



Right Here, Right Now

Teaching Citizenship through Human Rights

Right Here, Right Now

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A resource for key stage 3 citizenship teachers in England

Acknowledgements

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Foreword

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Eleanor Roosevelt

Right Here, Right Now: Teaching citizenship through Human Rights is a unique resource and part of a package of education materials, including a booklet offering guidance on putting human rights at the heart of school life; its ethos and culture, policies and practice.

The pack aims to link the concepts of universal human rights with everyday experience, focusing on what human rights mean for young people in England. It is intended to help teachers to bring human rights to life, enabling them to explore with students concrete issues such as poverty and discrimination and to facilitate challenging debates about identities, diversity and rights and responsibilities.

Giving young people the chance to learn about their human rights and the rights of those around them is a vital part of building a wider culture of human rights in England. Ensuring everyone within a school understands their rights and how to protect them brings home to the individual the importance of respecting the rights of everyone in a school environment: students, teachers and other staff, families and carers.

We hope that this proves to be an excellent resource for citizenship lessons and beyond - stimulating fresh discussion, debate and action on human rights that all can learn from.

Ministry of Justice
British Institute of Human Rights
Department for Children, Schools and Families
Amnesty International UK

Ministry of
JUSTICE

BiHR
bringing rights to life

 Amnesty
International

 department for
children, schools
and families

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Introduction

“It has long been recognized that an essential element in protecting human rights was a widespread knowledge among the population of what their rights are and how they can be defended.”

Boutros Boutros-Ghali, Sixth UN Secretary-General, 1992–1996

About this resource

Human rights belong to everyone; knowing what these rights are and how they relate to our own lives is a first step towards a culture where everyone’s human rights are routinely respected. This resource is for all teachers who want to explore with their students the role of human rights in our day to day lives in the UK, and demonstrate a human rights approach in their work.

Resource aims

The resource aims to facilitate effective teaching and learning of human rights within KS3 Citizenship by:

- supporting teachers to feel confident delivering lessons on human rights
- enabling students to learn about the concepts and values of human rights and think about how they are relevant to their lives
- enabling students to learn about the Human Rights Act 1998 and the United Nations Convention on the Rights of the Child, two of the most important human rights measures for children and young people in the UK
- supporting students to use human rights as a framework for exploring topical and controversial issues such as homophobia and child poverty
- supporting the development of key citizenship skills by empowering students to take action to uphold and promote human rights
- encouraging a human rights approach to subject delivery.

Background to the resource

When the Human Rights Act came into force in 2000, its wider aim was to create a culture of respect for human rights here in the UK. The Department for Constitutional Affairs (now the Ministry of Justice) commissioned research into what they could do to support young people to contribute to this culture of human rights, which resulted in the ‘Human Rights in Schools’ project. The project is based on the premise that young people will benefit from being taught about human rights, and will learn about rights most effectively within a school environment where human rights are promoted and respected.

The project consists of three elements:

- This teaching resource for KS3 Citizenship
- A programme of teacher training on human rights
- Guidelines for secondary schools on how to develop a whole-school approach to human rights.

How to use the resource

This resource is designed to support the delivery of the revised KS3 Citizenship curriculum to be taught from September 2008. The new curriculum is underpinned by three key concepts:

- Democracy and Justice
- Rights and Responsibilities
- Identities and Diversity: living together in the UK.

Whilst this resource is rooted in the key concept of Rights and Responsibilities, human rights also underpin the other key concepts of Democracy and Justice, and Identities and Diversity. Human rights education can be a valuable approach to the teaching of all three concepts.

The resource contains comprehensive background information and a series of twelve lesson plans with accompanying worksheets and resource sheets. The lessons are divided into three sections:

- **Lessons 1–7: *Exploring human rights*** – In this section students will explore key human rights concepts and values, how these are expressed in the Human Rights Act and the United Nations Convention on the Rights of the Child, and learn about upholding human rights in our personal lives, and as part of a school, local and global community.
- **Lessons 8–11: *Human rights issues*** – In this section students will explore relevant domestic issues including homophobia, identities and diversity, participation, and child poverty from a human rights perspective.
- **Lesson 12: *Taking action for human rights*** – In this section students will plan to take action on a human rights issue, using their knowledge and skills for taking responsibility and action. Students and teachers may choose to use this as the start of an active citizenship project.

The lessons have been designed to flow as a scheme of learning, but they can be used in various ways to suit the way citizenship is delivered in your school:

- Use *exploring human rights* lessons to cover key human rights concepts and values, then move to section three to support students to develop an active citizenship project based on human rights.

- Use *exploring human rights* lessons to cover key human rights concepts and values, then come back to the issue based lessons throughout the key stage - encouraging students to use a human rights approach to these issues.
- Use some activities from the *exploring human rights* section to familiarise students with human rights in order to move straight to the *human rights issues* lessons.
- Use the lesson plans as part of a suspended timetable day on human rights.

This resource is just a starting point and can be added to and adapted to suit the needs and context of your students and school.

Assessment opportunities

This resource offers suggestions for assessment for learning throughout the resource and also contains suggested Mid-Unit and End of Unit summative assessment activities. Assessment opportunities are flagged at the beginning of each lesson plan.

At Key Stage 3, Citizenship is now in line with other subjects in that teachers are required to judge student attainment in citizenship using level descriptions. These are set out as an eight level scale and provide a guide to the expected standards of attainment for citizenship. Assessment using the level descriptions becomes statutory from summer of 2011 for students completing key stage 3¹. The level descriptions reference conceptual understanding and skills students should develop in citizenship as set out in the revised national curriculum programme of study for citizenship. Activities that can be used for assessment have been developed for the mid-unit and end of unit activities. The assessment/success criteria indicate how to identify learning and progression within specific knowledge and skills relevant to each activity.

Characteristics of progression in knowledge, understanding and skills in relation to human rights education have been provided at the end of the resource. These may be helpful in devising other assessment activities to accompany this resource.

1 The eight level scale for citizenship can be found on the QCA's New Curriculum website <http://curriculum.qca.org.uk>

Background information

Part 1 – An introduction to human rights

1. Background and history of human rights

What are human rights?

'Human rights are what no one can take away from you.'

Rene Cassin

One of the principal drafters of the Universal Declaration of Human Rights

Human rights are the basic rights we all have simply because we are human; they are the fundamental things that human beings need in order to flourish and participate fully in society. Human rights belong to everyone, regardless of their circumstances. They cannot be given away or taken away from you by anybody, although some rights can be limited or restricted in certain circumstances. For example, your right to liberty can be restricted if you are convicted of a crime. They primarily regulate the relationship between the state and individuals.

Human rights are underpinned by a set of common values, including fairness, respect, equality, dignity and autonomy. Human rights declarations, conventions and laws are the starting point for making these values real in people's lives.

There are many different human rights, reflecting our basic needs across different areas of our lives. Civil and political rights include the right to liberty and the right to freedom of expression, while economic, social and cultural rights include the right to the highest attainable standard of health and the right to education.

The international community has agreed several key characteristics of human rights²:

- Human rights are **UNIVERSAL** – they belong to everybody in the world
- Human rights are **INALIENABLE** – they cannot be taken away from people
- Human rights are **INDIVISIBLE** and **INTERDEPENDENT** – all the different human rights are important for human beings to flourish and participate in society

Where do human rights come from?

'Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation.'

Mary Robinson

Former United Nations High Commissioner for Human Rights

The ideas behind human rights have been present throughout history in many different societies and civilisations³. The modern concept of human rights emerged in the 20th century as a response to the events of the Second World War, in particular the Holocaust. This appalling abuse of human dignity and disrespect for human life led states to come together in 1948 under the United Nations (UN) to agree the Universal Declaration of Human Rights (UDHR) – perhaps the most famous and important human rights document.

The Universal Declaration of Human Rights

In 1947 the UN established the Human Rights Commission, chaired by Eleanor Roosevelt, to draft the UDHR. Representatives from a range of countries were involved in the drafting process, the text was considered at a great number of meetings of the UN General Assembly, and the Declaration was adopted by the UN on 10 December 1948.

² Vienna Declaration and Programme of Action 1993

³ See the human rights timeline in lesson 2 for more information

The preamble to the UDHR sets out the aims of the Declaration, namely to contribute to 'freedom, justice and peace in the world', to be achieved by universal recognition and respect for human rights. These rights are then defined in 30 articles which include civil, political, economic, social and cultural rights.

The main innovation of the UDHR is that it recognises for the first time a universal entitlement to rights applying to 'all members of the human family'. Before this the rights and freedoms of individuals were regarded as the domestic affair of the state within whose jurisdiction they fell. The traumatic events of the Second World War prompted the strong belief that this situation was no longer tenable, that universal protection was needed for all people, and that the international community should monitor more strongly what was happening inside states.

Human rights laws

There are three different levels of human rights law – international, regional and domestic. These are enforced and monitored in different ways.

International law

The UDHR is a declaration, and is not legally binding. However it has prompted and inspired a range of international human rights laws (often called conventions, covenants or treaties), such as the International Covenant on Civil and Political Rights, the United Nations Convention on the Rights of the Child (UNCRC), and the Convention against Torture. These are enforced and monitored by the United Nations. Countries that agree to be bound by these have to submit regular reports (usually every 4–5 years) to show how they are implementing the rights in the treaty. The reports are examined by a committee of experts, which publishes its concerns and recommendations.

The UK has signed up to the following core human rights treaties⁴:

- The International Covenant on Civil and Political Rights
- The International Covenant on Economic, Social and Cultural Rights

- The Convention Against Torture
- The Convention on the Elimination of Discrimination Against Women
- The Convention on the Elimination of Racial Discrimination
- The United Nations Convention on the Rights of the Child
- The Convention on the Rights of Persons with Disabilities.

The international human rights treaties are not part of the UK's domestic law. This means that you cannot bring a case against the government using one of these treaties in the UK courts. However, the UK has signed up to a mechanism under the Convention on the Elimination of Discrimination against Women which allows individual women in the UK to make complaints to a committee of experts at the UN if they believe their rights have been violated.

While all of the above treaties are relevant to schools, the most important international treaty for teachers to know about is the UNCRC. This will be explained further in the next section.

Regional law

At the same time that human rights were being developed within the UN system, regional groups of states started adopting home-grown treaties dealing with human rights. These include the European Convention on Human Rights, the African Charter on Human and Peoples' Rights, and the American Convention on Human Rights. The European Convention on Human Rights is arguably the most developed of these regional mechanisms. The Convention was agreed after the Second World War by the Council of Europe, which was set up to safeguard and defend human rights, democracy and the rule of law across its member states. The Council of Europe is not to be confused with the European Union. The Council of Europe represents 'Greater Europe' and currently has 47 member states including countries such as Russia, Turkey and the Ukraine. The Convention established a European Court of Human Rights based in Strasbourg, France.

4 If you would like to find more information on any of these treaties, please see the website of the Office of the High Commissioner for Human Rights: www.ohchr.org

The UK signed the European Convention on Human Rights in 1951; UK lawyers had been instrumental in the drafting process. Anyone in the UK can complain to the European Court of Human Rights if they think their rights set out in the Convention have been breached. Now that the Human Rights Act has come into force (see below) human rights cases under the Convention can be heard in the UK courts, without having to go all the way to Strasbourg. The European Court will only hear cases once they have gone through all possible UK courts.

Domestic law

Many countries also have their own domestic human rights legislation. In the UK, we have our own Human Rights Act which came into force on 2 October 2000. The Human Rights Act allows people to use certain rights drawn from the European Convention on Human Rights in our domestic courts. More information on the Human Rights Act can be found below.

2. Key human rights documents

Human rights are universal. They apply across the world and belong to everyone. As you have read, there is a range of different declarations and conventions that aim to protect human rights in the UK, Europe and the World. However this resource focuses on human rights in the UK. The main conventions and laws that teachers must know about in order to confidently use this resource are the UNCRC, an international human rights treaty, and the Human Rights Act which is part of our domestic law in the UK. These are the most relevant to children and young people in the UK, and to those working with children and young people in public bodies in the UK. They are a foundation for learning about and using other treaties which may be of relevance to young people, such as the Convention on the Elimination of Discrimination Against Women, the Convention on the Elimination of Racial Discrimination, and the Convention on the Rights of Persons with Disabilities.

The United Nations Convention on the Rights of the Child

Children are entitled to all human rights, however there is a dedicated human rights document for children called the UNCRC. The UNCRC was opened for signature in 1989 and has been ratified by all UN member states except the United States and Somalia, making it the most widely ratified international human rights treaty. The UK Government ratified the UNCRC in 1991.

The Convention has 54 articles, or parts, 40 of which grant children (aged under 18) a comprehensive set of human rights. The particular needs of children had been recognised earlier in the UDHR (1948), which states that childhood is entitled to 'special care and assistance'. However, the UNCRC was necessary for four main reasons:

- 1 Childhood is a period of unparalleled growth, development and potential;
- 2 Children, especially infants and very young children, are easy to hurt and harm, intimidate and frighten – they are vulnerable and need protection;
- 3 Children's needs and interests are often ignored or downplayed in public debates and decision making;
- 4 A dedicated treaty gives a focal point and legal framework for all those seeking to improve children's lives and social status – in all parts of the world.

The concept of the 'best interests of the child' is paramount in the interpretation and implementation of the Convention.

One of the most innovative and vital aspects of the UNCRC is its emphasis on children being heard and taken seriously. Article 12 of the Convention gives every child the right to express their views on any matter that affects them. There is no minimum age requirement for this right. Indeed, the United Nations Committee on the Rights of the Child has issued guidelines for governments on how they must protect the rights of young children – these guidelines stress the absolute importance of listening to babies and young children. The views of children must be given due weight according to their age and maturity – in other words, the more a child understands a particular decision, and the consequences of their views, the more influence their views will have. Article 12 specifically requires that in any decision-making forum – a court proceeding or school exclusion hearing for example – the child's views must be heard directly or through a representative. One of the central aspects of children's human rights is that

children must be respected as people today, and not seen and treated simply as 'people-in-the-making'. If adults focus exclusively on the future – what a child will (or should) become – they can miss out on who the child is today. Children's right to be heard and taken seriously is increasingly part of domestic law, particularly relating to children in contact with social care services. The Education and Inspections Act 2006 introduced a requirement for schools in England and Wales to consult students on the development of new behaviour policies and legislation has since 2002 required schools to have regard to student participation guidance.

The United Nations Committee on the Rights of the Child, a body of 18 children's rights experts which meets in Geneva three times a year, monitors the implementation of the UNCRC in each country of the world. It examines each State Party (country that has ratified the Convention) every five years. You can read the UK Government's most recent report (including a version written especially for children and young people) on the implementation of the UNCRC at www.everychildmatters.gov.uk/uncrc/ and you can read the reports on the UK written by the Committee on the Rights of the Child at www2.ohchr.org/english/bodies/crc/index.htm. The Committee on the Rights of the Child also hears evidence from non-governmental organisations (NGOs) and children and young people; you can find out more about the process in England by visiting the following websites:

www.getreadyforgeneva.org.uk
www.crae.org.uk
www.unicef.org.uk

The Human Rights Act

The UK Government introduced The Human Rights Act 1998 with two main aims:

- 1 To bring the human rights contained in the European Convention on Human Rights into UK law. This makes it possible for people to raise or claim their human rights within complaints and legal systems in the UK. The Human Rights Act therefore makes human rights more accessible – it is generally quicker, cheaper and more practical to bring your case before the UK courts.
- 2 To bring about a new culture of respect for human rights in the UK. Human rights are not just about the law and taking cases to court. They are relevant to many of the decisions people make and the situations people experience on a daily basis. The government intended the Human Rights Act to place human rights at the heart of the way public services are delivered.

'[A culture of respect for human rights would exist when]...there is a widely-shared sense of entitlement to these rights, of personal responsibility and of respect for the rights of others, and when this influence[s] all our institutional policies and practices.'

Joint Committee on Human Rights
 UK Parliament

The Human Rights Act has a real application in our everyday lives in the UK. It has been used to protect older people who are being abused in care homes, to ensure that disabled children are provided with transport to get to school, and to protect women from domestic violence. The significance of the Human Rights Act is not restricted to decisions about individuals; it has been used to support policy-making and practice at an institutional level and can be applied to broader areas of society such as civic participation, involvement and community development.

The rights contained in the Human Rights Act

- The right to life
- The right not to be tortured or treated in an inhuman or degrading way
- The right to be free from slavery or forced labour
- The right to liberty
- The right to a fair trial
- The right to no punishment without law
- The right to respect for private and family life, home and correspondence
- The right to freedom of thought, conscience and religion
- The right to freedom of expression
- The right to freedom of assembly and association
- The right to marry and found a family
- The right not to be discriminated against in relation to any of the rights contained in the European Convention on Human Rights
- The right to peaceful enjoyment of possessions
- The right to education
- The right to free elections
- Abolition of the death penalty.

How the Human Rights Act works

The Human Rights Act works in four main ways:

- 1 All public authorities in the UK, including state schools, must respect the rights contained in the Human Rights Act in everything that they do. Public authorities are not just under a duty not to commit human rights abuses – sometimes public authorities have to take proactive steps in order to ensure that human rights are respected, protected and fulfilled.

What is a public authority?

'Public authority' is not fully defined in the Human Rights Act, but it should be interpreted broadly. It includes all central Government departments and local authorities, as well as state schools, NHS Trusts, prisons, the police, courts and tribunals.

- 2 Anyone who believes that their rights have been breached by a public authority can bring a claim against the public authority. This can be in the ordinary UK Courts, and in a range of other systems and processes including tribunals, hearings and complaints procedures. Anyone in the UK can bring a claim under the Human Rights Act – the Act is not limited to UK citizens.
- 3 Wherever possible, existing laws have to be interpreted and applied in a way that fits with the human rights contained in the Human Rights Act. If it is impossible to interpret an existing piece of primary legislation in this way, the courts will issue what is known as a 'declaration of incompatibility'. This sends a clear message to legislators that they should change the law to make it compatible with human rights. This sets up a 'democratic dialogue' between the branches of government, while ensuring that ultimately Parliament remains sovereign.
- 4 For all new Acts of Parliament, the Minister responsible for the Bill must make a statement confirming that it is compatible with the Human Rights Act (or explain why it is not). This means that human rights have to be considered in the process of developing legislation.

At the beginning of 2006, Parliament passed a law establishing a new Commission for Equality and Human Rights, now called the Equality and Human Rights Commission (EHRC). The EHRC opened its doors in October 2007. It has an overall purpose to reduce

inequality, eliminate discrimination, strengthen good relations between people and to promote and protect human rights. It has a statutory responsibility for promoting the importance of human rights and the Human Rights Act, and will encourage good practice within public authorities to respect human rights as well as providing advice, guidance and support to other organisations (voluntary and community organisations; businesses) and to individuals.

3. Balancing different Human Rights

The classification of rights

Not all the rights in the Human Rights Act are of the same type. Some are 'absolute' rights, which means they can never be interfered with by the state, while others are non-absolute – they can be interfered with in certain circumstances.

There are three main types of rights:

Absolute rights cannot be interfered with or limited in any way. Examples of absolute rights are the right not to be tortured or treated in an inhuman or degrading way and the right not to be enslaved.

Limited rights can be limited in specific circumstances, which are set out in the Human Rights Act. An example of a limited right is the right to liberty, which can be limited in certain cases, for example, where someone has been convicted of a crime by a court or is being detained because of mental health problems.

Qualified rights can be interfered with in order to protect the rights of other individuals or the public interest. The majority of rights in the Human Rights Act are qualified rights. Any interference with a qualified right must be:

- in pursuit of a legitimate aim, for example, to protect the rights of others or for the wider good
- lawful
- necessary
- proportionate (appropriate and not excessive in the circumstances).

Examples of qualified rights are Article 8 (the right to respect for private and family life), Article 9 (freedom of thought, conscience and religion), Article 10 (freedom of expression), and Article 11 (freedom of assembly and association).

4. Frequently Asked Questions

When teaching about human rights, you may come across lots of misunderstandings and questions about what human rights are, who they belong to and how they work. Here are a few questions we have come across in the preparation of this resource, and a suggested way of addressing them if and when they come up in your classroom or staffroom.

If human rights cannot be taken away, then how come there are human rights abuses happening all over the world?

The fact that we all have human rights does not mean that human rights are not sometimes denied. It is evident that human rights abuses continue to occur all over the world, including in the UK. In order to make sure that human rights are made a reality in people's lives, those who have rights need to know what their rights are and how to claim them, and those who are responsible for protecting and respecting people's rights need to know what their responsibilities are and uphold them.

Why are human rights relevant to the UK?

Human rights are relevant to many of the decisions people make and the situations people experience in the UK on a daily basis. The Human Rights Act places public authorities – including the government, state schools, hospitals and social services – under an obligation to treat everyone in the UK with fairness, equality, dignity, respect and autonomy. It has been used to protect older people from abuse, to ensure that disabled children are provided with transport to get to school and to protect women from domestic violence. The Act can also act as a good practice check list and decision making tool for public servants in their work. There are many other examples of how the Human Rights Act has been used to improve the lives of people in the UK.

Shouldn't we be talking about responsibilities instead of rights?

The primary responsibility for upholding human rights lies with the state. Human rights provide minimum standards below which states cannot go. States have a responsibility not only to make sure that they respect your rights, but also that your rights are protected and fulfilled.

Respect human rights: States must refrain from interfering with our human rights or curtailing the enjoyment of human rights.

Protect human rights: States must protect individuals and groups against human rights abuses.

Fulfil human rights: States must take positive action to facilitate the enjoyment of basic human rights.

However, human rights are also about the relationships between all of us and society. Human rights automatically imply a responsibility to accord respect to the rights of all other human beings regardless of creed, race, gender, religion, etc, even when those rights conflict with one's own. Any person asserting their rights, whether to freedom of movement, or freedom of belief, or right to decent housing, must respect the rights of all other human beings to assert similar demands. Article 29 of the Universal Declaration of Human Rights states that everyone has duties to the community, and that rights should be exercised with recognition of the rights of others. Your rights can be limited or restricted if you do not respect the rights of others, for example you can go to jail if you commit a crime. But this does not mean that people forfeit their human rights if they do not live up to their responsibilities to accord respect to others rights.

Background information

Part 2 – Human rights education

'Human rights education is much more than a lesson in schools or a theme for a day; it is a process to equip people with the tools they need to live lives of security and dignity.'

Kofi Annan,
Secretary General of the United Nations 1997-2001

This resource includes a series of lesson plans using Human Rights Education which will support you to fulfil the requirements of the citizenship curriculum in England. Human Rights Education should develop:

- knowledge and understanding about human rights
- attitudes and behaviour respectful of those rights
- skills to uphold and protect human rights.

1. Learning about human rights

Learning about human rights is a human right in itself. The Preamble of the Universal Declaration of Human Rights highlights the importance of human rights education,

'Every individual and every organ of society...shall strive by teaching and education to promote respect for these rights and freedoms' while article 26 of the UDHR states that, 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.' The United Nations Convention on the Rights of the Child, which the UK government has signed up to, also contains the requirement to teach about human rights. Learning what our human rights are is the first step in respecting and promoting human rights for all.

Human rights frameworks and issues feature in all of the key concepts outlined in the KS3 Citizenship curriculum. They are explicitly mentioned under 1.2 '*Rights and responsibilities*', but they are also clearly an important part of 1.1 '*Democracy and justice*' and 1.3 '*Identities and diversity: living together in the UK*'. Rather than a topic within citizenship, or something to add to

an overcrowded curriculum, teachers have reported that it is useful to see human rights as at the core of the whole citizenship curriculum.

