**1.18 Human rights: checks and balances** SB pp. 42–43

**LO 1** To discuss why checks and balances are needed to protect rights and freedoms.

**LO 2** To discuss how freedom of speech and the right to privacy are linked to terrorism.

**Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 rights with responsibilities? Which ones can another student remember?*
* *What’s the point of human rights if they can be ‘taken away’ in certain situations?*

# **Activate**

**Worksheet 1.18a: Why are checks and**

**balances needed?**

* Students read the information in the table about Bhavna and Noah.
* **Small-group discussion:** students discuss questions 1–6.
* **Extra support:** certain students answer only questions 1–3.
* Ask students to answer following question, challenging them to see who can provide the best answer in three minutes: *Why do citizens’ rights and freedoms sometimes clash?*
* Ask the class to vote to determine the winner.

# **Demonstrate**

**Worksheet 1.18b: Why are people’s rights and**

**freedoms sometimes limited?**

* Students read examples of why the government sometimes limits people’s rights or freedoms, to protect others.
* They then decide which of the examples relates to the three scenarios given on the worksheet. (There are no right or wrong answers; more able students will be able to justify relating multiple examples to each scenario.)

# **Consolidate**

* **Circle time**: students discuss the following questions:
  + *Why do citizens sometimes disagree about whether human rights are a help, or a hindrance, to society?*
  + *Are an individual’s rights more or less important than the safety and smooth running of the (local, national or global) community?*
  + *How are someone’s rights to freedom of speech and to privacy affected if they’re suspected of terrorism?*

**Extra challenge**

Ask more able students: *If someone has a track record of abusing someone else’s human rights (e.g. journalist prints confidential information about a celebrity’s young children), should he or she still expect the UK government to protect his or her human rights?*

## **Recommended websites**

**Only if appropriate**: discuss with the class whether sites like this encourage community cohesion, or cause tensions between groups:

<http://content.met.police.uk/Article/AntiTerrorist-Hotl>ine/1400006265916/1400006265916

## **Homework**

Airports scan everyone’s bags (and sometimes check people’s clothing), even though this can be time-consuming and embarrassing for passengers. This is for safety reasons. Give an example of another situation where rights and freedoms have to be balanced against other factors.

**Theme A Living together in the UK**

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