

# Rights & Responsibilities

## Teacher Follow-up Activities

The Rights and Responsibilities follow-up activities provide pupils with opportunities to achieve Key stage 4 learning outcomes from the PSE Framework for 7 to 19 year-olds in Wales

Rights and Responsibilities	Links with the PSE Framework for 7 to 19 year-olds in Wales	
	Skills	Range
<p>1. What rights? Identify rights common to all and the context of when rights can be lost. Scenario cards exploring human rights issues.</p>	<ul style="list-style-type: none"> <li>take different perspectives into account when making informed decisions and choices effectively</li> <li>communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights</li> <li>understand the principles of the Universal Declaration of Human Rights</li> </ul>
<p>2. Choice Opinion finding activity. Ranking activity to determine harder from easier choices.</p>	<ul style="list-style-type: none"> <li>use a range of techniques for personal reflection</li> <li>communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>develop respect for themselves and others</li> <li>value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights.</li> </ul>
<p>3. No choice! Problem solving scenario</p>	<ul style="list-style-type: none"> <li>take different perspectives into account when making informed decisions and choices effectively</li> </ul>	<ul style="list-style-type: none"> <li>develop respect for themselves and others</li> </ul>

<p>4. Whose responsibility? Problem solving scenario with reflection on consequences of taking or not taking responsibility.</p>	<ul style="list-style-type: none"> <li>▪ listen perceptively in a range of situations, and respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>▪ value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights</li> </ul>
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## 1. What Rights?

Give each pupil a numbered card as they enter the classroom. (resource 1a) There should be 2 of each number. Tell pupils to sit next to the person with the same number. The teacher should do their best to avoid friendship pairing. It is most likely that pupils will not welcome this arrangement and may feel uncomfortable about the partner chosen for them. The teacher will later be able to get pupils to reflect upon this experience when thinking about how it feels not to have a choice (in this instance, their work partner).

Working in pairs, ask pupils to make a list of the rights they believe they are entitled to. Ask the pupils to compare their lists with those on slide 2 and 3 of the PowerPoint, (resource 1b). As a class discuss the similarities/differences between the two.

Ask pupils in pairs to explore examples where some of these rights may be lost for a legitimate reason.

Draw attention to slide 2 of the PowerPoint. Discuss the aspect of how it is possible to lose some rights and still have other rights intact e.g. if you are convicted of a crime you can lose your right to freedom, but you still have a right to be safe from abusive treatment.

Combine two pairs of pupils into groups of four. Give out a set of scenario cards (resource 1c) that describe scenarios where an individual's rights may become limited for a reason. Sort the cards under the headings of 'yes, has a right' and 'no, has no right'. Some of the cards may provoke further discussion with regards to why a right may have been lost or affirming the importance of a right. The cards should be sorted as follows:

Feedback as a class discussion using PowerPoint slides 5-30.

**No, does not have a right**

**Yes, has a right**



The conditions of Paul's ASBO state that he is not allowed to go into his town centre between the hours of 7pm and 7am. Paul feels this encroaches on his human right to freedom of movement in his own country. Does he have this right to freedom of movement?



Shannon and Keith work for the same employer for the same length of time doing the same job. Shannon discovers that Keith is being paid £100 more a month than she is. When she challenges her boss he reveals that men have always traditionally been paid more than women in his company and if she doesn't like it she can get another job. She is taking her boss to a tribunal as she says she has the rights to equal pay. Does Shannon have a right to equal pay?



21 year old Liam wants to holiday with his wife in Florida this summer; however, due to a conviction for drug taking when he was 18, the USA has refused him entrance into the country. Paul feels he is being persecuted for making a mistake in his youth and has the right to holiday wherever he feels like. Does he have this right?



Sometimes 8 year old Sophia is locked in the cupboard under the stairs when her Dad thinks she is naughty. She is left in there for as much as 3 hours at a time with no light. Her mum isn't happy about this and tried to speak to him about how frightened it makes Sophia. Sophia's mum says that this is cruel and that Sophia has the right to be safe from this sort of punishment. Does Sophia have a right to be safe?



Rhodri has been fined and given a short prison sentence for shouting racist remarks at a football match. He claims that he has the right to freedom of expression and freedom of thought and that the fine was unfair and he wants compensation. Does he have the right to say anything he likes?



Tammy is 17 and Amir 18. They want to marry but Tammy's parents say that they want the pair to wait another year or two. Tammy insists that she wants to get married, her parents refuse to give permission. They insist that she doesn't have the right to get married without their permission. Does mum have the right to withhold permission?



**HEDDLU POLICE**

loan is a 4 year old boy living with his mum. His mum leaves him alone in the evening to work in a local pub. The neighbour has complained to the social services that she sees the child out on the streets with older children until late at night. Social services have come to visit loan's mum. loan's mum says that she has the right to her privacy and refuses to let them in or speak to them. Does loan's mum have the right to her privacy?



**HEDDLU POLICE**

A celebrity couple are continually hounded by the press, who even go through their rubbish bins. They want to protect their family life. An incident recently occurred where a photographer climbed their security wall to take photos of them playing with their children in the garden. They called the police because they felt their right to privacy had been invaded. The public want to know about their lives. Do the couple have a right to their privacy?



**HEDDLU POLICE**

- Natalie has been excluded from school for 10 days for assaulting another pupil. She has done this once before and regularly disrupts her lessons. Because of her school record she has now been permanently excluded from this school. Natalie's mum says that the school shouldn't be denying her daughter the right to an education, and is appealing to the LEA to override this decision. Does her
- mother have a right to insist her daughter stay in this school?



