this list of thirty rights.



I look after everyone else's rights.

**Resource 3 – What if?**

Part of the Prime Minister's job is to make sure that all British citizens have access to all thirty rights.



**What would happen in Britain if the Universal Declaration of Human Rights didn't exist?**

You will have thirty seconds to discuss each question below. Listen for the letter that is called out each time. For every question, sit back-to-back with a different partner.

- a) What might happen if all people didn't have the right to life?
- b) What might happen if all people didn't have the right to freedom from degrading punishments?
- c) What might happen if all people didn't have the right to freedom from unfair arrest?
- d) What might happen if all people didn't have the right to a good reputation?
- e) What might happen if all people didn't have the right to travel?
- f) What might happen if all people didn't have the right to seek asylum?
- g) What might happen if all people didn't have the right to have a family?
- h) What might happen if all people didn't have the right to their religion?

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### Resource 4 – Suggested answers for teachers

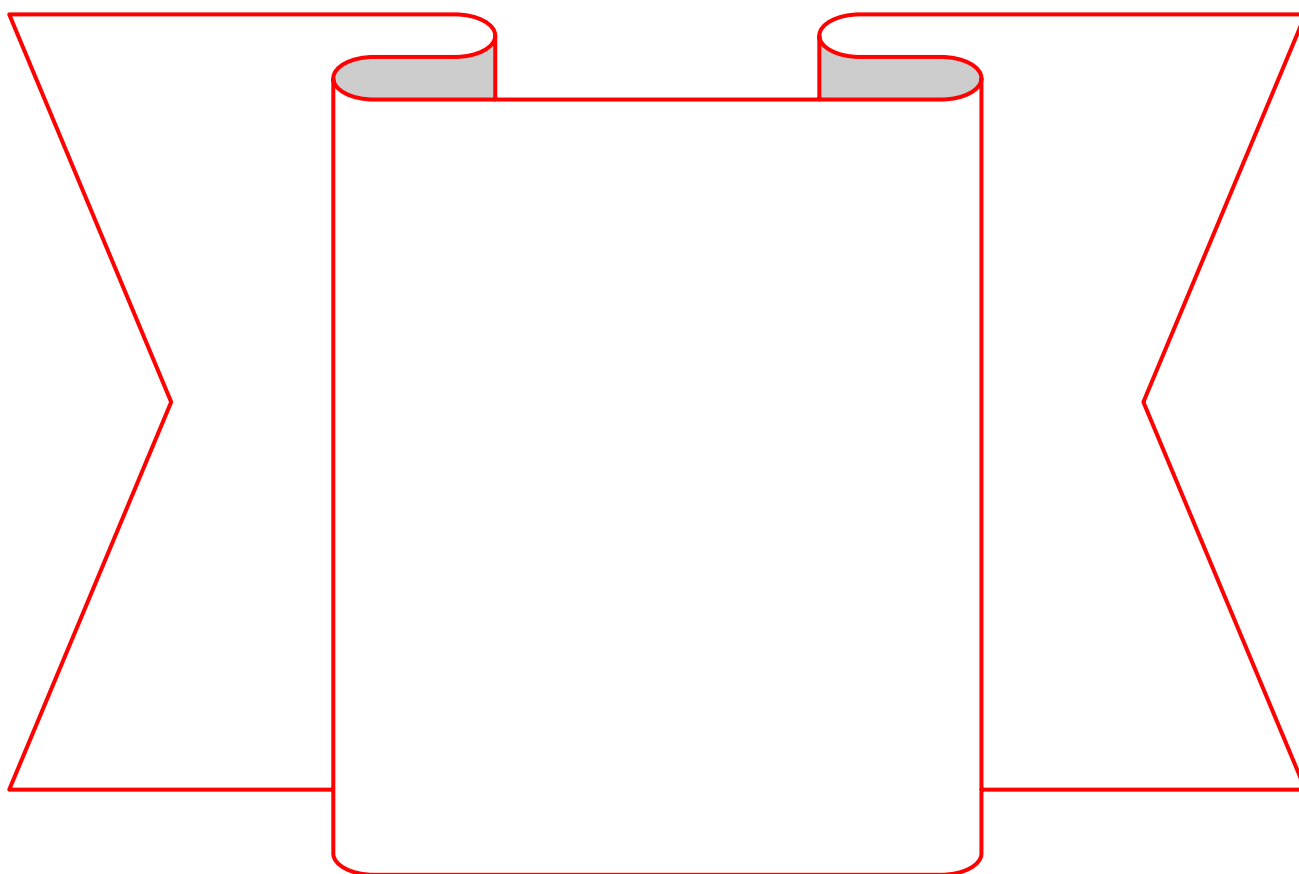
- A.** What might happen if all people didn't have the right to life?  
People could go around shooting anyone who annoyed them.
- B.** What might happen if all people didn't have the right to freedom from degrading punishments?  
Children who shoplifted at a young age could end up being tortured as a punishment.
- C.** What might happen if all people didn't have the right to freedom from unfair arrest?  
Racist police officers could arrest people just because they had a certain skin colour.
- D.** What might happen if all people didn't have the right to a good reputation?  
People could make up lies about someone at work just so that they could steal their job.
- E.** What might happen if all people didn't have the right to travel?  
People whose families live abroad would be cut off from their loved ones.
- F.** What might happen if all people didn't have the right to seek asylum?  
Britain might stop helping the refugees who live here.
- G.** What might happen if all people didn't have the right to have a family?  
The government could introduce a law banning people who were over 25 from having children.
- H.** What might happen if all people didn't have the right to their religion?  
People could be forced by law to believe in a certain religion rather than making a choice.
- I.** What might happen if all people didn't have the right to meet up in groups?  
People might not have the chance to do fun things like join football teams.
- J.** What might happen if all people didn't have the right to rest and leisure?  
Children could be forced to work all day long without a break, every day of the week.

**Resource 5 – Wall display**

Name: .....

Right: .....

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I think that this right is important because: .....

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