

Objectives

- LO 1** To discuss what human rights are.
- LO 2** To discuss how human rights are relevant in the modern world.

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| Class: | Date: | Last lesson: | |
| G & T pupils: | SEN pupils: | M: | F: |

Connect

Students discuss the following questions:

- Which key words do you remember from the lesson about developing mutual understanding (or a previous lesson)? What does another student remember?
- Are human rights more relevant in some countries than they are in the UK?

Activate

Worksheet 1.11a: What are our 30 human rights?

- Students read the 30 human rights laid down in the Universal Declaration. They tick those they've heard of and cross those they haven't.
- Ask students: *Imagine you're explaining human rights to a 10-year-old. Write a simple summary of no more than 50 words.* (Example: The Universal Declaration of Human Rights was created in 1948. There are 30 human rights. Everyone in the world is supposed to have them. They include the right to get married and to vote. Human rights say that everyone should be able to go to school and get help if they're poorly, or bullied.)

Demonstrate

Worksheet 1.11a: What are our 30 human rights?

Worksheet 1.11b: How human rights affect our lives

- Copy Worksheet 1.11a and cut it into separate human rights. Hand these out so that each student has a different one, which they do not show to the others. (Note: give numbers 1, 2, 28, 29 and 30 to more able students, as these are all-encompassing.)

- **Circle time:** ask a spokesperson to read out scenarios A–H on Worksheet 1.11b (imaginary citizens from around the world). Ask the class: *Put up your hand if you think your human right is relevant. Explain why.* It is likely that more than one student will put up their hand – ask each in turn. (Answers: A – 12, B – 21, C – 5, D – 17, E – 11, F – 23 G – 18/19, H – 20)

Consolidate

- **Small-group discussion:** groups discuss **three** of the following questions, then feed back to the class. (1) *How does freedom of speech help us to hold politicians to account?* (2) *How is our right to privacy linked with tolerance and respect?* (3) *Why might a corrupt government stop people from meeting peacefully in public?* (4) *Why is it essential that people are represented fairly in court?* (5) *Is it ever acceptable to encourage someone to change their opinion? What about trying to force them to?*
- **Extra support:** support students as necessary in the group activity.

Extra challenge

Ask more able students: *Which of the 30 human rights do you think are most relevant to citizens in your town/city? Why?*

Recommended websites:

www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/all_rights.shtml

www.amnesty.org.uk

Homework

Name three issues that Amnesty International is campaigning about this month.