There are a number of benefits to this approach:

- Tackling controversial issues is an integral part of teaching citizenship. However, it can be challenging to tackle these when working in a class with diverse cultural and religious beliefs and values. International human rights treaties can help to overcome this by providing an inclusive framework in which different cultural and religious values can co-exist. Lessons 1, 2 and 8 will help young people to explore their own values and to recognise the common values underpinning human rights treaties.
- Understanding human rights can help young people make sense of today's changing world. Most issues relevant to the lives of young people have a human rights dimension. For example, in this pack we take a human rights approach to homophobic bullying and child poverty, but you could take a similar approach to any citizenship issue, for example, global terrorism or gang violence. Human rights frameworks can help students understand how national and international agreements are made, how conflicts arise and how they can be resolved, how stereotyping and prejudice can be avoided and how we can live harmoniously in a diverse society. All of these concepts are central to citizenship education.
- Many teachers talk about how some young people use the language of rights without fully understanding what their rights and the rights of others actually are. Misconceptions about rights can lead to conflict within schools. When young people are fully aware of their human rights, evidence shows that low-level conflict and disruption in the classroom is reduced⁵. However, for this to happen, young people have to be taught about human rights in a classroom where rights are respected, and in a way which enables young people to understand the universality of rights, ('I have rights, but so does my teacher, so do my peers') and therefore to recognise their social responsibility to protect the rights of others, as well as their own.

5 Evaluation of Hampshire Rights, Respect, Responsibility project www3.hants.gov.uk/reportonrrr.doc

2. Learning through human rights

To reap the full benefits of human rights education, it is essential to teach human rights in an environment which respects the rights of both students and teacher, particularly through giving young people the opportunity to experience the right to participate in and influence how their classroom and their wider school community is run. This is known as learning through human rights. Without a human rights culture

within the classroom and in the school as a whole, learning about human rights can appear at best irrelevant, and at worst, hypocritical.

As a classroom teacher, your influence over the whole school ethos may be limited, but you can help to establish a human rights culture in your classroom by ensuring that your pedagogy and classroom environment are human rights compatible. The following guidance from UNICEF UK can help.

Key features of the human rights respecting classroom:

- Students and teachers negotiate and agree a classroom Code of Conduct expressed in terms of Rights and Responsibilities (sometimes called class charters)
- Students have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also comment on what might hinder their learning
- Students are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of each other's work
- Students have responsibility for aspects of classroom organisation
- Students have opportunities to make choices in their learning
- There is a strong emphasis on mutual support and collaboration
- Teachers make use of a wide variety of teaching strategies and routes to learning, recognising that students may differ in their preferences for how they learn
- Teaching assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with students
- Behaviour is good and improving as everyone recognises and respects the rights of all to their education
- Teachers and teaching assistants model human rights – respecting behaviour, e.g. they listen well to students' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for the use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual students have misbehaved; teachers show respect for teaching assistants and all other adults
- Displays are used to reinforce awareness of human rights
- Students respect and value each other's similarities and differences and support each other, with very low incidence of negative behaviour, name-calling, racist or sexist comments, etc
- High status and adequate time given to Student Voice issues
- Every student has an equal opportunity to make progress to the best of their abilities

A whole-school approach

Over the last few years, ground-breaking research in Canada and the UK has demonstrated the benefits of a whole-school approach to human rights education.

Here in the UK, Hampshire County Council is conducting a project called 'Rights, Respect and Responsibility' which encourages schools to embed a human rights approach across the curriculum and into the whole-school ethos. The project was inspired by a similar project in Cape Breton, Canada. Evaluation research from Cape Breton in 2001 and 2002 and in Hampshire in 2005 and 2007 highlighted the benefits of a whole-school approach to human rights education including:

- Behaviour improvement
- Increase in attendances
- Decrease in exclusions
- The classroom and school atmosphere is healthier – teachers enjoy their jobs more
- The school environment is respected to a greater degree
- Students demonstrate a heightened awareness of the broader community and social issues
- Teachers feel empowered and many are reminded about why they came into the job.

UNICEF UK has recently developed an award called the Rights Respecting School Award to recognise schools that promote the United Nations Convention on the Rights of the Child as the basis for enhancing teaching, learning, ethos, attitudes and behaviour.

The Human Rights in Schools Project – of which this resource is a part – also includes guidance for secondary schools on how to develop their own whole-school approaches to human rights. This recognises that what is learned in the classroom must be reinforced by day-to-day experiences within the school if students are to gain a real understanding of what human rights mean in practice. The guidelines highlight the need for each person within the school community to know about human rights, and feel that their rights are respected, including students, teachers, non-teaching staff and parents.

3. Learning for human rights

The citizenship curriculum emphasises the importance of giving young people the opportunity to take 'informed and responsible action' on issues that concern them. Whether, national, regional or international, human rights frameworks create the opportunity for local action. Learning for human rights is about enabling young people to take action to protect their own rights and the rights of others.

It is not uncommon for young people to say 'that's not fair'. When they begin to say that on behalf of other young people in the UK and the wider world, for example those suffering physical or mental abuse or discrimination or who can not access education, health care or adequate food, then the universal nature of human rights and our mutual responsibilities begin to be embedded.

Human rights education is not all 'doom and gloom'. There are many positive aspects of rights: most young people in the UK can access their rights, for example, their right to be cared for and have good health care, their right to education. There are also many positive stories, often in the local press, of people in the community standing up for the rights of others for example on issues of homelessness, discrimination against minorities, or protecting the environment.

Lesson 12 'Taking action for human rights', includes a downloadable film from Amnesty International UK where young people take action on human rights issues ranging from the rights of women to the right to a fair trial. Using these examples as inspiration, young people can plan and implement action on a human rights issue of concern to them – whether it is working to improve representation in the school council, wheelchair accessibility in the community, or tackling global poverty.

4. Controversial Issues

Exploring human rights in the classroom can raise controversial issues – particularly in relation to how human rights should be upheld, when it is acceptable to restrict them and how to balance conflicting rights. Different groups may disagree and hold strong opinions about these questions, which may divide society and arouse strong feelings, or deal with fundamental questions of values and beliefs.

The lessons and resources in this pack will create opportunities for young people to explore and understand topical issues in a safe environment, offering the chance to challenge bias and dispel misconceptions. If controversial issues are not taught in schools, students may not get the opportunity to form their own opinions about some of the major issues facing society today.

Enjoying human rights such as freedom of opinion, belief and expression means that people living in a democracy can legitimately disagree. Education around controversial issues should include analysis of debates and disagreements. The lessons and resources in this pack will enable students to consider a range of different viewpoints, and encourage them to think critically.

Useful teaching techniques for handling controversial issues

The resources in this pack encourage a balanced presentation of opposing views. At times teachers may find it appropriate to state their own views or to challenge consensus with strong opinions. Such techniques are appropriate if intended to further discussion, but inappropriate if they are attempts to influence student opinion.

There are four main approaches to discussing controversial issues⁶, which when used judiciously, perhaps in combination, can all help to encourage – in-depth discussion and avoid biased teaching⁷:

- 1 Neutral facilitator – expressing no personal view at all
- 2 Stated commitment – making the facilitator's own views known during the discussion
- 3 Balanced approach – presenting a range of views, including ones the facilitator may personally disagree with
- 4 Challenging consensus ('devil's advocate') – opposing the position widely expressed in the group to challenge consensus and provoke response.

Discussion of controversial issues will inevitably arouse strong views and differences of opinion. Setting ground rules at the start of a discussion can be a useful way to ensure that discussion of controversial issues remains manageable. The values which underpin human rights can be used as a framework for the ground rules. If your classroom displays the features of a rights-respecting classroom (above), young people and teachers should recognise the right to freedom of expression of all members of the class, but also acknowledge that all participants have a right to be free from discrimination and disrespect. It can be useful to encourage the students themselves to devise ways of discussing disagreement and controversy that respect human rights.

Many schools will have their own policies on how to approach the teaching of sensitive and controversial issues, which teachers should consider when planning teaching and learning activities. For further guidance on teaching controversial issues see: www.teachernet.gov.uk

⁶ Developed by Stradling et al (1982)

⁷ 'Making sense of citizenship – A continuing professional development handbook' Editors Ted Huddleston and David Kerr, ACT, Individuals Engaging in Society Citizenship Foundation, Department for Education and Skills 2006. QCA guidance on teaching controversial issues which is in: The QCA/DfES scheme of work for citizenship Teacher's guide (Appendix 9). www.standards.dfes.gov.uk/pdf/secondaryschemes/cit_guide.pdf

Module overview and curriculum links

Lesson 1 School rules!

This lesson introduces students to the concept of human rights by presenting students with a fictional scenario which threatens to deny their rights. Students explore how they feel about this, and then suggest how they could improve the situation

Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> Why are the new school rules unfair? What could we do to ensure that the rules are not introduced in this school? What would fair rules be like? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain why they think the new rules are unfair Suggest reasons why they think the new rules should not be introduced into the school Define the term 'fairness' Work together to suggest rules that promote fairness in a school context Justify the rules they have developed 	<ul style="list-style-type: none"> Citizenship: 1.1b, 1.2a, 1.2b, 2.2a, 2.3a, 2.3d, 3e, 4a PSHE: 2.3b, 4c

Lesson 2 The human rights story

In this lesson students explore where the concept of human rights has come from, and why and when the international community first came together to develop international mechanisms to protect human rights. Students then look at the values underpinning the United Nations' Universal Declaration of Human Rights (UDHR) to start to explore what human rights are.

Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> What are human rights? Where have human rights come from? What are the values that human rights can help make real? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify what was denied to people during the Holocaust Define human rights in their own words Describe the origins of human rights Identify the values underpinning human rights 	<ul style="list-style-type: none"> Citizenship: 1.1b, 1.2a, 1.3c, 2.1a, 2.2a, 3a, 3f, 4a, 4b, 4g History: 1.1c, 1.4a, 3g, 3i, 3j PSHE: 1.5b, 3m

Lesson 3 What are human rights?

This lesson gives students an opportunity to explore the concept of human rights in more detail. They think about examples of the different types of human rights that we have, and explore how different human rights are linked together

Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> What human rights do we have? How do the different rights we have link together? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Demonstrate a clear understanding of what human rights are and know that there are different types of human rights Give examples of the human rights we have Understand that everyone has human rights, because they are human, and that they cannot be taken away from us Demonstrate an understanding of how human rights are connected and dependent on each other 	<ul style="list-style-type: none"> Citizenship: 1.1b, 1.2a, 1.2b, 2.2a, 2.2b, 3a, 4c

Lesson 4 Human rights in the UK

In this lesson students learn that human rights are important for everyone everywhere, including here in the UK. Students learn about the Human Rights Act, including what rights it protects and how it works in practice

Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> • What is the Human Rights Act? • What rights are contained in the Human Rights Act? • How does the Human Rights Act work? • How has the Human Rights Act protected rights in the UK? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Understand that it is important that rights are protected everywhere in the world, including the UK • Demonstrate awareness of the Human Rights Act and can name one or more rights contained within it • Explain how the Human Rights Act works • Identify what human rights are involved in case studies 	<ul style="list-style-type: none"> • Citizenship: 1.1b, 1.1d, 1.2a, 1.2b, 2.1a, 2.2b, 3a, 3b, 4a, 4b, 4c

Lesson 5 Children's rights

This lesson aims to raise awareness about the United Nations Convention on the Rights of the Child (UNCRC), a specific human rights treaty for children agreed by the United Nations. Pupils explore the rights protected by the UNCRC and consider how it is implemented in the UK

Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> • What is the United Nations Convention on the Rights of the Child? • What rights are in the UNCRC? • Why is it important? • How can the Convention make children's lives better in England? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain what the UNCRC is and why it is important • Recall a number of rights that the UNCRC protects • Understand and communicate the role of governments in protecting and promoting the rights in the UNCRC 	<ul style="list-style-type: none"> • Citizenship: 1.1b, 1.1d, 1.2a, 1.2b, 1.3c, 2.1a, b, 2.2b, 2.3a, 3a, b, k

Lesson 6 Balancing rights

Students learn what absolute and non-absolute rights are. They learn that very few human rights are absolute and that most rights can be limited in certain circumstances. Students will understand that people's rights can conflict, and that in these circumstances rights need to be balanced

Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> • What is an absolute right? • Are all human rights absolute? • How do we balance different people's rights? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the term absolute • Define an absolute right • Decide which rights are absolute and can justify their decisions • Understand that in some circumstances the rights of different people need to be balanced • Work as a group to prepare a debate and represent the views of their assigned group of people 	<ul style="list-style-type: none"> • Citizenship: 1.1b, 1.2a, 1.2b, 1.2c, 2.1a, 2.1.c, 2.2a, b, c, d, 3a, b, f, 4a, c, • PSHE: 1.5a,b, 2.3b, 3m, 4c, 4e

Lesson 7 Taking responsibility		
<p>In this lesson students consider who has responsibilities for human rights. They look at responsibilities for human rights at different levels; personal, school, community, national and international level. They will consider different ways of taking responsibility, from talking to somebody about something that concerns them, to developing a project on human rights</p>		
Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> Who has responsibilities for human rights? What different things can we do to make sure that human rights are respected, protected and promoted? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain that legally, the government has overall responsibility for human rights Understand that we all have responsibilities to respect, protect and promote human rights List a number of ways that individuals and organisations can take responsibility, from individual day-to-day actions to national campaigns Justify why an action is appropriate for a situation/issue 	<ul style="list-style-type: none"> Citizenship: 1.1d, 1.2a, b, c, 2.1a, 2.2a, 2.3a, 3a, e, f, 4a, b, h PSHE: 2.3b, 4c, 4e

Lesson 8 Identities, diversity and common values		
<p>This lesson gives students the opportunity to explore their own identity, and the differences and similarities between people. They discuss the benefits and challenges of diverse societies as well as considering the values that they share as a class, and the values that underpin human rights frameworks</p>		
Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> What makes people different, what makes them the same? What are the benefits and challenges of diverse societies? What are our shared values and how do these compare to the values at the core of human rights frameworks? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recognise that there are things that make each person unique, and things that are common to all human beings Recognise the benefits and challenges of living in diverse communities Identify the values that they share with others and how they relate to the values which underpin human rights frameworks 	<ul style="list-style-type: none"> Citizenship: 1.1c, 1.2a, 1.3a, b, d, 2.1a, 2.2a, 3a, f, i PSHE: 1.1a, 1.5a, 1.5b, 2.1a, 2.3b, 2.3d, 2.3e, 3a

Lesson 9 Human rights issues: Homophobic bullying		
<p>In this lesson students will explore the issue of homophobic bullying from a human rights perspective. Students consider how to tackle homophobic bullying in schools in England. The lesson ends by identifying actions that could be taken by the class and individually on this issue</p>		
Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> Why are certain insults used and why are these insults harmful to people? What are the human rights involved in homophobic bullying? What practical action could we take to prevent homophobic bullying? 	<p>Students should be able to</p> <ul style="list-style-type: none"> Explain why certain terms are used as insults and why they are harmful to people Understand that bullying is a human rights issue Identify at least one of the human rights involved in the issue of homophobic bullying Suggest appropriate actions that could be taken to tackle homophobic bullying 	<ul style="list-style-type: none"> Citizenship: 1.1b, 1.2a, b, c, 1.3d, 2.1a, c, 2.2a, b, c, d, 3a, 4a, c, PSHE: 1.1a, 1.1c, 1.2b, 1.5a, 1.5b, 2.1e, 2.3b, 2.3d, 2.3e, 3m, 4d

Lesson 10 Human rights issues: Focus on participation

In this lessons pupils consider why it is important that young people are able to participate, and for their views to be taken into account in decision-making that affects them. Pupils learn about their rights to participate in different circumstances, for example, voting, at school and at home

Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> Why is the right to participate in decisions that affect us so important? What does the UNCRC say about children being heard and taken seriously? How do the Convention's participation rights apply in schools? How does the law in England support children's rights to participate? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Communicate the importance of children being heard and taken seriously Explain that they have a right to participate according to Article 12 of the UNCRC Identify what effective participation would look like in practice Understand and communicate the different enforceable rights children have in England to be heard and taken seriously 	<ul style="list-style-type: none"> Citizenship: 1.1b, 1.1d, 1.2a, b, 2.1b, 3a, b, e

Lesson 11 Human rights issues: Child poverty in the UK

In this lesson pupils look at the issue of child poverty in the UK from a human rights perspective. Pupils analyse personal narratives of young people living in poverty in the UK, and discuss the impact of this on their lives. They consider how this relates to the human rights in the UNCRC and consider what can be done to reduce poverty in the UK

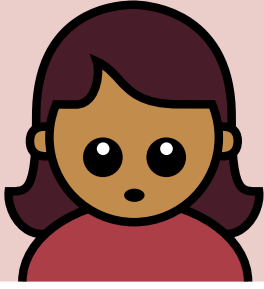
Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> What is child poverty and does it exist in our country? What has child poverty got to do with the UNCRC? What can we do to try and make child poverty history? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Define child poverty and understand that there are children in England who live in poverty Communicate the relationship between human rights and tackling child poverty List a number of things that can be done to help to end child poverty 	<ul style="list-style-type: none"> Citizenship: 1.1b, d, 1.2 a, b, c, 1.3b, 2.1a, c, 2.2a, 2.3a, b, 3a, e, g, h, 4a, b

Lesson 12 Human rights issues: Taking action for human rights

In this lesson students will plan to take action for human rights on issues that affect their local community. Students will explore different ways of taking action, choose a human rights issue that concerns them and plan to take action on this issue. This could be developed into an active citizenship project and students could carry out their action. This lesson could take place over two or more lessons

Learning Questions	Learning Outcomes	KS3 Curriculum Links
<ul style="list-style-type: none"> How do people take action to protect and promote human rights? What human rights issue will I take action on? What is the best way to take action on this issue? What different steps will I need to do to carry out this action effectively? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Choose an issue to take action on and explain why they have chosen this issue Identify an appropriate way of taking action on their issue and can justify their reasons for choosing this approach Work in groups to plan their action. Consider what they have learned about human rights in planning their actions 	<ul style="list-style-type: none"> Citizenship: 1.1a,d, 1.2a, b, 2.1a, b, c, 2.2b, 2.3a, b, c, d, e, 3a, d, g, h, 4e PSHE: 1.5b, 4a,

Lesson one



School rules!

About this lesson

This lesson introduces pupils to the concept of human rights by presenting students with a fictional scenario which threatens to deny their rights, exploring how they feel about this, and then suggesting how they could improve the situation. The rights denial comes through the introduction of a set of fictional school rules, which are very unfair. Students are then asked to consider how they could improve the rules to ensure that they are fair to everyone. This lesson gives the class a shared experience that they can refer back to throughout the rest of the topic, and also empowers students as they suggest ways to bring about change.

“How wonderful it is that nobody need wait a single moment before starting to improve the world”

Anne Frank

Learning questions

- Why are the new school rules unfair?
- What could we do to ensure that the rules are not introduced in this school?
- What would fair rules be like?

Learning outcomes

Students should be able to:

- explain why they think the new rules are unfair
- suggest reasons why they think the new rules should not be introduced into the school
- define the term 'fairness'
- work together to suggest rules that promote fairness in a school context
- justify the rules they have developed.

Assessment opportunities

Informal teacher assessment of communication skills in group work, including pupils' ability to justify views.

Students to fill in the topic self review sheet which can be added to after each lesson during this topic.

Curriculum links

Citizenship: 1.1b, 1.2a, 1.2b, 2.2a, 2.3a, 2.3d, 3e, 4a
PSHE: 2.3b, 4c

Prior learning

No prior knowledge of human rights is required, although many students will have learned about human rights at KS2 or may have developed their own views about what human rights are. This lesson is a good starting point for students who are new to studying human rights. You may wish to go straight to Lesson 2 or use an alternative starting point if the students are more confident with the concept of human rights.

Resources required

- Worksheet 1.1 – First thoughts (one per student)
- Resource sheet 1.2 – New rules (You may wish to present these to students on a PowerPoint or print them onto card and ask volunteers to read them out)
- Worksheet 1.3 – School rules (one per group)
- Worksheet 1.5 – Self assessment sheet (one per student)

**0–10 mins**

Present the new school rules to the students. Explain that the rules have been developed by government education experts and are being implemented in all schools. Ask students to fill out the *First thoughts Worksheet (1.1)*. You may wish to implement some unfair (although not illegal) rules in the class as students enter to emphasise the point, for example, giving some pupils a worksheet and not others, allowing one half of the room to chat and telling the other half they must sit in silence.

**10–30 mins**

Organise students into pairs. Present the students with the question 'Are these rules fair? Why/why not?' Pupils should think about what 'fair' means. Encourage students to justify their points. Ask students to feed back their thoughts to the class. Some students may refer to human rights. Explain that the rules are not real: however if this situation were real, what could students do to try to stop the rules coming into force?

**30–45 mins**

Tell students that they are going to develop a set of rules for school that they think would be fairer. Emphasise that it should be fair for everyone in the school community – learners, teachers, other staff, parents. Working in small groups, the students develop their own set of alternative rules, and fill them in on the worksheet.

**45–55 mins**

Invite students to feed back their own rules. Ask students to explain why they think each rule is important. You may wish to combine them to create a set of class rules. Invite the students to identify any common 'themes' in the rules. These may include ideas like respect and equality. Ask the students to explain why they think those themes are important. Bring in the idea that their choice of themes is probably influenced by their 'values', that is, the beliefs they have about what is right and wrong and what is most important in life which influence their behaviour.

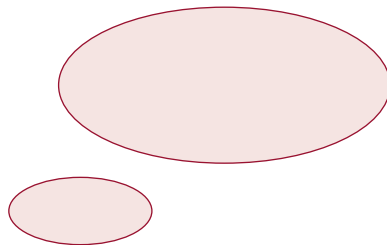
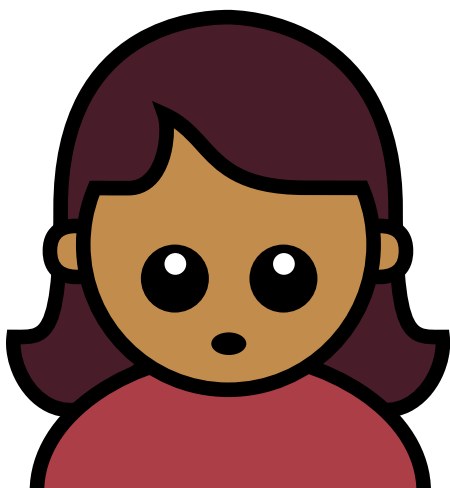
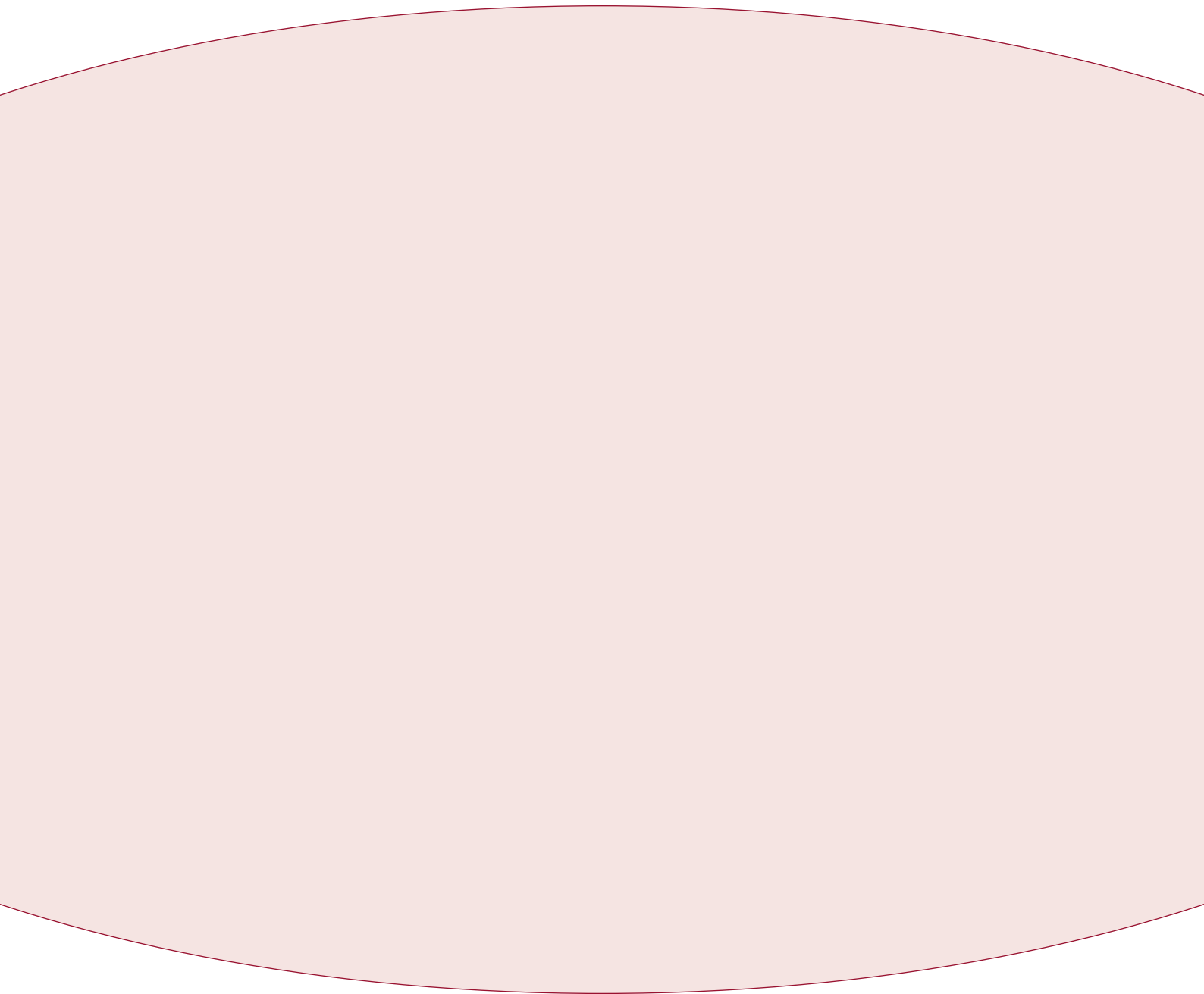
**55–60 mins**

Explain to students that most schools have a set of rules, and that schools are not the only places that have rules. Ask students to suggest where else rules exist e.g. home, local community, laws that govern the UK, etc. Explain that rules are there to govern people's behaviour and to protect their rights, and that they are set at many different levels, e.g. national (UK Government), European (European Union), and global (United Nations). Students to start their topic self review sheets. This should be completed during each lesson throughout this topic.



