

## Lesson 8:

# What are human rights?

## Overview

Through an interactive marketplace activity, students discover that we never have to choose our human rights, they belong to everybody in the world and every human right is needed to live and grow.

## Starter

### Activity 1 (10mins): What do human beings need to survive? (Slides 3-7)

Group in 4-5s. Use the slides to get students working in the role of David Attenborough, describing to an alien, what human beings need to live and grow. You may need to model some answers to lead your students. You could play a short clip of David Attenborough for inspiration: <http://www.youtube.com/watch?v=YN4nzQ00B1E>. Highlight the differences between needs and wants in students' responses. Conclude that every human being has the right to have their basic needs fulfilled, and introduce human rights.

## Main

### Activity 2 (30mins): Marketplace activity (Slides 8-15)

Students work in a marketplace activity, where they take on the roles of 'human rights owners' selling human rights, or 'human beings' buying human rights. The aim is to get students thinking about the importance of each human right by promoting them or having to choose them. Whilst they are required to buy and sell human rights, the final learning outcome is **we never have to choose our human rights, they belong to everybody and every human right is needed to live and grow.**

Decide which students will work as human beings or human rights owners. Full instructions are on the slides to help deliver the task. The activity requires tight time keeping, providing a countdown after each phase.

Preparation (5mins):

- ▶ Human beings:
  - Provide them with worksheet 33 and the 16 human rights cut out from worksheet 32. (There are two versions of worksheet 32; an easy to read and full version. These are the 16 rights from the European Convention on Human Rights that the UK has incorporated through the Human Rights Act and so are specific to the student's own lives. Human rights laws are explored further in lesson 9.)
  - Instruct them to rank the 16 human rights, in sets of four, as most or least important.
- ▶ Human rights owners:
  - Provide each group with worksheet 34 and a different set of 8 human rights cut out from worksheet 32 to encourage a range of human rights to be on sale. They need to select four, then use worksheet 35 to make a sales poster which includes the human right and the start price. These should be displayed on their stall.

## Learning objectives

- ▶ Understand that human rights belong to everybody.
- ▶ Understand that every human right is important for human beings to live and grow.

## Subject links

- ▶ Citizenship
- ▶ PSHEE
- ▶ English
- ▶ Drama
- ▶ Business and enterprise

## Resources

- ▶ Worksheets:
  - ▶ 32 - Human rights cards
  - ▶ 33 - Human beings recording sheet
  - ▶ 34 - Human rights owners recording sheet
  - ▶ 35 - Sales poster
- ▶ Slides: Lesson 8

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- You could get them to name their stall e.g. Human Rights R Us. This could help people to identify the stalls and aid discussion later.
- You could also encourage competition by offering a prize to the owner that sells the most rights at the highest price.

### Browsing (5mins)

- ▶ Get the human beings to browse the stalls, talking to the human rights owners to find out which human rights are on sale, the starting price and why they should buy them.

### Choices (2mins)

- ▶ The human beings need to decide which four human rights they will buy and the human rights owners need to think about reasonable prices for their human rights.

### Trading (5mins)

- ▶ To create excitement, ask if they are ready to go, and then start trading. During trading, they should record their sales / purchases in the Trading table on worksheets 33 and 34.

### Independent review

- ▶ Allow some time for the students to review their work. They should complete the Review tables on worksheets 33 and 34.

### Activity 3 (10-15mins): Marketplace activity discussion (Slides 16-19)

Bring all students together for discussion and use the slides as prompts. You could seat everyone in a circle. Explore the benefits of each human right and the challenge of having to choose one over another. Use the illustration on the slides to highlight the learning outcome - **we never have to choose our human rights, they belong to everybody and every human right is needed to live and grow.**

## Plenary

### Activity 4 (5mins): Importance of human rights (Slide 20)

Position the students in a circle and hand out one human right card to each student. Walk around the circle and randomly take away someone's human rights. Discuss how this would impact on our lives.

## Support notes

### Extension/homework/extra activity ideas

Use these ideas as inspiration for alternative, differentiation or homework activities, or to develop learning in other subjects or lessons.

#### Extension 1: Sales pitch

Students write a 30sec sales pitch for human rights. They could select a specific right or promote them more generally. They could pitch to their peers and a prize could be awarded to the best one.

### Useful links/further information

Visit the useful information section of Equal Rights, Equal Respect to access this information:

[www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation](http://www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation)

- ▶ **Understanding human rights** - background information to human rights.
- ▶ **Human rights case studies** - selection of human rights case studies.
- ▶ **Useful links** - useful links to further information and resources on human rights.
- ▶ **Glossary** - glossary of key words.

Visit the training section of Equal Rights, Equal Respect to access this information:

[www.equalityhumanrights.com/equalrightsequalrespect/training](http://www.equalityhumanrights.com/equalrightsequalrespect/training)

- ▶ **Equality and human rights training video** - demonstration of the market place activity and background information on human rights.

Other useful link:

- ▶ **Ministry of Justice Human Rights Act Guidance** - <http://www.justice.gov.uk/guidance/freedom-and-rights/human-rights.htm>

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### Extension 2: Needs, wants, rights

Present a number of statements to students which are a mix of needs, wants and rights and ask them to categorise them. You could explore Maslow's hierarchy of needs here: [http://en.wikipedia.org/wiki/Maslow's\\_hierarchy\\_of\\_needs](http://en.wikipedia.org/wiki/Maslow's_hierarchy_of_needs).

### Extension 3: Human rights web

Right Here, Right Now is a KS3 resource, which was published in 2008, to teach about human rights. It was developed by the Ministry of Justice with the input of a wide range of civil society organisations, NGOs and teachers and includes lesson plans to complement the citizenship curriculum. Right Here, Right Now includes an activity where students produce a human rights web to further explore the interdependence between human rights. You could download the resource and deliver this activity:

[http://www.amnesty.org.uk/uploads/documents/doc\\_20104.pdf](http://www.amnesty.org.uk/uploads/documents/doc_20104.pdf)

### Extension 4: How would you feel?

Students imagine their human rights have been taken away. You could focus on a particular right or use a case study as stimuli to get them thinking about how it would make them feel. Case studies can be found in the useful information section of the website.

## Prior learning

- ▶ None required

## Differentiation ideas

- ▶ Human rights owners have the more challenging task of promoting the human rights and so this role may be better suited to higher ability students.
- ▶ You could get students working in pairs.

## Preparation and planning

- ▶ Review the PowerPoint slides and worksheets and adapt to suit your lesson and students.
- ▶ Photocopy enough copies of all worksheets for students. Cut out a set of 16 human rights cards for each human being and 8 different sets of human rights cards for the owners. You could provide clipboards with all the materials to make it easier for students to complete their tasks.
- ▶ You will need to arrange the classroom so that you have marketplace stalls around the room.
- ▶ Decide which students will be human rights owners, or ask students to nominate themselves.
- ▶ It will be useful to read the human rights background information. See useful links below.