

Lesson 9:

How do human rights work?

Overview

Students start with a simple human rights quiz before learning that human rights were created after the Second World War to stop the awful atrocities of the Holocaust ever happening again. They then work in groups to respond to a child who has emailed them via Facebook about human rights issues which are based on real-life case studies. Using a factsheet about human rights law they respond to the child offering advice on action they can take. They finish by campaigning for the rights under the United Nations Convention on the Rights of the Child (UNCRC) to be better protected.

Starter

Activity 1 (Option 1) (5-10mins): Human rights quiz (Slides 3-5)

To recap learning from lesson 8, students take part in a quick human rights quiz. This could be independent or team work. Reveal answers and check understanding from lesson 8.

Activity 1 (Option 2) (5mins): Freedom of opinion

Ask students for their opinion on a subject, such as 'What do you think of X Factor?'. Reject each student's opinion, saying they can't have that view or that it is stupid. Discuss how it made them feel. Why did it make them feel that way? What was being denied? The right to express an opinion.

Introduce the lesson using slide 5.

Main

Activity 2 (5-10mins): The human rights story (Slides 6-12)

Use the slides to introduce the long history of human rights, explaining that the modern concept was created to prevent the atrocities of the Holocaust from ever happening again.

Activity 3 (10mins): Real-life case studies (Slides 13-17)

Discuss why laws are needed and the importance of human rights laws using the slides. Students then work in groups of 4-5 to read a message from a child on Facebook asking for advice about a human rights issue. The messages are fictional but based on real-life case studies. Each member should take on a role, as specified on slide 17. Each group will review a different child's message on worksheet 37a-37c. They also need the fact sheet explaining the different human rights laws on worksheet 36 and they will use this to respond to the child explaining what laws help to protect their rights and action they can take.

Activity 4 (10mins): Present and discuss (18-26)

Each group should present their response to their peers. Use the slides to reveal the correct answers. Discuss and highlight the key differences between the UK (Human Rights Act), regional (European Convention on Human Rights) and international laws (United Nations Convention on the Rights of the Child).

Learning objectives

- ▶ Understand where human rights came from.
- ▶ Be aware of the laws that help to protect young people's human rights in the UK.
- ▶ Understand how human rights work in practice.

Subject links

- ▶ Citizenship
- ▶ PSHEE
- ▶ History
- ▶ RE

Resources

- ▶ Worksheets:
- ▶ 36 - Fact Sheet - Human rights law
- ▶ 37 - Human rights help
- ▶ Slides: Lesson 9

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Activity 5 (10mins): Text campaign (Slides 27-30)

Use the slides to discuss whether they think the rights under the UNCRC should be law in the UK. Ask students to stand up to vote for one of the UNCRC rights to be better protected. They then need to write a short text message that they can use to campaign and spread the word for why it needs to be better protected. This campaigning activity could link to lesson 12 where they are encouraged to take action to promote human rights.

Plenary

Activity 6 (5mins): Spread the word (Slides 31-33)

Ask each group to read out their text to their peers. Reinforce the learning outcomes using the slides.

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: Campaigning

Ask students to research human rights campaigners. They could create a speech about the campaigner which they think was most effective and why. They could create their own human rights campaign, creating a Facebook page, webcast, web page for their school website, news article for their school magazine etc. This could link to Lesson 12.

Extension 2: Global to local

Students research human rights abuses that young people experience around the world. They could use charity websites such as Amnesty International and Unicef. They identify a particular issue, then write a letter to a child in that position to empathise with their scenario, explaining why it is wrong and in what ways their human rights are being abused.

Extension 3: In the news

You could get students to bring in news articles which report human rights breaches and success stories. It is unlikely that success stories will be highlighted as human rights cases, so students will need to use their knowledge to identify these.

Extension 4: Children's voice

One of the most unique aspects of the United Nations Convention on the Rights of the Child (UNCRC) is that young people have the right for their views to be heard on all matters that affect them, the views of the child being given due weight in accordance with their age and maturity. Students think of occasions in school when decisions are made that affect them. Are their views and opinions heard? What could be done to make them better heard?

Useful links/further information

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

www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation

- ▶ **Human rights case studies** - selection of human rights case studies.
- ▶ **Understanding human rights** - background information to human rights.
- ▶ **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

- ▶ **Equality and human rights training video** - training tips for delivering interactive activities 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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You could agree to action their ideas. For more information on the UNCRC visit the Children's Rights Alliance for England's (CRAE) website: <http://www.crae.org.uk/under-18s/childrens-human-rights-and-the-uncrc.html>

Extension 5: Religion and human rights

Explore and identify common values and principles between human rights and religions.

Extension 6: First they came

Read the poem 'First they came', by Pastor Martin Niemoller: http://en.wikipedia.org/wiki/First_they_came%E2%80%A6. What message is the author trying to convey? Is it important to speak out on issues of concern and to campaign for people's human rights?

Prior learning

- ▶ Basic awareness of human rights (Lesson 8).
- ▶ Understanding of the United Nations.

Differentiation ideas

- ▶ This lesson contains complex content. Mixed ability pairs or groups are necessary for all activities.

Preparation and planning

- ▶ Adapt the PowerPoint slides and student worksheets to suit your lesson and students.
- ▶ Photocopy enough copies of all the worksheets for the group work.