Worksheet 1.1

Draw or write your first thoughts





Resource sheet 1.2

New rules

New rule 1

Teachers may hit students at any time

New rule 2

Students must convert to the head teachers religion

New rule 3

Teachers can go through students' bags at any time and examine their property

New rule 4

Anyone who criticises the new rules will be punished

New rule 5

Students cannot talk to each other or stand in groups of more than two during school hours

New rule 6

Students can be expelled at any time without reason. They will not be entitled to argue or appeal the decision

New rule 7

Teachers can take any trainers or mobiles from students and keep them for their own use

New rule 8

Students whose names start with the letter R cannot come to school ever again and will instead clean public toilets eight hours a day

Questions to discuss:

- Are these rules fair?
- Why/why not?



Worksheet 1.3

School rules

You have been asked to develop a set of new rules which will guide how your school is run. Try to make sure that your rules are fair. Remember, this means that they should be fair for everyone – learners, teachers, other staff and parents. For each rule you choose, you must explain why you think this rule is important.

New school rule	Why do you think this rule is important?
Rule ONE	
Rule TWO	
Rule THREE	
Rule FOUR	
Rule FIVE	
Rule SIX	
Rule SEVEN	
Rule EIGHT	



Worksheet 1.4

Self review sheet

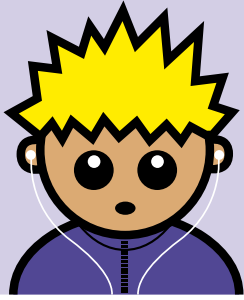
What have I learned?

What I found easy...

What I found difficult...

What do I want to know now?

Lesson two



The human rights story

About this lesson

In this lesson pupils explore where the concept of human rights has come from, and why and when the international community first came together to develop international mechanisms to protect human rights. The lesson begins by exploring images from the Holocaust, which students may have studied before. Students then look at the values underpinning the United Nations' Universal Declaration of Human Rights (UDHR) to start to explore what human rights are. They then look at the development of human rights ideas throughout history to enable them to understand that although our modern concept of human rights is relatively recent, that the ideas behind human rights have existed for many years, in many different religions and cultures throughout the world.

"Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation."

Mary Robinson

Learning questions

- What are human rights?
- Where have human rights come from?
- What are the values that human rights can help make real?

Learning outcomes

Students should be able to:

- identify what was denied to people during the Holocaust
- define human rights in their own words
- describe the origins of human rights
- identify the values underpinning human rights.

Assessment opportunities

You can assess pupils' understanding of what human rights are through their definitions of human rights in their own words and through the plenary activity. Assess understanding of the origins of human rights through questioning during the *Human Rights Timeline* activity.

Curriculum links

Citizenship: 1.1b, 1.2a, 1.3c, 2.1a, 2.2a, 3a, 3f, 4a, 4b, 4g

History: 1.1c, 1.4a, 3g, 3i, 3j

PSHE: 1.5b, 3m

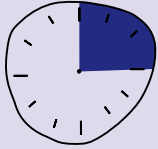
Prior learning

This lesson could provide either a starting point for the topic or an opportunity to contextualise some work that you have already done about human rights. It would be helpful if students have studied the Holocaust, although not necessarily in any detail.

This lesson refers to the United Nations. If you wish to do some more work on the United Nations prior to this lesson the United Nations Association UK has resources which you may wish to use. See www.una-uk.org for more information.

Resources required

- Images of the Holocaust either on worksheets or as a PowerPoint. You can access images from the Holocaust Memorial Day Trust website www.hmd.org.uk. Try to get a selection of photographs, which clearly show how human rights were abused in a number of ways
- Worksheet 2.1a – Simplified UDHR preamble OR Worksheet 2.1b – Original UDHR preamble (to be used in pairs)
- Resource sheet 2.2 – FRED: Human Rights Values (one per student)
- Resource sheet 2.3 – Human Rights Timeline cards (one set printed onto card)
- Mini whiteboards – You can make mini whiteboards by laminating sheets of white paper

**0–15 mins**

Give the students some images of the Holocaust. In pairs or in small groups, ask the students to list the things that have been taken away from the people shown in the pictures, for example, food, clothing, shelter, life, dignity, privacy. Explain that the things being denied to people in the Holocaust were fundamental to their existence. Things that are fundamental to our existence are known as human rights. As a class, brainstorm: What is a 'right'? What is a 'human right'? Ask pupils to write their own definition of human rights. Teachers can find a definition in the glossary. The definition of human rights will be revisited in the next lesson.

**15–20 mins**

Explain that after the Holocaust, the world's leaders came together in the United Nations to try to work out how to avoid future atrocities. The Universal Declaration of Human Rights (UDHR) was written. The declaration outlines the fundamental human rights that everyone has, such as the right to life, the right not to be tortured – rights denied to people during the Holocaust. You may wish to briefly explain what the UN is but try not to go into too much detail.

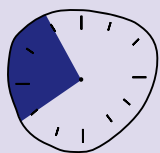
**20–40 mins**

Explain to students that they are going to explore the introduction to this first international human rights document, the UDHR, to find out the key themes and values behind it. Give out the Preamble sheets. Choose which version to use depending on the abilities of your class. One option for differentiation would be to give each pair only one paragraph. Ask students, in pairs, to read the Preamble and highlight what they think are the most important words – the words that hold the most meaning. They should then choose the three words or phrases that they think are the most important, to share as a class.

Facilitate group feedback, grouping the words and phrases into themes. The themes you would expect students to uncover from analysing the UDHR preamble are as follows: Human rights are:

- universal – for all people, of all backgrounds
- based on the idea that all human beings have worth
- about treating people equally and fairly
- about treating people with dignity and respect
- about protecting people from abuse
- about creating a peaceful world.

Remind the class of the word 'value' which was used in the last lesson. Explain that like their list of key themes for fair school rules, many of the themes in the UDHR are based on values. Introduce FRED as a mnemonic for Fairness, Respect, Equality, Dignity. Explain that this is an easy way to remember some of the core values that underpin human rights. Show students a picture of *FRED* (*Resource sheet 2.2*). Ask students to draw their own FRED character in their workbooks and write the core values around him.



40–55 mins

Explain that human rights and people campaigning for human rights were around long before the UDHR was drawn up. Give out the *Human Rights Timeline* cards. Ask students to get themselves into chronological order, and read out their cards in order. Ask all students to sit down. To familiarise students with the timeline, pick an event and ask students to stand up if they come before/after this date/event, for example:

- After World War 2 (1945) – tell students that many people think that human rights are a modern invention, but the fact that lots of students are still sitting down shows that the idea has been around for a lot longer than this.
- Before the year 700AD – tell students that many of the world religions and ancient cultures contained ideas that are similar to human rights ideas.
- Ask students to stand up if their event specifically relates to somewhere other than the UK or Europe. Highlight the point that many human rights laws originated in other parts of the world. FYI Babylon was an ancient city, the ruins of which can be found in present-day Iraq.
- Ask students to stand up if their event is relevant to more than one country. Highlight the point that many human rights agreements are international.

Use the line and stand-up sit-down questions in the teacher's notes to familiarise students with the human rights story. This activity could alternatively be done as a card-sorting activity where students work in groups to put the events into chronological order and then sort them into piles depending on the answers to the questions.



55–60 mins

Using mini whiteboards, ask the students to draw or write to complete the following three statements and then to hold up their whiteboards.

- Human rights are...
- Some of the core values that underpin human rights are...
- Many events throughout history have helped us to develop our thinking about human rights. Three of these events are...



Worksheet 2.1a

UDHR Preamble – Summary version

If everyone can recognise the essential dignity and worth of all human beings and if everyone can recognise that all human beings have some basic, equal rights, then this will lead to freedom, justice and peace in the world.

Disrespect for human rights has led to horrific acts that have outraged people across the world. We all want a world where people can enjoy freedom of speech and belief and freedom from fear and want.

If these rights are made law, then people will be protected from tyranny and oppression.

It is important that people understand these rights and freedoms as this will lead to a better, fairer standard of life for everyone. We have dedicated ourselves to promote universal respect for these rights.

We see the Universal Declaration of Human Rights as a common goal for all people and all nations. We hope that every individual and every organ of society will try by teaching and education to promote respect for these rights and freedoms. We hope that both individuals and governments will try their best to make sure that these rights are fully respected both in their own country and across the world.



Worksheet 2.1b

Original UDHR Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

Whereas it is essential to promote the development of friendly relations between nations.

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.

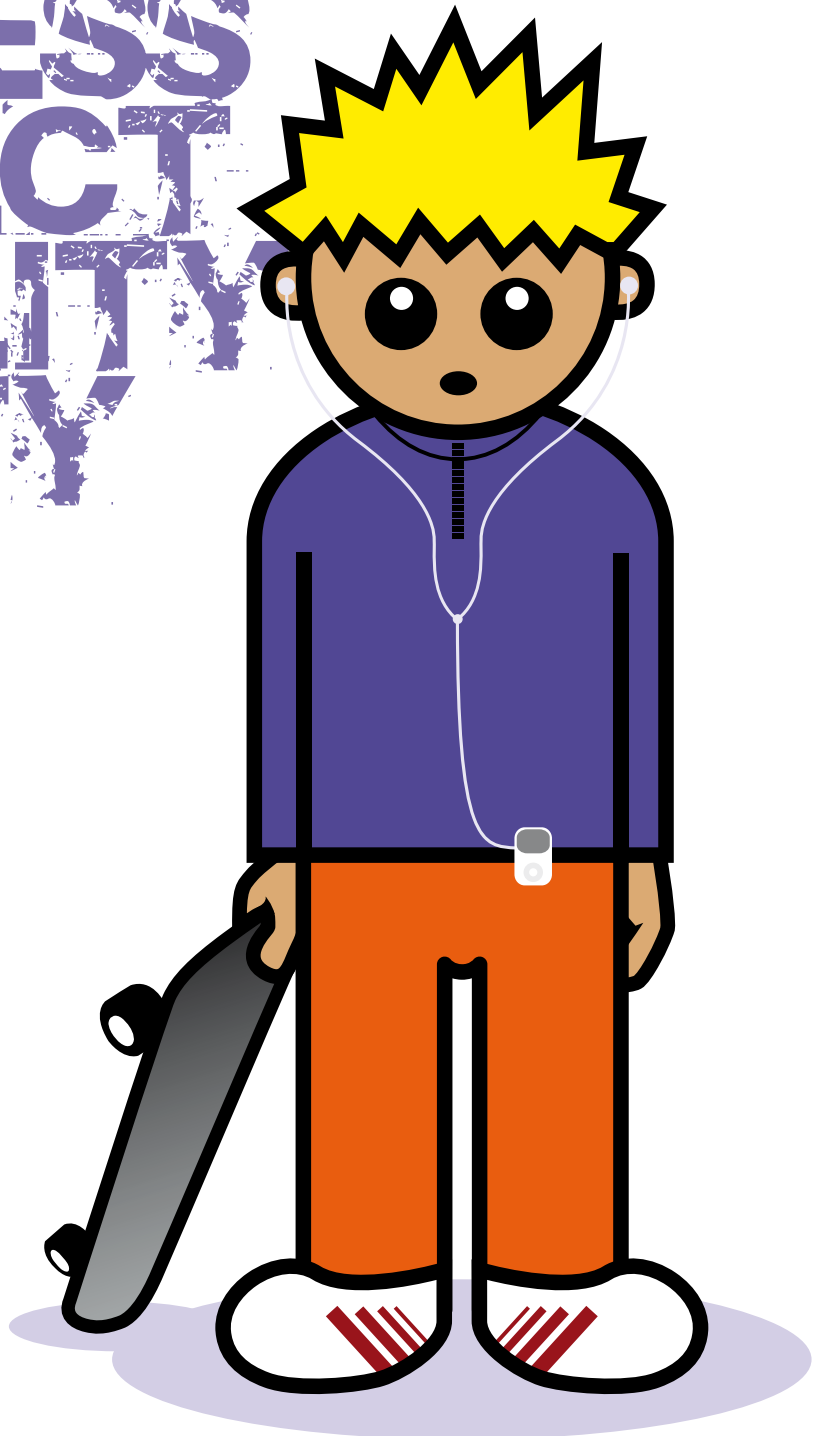
Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge.

Now, Therefore the **General Assembly** proclaims **this Universal Declaration of Human Rights** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.



**FRED
REPRESENTS:**

**FAIRNESS
RESPECT
EQUALITY
DIGNITY**





Resource sheet 2.3

Human rights timeline



1760BC

In Babylon King Hammurabi draws up the 'Code of Hammurabi', an early legal document that promises to 'make justice reign in the Kingdom and promote the good of the people'

c528BC-486BC

In India Gautama Buddha advocates morality, reverence for life, non violence and right conduct

c26-33AD

In Palestine Jesus Christ preaches morality, tolerance, justice, forgiveness and love

613-632

In Saudi Arabia, Prophet Mohammed teaches the principles of equality, justice and compassion revealed in the Qur'an

1215

In England Magna Carta is issued, limiting the power of the King and giving freemen the right to be judged by their peers

1689

In England Parliament agrees the Bill of Rights that curtails the power of the monarch and includes freedom from torture and from punishment without trial

1789

In France the National Assembly agrees The Declaration of the Rights of Man and of The Citizen that guarantees the rights to liberty, equality, property, security, and resistance to oppression

1791

The United States Congress agrees their Bill of Rights, amending the US Constitution to include rights to trial by jury, freedom of expression, speech, belief and assembly

1833

The British Parliament abolishes slavery through the Slavery Abolition Act

1945

The United Nations is created 'to affirm the dignity and worth of every human person'

1948

The United Nations adopts The Universal Declaration of Human Rights

1950

The European Convention on Human Rights is adopted by the Council of Europe. This is the most important regional human rights treaty for people living in the UK

1989

The UN adopts The United Nations Convention on The Rights of the Child, now ratified by all but two of its 191 member states (US and Somalia)

1998

The UK Parliament adopts The Human Rights Act which makes 16 of the rights and freedoms in the European Convention on Human Rights a part of British law. It came into force in 2000

2007

The Equality and Human Rights Commission is launched – it will champion equality and human rights for all, working to prevent discrimination, reduce inequality, and protect and promote human rights

Lesson three



Human rights
in focus

About this lesson

This lesson gives students an opportunity to explore the concept of human rights in more detail. They think about examples of the different types of human rights that we have, and explore how different human rights are linked together to develop an appreciation of their indivisibility.

“Human rights are what no one can
take away from you.”

Rene Cassin

Learning questions

- What human rights do we have?
- How do our different human rights link together?

Learning outcomes

Students should be able to:

- demonstrate a clear understanding of what human rights are and know that there are different types of human rights
- give examples of the human rights we have
- understand that everyone has human rights, just because they are humans, and that they cannot be taken away from us
- demonstrate an understanding of how human rights are connected, dependent on each other and equally important.

Assessment opportunities

Assess understanding of the concept of human rights through the examples of rights that students come up with. Assess understanding of indivisibility of rights through the linking rights activity.

Curriculum links

Citizenship: 1.1b, 1.2a, 1.2b, 2.2a, 2.2b, 3a, 4c

Prior learning

Students should have a basic understanding of human rights. Some contextual knowledge of the development of the concept of human rights is useful but not essential.

Resources required

- Worksheet 3.1 – Our rights (one per student)
- Resource sheet 3.2 – Human rights cards – cut up and placed in envelopes (one per group plus one set to be used for the Linking Rights Activity)
- Resource sheet 3.3 – Low Priority display sheet
- Resource sheet 3.4 – High Priority display sheet
- Resource sheet 3.5 – True or False (teacher copy only – to be used as stand up/sit down activity)
- A ball of string 50 meters length

Student homework

Ask students to find some news stories about human rights from a newspaper or news website. Students should try to find stories about a range of rights: civil, political, economic, social and cultural. Explain that they can find stories that they think are about human rights even if the words human rights don't appear.

Bring at least one example to the next lesson. Ask students to identify the country, and the human right(s) involved in the story.

**0–20 mins**

Remind students of the definition of human rights they wrote in the last lesson. Have the following human rights definition on the board:

Human rights are the basic rights and freedoms to which all humans are entitled. They ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect. You have human rights simply because you are human and they cannot be taken away.

Give out *Worksheet 3.1 'Our rights'*. On their own, students should think about and then write down what rights they think we all have. Students should then get into small groups and discuss what rights they come up with, justifying why they think these are rights each human being should have. To help students with this activity, you may wish to laminate some quotes about human rights and display these around the classroom.

Each group then receives an envelope containing cards listing our human rights (explain that these rights are found within the UDHR). Groups should compare these rights with the rights they came up with: which ones are the same, which are different? Explain to students that the human rights we have are defined in a number of different documents, some are international, some regional and some national, and that we will be looking at some of these documents in the next few lessons.

**20–35 mins**

To prepare for the next two activities, clear a space in the room.

Explain to the class that in this next activity they will be asked to work out which human rights they feel are the most important. Stick up a sheet at one end of the room saying 'LOW PRIORITY' (*Resource sheet 3.3*) and a sheet at the other end saying 'HIGH PRIORITY' (*Resource sheet 3.4*). Hand out one of the human rights cards from the previous activity (*Resource sheet 3.2*) to each person. Give students time to read their right and to ask if they don't understand it.

Explain that you want the students to form a line between the 'LOW PRIORITY' and the 'HIGH PRIORITY' signs - where they stand in the line depends on where they think their right fits in order of priority. They should discuss with other people in the room to decide whose rights are more or less important. Set a time limit of five minutes.

At the end of the time limit ask students at each end of the room, and in the middle, to read out their right and explain why they are standing in that position. Encourage some debate: do they all agree on the order of priority that they have come up with? Would they change their position if they lived in a different country/in a different time period?

Ask students if they think this is a good activity. Explain that it's actually a trick exercise: in fact, human rights cannot be prioritised as they are all important and they are indivisible (they link together, one depends on another). Bright students may have formed a circle rather than a line if they understood this from the outset!



35–50 mins

Explain to the class that they are now going to explore further this idea of human rights being 'indivisible' by considering the connections between different human rights and making a 'human rights web'. Each student should keep hold of the human rights card that they had in the previous activity. Ask the students to stand in a circle. To start off, find the student with the 'right to an education' card and give him/her the ball of string. Ask the following questions to the whole class: 'What other rights do you think might be connected to this right?' Or, 'If this right was taken away, what other rights might be affected?' There are a number of possible answers that students might come up with. For example, students might identify that the right to an education connects to the right to work, because without an education it might be difficult to get a job. Students might also identify that the right to an education connects with the right to have an opinion and express it, because education gives them the skills to develop and express their opinions. Encourage students to explain the reasoning behind their suggestions. When students have come up with appropriate answers, they can start making the 'human rights web' using the ball of string. The student with the 'right to an education' card should keep hold of the end of the string, and pass the ball to a student with an appropriate human rights card. Ask the newly connected rights holder to hold the string then pass the ball of string back to the original student so that they can make another connection. Continue going back and forth to the 'right to an education' card holder until connections for that right are exhausted and then start to make connections from the last rights holder you visited. Continue this process until you end up with a web of interconnected, inter-dependent rights!



50–60 mins

Summarise learning from the last three lessons using a stand up/sit down activity with questions from *Resource sheet 3.5 - True or False: Stand up (true), sit down (false)*.

Set homework (see previous page)



Worksheet 3.1

Our rights

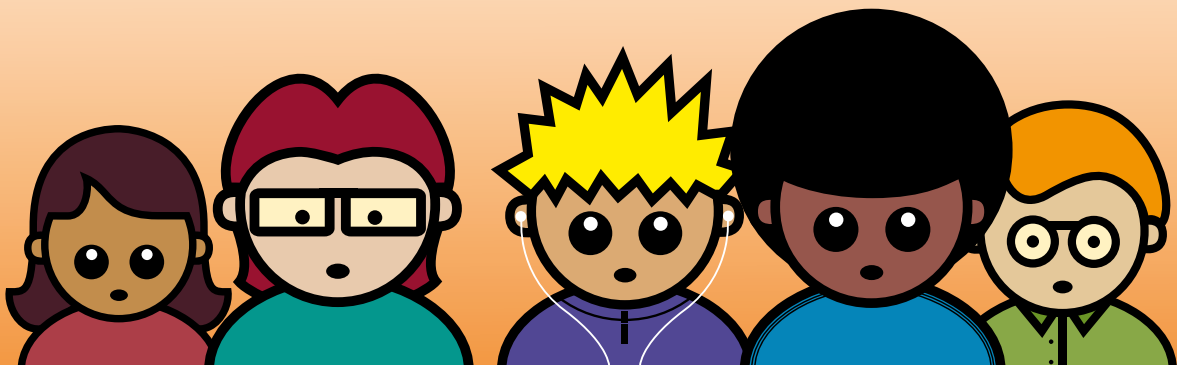
Human rights are the basic rights and freedoms to which all humans are entitled. They ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect. You have human rights simply because you are human and they cannot be taken away.

Task

- 1 On your own, think about this definition of human rights. What human rights do you think we all have? Write your ideas in the box below:

- 2 In groups: Discuss the list of human rights that you each came up with. Explain why you think these are human rights that all human beings should have.
- 3 Are there any examples that you disagree on?
- 4 Compare the rights you came up with to the rights on the cards. Which are the same and which are different?

