**Warrington Session One Lesson plan**

**HUMAN RIGHTS**

* Students complete quick write/do now questions alone (Printable below)
	+ What are human rights?
	+ Where do they come from?
	+ Who decides what they are?
	+ Can they be taken away? Why or why not.
1. Divide students into small groups of 4-6. Give one envelope to each group. Each envelope should contain 20 strips of paper, each with a separate right printed on it (see below for the rights). Assign each group a state name and write the state population on the state placard.
2. Intro: Tell students that aliens have taken over our country. Thankfully, they’re friendly aliens who want to let us live our lives without interruption. However, they think we have way too many rights. They’ve asked you to meet as a group to eliminate 5 of your rights – the rights that are least important to you. You must come to a decision, and you must be unanimous in that decision.
* Allow as much time as there is fruitful discussion – usually 5-10 minutes.
* Give the students a 1-minute warning to come to their decision.
* At the end of the time, collect the discarded rights.
1. Tell the students that the aliens are very happy with your work, but they still think you have too many rights. Have them eliminate 7 more rights and remind them to come to a unanimous decision.
	* + - Again, allow 5-10 minutes for students to decide. Give 1-minute warning.
			- Collect discarded rights.
2. Ask each group to report their decision. Write results on the board. Have a representative from each group come up and explain their decision.
3. Instruct the whole class to pick three rights. A consensus is required. Give no instructions on how to come up with the three rights. Allow as much time as there is fruitful discussion (about 5-10 minutes). Give them a time limit to increase pressure to make decision after about 5-7 minutes.
4. Debrief/Group Discussion:
* What were some of the most challenging parts of this exercise?
* What were some of the challenges working in the smaller groups? Larger groups?
* Note which rights were most/least commonly picked.
* What strategies did the groups use to come to their conclusions?
* What were the challenges they faced?
* Why did they preserve certain rights and eliminate others? What makes a right “important” to them?
* Raise your hand if you were forced to change your answer. How did that make you feel?
* Why did we have you get into states first? Are there any resemblances to our government?
* How does this compromising process play out in our communities? In our governments?

\*\*If no groups saved the right to vote, but then use a vote to make the final decision--bring this up to show our natural tendency to give everyone a voice in order for people to feel heard and contribute.

1. Play Video <https://www.youtube.com/watch?v=ptfmAY6M6aA> - First 2 mins and 5 seconds.

-Values are the building blocks of Human Rights: Respect, responsibility, love, honesty, cooperation.

-The ECHR protects the rights of people in the European council (not the EU)

- The Human Rights Act 1998 assented by parliament gives effect to those rights in the UK, called Convention Rights.

- If your rights are breached to can take action in UK courts or the European Court of Human Rights.

- Universal Declaration of Human Rights

-You do NOT need to be an adult to be entitled to your human rights. Discuss United Nations Convention on the Rights of the Child. <https://www.youtube.com/watch?v=y_2nA49p3yw>

-“Many people think human rights are remote, theoretical concepts. But they are important for our everyday lives, and should have meaning for students. Human rights help to ensure that all children have access to education, that they can express their own views and have their own beliefs, that they don’t experience abuse at home, that they aren’t forced to work, that they can freely practise a religion of their choosing, and much more. Human rights provide a framework to encourage young people to take part in our democratic society, and to discuss and debate decisions made by public bodies about their lives. The Human Rights Act 1998 can also act as a good practice checklist and decision making tool for public servants in their work.” (<https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/understanding-human-rights>)



 **Thinking About Human Rights**

What are human rights?

Where do they come from?

Who decides what they are?

Can they be taken away? Why or why not.