

Objectives

- 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.

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-Hotline/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.