

Developing Rights

Lesson plan 4: Extension work activities

Age group: 11 – 14

Aims:

To explore how rights might conflict and what strategies can be used to resolve these conflicts without denying rights to others.

To help pupils understand the indivisibility and interrelated nature of rights.

To make links between the concept of rights and individual responsibility.

What to do:

Problems on Planet X

This activity highlights how rights are interrelated – for example, it is no use giving people the right to a livelihood if this denies others their right to a safe environment or clean water.

Explain to pupils that despite the guidelines, a conflict has arisen on Planet X. Pupils may wish to identify a potential conflict of interest in the lists of rights that they already have.

Alternatively, the following may be used: ‘One group wants a safe, pleasant area near a river to build houses. Another group wants to use the same location to build a factory which it says will provide work and useful goods. The factory would use some of the river water and might cause noise and pollution.’ Ask pupils to get into groups and find a solution to this conflict. How would they solve the conflict without denying the rights of one group? Would they do anything to try and bring the two groups together? How might they do this?

Linking rights

Put all the lists of rights that have been used in Lessons 1, 2 and 3 on a large sheet of paper and fix this to the wall. Now ask pupils to take a pen and draw lines between the lists which show the interconnections. For example, a child’s right to live with its parents links to other rights about homes and security. As a class, discuss the interconnections. Are there any rights from any of the lists which seem different and have no links? Look at these again and see if any connections can be made.

Adopt a right

Ask pairs or small groups to ‘adopt’ one right, from any list, which they feel strongly about. In order to adopt their right they must consider what personal responsibilities they will need to accept. For example, if they choose the right of having enough to eat, their responsibilities might include, as far as possible, eating a sensible diet, not wasting food, and paying a fair price for what they eat. Ask pupils to list their responsibilities and get them accepted by the rest of the group before they claim their right.