

Topic: Legal rights and responsibilities

Lesson: Categorising rights	KS or Year Group: KS3
Resources: <ol style="list-style-type: none">1. Resource 1 – Rights statements2. Resource 2 – Answer sheet (for teacher's use)3. Resource 3 – Internet research4. Resource 4 – Internet research answers5. Resource 5 – Legal rights	Objectives: <ul style="list-style-type: none">• Pupils understand what a right is.• Pupils have some concept of different sorts of rights and how those might be categorised.• Pupils know about the different sorts of legal rights that exist.

National Curriculum

Key Concepts: 1.2a, 1.2c

Key Processes: 2.1a, 2.1b

Range and Content: 3a

Curriculum Opportunities: 4b, 4c, 4g, 4i

Lesson

The lesson looks at different sorts of rights and helps pupils appreciate what legal rights are.

Pupils will define a right and look at how different rights can be categorised. They will use ICT to research how to protect or fight for certain rights.

Starter

- Question-and-answer session to establish what a right is. If the discussion needs a defined starting point, ask pupils about their rights in school.
- Teacher note – a **right** is the legal or moral entitlement to do or refrain from doing something.
- Depending on the group, this could be developed into looking at who decides what rights people should have.

Main activity

Divide the class into pairs or small groups.

Activity 1:

- Distribute **Resource 1 – Rights statements**. Pupils sort ‘rights statements’ into three categories – consumer rights, employment rights and human rights.
- Look at responses and feed back on correct answers using **Resource 2 – Answer sheet**. Explain that a legal right is one that could be contested in court – hence all rights on the list could be legal rights.

Activity 2:

- Pupils research different rights issues – for example, if a human right is not upheld, how is this dealt with, and who deals with it?
- Pupils complete internet research using **Resource 3 – Internet research**. See **Resource 4 – Internet research answers** for an answer to Task 1.

Plenary

- Check that pupils know what a right and a legal right are. Revise any other sorts of rights that have been mentioned during the lesson.

Aim high

- During Activity 1, more able pupils can split the rights into other categories such as fathers’, gay, women’s, children’s, civil or political. **Resource 5 – Legal rights** provides a list of possible categories.
- During Activity 2, more able pupils can go on to consider how people are meant to know their rights and the ways that exist to protect them.

Assessment

Assessment of learning is intended to be informal via teacher observation. However, if pupils stick responses into workbooks (or copy from resources) formal marking can take place.

Pupils work together so teachers can observe key processes and personal learning and thinking skills (PLTS).

Homework idea

Pupils might like to research a consumer right that affects them – for example returning faulty trainers or computer games, or their rights if they are bullied.

Check the web

<http://en.wikipedia.org/wiki/Right> – has a comprehensive list of different sorts of rights

<http://www.adviceguide.org.uk/> – has a section on rights

http://www.bbc.co.uk/learning/subjects/legal_and_consumer.shtml – great for Activity 2

Teaching Citizenship, Summer 2007, has a good article about legal and human rights.

Summary of key learning

- Pupils understand what a right is.
- Pupils have some concept of different sorts of rights and how those might be categorised.
- Pupils know about the different sorts of legal rights that exist.

Resource 1 – Rights statements

What kind of right is each of the following? (a) A consumer right? (b) An employment right? or (c) A human right?

I have the right to a GP (doctor).

I have a right to return a faulty iPod.

I have the right to be paid at least the national minimum wage.

I have the right to a nationality.

I have the right to own property.

I have the right to work (in a job of my choice).

I have the right to an opinion.

I have the right to cancel a UK Play.com purchase.

I have the right to compensation if my holiday does not match the one advertised in the brochure.

Resource 2 – Answer sheet

I have the right to a GP (doctor).	Patients' rights (consumer)
I have a right to return a faulty iPod.	Consumer rights (purchasing)
I have the right to be paid at least the national minimum wage.	Employment rights (statutory)
I have the right to a nationality.	Human rights (Universal Declaration of Human Rights)
I have the right to own property.	Human rights (Universal Declaration of Human Rights)
I have the right to work (in a job of my choice).	Human rights (Universal Declaration of Human Rights)
I have the right to an opinion.	Human rights (Universal Declaration of Human Rights)
I have the right to cancel a UK Play.com purchase.	Consumer rights (online, additional)
I have the right to compensation if my holiday does not match the one advertised in the brochure.	Consumer rights

Resource 3 – Internet research

Task 1

There has been much news coverage of the use of ‘Mosquito’ devices to deter young people from certain areas.

Visit the following website:

<http://www.liberty-human-rights.org.uk/issues/young-peoples-rights/human-rights-and-the-mosquito.shtml>

- Which human right is being broken when Mosquito devices are used?

Task 2

Amnesty International is a campaign group that aims to protect people’s human rights.

Visit their website:

<http://www.amnesty.org.uk/content.asp?CategoryID=21>

- Pick a campaign, note which right is being contested and how Amnesty is trying to change the situation.

Task 3

Visit the following website:

<http://www.unicef.org.uk/youthvoice/personalityquiz.asp?quiz=2>

- Take the short quiz. If any of the questions are especially hard make a note of them so that you can discuss them later.

Resource 4 – Internet research answers

Task 1

The Mosquito device constitutes a disproportionate interference with Article 8 of the European Convention on Human Rights (ECHR) – the right to respect for private life, which includes the right to respect for bodily integrity. It could also be argued that this interference with Article 8 rights is discriminatory because it only affects young people, and Article 14 prohibits discrimination.

Task 2

Answers will vary.

Task 3

The website provides an explanation for each answer.

Resource 5 – Legal rights

Benefits

Consumer affairs

Communications and media

Education and training

Employment

Environment and countryside

Family and personal

Government, law and rights

Health and social care

Housing and homelessness

Immigration and nationality

Money and tax

Police and crime

Transport, travel and leisure