

Balancing Competing Human Rights: Teacher Sheet 1

TASK:

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**.

- 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.

AIM:

-To get students thinking about the fact that in lots of situations two groups/people can both have rights, but these rights can compete with each other

-To get students to understand that in these situations different people will have a different opinion on how the rights should be balanced; this opinion will likely be informed by who they are and the experiences that they have had.

TIP:

Depending on your class you might want to get students to close their eyes while they make their decision for the first one or two, only opening them once everyone has decided. This might enable students to make their *own* decisions and thus will allow this exercise to achieve its aims more effectively.

Scenario

1. A group of students decide to protest against their MP because he refused to sign a green energy pledge. His house has a long drive and they gather outside of this, blocking the way in, and making it almost impossible for him to get in at the end of the day. They say that this is a peaceful protest and they are exercising their right of assembly. He argues that as he has a right to respect for his private life, and his home, they should not be allowed to do this.

Stay standing if you think the students' rights should take priority; sit down if you think the MPs should.

2. A car dealership owned by Max, a member of a religious sect, refuses to sell cars to female members of the community stating that his religion and culture dictates that women must not drive. The women argue that they have a right to equal treatment and that they must be allowed to purchase cars.

Stay standing if you think Max's rights should take priority; sit down if you think the women's should.