

Topic: Legal rights and responsibilities

Lesson: Legal rights	KS or Year Group: KS3
<p>Resources:</p> <ol style="list-style-type: none"> 1. SKY video 2. Resource 1 – Noisy neighbours information sheet 3. Resource 2 - Statutory rights information sheet 4. Resource 3 – Smoking information sheet 5. Resource 4 – Noisy neighbours drama sheet 6. Resource 5 - Statutory rights drama sheet 7. Resource 6 – Health drama sheet 8. Resource 7 - Success criteria sheet 	<p>Outcomes:</p> <ul style="list-style-type: none"> • Students will become aware of the types of legal rights Britain offers to its citizens. • Students will look at three legal rights in detail and discuss their usefulness. • Students will be able to produce a piece of drama based upon legal rights.

National Curriculum

Key Concepts: 1.2a, 1.2c
 Key Processes: 2.1a, 2.1c, 2.2d
 Range and Content: 3a

Lesson

Through exploration of some key facts, students will explore three legal rights offered to British citizens (namely the right to be free from excessive noise pollution in your own home, statutory rights and the right to a smokefree environment). In groups, they will then choose one of these rights as a focus and produce a piece of drama about it.

Starter

- Share objectives and outcomes with students.

Legal rights

- Play the **SKY video**, about the introduction of the smoking ban in venues across the UK in July 2007. Ask the students to name the major reasons why the smokers in the video were against the ban. Do the students think these reasons are strong or persuasive ones? Why might the government have thought the right to a smokefree environment was an important one? Hold a class vote on whether students are for or against the smoking ban.

Main activity

Activity 1:

- Distribute **Resources 1 - 3** to students. Students are put (or arrange themselves) into groups of four. It is important for the students to work in small groups in order that students with lower literacy levels can be supported. Students should discuss which of the rights they believe to be useful or important in their own lives.
- Groups are told that they have a choice of three scenarios for a short piece of drama to be performed at the end of the lesson.
- Students are also given a success criteria sheet each in order to tailor their performance to meet the objectives and outcomes of the lesson. It is explained that groups will peer-assess each other's performances.
- Safety/behavioural expectations are shared with the class.
- Props are offered if this is felt to be appropriate, but are by no means necessary.

Activity 2:

- Students prepare their pieces of drama, paying close attention to the character and scene information as well as to the success criteria. Groups attempting to write detailed scripts should remember that time is of the essence! Scriptless improvisation might be the best technique for some groups.

Plenary

- Students are told that a few groups will have the chance to perform and volunteers are chosen.
- At the beginning of each performance, students should be reminded about how the audience should conduct themselves. It might be useful to have someone starting each performance with an imaginary clapper board and for another student to time each piece of work.
- After each group has performed, the other groups fill in the peer-assessment table. There could be a swift show of hands to see which scores have been awarded and why.

Legal rights

- In the last five minutes, all students should fill in appropriate endings to the three sentences at the bottom of the success criteria sheet. Examples might be “The right to live free from noise pollution in our own home is essential because I’m studying for my exams” or “Statutory rights are something that I will keep in mind when I attempt to get a DVD refunded tomorrow” or “Smokefree England is long overdue. I have always felt offended by passive smoking and welcome the new laws”. Several students should share their opinions with the class. These students should be praised, as should those showing good listening skills.

Aim high

Students are asked to determine what the similarities and differences are between the three rights they explored today. Prompt questions might be:

- are any of the rights most relevant to a particular cohort of people?
- do all of the rights have a common theme (e.g. safety or freedom of choice?).
- were all of the rights introduced at the same time?
- are all of the rights applicable in most countries?
- if people are prevented from accessing the rights, how is this dealt with?

Assessment

The peer-assessment grids provide the teacher with a really useful understanding of whether individuals are:

- able to understand the usefulness of differing rights.
- able to empathise with those involved in standing up for their legal rights.
- able to objectively determine how well other students are progressing.

Check the web

www.problemneighbours.co.uk/noisy-neighbours.html (noisy neighbours)

www.advicenow.org.uk (statutory rights)

www.smokefreeengland.co.uk (smoking)

Summary of key learning

- Students learn about the legal rights available to UK citizens by focusing on three specific rights.
- Students develop their awareness of the need for legal rights through roleplay activities.

Resource 1 – Noisy neighbours information sheet

NOISE NUISANCE: “everybody has the right to reasonable enjoyment of their own home and garden without excessive noise disturbance”



According to the Environmental Protection Act, everybody has the right to enjoy their own home without suffering antisocial noise from their neighbours.

Before you turn over, ask yourself the following questions.

