

Topic: Legal rights and responsibilities

Lesson: Legal rights	KS or Year Group: KS3
Resources: <ol style="list-style-type: none">1. Resource 1 – Our rights2. Resource 2 – When can I...?3. Resource 3 – Can I remember when I can...?4. Resource 4 – When should I be able to...?	Objectives: <ol style="list-style-type: none">1. Students can recognise that children and young people are allowed to do different things at different ages.2. Students can discuss whether they agree with these age restrictions.

National Curriculum

Key Concepts: 1.2a, 1.2c

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

Range and Content: 3a, 3b, 3i

Curriculum Opportunities: 4a, 4b, 4c, 4h

Lesson

Students learn about what young people are allowed to do when and question whether parenthood, getting a job and so on should carry age restrictions.

Students are given information about the rights that young people acquire as they become older. Through a group activity, they then attempt to memorise these rights. Students decide whether there is a need for more age restrictions in British society. For example, should pre-pubescent citizens be banned from buying magazines that feature size zero models?

Starter

- Lesson objectives and outcomes are shared with students.
- Students are given **Resource 1 – Our rights**. They are told to get into small groups. Each group thinks of as many rights as possible to which young people are entitled as they get older.
- A student from each group quickly feeds back one of their answers (preferably one that the other groups might not have thought of).
- Groups that show evidence of good group work are given structured praise.

Main activity

Activity 1:

- Students are placed in groups of four by the teacher. Literacy levels should be taken into account so that vocabulary can be explained to those with lower literacy levels.
- **Resource 2 – When can I...?** is given to each group. Groups are given five minutes to discuss what surprises them the most.
- Volunteers are given the chance to explain (in front of the class) which information surprised them and why. Examples of comments might include: 'I couldn't believe that you have to be two years older than me to join the army. It seems silly to make the Year 9s who hate school do their GCSEs when they could be training for their country'; or 'It seems weird to me that you can be treated as a criminal eight years before you're allowed to give blood!'

Activity 2:

- Each group receives a copy of **Resource 3 – Can I remember when I can...?**, and is asked to turn over their copy of **Resource 2**.
- Each group has to fill in the missing parts of the table from memory.
- The teacher quickly goes through the answers with the class and praises any groups that were particularly successful at the task.
- Students are invited to publicly nominate group members who were particularly competent in terms of teamwork. Students might need prompting to consider issues such as *diplomacy*, *helpfulness*, *listening skills*, *encouragement* and *assertiveness*.

Plenary

- Students are each given a copy of **Resource 4 – When should I be able to...?**
- Each student is asked to stand with a partner. Each pair is then given a minute to discuss one of the questions on **Resource 4**. Students should be encouraged to be creative in their thinking and to justify their answers. They should also be reminded that there are no right answers, and that in some cases they might decide that the activity should not carry any kind of age restriction.
- Every minute (for ten minutes), students repeat this activity with a new partner.
- Students are given the chance to feed back in front of the class. Model answers that might be given as examples by the teacher include: ‘I think that children should only be allowed to buy designer clothes from the age of 13. This is because they should be discouraged from worrying about what labels they are wearing at an age where bullies pick on people because of their clothing’; ‘I reckon that it’s impossible to put an age restriction on parenthood because some 16-year-olds make better parents than some 30-year-olds’; and ‘I’d never thought about it before but maybe children should not be allowed to see religious material until they’re at high school. I’ve got a friend who used to get really bad dreams about going to hell when she was little so perhaps she should not have learnt about God until she was older’.
- The teacher might wish to probe the class about:
 - whether there is a pattern to the types of right that are restricted by law;
 - whether they have been aware of any rights changing in their lifetime (e.g. legislation about healthy school meals);
 - why not everyone in the class (let alone the country!) agrees about issues surrounding legal rights.

Aim high

- During the starter, high-achieving students should give at least two examples of rights to which young citizens are entitled (and when).
- During the main activity, high-achieving students should be instrumental in motivating their group to work quickly and accurately.
- During the plenary, high-achieving students should orally justify at least one opinion in front of the class.

