

**20 Lessons for 20 Years**

**Rights up your street**  
**Key Stage 3 / Year 7**

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| <p><b>Overview</b></p>                        | <p>This lesson aims to give an introduction and overview of human rights. It focuses on the human rights listed in the Universal Declaration of Human rights drafted by the United Nations. It is adapted from an Amnesty International resource which can be found here:<br/><a href="https://www.amnesty.org.uk/resources/right-your-street-activity">https://www.amnesty.org.uk/resources/right-your-street-activity</a></p>   |
| <p><b>Citizenship Skills and Concepts</b></p> | <p>Skills: Discussion; empathy<br/>Concepts: Rights and responsibilities</p>  |
| <p><b>Essential Teaching Guidance</b></p>     | <p>Depending on issues selected or discussed by students/teachers, there could be some harmful and sensitive content. The nature of this lesson means that you will come across controversial and sensitive issues. Guidance to support teachers in approaching these topics can be found here:<br/><a href="https://www.teachingcitizenship.org.uk/resource/conspiracy-theories-in-the-classroom-guidance-for-teachers/">https://www.teachingcitizenship.org.uk/resource/conspiracy-theories-in-the-classroom-guidance-for-teachers/</a></p> |
| <p><b>Learning Objectives</b></p>             | <ul style="list-style-type: none"> <li>● To understand the development of rights in history.</li> <li>● To be able to recall some examples of rights.</li> <li>● To be able to recognise human rights being enjoyed and denied in the contemporary world.</li> </ul>  |
| <p><b>Resources</b></p>                       | <p>‘UpYourStreet’ scene enough for pairs.<br/>Human Rights Simplified information sheet, including preamble<br/>Mini Whiteboards/ShowMe boards and pens</p>   |
| <p><b>Assessment Opportunities</b></p>        | <p>Teacher questioning<br/>Mini-whiteboards<br/>Written paragraph</p>   |

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| <p><b>Do now / Starter /Entry Task</b></p> <p><i>(10 minutes)</i></p> | <p>Slide 3 contains a learning review prompt. If this lesson is part of a series, begin by asking students to individually recall what they learned in the previous lesson.</p> <p>In pairs or small groups, ask students to list any Human Rights they know of that are listed in the UNDHR. Discuss these as a class.</p>  |
| <p><b>Task 1</b></p> <p><i>(15 minutes)</i></p>                       | <p>Discuss with students if they heard the terms rights and responsibilities before? If so, where? In what context? If they haven't, what do students think they might mean?</p> <p>Show students definitions of the terms. Discuss how they might link together? Draw out the idea that with rights comes responsibilities. Can they give an example from their own life? Possibly link to school and education - right to education, responsibility to follow teachers instructions etc.</p> <p>This issue not only applies to individuals, but also society at large. Everybody has rights and responsibilities.</p>  |
| <p><b>Task 2</b></p> <p><i>(10 minutes)</i></p>                       | <p>Introduce students to the 'rights street' - this could be a typical street anywhere in the world. Applying their knowledge of what rights means. Can they work in a group to answer the 3 questions? To extend this further, as students are discussing these issues, they could see if they know any examples from the 'real world'.</p> <p>There aren't any answers as such, but 30 Articles of the UDHR are provided for reference. If struggling, these could be given to students as prompts.</p> <p>When discussing answers, teacher could introduce the organisation Amnesty International as an example of a Human Rights NGO and how they work across the globe to stop Human Rights abuses.</p> |
| <p><b>Task 3</b></p> <p><i>(20 minutes)</i></p>                       | <p>Students use new knowledge to complete gap-fill activity explaining the idea of rights.</p> <p>Answers provided for self/peer assessment opportunities.</p>   |

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| <p><b>Task 4</b><br/>(15 minutes)</p>                  | <p>Watch clips and answer questions. This part of the lesson has been designed to help students see and understand the developments of rights throughout history. Perhaps consider, what is next for rights? Do any new rights need developing? Do rights adequately cover the digital sphere?</p> <p><i>Extension/Continuation into next lesson</i></p>  |
| <p><b>Task 5</b><br/>(5 minutes)</p>                   | <p>Explore the preamble to the UDHR. Whole class reading opportunity. Students can discuss/highlight why rights are important in the past and now. Ask students to select key vocabulary to explain their choice. If a visualizer is available, could do as a class, selecting and annotating key words.</p>  |
| <p><b>Plenary / Reflection</b></p>                     | <p>3 - examples of human rights from the UDHR.<br/>2- reasons why human rights are important.<br/>1 - important event in the development/history of human rights.</p>   |
| <p><b>Takeaway Task</b></p>                            | <p>Ask students to write a paragraph which responds to the statement: 'Everybody enjoys their human rights in the world today.'</p> <p>The paragraph should set out a thesis (opinion), a supporting argument and detail for this argument.</p>   |
| <p><b>Additional Teacher Links &amp; Resources</b></p> | <p><b>Glossary</b></p> <p><b>Rights</b><br/>Rights are legal, social, or ethical principles of freedom or entitlement</p> <p><b>Indivisible</b><br/>unable to be divided or separated.</p> <p><b>Responsibilities</b><br/>a duty to take care of something</p> <p><b>Interdependent</b><br/>the state of being dependent upon one another</p> <p><b>Entitlement</b><br/>the condition of having a right to have, do, or get something</p> |

**Codified**

to organize or collect together (laws, rules, procedures , etc) into a system or code

**Inalienable**

Inalienable describes things, especially rights, that cannot be taken away, denied, or transferred to another person.

**Collective Conscience**

A group's or society's commonly shared fundamental beliefs, customs, norms, and values.

**Universally**

in a way that exists everywhere, or involves everyone

**Preamble**

a statement that is made at the beginning of something (such as a legal document) and usually gives the reasons for the parts