**HEDDLU POLICE**

James is 18 and has gone into his local Off Licence to buy a few cans of lager. He doesn't look 21 and is asked to produce some ID. He has left this at home. The shop keeper draws his attention to a sign that states that anyone that looks under 21 will need to produce ID. James insists that he is 18 and therefore has the right to buy alcohol. Is he right? Is the shop keeper right?



**HEDDLU POLICE**

5 pupils from a local secondary school often play football in the street and on the lawns of some local residents. This results in balls sometimes hitting cars. They ignore requests to play in another area stating that they have the right to freedom of movement in their community and to play wherever they like. Do they have this right?



**HEDDLU POLICE**

Roxanne is an 18 year old disabled girl who wants to study art at her local college. The college has written back to her to say that there is no disabled access to the art department and therefore they are unable to consider her application. She feels that she is being disadvantaged on the basis of her disability and feels the college should give all students equal rights to an education. Should all disabled people have the same right of access to this course?



## 2. Choice

- a. Mark out a values continuum line on classroom floor using masking tape. Designate one end as agree and the other end disagree. Read out a number of statements to the class and ask them to show what they think by placing themselves somewhere along the line. Refer to slide 31-32 of the PowerPoint for the statements.

Statements are:

- Pupils should have the right to wear whatever they like to school.
- Only men should have the right to join the armed forces.
- You should have the right to be financially supported by the government if you don't want to work.
- You should have the right to steal if you are hungry.
- The government should have the right to make everyone donate blood in time of shortage.
- You should lose the rights to your organs when you die so more people can be helped to recover from illnesses requiring new organs
- Parents should have the right to stop their son/daughter from marrying someone they consider unsuitable.
- You should have the right to marry whoever you want to?

Pupils may develop this activity by giving reasons for the choice they have made.

Ask the class to think of first easy and then difficult choices they may have to make. Note their suggestions down on a white board. When you have about 10 of each ask pupils to explain why some choices may be harder than others. (The implication on the pupil's future, well-being, popularity etc. in making a decision will probably be the distinguishing factor).

- b. Ask pupils to rank the following in order of difficulty of making a choice. Give each pupil a set of statements cut into strips. Use Ranking Activity sheets (resource 2b).

- What to have for lunch
- Who to go out with
- What to buy my parent for their birthday
- What to wear to my mate's party
- What subjects to take at college
- What kind of job to go for
- Reporting the physical abuse of a friend by their family
- Speaking up for someone else I see being bullied
- Sticking by a friend who is becoming increasingly racist
- Reporting a concern for a class member who is being forced into a marriage.

Ask pupils what statement they ranked as easiest and then hardest. Compare similarities in answers ask a couple of pupils to explain which one they thought was harder than the rest and why?

### 3. No choice!

Ask pupils to express how they had felt about having no choice over who they paired up with at the start of the lesson. Make a note of the feelings that pupils had e.g. annoyed, uncomfortable, not fair, uncooperative etc. This was perhaps not a welcome arrangement however their safety, well-being, happiness, and futures etc. were not affected by not having a choice.

Working in groups, divide the class into 4. Provide each of the groups with a large sheet of flip chart paper. The teacher has written on the sheets: *Pros/cons*, on another *my feelings*, another *my options*, and finally *I can speak to*.

Ask pupils to read the scenario on slide 35. Ask them to consider and write down their response under the heading on the flip chart sheet. Ensure each group has a different colour marker with which to identify their comments and designate one person in each group as the scribe.

## No Choice!

Your parent/s inform you that in 4 weeks you and the family are going to be moving to live in Bristol due to the fact one of your parents is starting a new job. You have no family and know no one in this city.

**No Choice!**

Pros	Cons	My feelings
I can speak to		My options

Give pupils a few minutes to work on one sheet before passing it on to the next group in a clock-wise direction. Ask each group to feedback their responses to the whole class.

Ask the pupils if they can think of other examples of when a young person may not have a choice regarding a scenario that may happen to them.

If it is not mentioned then draw upon the example of forced marriage, making reference to the lesson that was delivered by the officer. Differentiate between an arranged and a forced marriage. In arranged marriages the parents may choose but the young person can say yes or no. No one is threatened or forced to do so.

There is support for anyone who may feel that they are being forced into such a marriage. No one should feel threatened into marrying against their will; this is an infringement of human rights.

## 4. Responsibilities – Problem Solving Activity

In previous activities pupils have had the opportunity to consider what rights they have; and when they may forfeit these rights as a consequence of choices e.g. committing a crime. Some choices are harder to make than others. Pupils have also considered what it feels like to have no choice and what responses can be made in such instances.

Whose responsibility?

- An old man in your street is being taunted by youths, so afraid he has become a recluse in his home.
- A neighbour regularly screams at and hits her child with anything that's at hand. You have witnessed this in the garden on several occasions and regularly hear the child crying.
- You notice some dreadful things written on face book about a girl you know from school. You know this girl well and that all the things written are lies. She has stopped coming to school.
- You know of a boy in your brother's class (Year 7) who regularly goes without food except for his free school meal. This is as a result of his dad's addictions; he is looking very under nourished but says nothing as he is afraid of his dad.
- You know a girl called Fatima, she has become increasingly anxious and withdrawn, she tells you that she will be leaving school at the end of the year and has to marry a man she has never met. She is afraid for her life if she doesn't cooperate.

Ask pupils to choose one of the scenarios from slide 37 of the PowerPoint and in pairs decide what they would do? What might be the consequences of acting or not acting? Finish by emphasising how some choices we make are very challenging. Emphasise the consequences if we all do nothing, and benefits if we all do something.