We all have the right to a house to live in.
We all have the right to be treated equally
and fairly.





Resource sheet 3.2

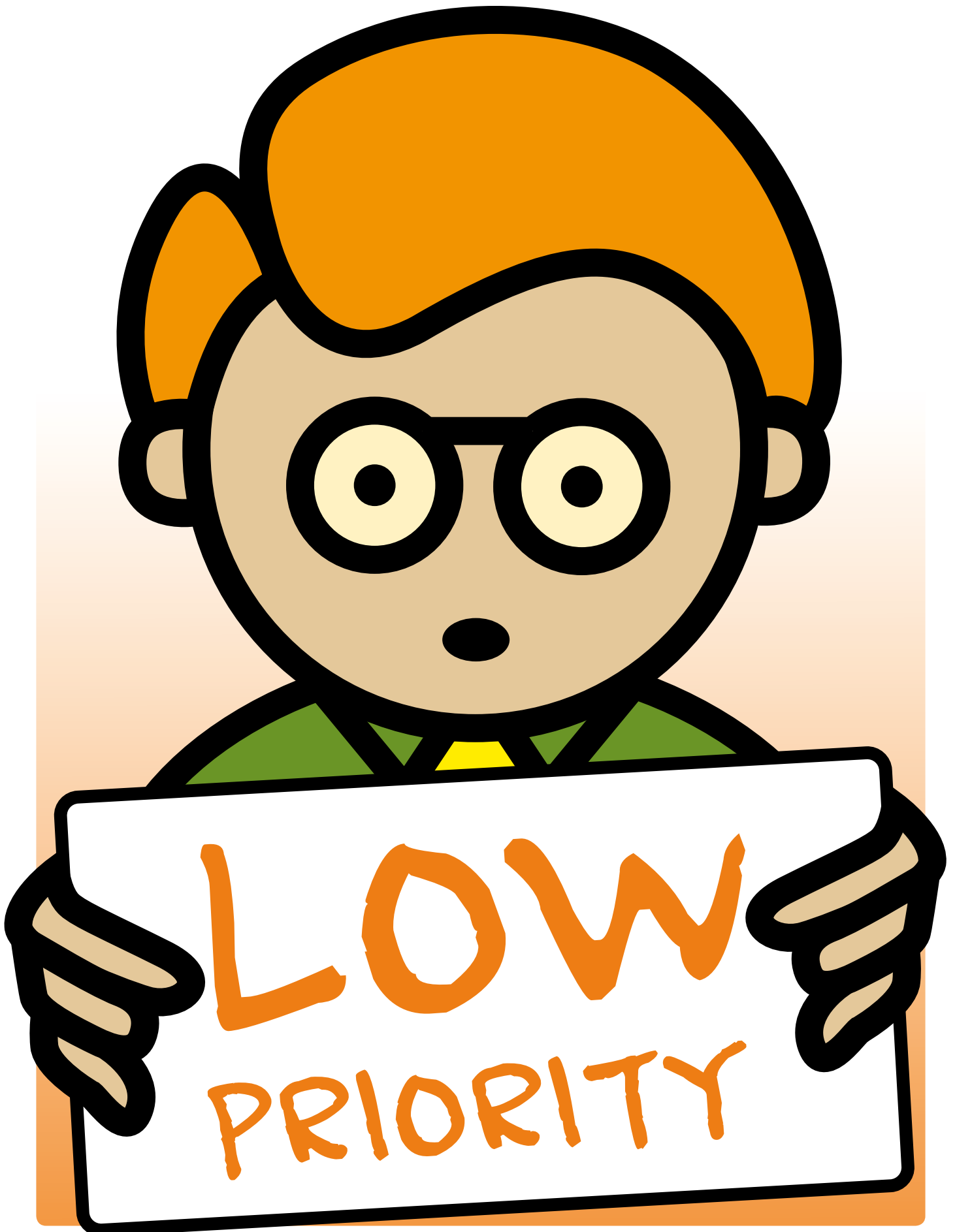
Human rights cards



The right to an education	The law is the same for everyone. It must treat us all fairly	The right to work
The right to belong to a country	The right to health care	The right to rest and leisure including paid holiday
The right to freedom of movement	The right to nutritious food	The right to asylum, to become a refugee
The right to a fair trial	The right for adults to vote and to take part in the government of their country	The right to have an opinion and express it
The right to freedom of thought and religious belief	The right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to	The right not to be treated like a slave



The right to life and to live safely	The right to take part in the cultural life of the community	The right not to be tortured or treated in a way that is inhuman or degrading
The right to marry and have a family	The right to own property and possessions	The right not to be put in prison, kept there or sent away from your country without good reason
The right to be free and to be treated equally	The right not to be discriminated against, e.g. because of your race, religion, gender.	The right to legal help when you need it (e.g. the right to a lawyer to represent you if you are accused of a crime)
The right not to be forced into marriage	The right to clean water	The right not to have your private life interfered with
The right not to have your honour and reputation attacked	The right to adequate shelter/housing	The right to equal and fair pay







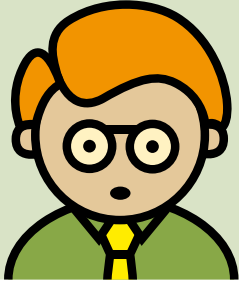
Resource sheet 3.5

True or False

- 1 The right to a fair trial is a human right
- 2 It is a human right not to receive too much homework
- 3 Human rights are only for people living in Europe
- 4 Human rights are for everyone around the world
- 5 The idea of rights for everyone first came about after World War II
- 6 The Universal Declaration of Human Rights was drawn up before World War II
- 7 All human rights are equally important and are inter-dependent

Answers to True or False Activity
1. True, 2. True, 3. False, 4. True, 5. True, 6. False, 7. True

Lesson four



Human rights in the UK

About this lesson

In this lesson students learn that human rights are important for everyone everywhere, including here in the UK. Students are exposed to the UK Human Rights Act and the rights protected by it. They look at how the Human Rights Act works in practice and how it has been used to protect human rights in the UK.

“It is often easier to become outraged by injustice half a world away than by oppression and discrimination half a block from home.”

Carl T. Rowan

Learning questions

- What is the UK Human Rights Act?
- What rights are contained in the Human Rights Act?
- How does the Human Rights Act work?
- How has the Human Rights Act protected rights in the UK?

Learning outcomes

Students should be able to:

- understand that it is important that rights are protected everywhere in the world, including the UK
- demonstrate awareness of the Human Rights Act and name one or more rights contained within it
- explain how the Human Rights Act works
- identify what human rights are involved in case studies.

Assessment opportunities

Students to peer assess their articles/news stories about how the Human Rights Act works using the assessment sheet. Assess students' ability to identify the rights involved in cases through questioning.

Curriculum links

Citizenship: 1.1b, 1.1d, 1.2a, 1.2b, 2.1a, 2.2b, 3a, 3b, 4a, 4b, 4c

Prior learning

Students should be able to define human rights and name a number of human rights that we have. Students should be aware that there are a number of international human rights documents including the Universal Declaration of Human Rights.

Resources

- A map of the world, large enough to show the whole class (not provided)
- Selection of recent headlines/stories about human rights from around the world including the UK (pupils should be bringing these in as homework from lesson 3)
- Worksheet 4.1 – Where in the world? (one per student)
- Resource sheet 4.2 – The Human Rights Act - Young people's version (one per student)
- Resource sheet 4.3 – The Human Rights Act explained (one per pair)
- Worksheet 4.4 – The Human Rights Act News Bulletin (one per pair)
- Resource sheet 4.5 – Human Rights Act case study (teacher copy only)

**0–15 mins**

Put up world map on board. Pupils should read out the newspaper headlines they have brought in for homework and then stick them on the map (have a selection of stories from around the world including the UK to supplement these). Students could note down what the story is about and which country the story is from on the Where in the World? worksheet. Ask students if this correlates to their previous thoughts about where human rights are important?

Tell students that it is important to protect human rights everywhere, including the UK. There are international laws to protect human rights, and many countries around the world also have their own ways of protecting human rights. We are now going to look at what the UK has done to promote and protect human rights in this country.

**15–20 mins**

Explain that the UK government felt that human rights were so important that they brought in a law to protect human rights called the Human Rights Act. Give students a simplified version of the Act to stick into their books. Read through the Act as a class.

**20–50 mins**

How does the Human Rights Act work?

Ask the class to read through the Human Rights Act fact sheet and work in pairs to prepare a short two-minute news bulletin explaining what the Human Rights Act is and how it works. Pairs should then join up and present their bulletins, filling in the peer assessment sheets.

**50–60 mins**

To consolidate learning read a short case study of how people have used the Human Rights Act. Ask young people what human rights were involved. Do they agree with the outcome of the case?



Worksheet 4.1

Where in the world?

As your teacher reads out a story, write a short sentence explaining what the story is about, and then note down where in the world the story is from.

What is the story about?	Which country is the story from?
Story ONE	
Story TWO	
Story THREE	
Story FOUR	
Story FIVE	



Resource sheet 4.2

The UK Human Rights Act (Young people's version)

- Everyone has the right to life.
- Everyone has the absolute right not to be tortured or treated in a way which is cruel or humiliating.
- Everyone has the right not to be required to do forced or compulsory labour and the absolute right not to be treated as a slave.
- Everyone has the right to liberty and security.
- Everyone has the right to a fair trial.
- Everyone has the right not to be punished for doing something if your action was not against the law when you did it.
- Everyone has the right to respect for their private and family life, their home and their letters, emails and phone calls.
- Everyone has the right to believe what they want, and to hold their own opinions. This includes the right to hold religious beliefs.
- Everyone has the right to express their views and opinions. You have a right to receive information and have your say – as long as you respect other people.
- Everyone has the right to get together with other people in a peaceful way and everyone has the right to join a trade union.
- Everyone has the right to marry and have a family. The national law sets the minimum age this can take place at.
- You have the right not to be treated unfairly in the enjoyment of your rights because of your age, race, religion, sex, disability or any other status.
- Everyone has the right to enjoy their belongings
- Everyone has the right to an education.
- Everyone has the right to vote in elections to choose which Government they want to run the country. The law states the minimum age someone can vote.
- Nobody can be sentenced to death for any crime.



Resource sheet 4.3

The Human Rights Act explained

The Law

- The Human Rights Act 1998 is a law that came into force in the UK in October 2000.
- It protects a number of important human rights such as the right not to be treated as a slave, the right to freedom of expression and the right to an education.

It is a very important law, because:

- wherever possible, existing laws have to be interpreted and applied in a way that fits with the human rights contained in the Human Rights Act.
- all new Acts of Parliament must state that they comply with the Human Rights Act or explain why they do not.

How does the human rights act work?

- All public authorities in the UK must respect the rights contained in the Human Rights Act in everything that they do.
- Public authorities are under a duty not to commit human rights abuses.
- Sometimes public authorities also have a duty to take positive steps in order to ensure that human rights are respected, protected and fulfilled.

Claiming human rights

- The Human Rights Act applies to **everyone** in the UK.
- People who think that their human rights have been denied can take a case to court using the Human Rights Act. For example, Shabina Begum took her school to court because she believed that her right to express her religious belief by wearing a jilbab (long, loose fitting dress worn by some Muslim women) had been denied by the school.
- You don't always have to go to court to claim your rights though – you can raise human rights issues directly with the public authority involved.

Examples of public authorities

- Central government departments, for example, The Department for Children, Schools and Families
- Local government, for example, your local council
- State schools
- NHS hospitals
- Courts
- The police
- Prisons



Worksheet 4.4






The Human Rights Act News Bulletin

Task

- 1 Read through *Resource sheet 4.3 – The Human Rights Act explained*.
- 2 Work in pairs to prepare a short two minute news bulletin explaining what the Human Rights Act is and how it works. The news bulletin is for a news programme for children and young people.
- 3 Join up with another pair and present your news bulletin. While the other pair is presenting, you should fill in this Peer Assessment sheet.

Names of assessors:

Names of people being assessed:

Read each of the statements below and tick the box that best describes how you feel about the presentation	 Totally agree	 Agree	 Unsure	 Disagree	 Totally disagree
The news bulletin was suitable for children and young people					
The news bulletin was interesting and would capture the audience's attention					
The bulletin explained what the Human Rights Act is					
The bulletin explained how the Human Rights Act works					

Something especially good about this news bulletin was:

This news bulletin could be improved by:



Resource sheet 4.5

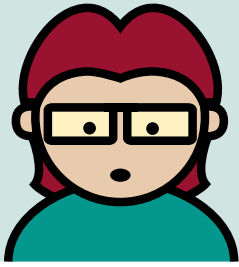
Human Rights Act case study

An older couple who had been married for many years were no longer able to look after themselves, and had to go into a care home. However, they were told that they must live in separate care homes. They used their rights under the Human Rights Act to argue that they should be allowed to stay together. They were eventually placed in the same care home.

1. What human rights are involved in this case study?

2. Think about FRED - are they being treated with Fairness, Respect, Equality and Dignity?

3. Do you agree with the outcome of the case?



The UN Convention on the Rights of the Child

About this lesson

This lesson aims to raise awareness about the United Nations Convention on the Rights of the Child (UNCRC), a specific human rights treaty for children agreed by the United Nations in 1989. Students explore the rights protected by the UNCRC and consider how it is implemented in the UK. The lesson encourages students to consider the importance of these rights for all children and think about what they can do themselves to take action for children's human rights.

"Children are not the people of tomorrow, but people of today. They are entitled to be taken seriously. They have a right to be treated by adults with tenderness and respect, as equals."

Janusz Korczak

Learning questions

- What is the UNCRC?
- What rights are in the UNCRC?
- What is the role of governments in protecting and promoting children's human rights?

Learning outcomes

Students should be able to:

- explain what the UNCRC is and why it is important
- recall a number of rights that the UNCRC protects
- understand and communicate the role of governments in protecting and promoting the rights in the UNCRC.

Assessment opportunities

Assess students' prior knowledge and understanding of children's human rights through the statements in the agree/disagree activity.

Assess students understanding of the rights within and the principles of the UNCRC through their poster. You may wish to use this as an opportunity for directed questioning to assess understanding further.

Curriculum links

Citizenship: 1.1b, 1.1d, 1.2a, 1.2b, 1.3c, 2.1a, 2.1b, 2.2b, 2.3a, 3a, 3b, 3k

Prior learning

Students should be able to define human rights and explain why they are important. In addition to knowing about the Human Rights Act, students should be aware of the existence of different human rights treaties and instruments that protect particular groups of people, including, for example, refugees, girls and women, children and disabled people.

Resources required

- Resource sheet 5.1 – Children's Rights Statements (one copy for the teacher)
- Resource sheet 5.2 – Children's Rights FAQs (one per student)
- Worksheet 5.3 – Get the Message Out (one per group)
- Resource sheet 5.4 – The UNCRC – A Summary (one per group)
- Resources to make posters: paper, pens, scissors, etc.

Additional information

We have provided a summary of the UNCRC which has been developed for children and young people by UNICEF. This is meant to give an easy to understand overview of each of the articles in a language and context appropriate for children. Another version of the UNCRC is available from The Children's Rights Alliance England: www.crae.org.uk

To find out more information and read the full text of the UNCRC, please go to:
www2.ohchr.org/english/bodies/crc/index.htm
www.everychildmatters.gov.uk/uncrc/

**0–10 mins**

Explain that this lesson will explore the human rights that the United Nations has agreed for all the world's 2.2 billion children. Recap on the role of the United Nations – the largest and most important international body, formed in 1945 to encourage peace and respect for human life and dignity across the world. Recap that there are many human rights treaties to protect and promote the well-being of different groups of people. The United Nations Convention on the Rights of the Child (UNCRC), agreed by the UN in 1989, is all about making sure children (those aged under 18) in all parts of the world and in all parts of our country have the best possible childhood.

**10–25 mins**

Explain you are going to read out some statements (*Resource sheet 5.1 – Children's Rights Statements*) to get students thinking about and debating children's human rights. Have four areas of the room that students can move to indicating whether they: totally agree; agree a bit; disagree a bit; or totally disagree with each statement. Students who are unsure can move to the middle of the room. After you read out each statement, ask for two or three volunteers to explain why they are standing in a certain part of the room. Ask if anyone has changed their mind, and give them the chance to move to a different part of the room. Alternatively, you could carry out this activity by giving each student four different coloured cards to represent their views and asking them to hold them up each time.

**25–30 mins**

Students should now read *Resource sheet 5.2 – Children's Rights FAQs* to find out more about children's rights and the UNCRC. Allow time for students to read through this then discuss – is there anything that surprised them?

**30–55 mins**

In small groups, students will think about the role of governments in protecting the rights within the UNCRC. Each group should receive *Worksheet 5.3 – Get the Message Out* and *Resource sheet 5.4 – UNCRC – A Summary*. Each group runs a very successful advertising agency. The UN is holding a meeting of all the world leaders in New York to discuss how children's human rights can be better protected. A human rights campaign group has hired the advertising agency to create a poster/billboard that reminds world leaders of what they signed up to when they adopted the UNCRC. The poster/billboard must stress the rights within the Convention, and urge leaders to do much more to protect children's human rights. For the last 5 minutes, invite groups to share their ideas and ask each other questions.

**55–60 mins**

Explain that the last exercise focused on governments all over the world taking action for children's human rights. However, it is also important that children take action themselves to protect and promote children's rights. To end the session, ask each student to write down and share with the group one thing they themselves are going to do in the next week to protect or promote children's human rights.



Resource sheet 5.1

Children's Rights Statements

- Human rights are only necessary for people who live in countries where there is a lot of poverty or war.
- Children have their own human rights treaty because childhood is a very precious time.
- Ordinary people can do much more than the Government to protect human rights.
- You have to be a certain age to have the right to be heard and taken seriously.
- If children commit crimes, their rights should be removed.
- Children have their own human rights treaty because there are things that children need that adults don't.
- Picking on someone is a violation of their human rights.
- Babies have human rights.



Resource sheet 5.2

Children's Human Rights FAQ's

1 What is the United Nations Convention on the Rights of the Child (UNCRC)?

It is a human rights agreement drawn up by the United Nations that gives you more than 40 human rights including:

- the right to express your views and have them taken into account on all matters that affect you (article 12)
- the right to an adequate standard of living (article 27)
- the right to education (article 28) and health care (article 24)
- the right to play, rest and leisure (article 31) and the right to be free from all forms of violence (article 19).

The UNCRC requires that whenever decisions or actions are taken that affect children and young people, what is best for them should be a top priority.

2 Do all these rights apply to all children and young people?

Yes, all children and young people up to the age of 18 years have all of the rights in the UNCRC. Some groups of children and young people – for example those living away from home, young disabled people, children and young people in trouble with the law and young people that had to leave their country – have additional rights to make sure they are treated fairly and their needs are met.

3 Why do children and young people have rights that adults don't?

All human beings have human rights and many human rights treaties protect everyone. However childhood is the time when human beings do a huge amount of growing – in all sorts of ways – so it is essential that children and young people get everything they need. Children and young people do not always have the knowledge, understanding or support to get help when they are mistreated; it is therefore vital that governments do all they can to protect their human rights.

4 Does this Convention have to be followed?

Yes, in December 1991 the UK Government agreed it would do its very best to make sure all the rights in the UNCRC are upheld for all children and young people.

5 Does this mean that those people who don't follow my rights are breaking the law?

Not always. UK law protects some of the rights in the Convention – for example, social workers must take seriously the wishes and feelings of children and young people; teachers cannot hit students; and many forms of discrimination are against the law. Some of the rights in the UNCRC are also included in the Human Rights Act, and this is part of UK law.

6 So can't children's rights just be ignored?

No, the UNCRC can't just be ignored. It is a legal document that Governments should follow whenever they are making decisions that affect children and young people.

Courts and other bodies often use the UNCRC when making decisions about individual children and young people and people that work in public services often use the UNCRC to help them provide the best support and services for children and young people.

The UNCRC can be used to persuade local councils and other bodies to provide support or services to children and young people.

7 How does the United Nations monitor the UNCRC?

When governments agree to put the Convention into practice, they must prepare a report for the UNCRC every five years.

The Committee is a group of 18 adults from different countries who are experts on children's rights. The Committee has examined the UK three times so far, in 1995, 2002 and 2008, to see how children's rights are respected in the UK.

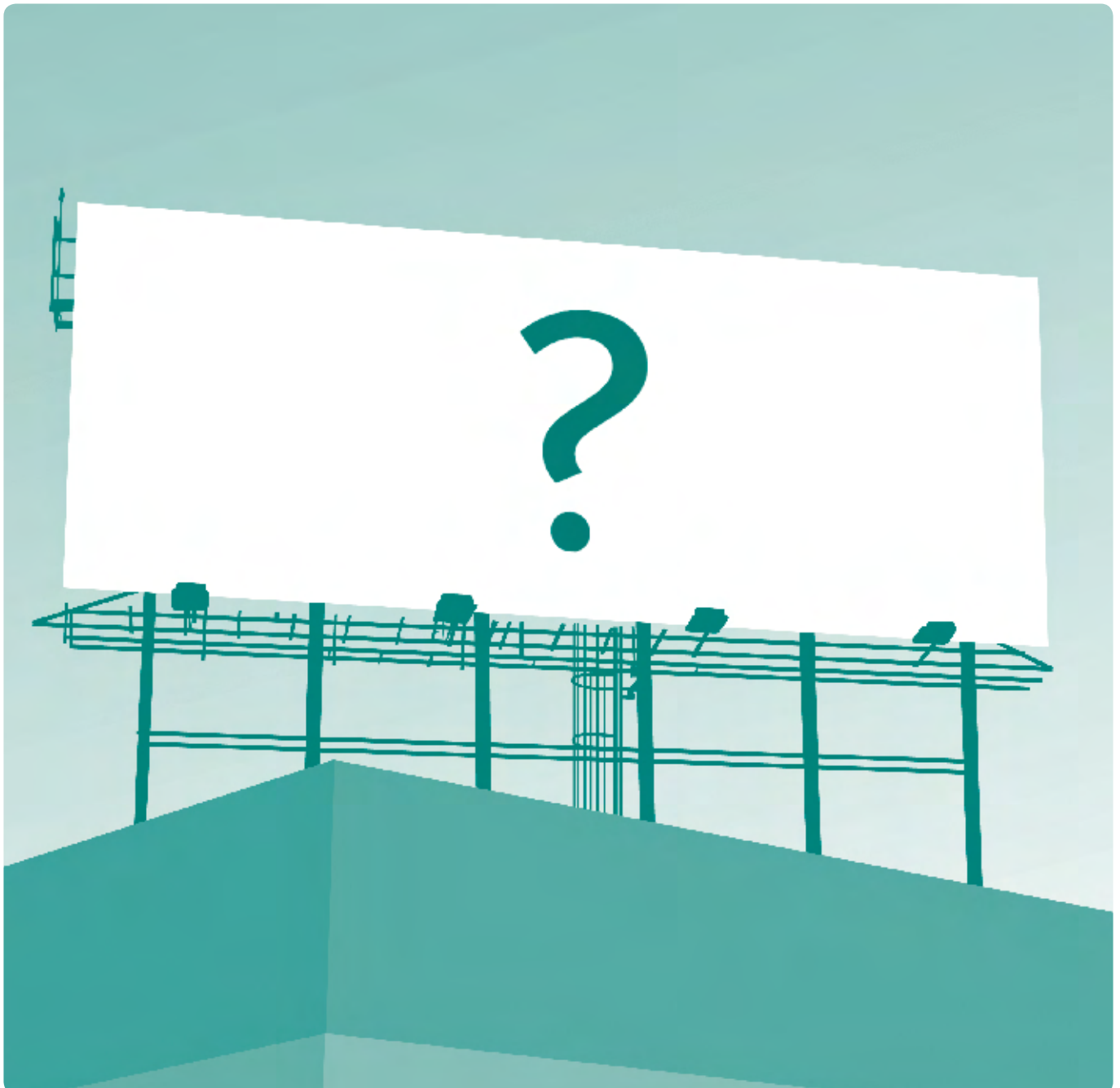


Resource sheet 5.3

Get the Message Out

You run a very successful advertising agency. The United Nations is holding a meeting of all the world leaders in New York to discuss how children's human rights can be better protected. A human rights campaign group has hired your advertising agency to create a billboard poster that reminds world leaders of what they signed up to when they adopted the United Nations Convention on the Rights of the Child. Use *'The UNCRC – a summary'* and *'Children's Human Rights – Frequently Asked Questions'* Resource sheets to help you.

