

# Subject Spotlight Lesson Plan

<b>Title of Session</b>	<b>Subject Spotlight: Balancing Competing Human Rights</b>
<b>Description:</b>	This workshop explores the idea of competing human rights, and the situations in which this might exist. It encourages pupils to think about the challenges involved in trying to balance different people's rights, and to consider what factors might influence someone's opinion on how this should be done.

<b>Duration of session:</b>	45-50 mins	<b>Target Audience:</b>	Y9/10/11
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<b>Regional Progression Framework - Learning Outcomes:</b>
LO1 - Awareness of HE and the different opportunities available. Be able to challenge any myths relating to HE.
LO2 - Identify the link between GCSE attainment and progression opportunities and how these can support life or career goals
LO5 - Learner knows how to research different routes into HE and how to make an application
<b>Gatsby Benchmarks:</b>
7. Encounters with Further and Higher Education - All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Timings:	Activity/Task/Information:	Instructions for teacher:	Resources needed:
0:00- 04:40	<ul style="list-style-type: none"> <li>Introduction video</li> </ul>	Slide will prompt you to pause slides play a short video from YouTube	<a href="https://www.youtube.com/watch?v=VO7oS8PqkJY">https://www.youtube.com/watch?v=VO7oS8PqkJY</a>
04:40- 9:31	<ul style="list-style-type: none"> <li>Competing rights 'mini lecture'</li> </ul>	Allow slides to play	
09:32-10:00	<ul style="list-style-type: none"> <li>Teacher Sheet 1: Stand up/sit down task</li> </ul>	<p>Teacher Sheet 1: Stand up/sit down task</p> <p>This is a stand up/sit down exercise. To start, ask all students to stand up. Then read out a scenario from the list, asking students to either remain standing or sit down as directed. This task should take 3 minutes, <b>please pause the video at 09:59.</b></p> <p>- NB: Please try and do at least 3 so students start to get an idea of the range of different situations in which competing rights exist. I have included a range of scenarios, and it will probably take too long to get through them all. Hopefully you can select the ones which you think are most appropriate for/will most engage your students.</p>	Teacher Sheet 1
10:01-11:40	<ul style="list-style-type: none"> <li>Worksheet A: Group task</li> </ul>	<p>The groups should put these rights in order of priority – i.e. they need to decide which is most Important, down to which is least. <b>Pause the video at 11:40</b> and give the students 3 minutes or so to put the rights in order of priority – as they see it.</p> <p>Then give them another two minutes to consider whether they would change their order of priority if they approached the task imagining that they are a gay woman who is a practising Hindu.</p> <p>Then give them another minute to consider the issue from the perspective of a very famous and politically engaged celebrity.</p>	Pre-prepared (cut out from sheet) bundles of 'rights cards' from Worksheet A – one per group.

11:41 – 13:23	<ul style="list-style-type: none"> <li>Worksheet B: individual task</li> </ul>	<p>To be done individually by the students: Read the scenarios and identify the different rights which each person has. Write these down, connecting them to the facts of the scenario that make you think about that particular right.</p> <p>Think about the ways in which some of the different rights held by different people in the scenario compete with each other.</p>	Worksheet B – one per person
13:24-15:07	<ul style="list-style-type: none"> <li>Whole group discussion/debate</li> </ul>	<p>Take SCENARIO 1 from Worksheet B and facilitate a group discussion about whose rights should prevail. Start by asking students which competing rights they identified – you can see the answer above; then move on to a discussion about how these rights should be balanced in this particular situation.</p> <p>Pause the video at 15:07</p> <p>NB: there are some ‘prompt questions’ on the Teacher Cheat Sheet to get the discussion started if need be</p>	
15:08-17:38	<ul style="list-style-type: none"> <li>Post it note task</li> </ul>	<p>Each pupil should write down their understanding of the definition of ‘competing rights’ on their post it note before leaving the session</p>	One post it note per student/ or any piece of paper available

<b>Overview of all resources:</b>	
Teacher sheet 1	A list of 'competing rights' scenarios which the person facilitating the workshop can use to lead a stand up/sit down exercise
Teacher Cheat Sheet	Instructions on how the workshop can be prepared and answers to student worksheet tasks
Worksheet A	A set of different human rights 'cards' which are designed to be cut out so they can be ordered and re-ordered by pupils depending on their perceived priority in different scenarios
Worksheet B	Contains written scenarios in which different there are a number of competing human rights, which need to be identified by the students.
Physical resources	Post it note, one per student. Blue tack. One bundle of cut out rights per group (see worksheet A).