- What is your definition of ‘antisocial noise’?
- Do you think people should have the right to enjoy their own home by making as much noise as they like (with loud music or parties, for example)?
- Do you think that the law should get involved or should this just be a personal matter between neighbours?
- Have you or your family ever suffered from a ‘noisy neighbour’?
- What might happen if legal protection did not exist?
- According to the research from More Than, one in ten people have moved house to escape disputes with neighbours. The most common complaint was noise disturbance. Do you think that this is an important problem? Should even more be done by the government?

Legal rights

Antisocial noise disturbance can be defined as unwanted sound, whether it be too loud, too intrusive, at inappropriate times or without warning. Repetitive bass beats, screeching and whining are also types of noise that can be annoying if unexpected.

General noise nuisance is covered by Part III of the Environmental Protection Act 1990 and enables local authorities to deal with noise from fixed premises, provided the noise is sufficient to be considered as a statutory nuisance.

If you are being bothered by noise coming from a neighbour, the first thing you should consider doing is to approach the person responsible for the noise. You may find that they are unaware of the disturbance they are causing. If these initial steps fail to stop the noise, you can take formal action against the person responsible by complaining to the local Council.

The first step for the Environmental Health Officer will be to approach the potential offender informally and advise them that they are the subject of a complaint. The Environmental Health Officer has to have regard to all aspects of the alleged nuisance before taking further action. There are a number of varying factors to consider, such as the reaction of individuals to noise, the time of day or night, the volume of noise, its nature, duration and how often it occurs, all of these factors have to be taken into account when assessing nuisance.

If he/she is satisfied that the noise is a statutory nuisance, an abatement notice will be served on the person responsible. This will require them by law to either stop making the noise altogether or limit the time of day when the noise can be made. If they fail to comply, they will have committed an offence. The Council will then take the offender to the Magistrates' Court.

For offences relating to domestic premises and private vehicles, the Magistrates' Court may impose a maximum fine of £5,000 with a further fine of up to £500 for each day the offence continues after conviction. The Council is also able to gain entry to premises to stop the noise nuisance.

Resource 2 - Statutory rights information sheet

STATUTORY RIGHTS: “rights you have when you buy something or pay for a service”.

Since 1979, the ‘Sale of Goods Act’ has been in place in Britain.



This means that consumers have rights when they buy something.

Before you turn over, ask yourself the following questions.

- Is this fair on the shopkeeper?
- For how long would you expect a pair of shoes to last?
- Have you had anything refunded in the past few months?
- Should people buying online have the same rights as other consumers?
- Why do people get a contract when having a boiler fixed or an extension built?
- What might happen if statutory rights did not exist?

Legal rights

By law, things we buy must be 'fit for purpose'. What would be the point of a 'fully rainproof coat' which lets in water or earphones that are too small to stay in?!

Once price and other details have been considered, the law says that anything we buy must be of 'satisfactory quality'. In other words, goods should be presentable, work properly and last long enough.

Anything we purchase should, by law, be 'as described'. If a skirt already has a rip in it, or if a flat screen TV has the remote control missing, these things must be mentioned.

Depending on the situation, consumers can be offered compensation (e.g. the company gives you money to adapt the item), repair, replacement, or a full refund. In some cases you might be offered a price reduction.

Some companies offer guarantees (but they don't have to). These tend to last between six months and three years. Some retailers promise full refunds with 'no questions asked' (e.g. for unwanted Christmas gifts).

If a seller has a 'no refunds' sign or misleads the buyer (e.g. by changing a car's number plate), they are probably breaking the law. You can report them to the 'Trading Standards Service'.

Buying is a little complicated in certain situations. For example, if you buy a car from a neighbour and the sunroof jams for the first time the next day, then this is your problem. If you go to a carboot sale and buy a pair of jeans which are fake, you may never be able to trace the seller.

Sometimes when buyers and sellers cannot agree about a product, the matter gets taken to County Court!

Resource 3 – Smoking information sheet

SMOKEFREE ENGLAND: “since July 1st 2007, virtually all English enclosed public places/workplaces have banned smoking”

Some people think they should be able to smoke wherever they want.



Others feel that pubs and other public places should be free of smoke.

Before you turn over, ask yourself the following questions.

- Why do people smoke?
- How do you feel about the smoking ban?
- Are cigarettes sold at a sensible price?
- Are English people fully aware of the dangers of smoking?
- Why do you think the age of buying cigarettes has increased by two years?
- Is one person's smoking habit anything to do with anyone else?
- Would you classify a smoker as a drug addict?
- Should smoking be allowed in your country?

Legal rights

The smokefree law came into effect so that secondhand smoke would no longer be an issue for non-smokers.

Secondhand smoke sometimes kills. It can lead to asthma, breathing problems, lung cancer, heart attacks and 'cot death' (sudden infant death syndrome)...and more.