The billboard poster must remind people of the rights within the convention and urge leaders to do much more to protect children's human rights.





Resource sheet 5.4

The UNCRC – A Summary (source UNICEF)

Article 1 – Everyone under the age of 18 has all the rights in the convention.

Article 2 – The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 – Your best interest should be a top priority in all actions concerning you.

Article 4 – Governments should do all they can to make sure you have these rights.

Article 5 – Governments should respect the rights and responsibilities of families to give help and advice to their children about the rights in this Convention. The more you know about these rights, the less guidance your family may need to give.

Article 6 – You have the right to life. Governments should ensure that children survive and develop healthily.

Article 7 – You have the right to a legally registered name and nationality. You also have the right to know and, as far as possible, to be cared for by your parents.

Article 8 – Governments should respect children's right to a name, a nationality and family ties.

Article 9 – You should not be separated from your parents unless this is the best thing for you. You should be given the chance to express your views when decisions about this are being made. You have the right to stay in contact with both parents, unless this might harm you.

Article 10 – Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11 – Governments should take steps to stop children being taken out of their own country illegally.

Article 12 – You have the right to say what you think in all matters affecting you, and to have your views taken seriously.

Article 13 – You have the right to get, and to share, information as long as the information is not damaging to yourself or others.

Article 14 – You have the right to think and believe what you want and also to practise your religion, as long as you are not stopping other people from enjoying their rights. Governments should respect the rights of parents to give you guidance about this right.

Article 15 – You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 – You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.

Article 17 – You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.

Article 18 – Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 – Governments should do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 20 – If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.

Article 21 – If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you move to another country.

Article 22 – If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country.

Article 23 – If you have a disability, you have the right to live a full and decent life. You have the right to make choices and to be part of the community.

Article 24 – You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25 – If you have been placed away from home (in care, hospital or custody for example), you have the right to have the way you are being cared for checked regularly.

Article 26 – The government should provide extra money for the children of families in need.

Article 27 – You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 – You have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29 – Education should develop your personality and talents to the full. It should encourage you to respect everyone's human rights, and to respect your parents, your own and other cultures and the environment.

Article 30 – You have the right to learn and use the language, customs and religion of your family whether or not these are shared by the majority of the people in the country where you live.

Article 31 – You have a right to relax, play and join in a wide range of activities.

Article 32 – The government should protect you from work that is dangerous or might harm your health or education.

Article 33 – The government should provide ways of protecting you from dangerous drugs.

Article 34 – The government should protect you from sexual abuse.

Article 35 – The government should ensure that you are not abducted or sold.

Article 36 – You should be protected from all other people or activities that take advantage of you or might harm your development.

Article 37 – You have the right to protection from torture or other very bad treatment. This is an absolute right and must never be broken. You should only ever be arrested or held in custody as a very last resort. You should not be put in a prison with adults and you should be able to keep in contact with your family.

Article 38 – The UK Government has signed an optional protocol to the Convention which commits the Government to taking all feasible measures to prevent children under 18 directly participating in armed conflict.

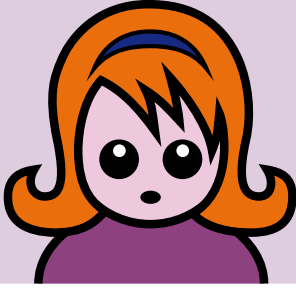
Article 39 – If you have been neglected or abused, you should receive special help to restore your self-respect.

Article 40 – If you are accused of breaking the law, you should be treated with dignity and respect. You also have the right to help from a lawyer and your privacy should be respected at all times.

Article 41 – If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.

Article 42 – The government should make the Convention known to all parents and children.

Articles 43–54 are about how adults and governments should work together to make sure all children get all their rights.



Balancing rights

About this lesson

Students learn what absolute and non-absolute rights are. They learn that very few human rights are absolute and that most rights can be limited in certain circumstances. Students will understand that people's rights can conflict, and that in these circumstances rights need to be balanced.

"The only way to make sure people you agree with can speak is to support the rights of people you don't agree with."

Eleanor Holmes Norton

Learning questions

- Are all human rights absolute?
- How do we balance different people's rights?

Learning outcomes

Students should be able to:

- demonstrate an understanding of the term absolute
- define an absolute right
- decide which rights are absolute and can justify their decisions
- understand that in some circumstances the rights of different people need to be balanced
- work as a group to prepare a debate and can represent the views of their assigned group of people.

Assessment opportunities

Assess ability to justify why they think rights are absolute/non absolute during the card sort and their ability to define an absolute right. Assess students' ability to think about situations where rights might need to be balanced through questioning. Understanding of the concept of balancing rights, group work skills, critical thinking and advocacy and representation skills can be assessed through the debate.

The homework for this lesson may be set as a key assessment activity for this unit of work. See the *Assessment sheet 6.5 - Balancing rights* and the *Balancing rights - Assessment criteria* for further information.

Curriculum links

Citizenship: 1.1b, 1.2a, 1.2b, 1.2c, 2.1a, 2.1.c, 2.2a, 2.2b, 2.2c, 2.2d, 3a, 3b, 3f, 4a, 4c
 PSHE: 1.5a, 1.5b, 2.3b, 3m, 4c, 4e

Prior learning

Students should be able to define human rights and name a number of human rights that we have.

Resources required

- Resource sheet 6.1 – Role play (two copies)
- Resource sheet 6.2 – Absolute and Non-absolute card sort (one set per pair cut up and placed in envelopes)
- Resource sheet 6.3 – Balancing Non-Absolute Rights
- Resource sheet 6.3 – Buzz Off!! – background information (one per group)
- Resource sheet 6.4a – Group 1: The shopkeeper (one per group)
- Resource sheet 6.4b – Group 2: The teenagers (one per group)
- Resource sheet 6.4c – Group 3: A local resident (one per group)
- Assessment sheet 6.5 – Balancing rights (one per student)
- Balancing rights – Assessment Criteria

Student homework

Refer to Assessment sheet 6.5 for mid-unit assessment

**0–10 mins**

Explain to students that according to the Human Rights Act you have the right to freedom of expression. Ask students what they think that means. Ask two volunteers to perform a short role play using the role play cards. Ask students who they think is right.

**10–15 mins**

Introduce the idea that not all rights are absolute. Absolute rights must never be restricted and cannot be limited by other considerations. Non-absolute rights can be restricted under certain circumstances or balanced with other people's rights or the good of society as a whole. In the role play, the right to freedom of speech needs to be balanced with freedom of religious belief. Use the idea of balancing scales.

**15–25 mins**

Give out card sorts. In pairs, students sort cards into which they think are absolute rights and non-absolute rights and justify their decisions. Ask students which rights they thought were absolute. Does each group agree? Explain that only the rights not to be tortured or treated in an inhuman or degrading way or enslaved are absolute rights, all others, including the rights not included in the card sort, can be limited or balanced in certain ways. Ask for examples of when non-absolute rights might need to be limited or balanced. Some examples are given on Resource Sheet 6.3 Balancing non-absolute rights. If appropriate, read this as a class or share some of the examples with your students.

**25–55 mins**

Tell students that they are going to look at a real human rights case where different people's rights need to be balanced. This may be a situation that pupils have come across in their local communities.

Divide class into three. Group 1 will represent local residents. Group 2 will represent the shop keeper. Group 3 will represent the local teenagers. Give each group the relevant resource sheets. Each group has 15 minutes to read the background information and decide what rights are involved, who the rights belong to, and to decide how they will argue their side of the case. Pupils should have access to copies of the Human Rights Act and/or the United Nations Convention on the Rights of the Child. Alternatively – pupils could carry out their own research to develop their arguments. Each group then presents their argument as to whether or not their group thinks that the Mosquito should be banned. The teacher – or a pupil, must decide who has argued most convincingly and decide what they think the outcome should be – how the rights should be balanced.

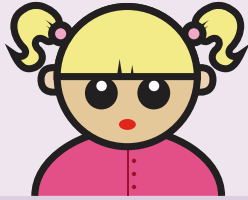
**55–60 mins**

Explain to students that we all need to help to make sure that rights are balanced fairly in many situations in everyday life. Set the homework assessment activity and check that students understand this.



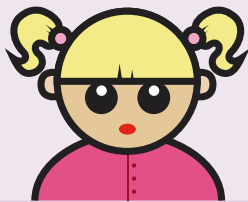
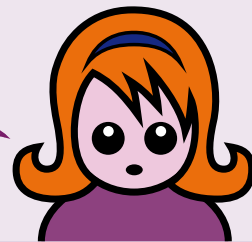
Resource sheet 6.1

Role play cards



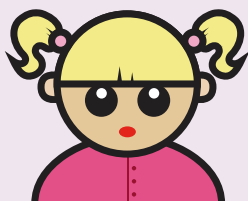
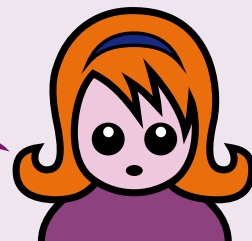
I think your religion is pathetic and that all people who follow your religion are stupid and you shouldn't be allowed to come to this school.

You can't say that!



Of course I can.

No you can't. It's rude and makes me feel upset. You're saying bad things about me and my family and everyone from my religion. What right do you have to do that?



I have the right to freedom of expression. It says so in the Human Rights Act. I learned about it in my Citizenship lesson. So there! I can say exactly what I want, when I want, to who I want.



Resource sheet 6.2

Absolute and Non-absolute card sort

Task

- 1 What do you think each right means?
- 2 Decide which of these rights are absolute.
- 3 Try to justify your decisions.



Everyone has the right not to be treated as a slave

Everyone has the right to respect for their private and family life

Everyone has the right to live in freedom

Everyone has the right to express their views and opinions

Everyone has the right to believe what they want, and to hold their own opinions

Everyone has the right to get together with other people in a peaceful way

Everybody has the right to freedom of movement

Everybody has the right to marry and have a family

Everyone has the right not to be tortured or treated in a way which is cruel or humiliating



Resource sheet 6.3

Balancing Non-Absolute

Some human rights are absolute - for example, the right to be free from torture, and the right not to be treated as a slave. When a right is absolute it means that no matter what the situation and no matter who is involved, this right should always be protected.

Other rights are non-absolute. When a right is non-absolute, it means that it can be restricted in certain situations. For example, situations can occur when a particular right seems to be in conflict with another right. In these situations, it is necessary to **balance** those conflicting rights and to weigh up which right should take priority. When there is a dispute as to which right should take priority, a judge may be asked to make this decision.

Have a look at the table below. You will see some situations when rights conflict and need balancing. You might want to discuss which right you think should take priority in each case.

Situation	One person's right ...	Another person's right...
A group of students is shouting racist abuse in the playground	To have an opinion and express it	To be treated equally and to be free from discrimination
A journalist exposes the private life of a celebrity in a newspaper article	To respect for private and family life	To have an opinion and express it
A person is found guilty of attempted murder and is put in prison	To live in freedom	To life and to live safely
A religious leader believes that it is a sin to be gay and preaches against homosexuality	To believe what they want	To be treated equally and to be free from discrimination
A group hold a peaceful protest which blocks access to public buildings	To get together with other people in a peaceful way	To have freedom of movement (to go where they want)
The police have put road blocks on all routes in to a town centre after receiving a tip off that there will be a terrorist attack there	To freedom of movement	To life and to live safely

...needs to be balanced against...



Resource sheet 6.4

Buzz Off!

Background information

What is The Mosquito?

The Mosquito is a device that emits a very high pitched sound. The sound is so high pitched that only children and young people under the age of 25 can hear it. Recently, the device has been used to prevent young people from hanging around in certain areas.

Why and where are they used?

It is claimed that there are about 3,500 mosquito devices in the UK. They are used outside shops, in railway stations and other places where young people might hang out. Owners of the devices say that they are trying to prevent anti-social behaviour from happening.

Why is there an issue surrounding their use?

A campaign called 'Buzz Off' has recently been launched to ban the use of the mosquito. Campaigners say that they don't respect the human rights of children and young people, as all children and young people in the area, including babies, can hear the noise, whether or not they are behaving badly. They also say that it isn't just young people who behave in an anti-social manner; however this device only targets the young. They say that this is unfair.

Some young people involved in the campaign, said:

"They are a discriminatory way to tackle anti-social behaviour that affects our human rights. There is no evidence or proof that they work as they simply move the problem on. They make us feel like second class citizens and not valued members of a society that we're part of."

"They imply that all anti-social behaviour is caused by young people. We do not condone anti-social behaviour we just want those causing the problem to be targeted and not all young people"

The makers of the device say that there is no evidence that the noise causes physical harm to young people. They say that they are only meant to be used when anti-social behaviour is actually happening.

News articles

Mosquito device divides opinion. Extract from BBC News Website⁸

A high-pitched device that is generally only heard by people under the age of 25 and used to disperse groups of youths is causing controversy. Amid calls in England and Scotland for a ban on the Mosquito device, a shopkeeper and a teenager give their points of view.

Robert Gough, Shopkeeper

"The device has dramatically reduced the problem." says Mr Gough. Robert Gough runs a Spar convenience store in Barry, south Wales. His was the first premises to use the Mosquito device.

"We have had the Mosquito for two years. It was tested here. The problem we have is large gangs of youths that congregate in the entrance way – hanging around, drinking, and I know other [drugs] can be involved. It ranges from them being annoying to intimidating customers and staff to outright physical assault...The Mosquito has reduced the problem massively. It still happens, but nowhere near the same

⁸ <http://news.bbc.co.uk/1/hi/uk/7240653.stm>

amount. It has had a positive effect. Customers have praised us for it...Even if they ban the use of the device I am going to continue to use it, it's just so important, there's no way I could do without it now."

Barry, teenage campaigner

Barry from Corby, Northamptonshire, is one of several young people who say they have been affected by the device and are leading the Buzz Off campaign – launched by the National Youth Agency and human rights group Liberty.

"I don't like it because it is discriminatory towards young people. Because it only targets people under the age of 25, which could mean any young person. What shopkeepers need to consider is young people are their customers as well and they could end up losing a lot of money by moving people along...In our campaign, we are targeting anyone who agrees with the Mosquito device, to try and change their opinion so that they agree with us, because frankly I just think they're terrible...If it was aimed at adults then everyone would be upset about it, but because it's young people no-one really cares. There's adults who cause trouble as well, there a lot of anti-social behaviour caused by adults outside pubs when they come out as well..."

There isn't actually enough to do. Where I live there's a youth club that's only on one night a week. If it was on every night of the week then we'd have more to do."

Call to ban sonic device that targets the young

The children's commissioners for England and Scotland have joined civil liberties campaigners to call for the banning of a device which emits a high-pitched noise specifically designed to disperse young people.

The gadget, called the Mosquito, was invented in 2006 and is used in public places to force groups of teenagers to leave the area. It emits high-pitched frequencies to which babies, children and young people are particularly sensitive. Campaigners say around 3,500 devices are in use.

Yesterday, the Children's Commissioner for England, Professor Sir Al Aynsley-Green, launched the 'Buzz Off' campaign to ban the device. "I have spoken to many children and young people from all over England who have been deeply affected by ultra-sonic teenage deterrents," he said. "These devices are indiscriminate and target all children and young people, including babies, regardless of whether they are behaving or misbehaving."

Kathleen Marshall, Commissioner for Children and Young People in Scotland, said: "Its use would not be tolerated for any other section of our society. Young people have a right to assemble and socialise with their friends, without being treated as criminals."

Shami Chakrabarti, the director of the human rights group Liberty, said: "Imagine the outcry if a device was introduced that caused blanket discomfort to people of one race or gender, rather than to our kids."

The Mosquito was invented by Howard Stapleton, of Merthyr Tydfil, south Wales, and is manufactured by the security systems company Compound. The Association of Convenience Stores (ACS), which represents 33,000 local shops, has defended its use.

James Lowman, the association's chief executive, said: "Unfortunately, in many locations around the country, retailers are victims of anti-social gangs of youths that congregate around their premises. These youths deter customers, intimidate staff and can commit vandalism and violence."

by James Macintyre - The Independent



Resource sheet 6.4a (Group 1) **The shopkeeper**

Your group will be thinking about this case from the point of view of a shopkeeper who has placed a Mosquito device outside of their shop. They have had problems in the past with people hanging around outside their shop intimidating customers, and say that this is affecting their business.

You have **15 minutes** to read the newspaper articles you have been given and then work through the following questions. You must nominate one or two spokespeople who will then be given five minutes to address the following question: '**Should the Mosquito be banned?**'

Questions to think through and include in your presentation:

- 1 What human rights are involved in this case?
- 2 Who do the rights belong to?
- 3 Are the rights absolute or non absolute?
- 4 Are there conflicting rights?
- 5 Think of the viewpoint of the group you are representing. How do you think these rights should be balanced?



Resource sheet 6.4b (Group 2) The teenager

Your group will be thinking about this case from the point of view of a local teenager. You recently experienced the sound of the Mosquito. You do sometimes hang around outside the shop with your friends – but only because there is nowhere else to go. You often go into the shop to buy magazines and food.

You have **15 minutes** to read the newspaper articles you have been given and then work through the following questions. You must nominate one or two spokespeople who will then be given five minutes to address the following question: '**Should the Mosquito be banned?**'

Questions to think through and include in your presentation:

- 1 What human rights are involved in this case?
- 2 Who do the rights belong to?
- 3 Are the rights absolute or non absolute?
- 4 Are there conflicting rights?
- 5 Think of the viewpoint of the group you are representing. How do you think these rights should be balanced?



Resource sheet 6.4c (group 3) **The local resident**

Your group will be thinking about this case from the point of view of a local resident. The shop is the only one in the area and you want to be able to go there without being intimidated by the groups of young people that sometimes hang out outside the shop. However, you have two small children and are worried that the noise might harm them if they come to the shop with you.

You have **15 minutes** to read the newspaper articles you have been given and then work through the following questions. You must nominate one or two spokespersons who will then be given five minutes to address the following question: **'Should the Mosquito be banned?'**

Questions to think through and include in your presentation:

- 1 What human rights are involved in this case?
- 2 Who do the rights belong to?
- 3 Are the rights absolute or non absolute?
- 4 Are there conflicting rights?
- 5 Think of the viewpoint of the group you are representing. How do you think these rights should be balanced?



Council officer report

Imagine that you are a local council officer in an area where there has been a problem with anti-social behaviour amongst young people. You have to write a report for the elected councillors explaining the issue to them and helping them to decide whether or not to introduce the use of the mosquito device in your area.

Include the following in your report:

- Explain the case for and against the mosquito device.
- What are the conflicting rights involved in this case? Think about the human rights documents you have studied and why those rights are important.
- What are the views of different groups in the community on this issue? Think about why they might hold these views.
- Where does your evidence come from? Think about whether your sources of information are reliable or not.

Your recommendations to the councillors should consider the following questions:

- Should the mosquito device be used in your area?
- How can the interests of the different groups in the community be balanced?
- What further research may be required to help the council make a decision?

Give reasons for all your answers. Think about how you will use evidence and examples to make your case persuasive.

To write your report, you should draw on the internet and on your own research using the following websites. (Tip: search for 'mosquito' and 'youth'):

- www.bbc.co.uk
- www.dailymail.co.uk
- www.independent.co.uk
- www.mirror.co.uk
- www.telegraph.co.uk

You could also try the 'buzz-off campaign' website: www.pageflakes.com/buzzoffcampaign



Assessment criteria

In the 'Balancing Rights' key assessment activity, students engage in the processes of **Critical Thinking (CT)** and enquiry and **Advocacy and Representation (AR)** in order to develop their conceptual understanding of **Rights and Responsibilities (RR)**. The assessment criteria below provide an indication of the range of responses you might see in a KS3 Citizenship class, although we encourage you to adapt the criteria to your specific classes.

All students should be able to:

- explain what is fair and unfair about the situation, showing how rights conflict (RR)
- using basic explanations, identify arguments for and against the mosquito device (CT)
- identify which groups in the community might put forward these arguments (CT)
- explain where their evidence comes from and suggest how reliable it is (CT)
- offer a solution to the dilemma, giving at least one reason for their recommendations (AR).

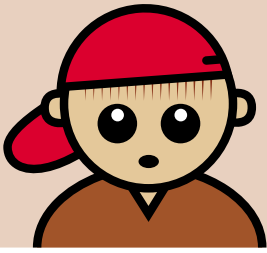
Most students should be able to:

- explain how rights conflict in this situation, identifying which human rights are involved and which laws contain these rights (RR)
- explain clearly a range of arguments for and against the mosquito device (CT)
- identify which groups in the community might put forward these arguments, briefly explaining why they might do so (CT)
- explain where their evidence comes from and draw some conclusions about how reliable it is. They can identify some further research that might be required before a decision can be made (CT)
- communicate recommendations on how to balance these rights clearly, explaining their reasons for their opinions in some detail (AR).

Some students may be able to:

- explain how rights conflict in this situation, identifying which human rights are involved and which laws contain these rights. Students may explain why these rights need to be protected and supported (RR)
- offer an informed and detailed explanation of a range of diverse arguments for and against the mosquito device (CT)
- identify which groups in the community might put forward these arguments; explaining clearly what factors might influence their decisions. Student's challenge assumptions as they explore these ideas (CT)
- explain where their evidence comes from and draw informed conclusions about how reliable it is, identifying any bias. They identify further research that might be required before a decision can be made and provide an informed explanation as to why it is important to do this research (CT)
- persuasively present their recommendations on how to balance human rights, giving detailed reasons supported by evidence and examples to back up their view (AR).

Lesson seven



Taking responsibility for human rights

About this lesson

In this lesson students consider who has responsibilities for human rights. They look at responsibilities for human rights at different levels; personal, school, community, national and international level. They will consider different ways of taking responsibility, from talking to somebody about something that concerns them, to developing a project on human rights, and will think about what actions are appropriate for different issues and situations.

“Give to every human being every right that you claim for yourself.”

Robert G Ingersoll

Learning questions

- Who has responsibilities for human rights?
- What different things can we do to make sure that human rights are respected, protected and promoted?

Learning outcomes

Students should be able to:

- explain that legally, the government has overall responsibility for human rights
- understand that we all have responsibilities to respect, protect and promote human rights
- list a number of ways that individuals and organisations can take responsibility, from individual day-to-day actions to national campaigns
- justify why an action is appropriate for a situation/issue.

Assessment opportunities

Assess students' understanding through their worksheets of how people and organisations can take responsibility for human rights at different levels.

Curriculum links

Citizenship: 1.2a, 1.2b, 2.2a, 2.2d, 2.3a, 3a, 3e, 3f, 4b, 4h
PSHE: 2.3b, 4c, 4e

Prior learning

Students should be aware of the UK Human Rights Act and how it works. They should know the difference between absolute and non-absolute rights, and that most human rights are not absolute. They should be aware that in many situations, human rights need to be balanced.

Resources required

- First Thoughts Worksheet 1.1 from lesson 1 (one per student)
- Worksheet 7.1 – Human Rights Stills (one per group)
- Worksheet 7.2 - Respect, Protect and Promote (photocopied onto A3 paper)

**0–10 mins**

Pupils to complete a first thoughts worksheet answering the question 'Who has responsibility for human rights?' Pupils are then invited to share their thoughts with the rest of the class. Ask students to explain their answers.