Legal rights

Assessment

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

Level 5:

- Students can clearly communicate their arguments about what surprises them about certain age restrictions.
- Students can consider which age restrictions seem fair.

Level 6:

- Students can explain the impact of some recent changes to legal rights within the UK.
- Students are aware of the diversity of opinions (outside of the classroom) about legal rights.

Level 7:

- Students can explore the origins of their opinions on when certain rights should be given.
- Students can compare the rights of young UK citizens with those of another country.

Level 8:

- Students show a detailed understanding of how legal rights have changed in the UK over the past few decades.
- Students can give examples (drawing upon recent current affairs) of citizens who have been instrumental in bringing about changes to legal rights in the UK.

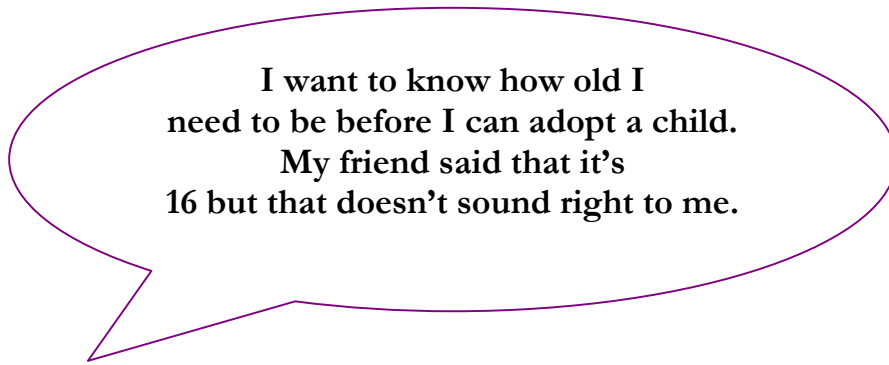
Check the web

www.unicef.org.uk/youthvoice/
www.yourrights.org.uk

Summary of key learning

- Students can recall some of the activities that young British people are allowed to take part in at certain ages.
- Students can contribute to discussions about whether certain activities should carry age restrictions within the UK.

Resource 1 – Our rights



Jot down rights that children, teenagers and young adults have. Fill in the ages as well if possible.

An obvious example is the right to buy cigarettes at 18.

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Legal rights

Resource 2 – When can I...?

Age	Rights (in the UK)
5	Go to school (or be home-educated) See a PG or a U film at the cinema
7	Withdraw money from a post office account
10	Be convicted of a criminal offence
12	Buy a pet
13	Get a job (hours are restricted)
14	Take responsibility for wearing a seatbelt
15	See a 15 or a PG film without consent Have a shotgun licence
16	Join a trade union Sell scrap metal Claim social security benefit Join the armed forces (but not be allowed into a war zone) Apply for an individual passport Buy premium bonds
17	Buy an air rifle Become a street trader Go to war
18	Give blood Own a house Write a will Sue (and be sued!) Bet Be a juror
21	Hold a licence to sell alcohol Adopt

Legal rights

Resource 3 – Can I remember when I can...?

Age	Rights (in the UK)
5	Go to school (or be home-educated)
7	Withdraw money from a post office account
10
12	Buy a pet
13 (hours are restricted)
14	Take responsibility for wearing a seatbelt
15	See a 15 or a PG film without consent Have a shotgun licence
16	Join a trade union Sell scrap metal Claim social security benefit Join the armed forces (.....) Apply for an individual passport
17	Buy an air rifle Got to war
18 Own a house Sue (and be sued!) Be a juror
21	Hold a licence to sell alcohol

Resource 4 – When should I be able to...?

- ...become a parent?
- ...email the Prime Minister?
- ...look after an ill relative all week?
- ...buy designer clothes?
- ...go to university?
- ...start trading on eBay?
- ...have my first girlfriend or boyfriend?
- ...decide what to eat for my meals?
- ...have access to religious books?
- ...buy magazines featuring size zero models?