Some research suggests that there is no such thing as 'risk-free secondhand smoke'. In other words, standing with someone who is smoking indoors will usually have negative effects on your health.

People running businesses or schools must make sure that their area is smokefree (and must display signs saying so). It is a criminal offence to let people smoke indoors at work.

There are fines for people breaking the law. Someone smoking indoors/in a vehicle (at work) might be fined under £100. A manager letting their workers smoke indoors at work could pay out £2500.

Local councils must check that the 2007 law is enforced in England.

You are allowed to report people whose smoking is breaking the law and thus affecting you. For instance, if you are at work you can tell your boss or if you are in a restaurant you can tell the owner

There is a freephone number (0800 587 1667) to report areas or businesses who are failing to support smokefree England.

You are not allowed to smoke in enclosed public areas. It is legal to smoke in a three-walled pub garden shelter, but illegal to smoke in an office block photocopying room.

Sometimes organisations get confused about whether certain spaces are classed as enclosed. They simply need to contact their local council to get an expert opinion about this.

Resource 4 – Noisy neighbours drama sheet

SCENARIO 1: noisy neighbour

Character A

A woman who lives in a flat with her new three-month-old baby.

Character B

A part-time DJ who lives upstairs and plays music loudly at all times of the day and night.

Character C

The Environmental Health Officer, who comes round after Character A complains to the Council.

Character D

You can choose. Partner of Character A? Another neighbour in the same block of flats?

Remember to decide how Character B might handle the woman's initial complaint in person, how he earns his living and how Character C needs to be neutral whilst investigating the complaint.

Scene 1:

Character A complains to Character B about the loud music he is playing in the middle of the night and how it is disturbing her baby's sleep.

Scene 2:

All the characters must be involved in this scene. The Environmental Health Officer investigates the complaint and takes everyone's testimony.

Scene 3:

Character C makes a final decision and tells Character A. Character A reacts to this decision.

Resource 5 – Statutory rights drama sheet

SCENARIO 2: statutory rights

Character A

Person who has bought an expensive jumper that fell apart after wearing it once.

Character B

Busy shop manager in large clothing shop.

Character C

Customer queueing behind character A.

Character D

You can choose. Member of local council? Shop assistant at next till? Customer trying on a similar jumper? Local journalist? Cousin of character A? etc.

Remember to choose the characters' temperaments, how character B is handling the request, how the jumper fell apart, how character D is influencing the final decision etc. Try to include the phrase 'statutory rights'.

Scene 1:

Characters A, B and C are at the till. Character A explains about the jumper. Character B refuses to offer a refund or an exchange.

Scene 2:

All the characters must be involved in this scene. They all start talking about what should happen next.

Scene 3:

A final decision is made by character B. Character A reacts to this decision.

Resource 6 – Smoking drama sheet

SCENARIO 3: health

Character A

Asthmatic teenager whose mother recently died of a smoking related illness.

Character B

Elderly youth club volunteer. Started smoking 60 years ago (when health risks weren't known)

Character C

Runs local youth club

Character D

You can choose. Teenager who smokes? Sports coach of character B? Local teacher? etc.

Remember to choose who the youth club is aimed at, whether characters A, B and C are well-liked, what time of year it is etc. Try to include key concepts such as 'smokefree zone' and 'lung function'.

Scene 1:

Character A asks character C why character B has stopped helping at the youth club. Character C says that character B now has to smoke outside and so gets too cold.

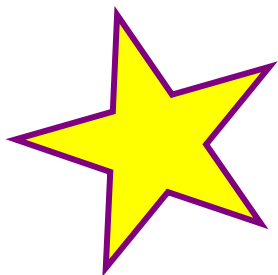
Scene 2:

All the characters must be involved. Characters B and D suddenly arrive and ask whether a smoking shelter can be built at the youth club. All characters explain their view.

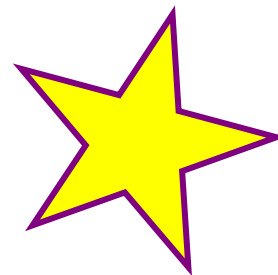
Scene 3:

A decision is made by character C.

Resource 7 – Success criteria sheet



1 = needs huge improvement
 2 = needs some improvement
 3 = satisfactory
 4 = good
 5 = excellent



Group	How was their ability to follow instructions about the scenes?	How was their ability to follow instructions about the characters?	How far did they show understanding about rights?	How was their confidence?	How was their team-work?	Total (out of 25)
Jim (e.g.)	2	3	1	4	5	15

Having thought about how useful legal rights are, I now believe that:

The right to be free of antisocial noise in one’s own home is

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Statutory rights are

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Smokefree England is

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