**10–30 mins**

Refer back to the previous lessons on human rights in the UK and balancing rights. Explain to the class that legally in the UK the government has overall responsibility to respect, protect and promote human rights, but that in order to protect everyone's rights, we as individuals need to treat each other with respect and take responsibility for upholding human rights.

- Ask students what they think we mean by respecting human rights?
- Ask students what they think we mean by protecting human rights?
- Ask students what they think we mean by promoting human rights?

Divide pupils into small groups – give each group a human rights still card. Each group has five minutes to come up with a scenario involving that right and creates a still (people stand in a position to represent the scenario). Groups take it in turn to present their still and the class discuss:

- Whose responsibility is it to do something about this? (Bear in mind there may be more than one person)
- What should they do about it? (Think about appropriate actions, i.e. organising a national campaign might not be the best action to stop someone being bullied, and a discussion at a school council meeting might not be the best way to tackle the issue of child soldiers in Africa).

**30–55 mins**

What can we do to respect, protect and promote human rights at a personal, school, community, national and international level? This can be from small everyday actions to projects in our communities and national campaigns. In pairs, students fill in *Resource sheet 7.2 Respect, Protect and Promote*. You could ask students to think about one scenario specifically – or ask them to think about human rights more generally

**55–60 mins**

Think about one time in your life when you took responsibility for a situation that involved human rights in some way. Ask for volunteers to share what the situation was and what they did.



Resource sheet 7.1

Human Rights Stills

Everyone has the absolute right not to be tortured or treated in a way which is cruel or humiliating

In your group, think about scenarios where this right might be denied to someone. You might think about someone being bullied, or a man or woman being abused by their partner. Choose a scenario and create a 'still' in your group to represent this scenario.



Every child has the right to express his or her views and these views must be taken seriously

In your group, think about scenarios where this right might be denied to someone. You might think about a school where pupils' views aren't listened to, or a child's views on who they want to live with not being taken into account when their parents are separating. Choose a scenario and create a 'still' in your group to represent this scenario.



Everyone has the right to believe what they want, and hold their own opinions

In your group, think about scenarios where this right might be denied to someone. You might think about someone being verbally abused in the street or not getting a job because of their faith. Choose a scenario and create a 'still' in your group to represent this scenario.



Everyone is equal and all people should have the same opportunities to access their rights

In your group, think about scenarios where this right might be denied to someone. You might think about someone who is treated differently to other people because of they have a disability or because they are gay. Choose a scenario and create a 'still' in your group to represent this scenario.

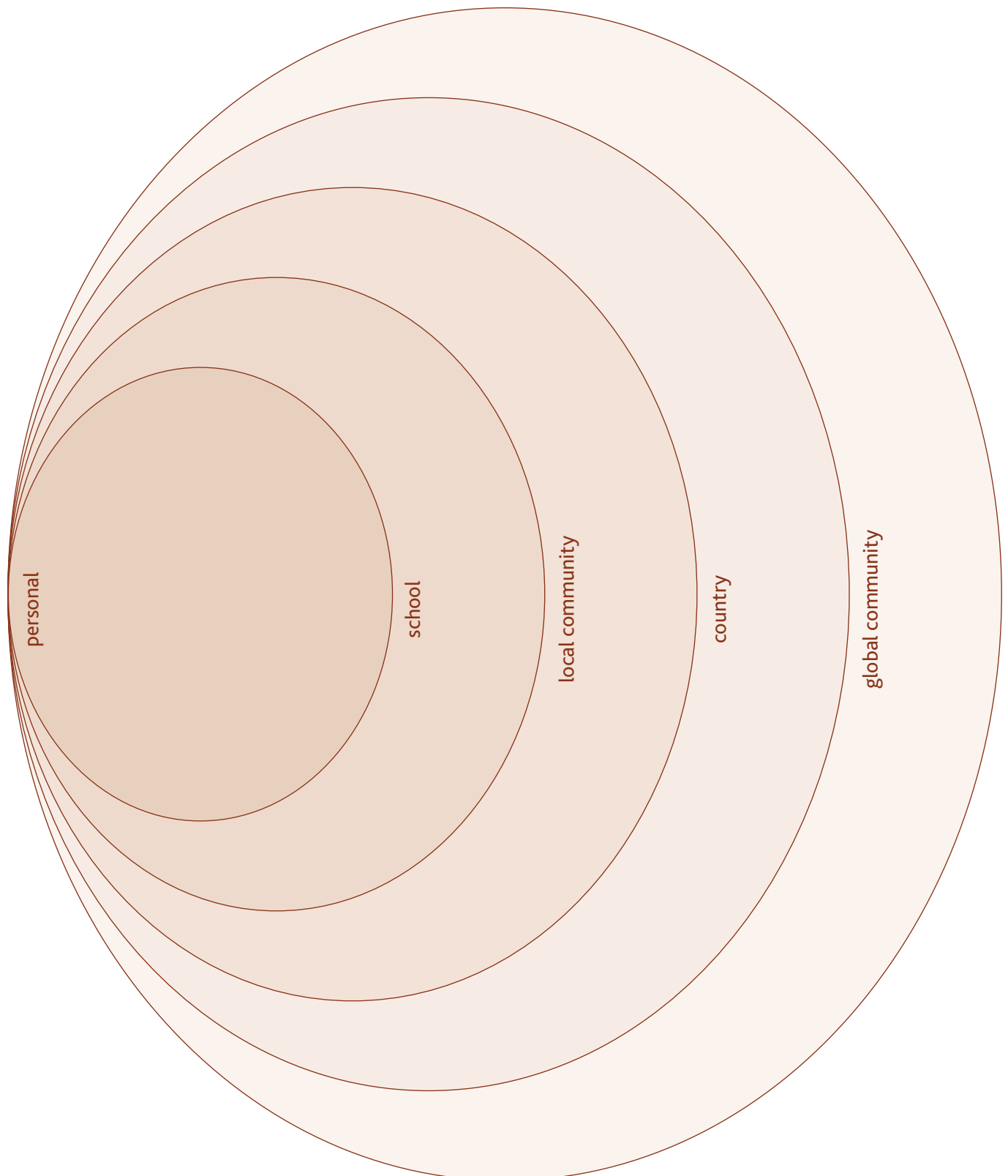


Resource sheet 7.2

Respect, Protect and Promote

We all have responsibilities to respect, protect and promote human rights. But what does this mean for us personally, as a school, as a community, as a country and as a global community? Think about what individuals and organisations exist at each of these levels.

Write actions that we could do at each of these levels to respect and protect human rights in **RED** and write actions that we could do at each of these levels to promote human rights in **BLUE**.





Identities, diversity and common values

About this lesson

This lesson gives students the opportunity to explore their own identity, and the differences and similarities between people. They discuss the benefits and challenges of diverse societies as well as considering the values that they share as a class, and the values that underpin human rights frameworks.

“We may have different religions, different languages, different colored skin, but we all belong to one human race.”

Kofi Annan

Learning questions

- What makes people different, what makes them the same?
- What are the benefits and challenges of diverse societies?
- What are our shared values and how do these compare to the values at the core of human rights frameworks?

Learning outcomes

Students should be able to:

- recognise that there are things that make each person unique, and things that are common to all human beings
- recognise the benefits and challenges of living in diverse communities
- identify the values that they share with others and how they relate to the values which underpin human rights frameworks.

Assessment opportunities

Informal assessment of the ability to understand the complexity of identities and diversity in groups and communities, and the ability to recognise, share and discuss shared values and how these are similar to or different from the values underpinning human rights.

Curriculum links

Citizenship: 1.1c, 1.2a, 1.3a, 1.3b, 1.3d, 2.1a, 2.2a, 3a, 3f, 3i

PSHE: 1.1a, 1.5a, 1.5b, 2.1a, 2.3b, 2.3d, 2.3e, 3a

Prior learning

Students should have already studied human rights frameworks such as the Human Rights Act, and have explored the values underpinning human rights.

Resources required

- Worksheet 8.1 – Celebrity Identity Cards (one set)
- Worksheet 8.2 – Values cards (one set per group)
- Worksheet 2.2 – Human Rights Values (FRED)

**0–5 mins**

Ask the students to imagine they were writing their profile to join Bebo or MySpace (social networking sites). Explain that the rules of the site have changed and they have to write their profile using only three words to describe who they are. They should think not just of physical descriptions or personality, but also words relating to other factors such as their beliefs, the different communities they belong to and their origins.

Ask if anyone is willing to share their profile with others. Ask them why they chose the words they did. Where does their identity come from? Discuss – is anyone in the class exactly the same?

Is it OK to be different? What factors affect a person's identity (their beliefs, interests, gender, race, where they live, family values, etc.)?

**5–10 mins**

Pick students to read out the four Celebrity Identity cards. Students take it in turn to read out the sentences on the cards. The rest of the class listen, and when the student reads out something that they have in common with the person they should put their hand up. Continue until all or most of the class have their hands up. Then reveal the identity of the people on the cards. NB: Didier Drogba is a trained accountant and was criticised for his weakness for fast food! (Hence the characteristics on the card.)

Summarise by explaining that even though people have many differences in religion, age, culture, ability, etc, people also have a lot in common. There are both similarities and differences between people.

**10–30 mins**

The UK (or your town or school) is very 'diverse' – what does this mean? Brainstorm as a class. In small groups, discuss the benefits and challenges of living in a diverse society (or learning in a diverse school, if relevant).

Feed back from each group. Summarise: there are many benefits to living in a diverse society but there are also challenges. Explain that you will discuss the challenges more later.

**30–50 mins**

Even though we are diverse, there is one thing we all have in common: ask the class what this is. One thing we all have in common is that we are human beings. We all have human rights. Human rights are based on a set of values. We are going to explore our own values and see if we can develop a set of values we share as a class. Remind the class of the definition of a value given in the lesson about the values underpinning human rights. 'A value is a belief about what is right or wrong and what is most important in life which influences behaviour.'

(continued on next page)

Give out the Values cards to small groups. In their groups, students choose the nine cards they think are the most important, then rank the values using a diamond ranking pattern. They try and reach a consensus on the top three. There is a space for them to add another value they think is important. Facilitate feedback from the groups. Ask them to explain the reasons for the pattern they chose and write the top three values of each group on the board and try as a class to group them together to identify the values the group share. This activity encourages pupils to explore their own values and values that they share with other people.

Remind the students of some of the core values of the UDHR, the first international human rights document. Do they remember what those core values were? Refer back to FRED. Discuss: Do their shared class values match the FRED values? Does everyone in the class agree with the FRED values? Are there any that they would like to add?

Remind the class that the majority of countries adopted the UDHR and have agreed to subsequent human rights treaties. Most would say they agree with the core values within it. Even though we are all different there are shared fundamental values which most people agree with.



50–60 mins

Thinking back to the challenges the groups identified of living in a diverse society, how do you think the shared values of human rights can help overcome these challenges?

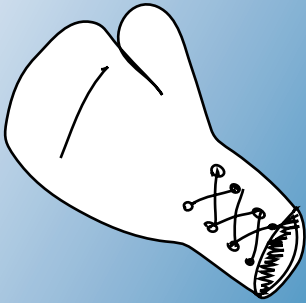
- Treating everyone with respect can help resolve conflicts between different groups.
- If everyone is treated fairly and with equality then groups are less likely to feel discriminated against.
- The value of 'dignity' helps to prevent people from being ridiculed for their beliefs and helps them to feel comfortable about expressing them.



Resource sheet 8.1

Celebrity Identity Cards

1



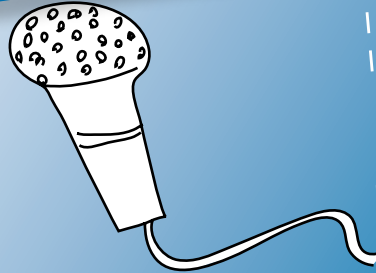
I was born in England
I am a Muslim
I support a football team
I love boxing

I am Amir Khan,
Commonwealth lightweight
boxing champion

2

I love R & B music
I am interested in fashion
My friends are very
important to me
I am Christian
I was born in the US

I am Beyoncé,
Singer and actor



3



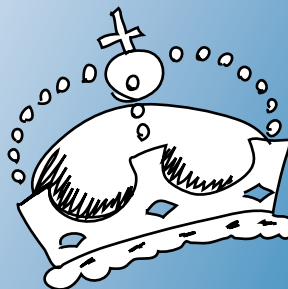
My family come from West
Africa
I grew up in France
I like burgers
I love football
I am good at maths

I am Didier Drogba,
Football player

4

I like dogs
I play the piano
I was born in England
I am a Christian

I am Elizabeth II,
the Queen of England





Resource sheet 8.2

Value Cards



<p>Materialism Financial success – making money</p>	<p>Peace Resolving conflict without violence</p>
<p>Fairness Treating people fairly</p>	<p>Reliability Keeping promises</p>
<p>Equality People should be treated equally no matter who they are</p>	<p>Competitiveness Being the best</p>
<p>Ambition Trying to reach your full potential</p>	<p>Freedom Freedom for individuals to be who they want to be, freedom of speech</p>
<p>Tolerance Accepting and valuing people's differences</p>	<p>Respect for others Respecting other people's views and way of life</p>
<p>Honesty Telling the truth at all times</p>	<p>Protecting the environment Being environmentally friendly in everything that you do</p>
<p>Compassion Caring for others</p>	<p>Generosity Giving to others</p>
<p>Other:</p>	<p>Other:</p>

Lesson nine



Human rights issues: Homophobic bullying

About this lesson

In this lesson students explore the origin of insults and the relation to human rights issues. The lesson then focuses on homophobic bullying through the study of a summary of a recent report by the organisation Stonewall. Students consider how to tackle homophobic bullying in schools in England. The lesson ends by identifying actions that could be taken by the class and individually on this issue.

“We could learn a lot from crayons: some are sharp, some are pretty, some are dull, some have weird names, and all are different colours ...but they all have to learn to live in the same box.”

Author Unknown

Learning questions

- Why are certain insults used and why are these insults harmful to people?
- What are the human rights involved in homophobic bullying?
- What practical action could we take to prevent homophobic bullying?

Learning outcomes

Students should be able to:

- explain why certain terms are used as insults and why they are harmful to people
- understand that bullying is a human rights issue
- identify at least one of the human rights involved in the issue of homophobic bullying
- suggest appropriate actions that could be taken to tackle homophobic bullying.

Assessment opportunities

Assess ability to engage in the discussion and to present their own views and listen to views of others. Assess pupils' understanding of homophobic bullying as a human rights issue and ability to think of positive ways of taking action through *Worksheet 9.3 – School report*.

Curriculum links

Citizenship: 1.1b, 1.2a, 1.2b, 1.2c, 1.3d, 2.1a, 2.1c, 2.2a, 2.2b, 2.2c, 2.2d, 3a, 4a, 4c

PSHE: 1.1a, 1.1c, 1.2b, 1.5a, 1.5b, 2.1e, 2.3b, 2.3d, 2.3e, 3m, 4d

Prior learning

Students should know what human rights are and how they are protected in the UK. They should know what rights the Human Rights Act and the UN Convention on the Rights of the Child protect, and have an understanding of the values that underpin human rights.

Resources required

- Worksheet 9.1 – Insults cartoons (one per pair)
- Resource sheet 9.2 – School report fact sheet (one per group)
- Worksheet 9.3 – School report (one per group)
- Worksheet 9.4 – Exit tickets (one per student)

Additional information

For further support and information on how to tackle homophobic bullying see:

- 'Preventing and responding to homophobic bullying in schools', the guidance from the Department for Children, Schools and Families (DCSF).
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/
- The Education for All campaign:
www.stonewall.org.uk/education_for_all

Adapting this lesson

You could use this lesson framework to explore other equality and discrimination issues, such as ageism, racism, sexism and transgender bullying.

**0–10 mins**

Provide pairs/groups of students with the insults cartoons. Students should think about the following questions:

- Who is being insulted?
- What has been said?
- Why do you think this insult has been used?

**10–25 mins**

Class discussion: Discuss why certain insults are used and the origins of the insults. Use the following questions to lead the discussion:

- What insults did you come across in the cartoons?
- Why do you think these particular insults have been used? Where have they come from?
- What insults are commonly used in this school/community and why do you think they are used?

Explain that insults very often come from an assumption that some groups of people are less equal than others, that they are worth less than other people. Ask students if this fits with the values that underpin human rights? These insults are often a form of bullying. Think back to the lesson on responsibilities in relation to human rights – we are going to look at one example of bullying that occurs in schools here in the UK, and look at what we should be doing about it.

**25–50 mins**

Look back at Cartoon 2. Ask pupils if they know what homophobia is. Explain that many young people experience homophobic bullying in schools, and an organisation called Stonewall recently carried out some research on this and released a publication called the School Report and released a publication called the 'School Report' (2007) www.stonewall.org.uk/education_for_all. Explain that pupils are going to work in groups to look at the findings of this research, and complete a worksheet thinking about homophobic bullying from a human rights perspective.

**50–60 mins**

Reiterate to the class that bullying for any reason should not be tolerated. Pupils should feed back their thoughts on the most effective way to tackle homophobic bullying in schools.

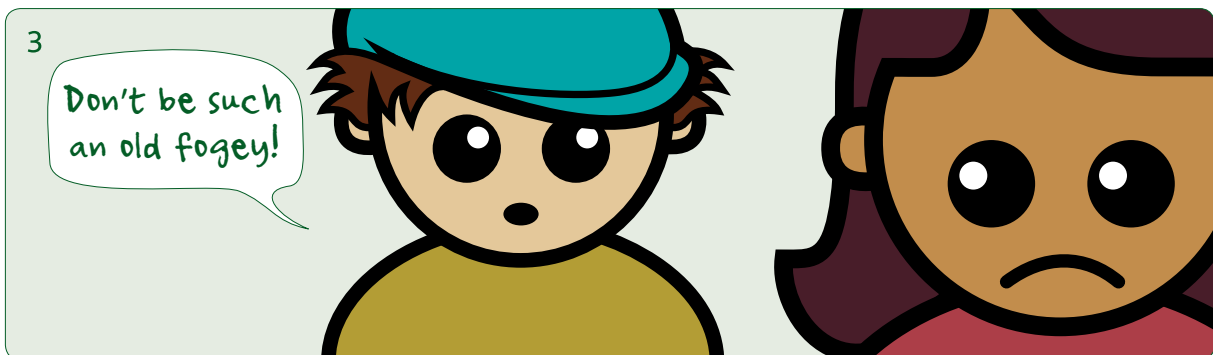
Exit ticket

Pupils fill in one action they will take as a result of this lesson. Fill it in and hand it in on their way out.



Worksheet 9.1

Insults



Task

Who is being insulted? What has been said? Why do you think this insult has been used?



Homophobic bullying is alarmingly commonplace in schools in Britain. Almost two-thirds (65%) of young gay, lesbian and bi-sexual students have experienced direct bullying. Even if they don't experience homophobic bullying directly, over 90% of gay pupils have to put up with hearing phrases like 'you're so gay' or 'that's so gay' or remarks such as 'queer' or 'dyke'.

Only a quarter of schools explicitly tell their students that homophobic bullying is wrong. Half of all teachers fail to respond to homophobic language when they hear it, and over half of students are bystanders to homophobic bullying. As a result, often the pupils feel they can't tell anyone. 58% of pupils never tell anyone if they are experiencing homophobic bullying. 62% of lesbian and gay pupils reported that nothing happened to the bully after telling someone.

Half of those pupils who experience homophobic bullying skip school because of it. When bullied pupils do go to school then they might not be able to work properly. Seven out of ten gay pupils stated the bullying had an impact on their school work. Over a third of lesbian, gay and bisexual pupils do not feel safe at school and do not like going to school.

Schools and pupils need to work to respond to and prevent this bullying. When schools explicitly state that homophobic bullying is wrong, pupils are 70% more likely to feel safe in school, and are twice as likely to enjoy going to school. If schools respond to bullying when it occurs, lesbian and gay pupils are three times more likely to feel that their school is a tolerant and accepting place. Pupils who have been taught in class, in a positive way, about lesbian and gay issues, are 60% more likely to feel happy and welcome at school.

Homophobic bullying can take many forms; from verbal abuse to being ignored, from vandalism to sexual abuse or even death threats.





Worksheet 9.3

School Report

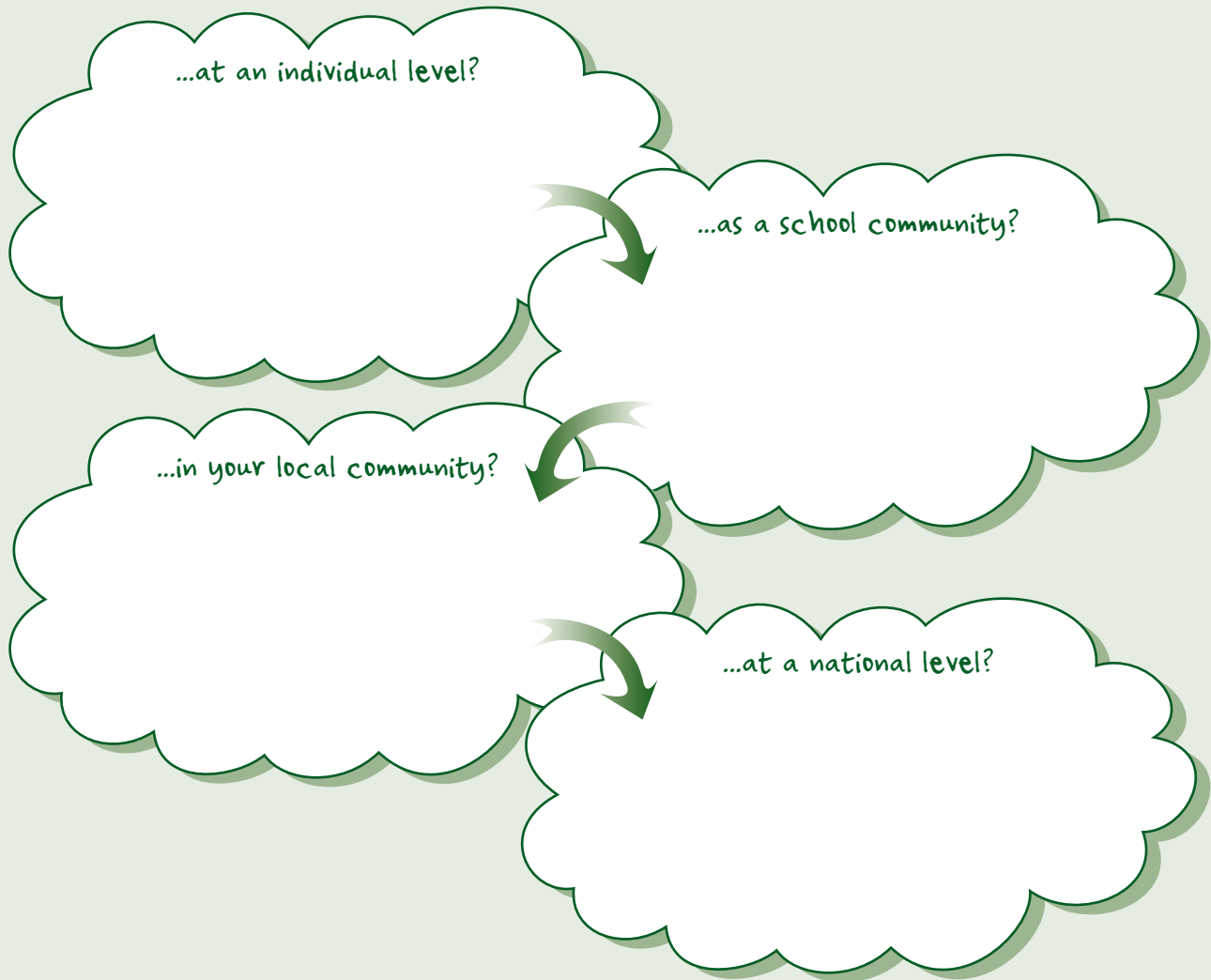
1. What examples can you think of that would count as homophobic bullying?

2. Think about the FRED principles: when people are bullied in this way, are they being treated with Fairness, Respect, Equality and Dignity? How could this affect their lives?

3. What human rights are involved in this issue?
(They may be from the UNCRC, the Human Rights Act or another human rights law).

4. Whose responsibility do you think it is to protect these rights?

5. What could you do about this issue?



6. Which of these actions do you think would be most effective? Why do you think this?

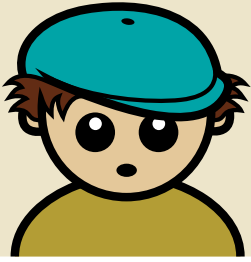


Exit ticket

Write down one action you will take as a result of today's lesson.

What did you learn today that has made you want to take this action?

Lesson ten



Human rights issues:
Focus on participation

About this lesson

This lesson aims to raise awareness about the rights in the United Nations Convention on the Rights of the Child (UNCRC) that relate to children and young people participating in society. Students consider why it is important that young people are able to participate, and for their views to be taken into account in decision-making that affects them. Students use school as a case study for exploring how these rights can be put into practice every day. Students also learn how their right to participate in different circumstances, for example, voting, at school and at home is enshrined in different laws in the UK.

“If you think you’re too small to have an impact, try going to bed with a mosquito in the room.”

Anita Roddick

Learning questions

- Why is the right to participate in decisions that affect us so important?
- What does the UNCRC say about children being heard and taken seriously?
- How do the Convention's participation rights apply in schools?
- How does the law in England support children's rights to participate?

Learning outcomes

Students should be able to:

- communicate the importance of children being heard and taken seriously
- explain that they have a right to participate according to Article 12 of the UNCRC
- identify what effective participation would look like in practice
- understand and communicate the different enforceable rights children have in England to be heard and taken seriously.

Assessment opportunities

Use the Respect Inspectors activity to assess students understanding of the importance of children participating, and how this relates to the rights in the UNCRC. Assess their ability to think about how this would translate in practice.

Curriculum links

Citizenship: 1.1b, 1.1d, 1.2a, 1.2b, 2.1b, 3a, 3b, 3e

Prior learning

Students should be able to summarise the UNCRC – what it is, why it is important, and how it affects children in their everyday lives. They should understand that some rights are enshrined in legally enforceable treaties and laws.

Resources required

- Worksheet 10.1 – Respect Inspectors (one per group)
- Worksheet 10.2 – Take me seriously – I have rights (one per student)

**0–5 mins**

Write '*Children should be seen and not heard*' on the board. Do students agree with this statement - ask pupils to form a line of agreement across the classroom. Ask two or three pupils to explain why they are standing where they are. Explain that this proverb has been in existence for hundreds of years – it sums up a belief that was widely and strongly held in the past that children should be quiet, invisible and undemanding. Some people still have this view – even young people sometimes 'look down' on children and think their views, feelings and ideas are less important just because they are younger. This kind of behaviour and thinking is not in line with basic human rights principles, where everyone is to be treated with equal respect and fairness.

**5–10 mins**

Explain that this lesson will explore children's right to be heard and taken seriously. Make the following points:

- The UNCRC was the first human rights treaty to give an explicit and strong right to a group of people (children) to be able to express their views and have these views taken seriously in all matters that affect them (Article 12).
- The United Nations Convention on the Rights of the Child aims to bring about a big change – children are to be respected as people with feelings, thoughts and views; and they have the right to express these in all situations.
- In our country, there are many laws that support the rights in the Convention relating to children being heard and taken seriously. The United Nations Committee on the Rights of the Child, which checks how well governments are protecting children's rights, is pleased about this but expects even more action. The UN Committee has previously said that children in the UK should, for example, have a greater say in schools.

**10–30 mins**

Give each group *Worksheet 10.1 - Respect Inspectors*. Explain that you want students to imagine they work for a human rights organisation that inspects schools, hospitals, leisure centres, libraries and other places in the community to check that children's human rights are being respected. Your first visit to a place is to get an instant feel of whether or not children are respected and encouraged to participate. After that you make another, longer, visit to check that each of the rights in the Convention is being followed. You are preparing to make your first visit to a secondary school. Each team of inspectors must make a list of the 10 things they will check on this visit to form their first impressions of whether or not this is a school where children are respected and able to participate in a meaningful way. You might wish to give a few examples to get students started, for example, children are involved in the process of appointing new teachers to their school; children's toilets are kept to the same standard as the teachers' toilets; there is a school council that can give proof of the decisions it has influenced or changed.



30–40 mins

Bring the group back together and ask for examples of what was on their inspection list. Note similarities and differences. Observe whether anyone decided to particularly check whether certain groups of children are respected – those that have recently come to live in England for example, or Traveller children or disabled children. Ask how they would undertake an inspection that gathers the views and perspectives of children that are shy or quiet as well as those who are more outgoing.



40–50 mins

Give out the quiz *Worksheet 10.2 'Take me seriously – I have rights'*. This gets students to consider their rights to be heard and taken seriously in a range of settings and situations.

Ask for students' reactions to the information – did they know about their legally enforceable rights; what do they think of plans to consult young people about the voting age; do they know how to join their local youth council or how to become a member of the UK Youth Parliament?

Answers: 1T; 2T; 3F; 4F; 5T; 6T; 7T; 8F; 9T; 10T; 11F; 12T; 13T; 14T



50–60 mins

To end the session invite each student to summarise in no more than 20 words why it is important that children have the right to be heard and taken seriously.



Worksheet 10.1

Respect Inspectors

Imagine that you work for a human rights organisation that inspects schools, hospitals, leisure centres, libraries and other places in the community to check that children’s human rights are being respected and that young people are encouraged to participate in decision-making. Your first visit to a place is to get an instant feel of whether or not children are respected. After that you make another, longer, visit to check that each of the rights in the UNCRC and the Human Rights Act are being followed.

Task

You are preparing to make your first visit to a secondary school. You must work within your team to make a list of the 10 things that you will check on this visit to form your first impressions of whether or not this is a school where children are respected and able to participate in decisions that affect them.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



Worksheet 10.2

Take me seriously – I have rights

Are the statements about the law below TRUE or FALSE?

The law says that...

- 1 Students attending sixth form can choose for themselves whether or not they take part in religious worship at school. TRUE/FALSE
- 2 Social workers must listen to and take seriously the wishes and feelings of children and young people in care. TRUE/FALSE
- 3 Children have to be a certain age before they can get legal advice about their rights. TRUE/FALSE
- 4 Sixteen year-olds in England can vote in general elections. TRUE/FALSE
- 5 Public authorities – local councils, schools, police, etc. – must encourage the participation of disabled people. TRUE/FALSE
- 6 Councils must consult children and young people, as well as adults, about dealing with local crime. TRUE/FALSE
- 7 Councils must take into account the views of young children when they are planning services for young children. TRUE/FALSE
- 8 You have to be 10 years old to join a student council. TRUE/FALSE
- 9 Social workers must listen to and take seriously the wishes and feelings of children and young people who they believe need protection. TRUE/FALSE
- 10 When a school is developing its behaviour policy, it must consult students. TRUE/FALSE
- 11 Parents must always take seriously children and young people's views. TRUE/ FALSE
- 12 Children and young people that have to stay in a mental health hospital must get the chance to speak with an 'advocate' who can inform them about their rights and help them be heard. TRUE/FALSE
- 13 Schools must take seriously government guidelines about listening to students. TRUE/FALSE
- 14 When a court is making a decision about who a child should live with, it must consider the child's wishes and feelings. TRUE/FALSE

Add up your scores to see how much you know about children's rights!

12–14 answers correct:

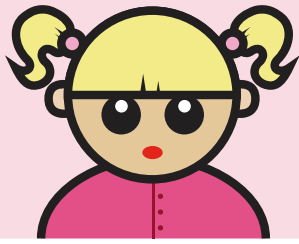
What an expert! Pass on your knowledge.

8–11 answers correct:

Great start. You've got a very good grasp of the law.

0–7 answers correct:

You need to do some serious research on your rights. Next time you're near a computer, you know what to do.



Human rights issues: Child poverty

About this lesson

In this lesson students will look at the issue of child poverty in the UK through a human rights lens. Students will analyse personal narratives of young people living in poverty in the UK, and will discuss the impact of this on their lives. They will consider how this relates to the human rights in the United Nations Convention on the Rights of the Child (UNCRC) and will consider what can be done to reduce poverty in the UK.

This lesson deals with serious issues and must be dealt with sensitively as students in your class may themselves be living in poverty. Ensure that students know the ground rules about treating others in the class with respect, and that students know that they are not under pressure to share information about themselves if they don't want to.

“Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of fundamental human rights. Everyone everywhere has the right to live with dignity, free from fear and oppression, free from hunger and thirst, and free to express themselves and associate at will.”

Nelson Mandela

Learning questions

- What is child poverty and does it exist in our country?
- What has child poverty got to do with the UNCRC?
- What can we do to try and make child poverty history?

Learning outcomes

Students should be able to:

- define child poverty and understand that many children in England live in poverty
- communicate the relationship between human rights and tackling child poverty
- list a number of things that can be done to help to end child poverty.

Assessment opportunities

Assess students' understanding of poverty as a human rights issue through the rights selected during the group work.

Curriculum links

Citizenship: 1.1b, 1.1d, 1.2 a, 1.2b, 1.2c, 1.3b, 2.1a, 2.1c, 2.2a, 2.3a, 2.3b, 3a, 3e, 3g, 3h, 4a, 4b

Prior learning

Students should understand that the UNCRC covers all aspects of children's development and well-being. They should be aware that human rights treaties place legal obligations on States that ratify them.

Resources required

- Worksheet 11.1 – Number crunching (one per student)
- Access to "The Wrong Trainers" cartoons: http://news.bbc.co.uk/cbbcnews/hi/specials/2006/the_wrong_trainers/default.stm
- Resource sheet 11.2 – The UNCRC and child poverty (one per group cut up and placed in envelopes)
- Resource sheet 11.3 – The UNCRC and child poverty (one per student)
- Homework sheet 11.4 – Human rights activists (one per student)

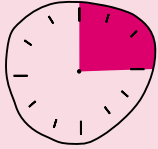
Student homework

- Homework sheet 11.4 – Human rights activists
- Lesson notes on child poverty

Additional information

We have provided a summary of the UNCRC which has been developed for children and young people by UNICEF. This is meant to give an easy to understand overview of each of the articles in a language and context appropriate for children.

To find out more information and read the full text of the UNCRC, please go to: www2.ohchr.org/english/bodies/crc/index.htm or: www.everychildmatters.gov.uk/uncrc/

**0–15 mins**

Students should complete *Worksheet 11.1 – Number crunching* on their own. After five minutes give out the answers (Q1. 3.8 million, Q2. 19, Q3. 770,000, Q4. 650,000). Facilitate a short discussion: 'Does anything here surprise or shock children?'

Ask them if they have thought about poverty in this country before.

Explain the different ways of understanding poverty – absolute poverty is when a person does not have basic necessities, like enough food and adequate shelter. Someone in relative poverty is not getting everything they need to reach their full potential – this includes material things but also opportunities like learning to play an instrument or going on holiday. A child is in relative poverty if he or she doesn't have access to the things that most other children have in that country, like a decent home, healthy food and enough money to take part in activities like sport and drama.

**15–30 mins**

Show students one of the cartoons from BBC website '*The Wrong Trainers*'. These are real stories of young people living in poverty in the UK. Alternatively – you could write out a script of one of the cartoons and give this to groups to read. In pairs, students should discuss how this makes them feel.

**30–45 mins**

Give each group *Worksheet 11.3 The UNCRC and Child Poverty* – groups should work through the tasks.

**45–60 mins**

Ask students to feed back the ideas they had about how the child's situation could be improved. What could the different people they discussed (e.g. governments, schools, community groups) do to help to end child poverty? Ask students if they know of any campaigns related to ending poverty.

Explain that many organisations and individuals, including young people, run campaigns or take action to try to make sure that people's human rights are upheld. They work on a number of different human rights issues. Explain that students must research someone who has taken action for human rights for homework.

Hand out homework



Worksheet 11.1

Number crunching

Match the numbers below with the gaps in the text.

- 1 children in the UK live in poverty.
- 2 Some parents in the UK live on £ a day to cover electricity, gas, phones, other bills, food, clothes, washing, transport, health needs and activities.
- 3 About children in the UK can't afford a healthy diet.
- 4 About UK children live in homes that aren't heated properly.



Sources

1. Barnardos – 'It doesn't happen here – The reality of child poverty in the UK'
2. Save the Children – www.savethechildren.org.uk/en/50_693.htm
3. and 4. <http://www.savethechildren.org.uk/en/docs/uk-poverty-budget-act.pdf>



Resource sheet 11.2

The UNCRC - A summary



Article 1 – Everyone under the age of 18 has all the rights in the Convention.

Article 2 – The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 – Your best interest should be a top priority in all actions concerning you.

Article 4 – Governments should do all they can to make sure you have these rights.

Article 5 – Governments should respect the rights and responsibilities of families to give help and advice to their children about the rights in this Convention. The more you know about these rights, the less guidance your family may need to give.

Article 6 – You have the right to life. Governments should ensure that children survive and develop healthily.

Article 7 – You have the right to a legally registered name and nationality. You also have the right to know and, as far as possible, to be cared for by your parents.

Article 8 – Governments should respect children's right to a name, a nationality and family ties.

Article 9 – You should not be separated from your parents unless this is the best thing for you. You should be given the chance to express your views when decisions about this are being made. You have the right to stay in contact with both parents, unless this might harm you.

Article 10 – Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11 – Governments should take steps to stop children being taken out of their own country illegally.

Article 12 – You have the right to say what you think in all matters affecting you, and to have your views taken seriously.

Article 13 – You have the right to get, and to share, information as long as the information is not damaging to yourself or others.

Article 14 – You have the right to think and believe what you want and also to practise your religion, as long as you are not stopping other people from enjoying their rights. Governments should respect the rights of parents to give you guidance about this right.

Article 15 – You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 – You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.

Article 17 – You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.

Article 18 – Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 – Governments should do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 20 – If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.



Article 21 – If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you move to another country.

Article 22 – If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country.

Article 23 – If you have a disability, you have the right to live a full and decent life. You have the right to make choices and to be part of the community.

Article 24 – You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25 – If you have been placed away from home (in care, hospital or custody, for example), you have the right to have the way you are being cared for checked regularly.

Article 26 – The government should provide extra money for the children of families in need.

Article 27 – You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 – You have a right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29 – Education should develop your personality and talents to the full. It should encourage you to respect everyone’s human rights, and to respect your parents, your own and other cultures and the environment.

Article 30 – You have the right to learn and use the language, customs and religion of your family whether or not these are shared by the majority of the people in the country where you live.

Article 31 – You have a right to relax, play and join in a wide range of activities.

Article 32 – The government should protect you from work that is dangerous or might harm your health or education.

Article 33 – The government should provide ways of protecting you from dangerous drugs.

Article 34 – The government should protect you from sexual abuse.

Article 35 – The government should ensure that you are not abducted or sold.

Article 36 – You should be protected from all other people or activities that take advantage of you or might harm your development.

Article 37 – You have the right to protection from torture or other very bad treatment. This is an absolute right and must never be broken. You should only ever be arrested or held in custody as a very last resort. You should not be put in a prison with adults and you should be able to keep in contact with your family.

Article 38 – The UK Government has signed an optional protocol to the Convention which commits the Government to taking all feasible measures to prevent children under 18 directly participating in armed conflict.

Article 39 – If you have been neglected or abused, you should receive special help to restore your self-respect.

Article 40 – If you are accused of breaking the law, you should be treated with dignity and respect. You also have the right to help from a lawyer and your privacy should be respected at all times.

Article 41 – If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.

Article 42 – The government should make the Convention known to all parents and children.

Articles 43–54

are about how adults and governments should work together to make sure all children get all their rights.



Worksheet 11.3

The UNCRC and child poverty

Task

- 1 In your group, discuss which of the UNCRC rights cards are relevant to the young person's situation. Sort the cards into two piles, relevant and not relevant.
- 2 Choose the three rights that are the most relevant. Explain why you chose these three rights.

1

2

3

- 3 What needs to happen to improve the young person's situation?

- 4 Create a mind map of what the following people could do to end child poverty and prevent children from facing similar situations: government; local councils; schools; community groups; children and young people; other members of the public.



Homework sheet 11.4

Human rights activists

Task

Carry out research on someone who has taken action for human rights.

Suggestions of human rights activists include Nelson Mandela, Martin Luther King, Aung San Suu Kyi, Janusz Korczak, Eglantine Jebb, Eleanor Roosevelt, Shami Chakrabarti and young people in your community who have taken action for human rights.

1. Who did you carry out your research on?

2. Why did you choose this person?

3. What action has this person taken to respect, protect or promote human rights?



Lesson notes on child poverty

In November 2006, Nelson Mandela wrote in a UK national newspaper that:

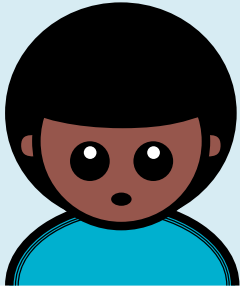
“Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of fundamental human rights. Everyone everywhere has the right to live with dignity, free from fear and oppression, free from hunger and thirst, and free to express themselves and associate at will.”

This sums up the human rights approach to understanding and tackling poverty – people living in poverty have entitlements under international law that should, if fully implemented, guarantee them a fulfilled and dignified life.

Poverty is often seen as a problem ‘over there’, associated with famines and conflict in Africa and starving children. In the UK, over one third of children (3.8 million) live in relative poverty – their family has an income that is 40 percent or more lower than the average income after they have paid for housing. About 1.3 million children in the UK live in severe poverty – their family has about £7,000 a year to live on (£135 a week).

Human rights are indivisible – they all rely on each other – but they are generally grouped into five different types of entitlements: economic rights, social rights, cultural rights, civil rights and political rights. The economic and social rights in the United Nations Convention on the Rights of the Child include the right to life and maximum development (article 6), the right to an adequate standard of living (article 27), the right to the highest attainable standard of health and health care services (article 24) and the right to social security (article 26). Article 4 of the Convention requires governments to do all they can to implement the Convention and article 2 requires that all children can enjoy all of their rights in the Convention without any discrimination.

Lesson twelve



Taking action for human rights

About this lesson

In this lesson students will plan to take action for human rights on issues that affect their local community. Students will explore different ways of taking action, from writing an article for the school paper to organising a campaign. Students will then choose a human rights issue that concerns them and will plan to take action on this issue. This could be developed into an active citizenship project where students carry out their action and then reflect upon their success. Several lessons will be needed to allow enough time for adequate planning, delivery and reflection.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead

Learning questions

- How do people take action to protect and promote human rights?
- What human rights issue will I take action on?
- What is the best way to take action on this issue?
- What different steps will I need to take to carry out this action effectively?

Learning outcomes

Students should be able to:

- choose an issue to take action on and explain why they have chosen this issue
- identify an appropriate way of taking action on their issue and justify their reasons for choosing this approach
- work in groups to plan their action
- consider what they have learned about human rights in planning their actions.

Assessment opportunities

Shadow the different groups to assess students' abilities to work both individually and as a team to negotiate, plan and, if relevant, take action on a human rights issue. Assess how well they manage their various roles and responsibilities and whether they use their time and resources appropriately.

This lesson also includes a key assessment activity which encourages students to reflect upon and self-assess their planning and the success of their action. See *Assessment sheet 12.4 – Taking action* and *Taking action assessment criteria* for more details.

Curriculum links

Citizenship: 1.1a, 1.1d, 1.2a, 1.2b, 1.2c, 2.1a, 2.1b, 2.1c, 2.2b, 2.3a, 2.3b, 2.3c, 2.3d, 3a, 3d, 3g, 4b, 4c, 4e
PSHE: 1.5b, 4a,

Prior learning

Students should have knowledge of human rights and the rights contained within the Human Rights Act. They should understand that we all have responsibilities to respect, protect and promote human rights. Students should have awareness of examples of human rights issues.

Resources required

- Video download of 'Over to You' which shows Amnesty youth groups taking action
- Worksheet 12.1 – Over to you (one per student)
- Worksheet 12.2 – Taking action for human rights (one per group)
- Example campaigning materials from human rights organisations/campaigns
- Resource sheet 12.3 – Ideas for taking action (one per group)
- Assessment sheet 12.4 – Taking action key assessment activity (one per student)
- Taking action assessment criteria

**0–5 mins**

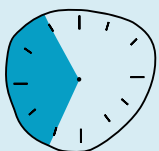
Explain to students that they are going to become human rights champions like the people and organisations that they have researched for homework. They will choose an issue where they feel that human rights are being denied, and plan how to take action on that issue.

**5–30 mins**

Explain that for inspiration they are going to watch a short film (17 minutes) about other young people taking action for human rights. Show the Amnesty film 'Over to You,' which shows members of Amnesty youth groups taking action (www.amnesty.org.uk/humanrightsinfocus). Pupils to fill in the Over to You worksheet while watching the film. Follow this with a group discussion. Which issues did the students find most motivating? Which actions do they think had the most impact? Who were the actions targeted at? Were the actions successful and if so what made them work? Examples could be actions that had a clear target, a strong message, were attention grabbing or were likely to make a difference. Alternatively, students should carry out some internet research into ways that young people in the UK have taken action for human rights.

**30–35 mins**

Pupils should work in pairs to brainstorm different ways of taking action with the class.

**35–55 mins**

Divide the class into groups of four or five. Each group should work through the planning worksheet, covering the following:

- 1 Choose a human rights issue that is of concern to them in their local community (you may wish to hand out copies of the Human Rights Act and the UNCRC to help students).
- 2 Consider the best ways of taking action on their issue (using the suggestions on *Resource sheet 12.2*).
- 3 Develop a plan showing the steps they will need to take.
- 4 Consider how they will know they have been successful.

They will need to use their knowledge from previous lessons. You may wish to provide students with campaign literature from Amnesty, Oxfam, Save the Children, and local charities. This should include examples of initiatives for change both here in the UK and in the wider international community.

(continued on next page)



55–60 mins

Ask each group to share their chosen issue and action with the rest of the class.

The planning activity could be carried out over several lessons and students should then carry out their actions as an Active Citizenship project. Reflective presentations based on this Active Citizenship project form the basis of a key assessment activity for this unit of work. See *Assessment sheet 12.4 – Taking action* and the *Taking action assessment criteria* for more details.



Worksheet 12.1

Over to you

Issues

List three issues the groups in the film are concerned about.

Group 1:

Group 2:

Group 3:

Target

What is each group trying to change? Who are they targeting to achieve this?

Group 1:

Group 2:

Group 3:

Action

List three different techniques each group uses to take action for change.

Group 1:

Group 2:

Group 3:

Impact

What outcome did each group achieve?

Group 1:

Group 2:

Group 3:



Worksheet 12.2

Taking action for human rights

Step one

Thinking about different issues

Think about different human rights issues in your local community that you would like to take action on and write them down. Think about which issue you would most like to take action on.

Step two

Your issue

- What issue have you chosen to take action on?
- Why have you chosen this issue?
- Why is this a human rights issue? (Think about the FRED values and/or any specific human rights that are involved)

Step three

Your goal

- What are you trying to achieve through your action?

Step four

Your action

Think of at least three different ways of taking action on your issue which would help to achieve your goal.

- Which action are you going to choose?
- Why have you chosen this way of taking action?

Step five

Carrying out your action

Summarise how you will carry out your action.

- What steps will you need to take?
- What resources will you need?
- How long will it take you?
- Will you need help from anyone?

Step six

Indicators of success

- How will you know if you have been successful in achieving your goal?



Resource sheet 12.3

Ideas for taking action

Find out what policies your school has in place to reduce bullying and violence and if it is not adequate ask for improvements

Organise an event to raise money for an issue

Call a radio station that invites comments from listeners to give your opinion

Set up a stall at a local event to give people information on an issue

Volunteer to speak or perform a dance piece or song at a school assembly to raise awareness of an issue

Create a poster to raise awareness of a cause or issue

Organise a peaceful protest

Write an article in your school newspaper on an issue that concerns you

Join an organisation that supports peace and human rights

Help lobby a politician on a specific law

Create a website to raise awareness of an issue

Speak up when someone is being racist, sexist or discriminatory in any way

Go to your local primary school to do a workshop for younger students on an issue

Prepare a presentation on an issue to lobby your school council or local council

Write an email to a politician to express your point of view

Invite a local politician, activist or speaker from an NGO* to come and speak in your school

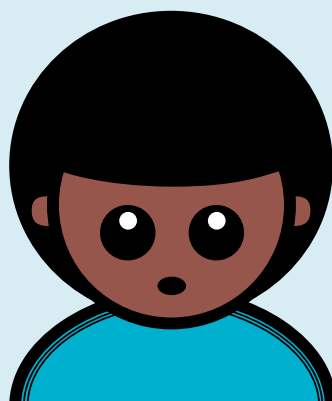
Set up an organisation or group to campaign on an issue

Organise an art or poetry show at your school around the issues you have studied

Write a letter to the editor about a story in the newspaper to express your opinion

Make a short film about an issue

* Non-Governmental Organisation





Taking action presentation

You have completed your active citizenship project on a human rights issue – well done! Your task now is to work together in your groups to create a presentation to show to the rest of the class. The presentation is your chance to justify why you chose your human rights issue, to explain what you did and to evaluate how well your action went. Discuss your ideas as a group and think carefully about how to present this in an interesting and appropriate way to your class. You should be prepared to answer questions from your teacher and other students after your presentation.

Your presentation should cover the following:

- What issue did you decide to take action on and why?
- How is this a human rights issue?
- What action did you take? Why did you decide that this was the most appropriate action for you to take on this issue?
- How did you plan your action? What roles and responsibilities did different group members take?
- What did you hope to achieve as a result of this action? What progress have you made? What would you do differently next time?



Assessment criteria

This assessment activity encourages students to reflect upon and self-assess the planning, delivery and impact of their action. The assessment considers students' abilities to engage in processes of **Taking Informed and Responsible Action (TIRA)** and **Advocacy and Representation (AR)** in order to develop their understanding of the concepts of **Rights and Responsibilities (RR)**. Students can also be assessed on their **Presentation, Communication and Group work skills (PCG)**.

All groups should be able to:

- Give a simple explanation as to why this is a human rights issue, by identifying which human rights are involved (RR).
- Give a brief account of what issue they took action on, offering a simple explanation as to why this issue is important (AR).
- Give a simple explanation of the action that they took and why they thought this was the most appropriate action to take (TIRA).
- Give a simple explanation of how they planned the action. They identify that different members of the group had different roles and responsibilities (TIRA).
- Give a simple explanation of their goals and describe successes and difficulties encountered. They may make simple suggestions as to what they would do differently next time (TIRA).
- Deliver the presentation in an appropriate way, involving most members of the group (PCG).

Most groups should be able to:

- Explain in some detail how this is a human rights issue by identifying which human rights are involved and clarifying which human rights documents support these rights locally. They use the concepts of rights and responsibilities and conflicting and balancing rights in their explanations (RR).
- Explain in some detail what issue they took action on, clearly explaining why this issue is important by providing reasons for their opinions (AR).
- Explain in some detail what action they took, clearly explaining why they thought this was the most appropriate action to take by providing reasons for their opinions (TIRA).
- Explain in some detail how they planned the action, showing that they had clearly thought through the different stages of the project and showing some consideration of how to use time and resources. They explain the different roles and responsibilities of group members in some detail (TIRA).
- Explain in some detail their goals and consider whether they were realistic or not. They reflect coherently upon the progress they made as a group and the impact of their action on the communities involved, offering evidence to support their views. They consider the reasons behind any difficulties encountered, offering clear suggestions as to what they would do differently next time and why (TIRA).
- Deliver their presentation in an interesting way involving everyone in the group. Communication is clear, indicating that the presentation has been carefully planned and rehearsed (PCG).

Some groups may be able to:

- Explain in detail how this is a human rights issue by identifying which human rights are involved and clarifying which human rights documents support these rights locally and internationally. They show a wide range of knowledge and understanding of the concepts of rights and responsibilities and conflicting and balancing rights. They may also suggest whether individuals, organisations or governments should shoulder more responsibility for these rights (RR).
- Give a detailed account of what issue they took action on, persuasively justifying why they think this issue is important by providing informed reasoning supported by evidence and examples. They may also explain convincingly why the rights involved need to be protected and supported both locally and globally (AR).
- Give a detailed account of what action they took, persuasively justifying why they thought this was the most appropriate action to take by providing informed reasoning supported by evidence and examples. They compare their choice with other alternatives, explaining convincingly why these other choices were less appropriate (TIRA).
- Give a detailed account of how they planned the action, showing an ability to make informed judgements at the different stages of planning and to use time and resources in effective and creative ways. They give a detailed explanation of the different roles and responsibilities of group members, making connections between these responsibilities and the rights of others (TIRA).
- Give a detailed explanation of what they were hoping to achieve and whether this was realistic. They evaluate how well they worked together as a team to achieve their goals, explaining how they resolved any points of conflict in the group. They critically reflect on the progress they have made as a group and the impact of their actions, analysing how they might have affected different members of the community in different ways and why this might be. They offer a range of well explained reasons and evidence to support their views. They reflect critically on their progress, exploring a diverse range of possible reasons for any difficulties encountered, offering insightful suggestions as to what they would do better next time (TIRA).
- Deliver the presentation in a highly engaging way, with everyone in the group taking an active role. Communication is confident and articulate, indicating that the presentation has been thoroughly planned and well rehearsed (PCG).

Assessment levels

This table shows characteristics of progression in knowledge, understanding and skills in relation to human rights education. It shows how this progression is linked to the key Citizenship concept of rights and responsibilities and the key Citizenship processes of critical thinking and enquiry, advocacy and representation and taking informed and responsible action. These level descriptions can be used to develop other assessment activities to accompany this resource, and can also be used to form a holistic judgment of the level that students are working at across the entire topic.

<p>Level 3</p> <p>Students are able to:</p> <ul style="list-style-type: none">• Give a basic explanation of what human rights are and name a number of human rights that we all have• Understand that human rights are underpinned by values such as Fairness, Respect, Equality and Dignity• Understand that because we all have human rights, people's human rights can often conflict• Recognise that human rights issues affect their own and others' lives in their communities in different ways• Use information provided to investigate human rights issues in their communities• Explain their ideas about human rights to others, and understand that different people have different views about human rights issues• Identify an action that they could take on a human rights issue of concern to them in their community and plan this action
<p>Level 4</p> <p>Students are able to:</p> <ul style="list-style-type: none">• Explain what human rights are and name a number of human rights that we all have, demonstrating an awareness of the national and international mechanisms that protect human rights including the Human Rights Act and the UNCRC• Understand that human rights are relevant to our own lives in our communities in the UK, and that because we all have human rights, these rights can often compete and conflict• Engage with human rights issues in their community, and understand that these issues affect different people in different ways• Explain what they think is fair and unfair about specific situations where rights conflict, understanding that other people may have opposing views• Use different sources of information to explore controversial issues from a human rights perspective, identifying the rights involved and whether there are conflicting rights. Contribute to class debates on human rights issues based on what they have found out• Identify the impact of these human rights issues on individuals and communities• Identify human rights issues of concern to them in their local communities, and work in a group to plan and carry out a course of action to address this issue

Level 5

Students are able to:

- Understand that not all human rights are absolute, and that many rights can be limited or restricted to protect the rights of others
- Understand that human rights are a global concept, and have been developed through time drawing on different cultures and religions
- Demonstrate an understanding of how human rights are protected at different levels, from national laws including the Human Rights Act to international treaties including the UNCRC
- Explore topical and controversial issues from a human rights perspective, using different methods of enquiry and sources of information
- Use their research to discuss and debate the rights involved in different issues, identifying who the rights belong to, whether there are conflicting rights, and how these rights could be balanced
- Communicate their arguments clearly giving reasons for their opinions. Recognise that different people have a range of views on human rights issues
- Communicate that human rights are relevant to their own lives in their communities
- Identify a number of human rights issues of concern to them in their local communities, and choose one issue to take action on, giving reasons for their decision
- Work in a group to plan and carry out a course of action to address this issue, with clear aims for their action, working with others from the wider community
- Explain the impact of the action they took on the issue

Level 6

Students are able to:

- Explain that very few human rights are absolute, and give examples of situations where people's rights may need to be limited or restricted to protect the rights of others
- Explain who has responsibilities to protect, support and balance human rights, including the United Nations, the UK Government, public authorities and individuals, and demonstrate an understanding of this through discussions and planned action on human rights issues
- Consider how human rights are supported, protected and promoted in the UK and how this differs from other countries.
- Investigate topical and controversial issues (local to global) from a human rights perspective. Carry out research into the issues using a range of information sources, assessing validity and bias. Analyse their research to draw their own conclusions and develop their own views on human rights issues
- Discuss issues, presenting a persuasive case for their views. Show awareness through discussions about issues on which people hold a diverse range of views
- Identify a number of human rights issues of concern to them in their local community, and choose one issue to focus on, providing informed reasoning supported by evidence and examples
- Identify a range of different actions that could be taken on this issue, and choose the action that would have the greatest impact, giving reasons for their decision
- Work in a group, carefully negotiating their roles to plan and carry out a course of action to address this issue, with clear aims for their action, working with others from the wider community
- Reflect on how successful their action was in achieving their aims, and suggest some follow up work

Level 7

Students are able to:

- Use their detailed knowledge of human rights to investigate topical and controversial issues (local to global) from a human rights perspective, exploring a diverse range of views on these issues, and the origins of these views, including their own
- Confidently carry out independent research on these issues and analyse information from a range of sources to inform their views on these issues
- Discuss and debate human rights issues, persuasively arguing their own opinion on these issues and representing the views of others
- Question their own views on human rights issues based on discussions they have had and their examination of evidence
- Assess the implications of situations where human rights are contested
- Identify a human rights issue of concern to them, providing clear justification for their decision using evidence and select an appropriate course of action they can take to effect change
- Work with others to initiate, negotiate, plan and carry out their action in the local and wider community

The UK Human Rights Act

The Human Rights Act 1998 is a law which came into full force in October 2000. It gives further effect in the UK to the fundamental rights and freedoms in the European Convention on Human Rights. The articles are as follows:

Article 2 – Right to life

- 1 Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.
- 2 Deprivation of life shall not be regarded as inflicted in contravention of this Article when it results from the use of force which is no more than absolutely necessary:
 - (a) in defence of any person from unlawful violence;
 - (b) in order to effect a lawful arrest or to prevent the escape of a person lawfully detained;
 - (c) in action lawfully taken for the purpose of quelling a riot or insurrection.

Article 3 – Prohibition of torture

No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

Article 4 – Prohibition of slavery and forced labour

- 1 No one shall be held in slavery or servitude.
- 2 No one shall be required to perform forced or compulsory labour.
- 3 For the purpose of this Article the term 'forced or compulsory labour' shall not include:
 - (a) any work required to be done in the ordinary course of detention imposed according to the provisions of Article 5 of this Convention or during conditional release from such detention;
 - (b) any service of a military character or, in case of conscientious objectors in countries where they are recognised, service exacted instead of compulsory military service;

- (c) any service exacted in case of an emergency or calamity threatening the life or well-being of the community;
- (d) any work or service which forms part of normal civic obligations.

Article 5 – Right to liberty and security

- 1 Everyone has the right to liberty and security of person. No one shall be deprived of his liberty save in the following cases and in accordance with a procedure prescribed by law:
 - (a) the lawful detention of a person after conviction by a competent court;
 - (b) the lawful arrest or detention of a person for non-compliance with the lawful order of a court or in order to secure the fulfilment of any obligation prescribed by law;
 - (c) the lawful arrest or detention of a person effected for the purpose of bringing him before the competent legal authority on reasonable suspicion of having committed an offence or when it is reasonably considered necessary to prevent his committing an offence or fleeing after having done so;
 - (d) the detention of a minor by lawful order for the purpose of educational supervision or his lawful detention for the purpose of bringing him before the competent legal authority;
 - (e) the lawful detention of persons for the prevention of the spreading of infectious diseases, of persons of unsound mind, alcoholics or drug addicts or vagrants;
 - (f) the lawful arrest or detention of a person to prevent his effecting an unauthorised entry into the country or of a person against whom action is being taken with a view to deportation or extradition.

- 2 Everyone who is arrested shall be informed promptly, in a language which he understands, of the reasons for his arrest and of any charge against him.
 - 3 Everyone arrested or detained in accordance with the provisions of paragraph 1(c) of this Article shall be brought promptly before a judge or other officer authorised by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release pending trial. Release may be conditioned by guarantees to appear for trial.
 - 4 Everyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings by which the lawfulness of his detention shall be decided speedily by a court and his release ordered if the detention is not lawful.
 - 5 Everyone who has been the victim of arrest or detention in contravention of the provisions of this Article shall have an enforceable right to compensation.
- 3 Everyone charged with a criminal offence has the following minimum rights:
 - (a) to be informed promptly, in a language which he understands and in detail, of the nature and cause of the accusation against him;
 - (b) to have adequate time and facilities for the preparation of his defence;
 - (c) to defend himself in person or through legal assistance of his own choosing or, if he has not sufficient means to pay for legal assistance, to be given it free when the interests of justice so require;
 - (d) to examine or have examined witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;
 - (e) to have the free assistance of an interpreter if he cannot understand or speak the language used in court.

Article 6 – Right to a fair trial

- 1 In the determination of his civil rights and obligations or of any criminal charge against him, everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law. Judgment shall be pronounced publicly but the press and public may be excluded from all or part of the trial in the interest of morals, public order or national security in a democratic society, where the interests of juveniles or the protection of the private life of the parties so require, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice.
- 2 Everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law.

Article 7 – No punishment without law

- 1 No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence under national or international law at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the criminal offence was committed.
- 2 This Article shall not prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognised by civilised nations.

Article 8 – Right to respect for private and family life

- 1 Everyone has the right to respect for his private and family life, his home and his correspondence.
- 2 There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.

Article 9 – Freedom of thought, conscience and religion

- 1 Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.
- 2 Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.

Article 10 – Freedom of expression

- 1 Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.
- 2 The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

Article 11 – Freedom of assembly and association

- 1 Everyone has the right to freedom of peaceful assembly and to freedom of association with others, including the right to form and to join trade unions for the protection of his interests.

- 2 No restrictions shall be placed on the exercise of these rights other than such as are prescribed by law and are necessary in a democratic society in the interests of national security or public safety, for the prevention of disorder or crime, for the protection of health or morals or for the protection of the rights and freedoms of others. This Article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces, of the police or of the administration of the State.

Article 12 – Right to marry

Men and women of marriageable age have the right to marry and to found a family, according to the national laws governing the exercise of this right.

Article 14 – Prohibition of discrimination

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

Article 16 – Restrictions on political activity of aliens

Nothing in Articles 10, 11 and 14 shall be regarded as preventing the High Contracting Parties from imposing restrictions on the political activity of aliens.

Article 17 – Prohibition of abuse of rights

Nothing in this Convention may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms set forth herein or at their limitation to a greater extent than is provided for in the Convention.

Article 18 – Limitation on use of restrictions on rights

The restrictions permitted under this Convention to the said rights and freedoms shall not be applied for any purpose other than those for which they have been prescribed.

The First Protocol

Article 1 – Protection of property

Every natural or legal person is entitled to the peaceful enjoyment of his possessions. No one shall be deprived of his possessions except in the public interest and subject to the conditions provided for by law and by the general principles of international law.

The preceding provisions shall not, however, in any way impair the right of a State to enforce such laws as it deems necessary to control the use of property in accordance with the general interest or to secure the payment of taxes or other contributions or penalties.

Article 2 – Right to education

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.

Article 3 – Right to free elections

The High Contracting Parties undertake to hold free elections at reasonable intervals by secret ballot, under conditions which will ensure the free expression of the opinion of the people in the choice of the legislature.

The Thirteenth Protocol

(replaces the Sixth Protocol from June 2004)

Article 1 – Abolition of the Death Penalty

The death penalty shall be abolished. No one shall be condemned to such penalty or execution.

The Universal Declaration of Human Rights

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

Whereas it is essential to promote the development of friendly relations between nations.

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge.

Now, therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.

- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

Article 29

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Glossary

Absolute right

A right that is so fundamental that it can never be interfered with, for example, the right not to be tortured.

Civil and Political rights

The rights of individuals to liberty and equality; sometimes referred to as first generation rights. Civil and political rights include freedom to worship, to think and express oneself, to vote, to take part in political life such as voting, and to have access to information.

Convention

A type of treaty (formal agreement between country leaders, politicians and states on a matter which involves them all). This is a binding agreement that states are obliged to uphold.

Council of Europe

An organisation that was founded in 1949, with the aim to develop common and democratic principles throughout Europe based on the European Convention on Human Rights. This is not a part of the European Union but has a wider stretch, covering countries such as Russia and the former Soviet states.

Covenant

Another type of treaty; a binding agreement to do or keep from doing a specified thing.

Dignity

A value owed to all humans, to be treated with respect.

Declaration

A document agreeing upon certain standards, but one that is not legally binding, for example, the UDHR.

Diverse

Widely varied. In the sense of a diverse population, people are from a range of backgrounds, ethnicities, cultures.

Economic, Social and Cultural rights

Rights that concern the production, development, and management of material for the necessities of life. Rights that give people social and economic security, sometimes referred to as security-oriented or second generation rights. Examples are the right to food, shelter, and health care.

Equality

The quality of being equal. Equality is an important value in human rights, as the concept that all humans are equal underpins all human rights treaties, such as the European Convention on Human Rights and the Human Rights Act.

Human rights

Human rights are the basic rights and freedoms to which all humans are entitled. They ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect. You have human rights simply because you are human and they cannot be taken away.

Identity

The characteristics and qualities of a person, considered collectively, and regarded as essential to that person's self-awareness.

Inalienable

Something that cannot be taken away. We have human rights simply because we are human. We cannot give these rights away nor can they be taken from us by anybody (although they can be restricted or qualified in certain circumstances).

Indivisible

Something that cannot be divided. There are many different types of human rights, Civil and Political, Economic, Social and Cultural.

Justice

The moral principle ensuring fairness in the way people are treated. This is a value the European Convention on Human Rights was founded on, although it is not mentioned in the actual text.

Legal rights

Rights that are laid down in law and can be defended and brought before courts of law.

Legislation

Law made by Parliament.

Limited right

A right that can be restricted only in some strictly defined circumstances, e.g. the right to liberty can only be restricted in certain circumstances, for example, if you have been convicted of a crime or are mentally ill.

Positive obligations

These obligations require authorities to take proactive steps to protect human rights. Positive obligations are often contrasted with negative obligations which require authorities to refrain from action that may violate human rights.

Primary legislation

An Act of Parliament.

Protocol

A new treaty which modifies another treaty (generally adding additional procedures or substantive provisions). The European Convention on Human Rights has 13 protocols, separate treaties to update the original, added gradually between 1952 and 2002.

Qualified right

A right that can be restricted in circumstances where it is in the interest of the wider community, for example, the right to freedom of expression.

Ratify

The formal procedure by a state to finalise an agreement, making it official and legally binding.

Respect

Taking into account the views and desires of others in how you treat people.

Right

A right is a moral or legal entitlement to have or do something.

State

Often synonymous with 'country'; a group of people permanently occupying a fixed territory having common laws and government and capable of conducting international affairs.

Treaty

A written agreement between two or more states formally approved and signed by their leaders.

United Nations

An organisation that was founded in 1945, with the aim to facilitate world wide cooperation in international law, international security, economic development, social progress and human rights issues.

United Nations Charter

Initial document of the UN setting forth its goals, functions, and responsibilities; adopted in San Francisco in 1945.

Universal

Something that applies everywhere and in all cases. Human rights are universal; they belong to everyone who is part of the human family.

Universal Declaration of Human Rights (UDHR)

Primary United Nations document establishing human rights standards. It was adopted by the general assembly on December 10, 1948.

Values

'Values are principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour or as points of reference in decision-making or the evaluation of beliefs or actions and which are closely connected to personal integrity and personal identity.' (Halstead, 1996, p5). Halstead, J.M. (1996) 'Values and Values Education in Schools'.

Further information

For further information on teaching about human rights and or Citizenship, please see the following organisations:

11 Million -

The Office of the Children's Commissioner for England
www.11million.org.uk

Amnesty International UK

www.amnesty.org.uk/education

The Association for Citizenship Teaching

www.teachingcitizenship.org.uk

The British Institute of Human Rights

www.bihhr.org.uk

The Children's Rights Alliance for England

www.crae.org.uk

The Citizenship Foundation

www.citizenshipfoundation.org.uk

The Department for Children, Schools and Families

www.dcsf.gov.uk

The English Secondary Students' Association

www.studentvoice.org.uk

Hampshire County Council –

Rights, respect Responsibilities
www3.hants.gov.uk/education/childrensrightrights/

The Hansard Society

www.hansardsociety.org.uk

The Ministry of Justice

www.justice.gov.uk

The Qualifications and Curriculum Authority –

National Curriculum Homepage
curriculum.qca.org.uk

Save the Children

www.savethechildren.org.uk/

Schools OUT!

www.schools-out.org.uk

Stonewall

www.stonewall.org.uk

United Nations Association-UK

www.una-uk.org

UNICEF

www.unicef.org.uk

Mermaids

www.mermaids.freeuk.com

The Gender Trust

www.gendertrust.org.uk

National School of Government

For a free to use human rights e-learning package:
www.nationalschool.gov.uk/virtualschool/humanrights.asp

Feedback form

We greatly value your input and guidance in our work. If you have used this resource, we would love to hear your feedback. This will be used when producing any revised editions and will also feed into our other publications/work.

*Please complete this form, and send it to the Ministry of Justice,
Human Rights division, 102 Petty France, London, SW1H 9AJ*

Where did you hear about this resource?

Which year group(s) did you use this resource with?

Which lessons/resources did you use?

How would you rate the following aspects of the resource, on a scale from 1 (poor) to 5 (excellent)?

	1	2	3	4	5
Overall structure of the resource					
Background Information					
Lesson plans					
Resource sheets and worksheets					
Assessment					

Which lessons/resources did you find most useful?

Why?

Which lessons/resources did you find least useful?

Why?

Do you have any further comments on the resource?

Personal information (optional):

Name:

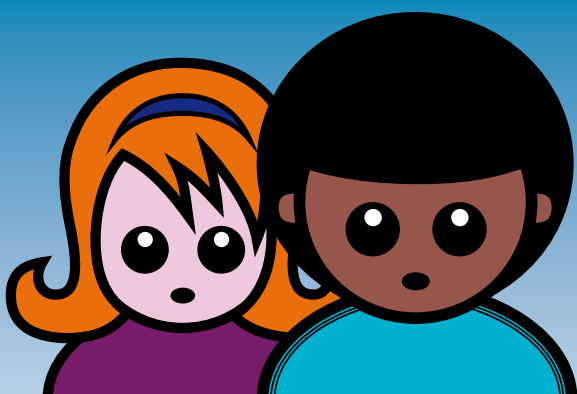
Job title:

Organisation name:

Organisation address:

Phone number:

Email address:



Further copies of this resource are available from:

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Human Rights Division
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