

**Competing Human Rights Worksheets**

# WORKSHEET A: ORDERING RIGHTS

# TASK:

*If in a classroom, please print these out and give to groups. If online, please drag and drop the ‘rights’.*

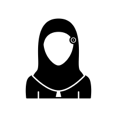
Put these rights in order of priority – i.e. you need to decide which is most important, down to which is least.

Then consider whether you would change the order of priority if you approached the task imagining that they are a **gay woman who is a practicing Hindu.**

Then consider the issue from the perspective of a **very famous and politically engaged celebrity.**

**AIM:**

These are just some examples of the rights that we have. The idea here is not to provide a comprehensive overview of our rights, but rather to get think about the challenges associated with the task of balancing different rights, and the fact that it is not always easy to determine a clear order of priority. It should become clear that different people have different opinions on this matter. By asking to consider it from perspective other than your own, it is hoped that you can realise that the importance given to each right is circumstantially dependent.

**WORKSHEET A: TO PRINT AND PREPARE / DRAG AND DROP**

THE RIGHT TO ACT & DRESS ACCORDING TO YOUR RELIGIOUS BELIEFS



THE RIGHT TO DISAGREE WITH SOMEONE AND EXPRESS YOUR OPINION 

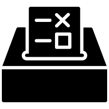
THE RIGHT TO HEALTH & TO MEDICAL CARE

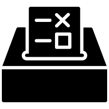


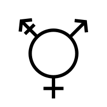
THE RIGHT TO ATTEND A PROTEST 



 THE RIGHT TO A FAIR TRIAL



 THE RIGHT TO FREE ELECTIONS

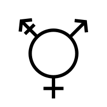




THE RIGHT TO PRIVACY



THE RIGHT TO EDUCATION



THE RIGHT NOT TO BE DISCRIMINATED AGAINST BECAUSE OF YOUR GENDER OR SEXUALITY

THE RIGHT TO PRINT NEWS STORIES & PICTURES THAT YOU THINK ARE IMPORTANT (THE RIGHT TO FREE PRESS)

# WORKSHEET B: IDENTIFYING COMPETING RIGHTS

**TASK:**

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.

Think about the ways in which some of the different rights held by different people in the scenario compete with each other.

**AIM:**

To understand that human rights are relevant in lots of different situations, and to be able to identify these.

To build on your understanding of the fact that different peoples’ rights can compete with each other, and that it is not always possible to fully protect all the rights of all people at the same time.

# SCENARIO 1

Ella and Nadiya want to get married. They have been in a relationship for ten years, they have a daughter and they are very happy – so they want to celebrate this with their family and friends. Ella grew up in a religious household and so they decide that they would like to get married in a church. They decide they want to get married in the church where they first met, when they both attended a carol service there during University. However, the minister says that while he hopes they live a long and happy life he believes that under God, marriage is only acceptable between a man and a woman, and therefore he is unable to perform their ceremony. Ella and Nadiya decide to protest against this, standing outside the church on Sunday morning holding banners which include swear words, and call the minister insulting names. The minister asks them to leave, saying they are intimating his people and stopping them attending church. A local newspaper takes a photo of the minister as he talks to Ella and Nadiya at the protest which they plan to print alongside a story about the challenges gay people still face when getting married. He asks them not to print it, as he is worried that he will receive a lot of (negative) attention as a result.

# SCENARIO 2

One morning at the school parents are talking about how well each of their children reacted to being taken for their pre-school vaccines. Sebastian says that in his religion, vaccines are not considered acceptable; as it is not permitted to interfere with the body in that way.

Mirella – whose daughter is unable to get the vaccines due to a medical condition – argues that Sebastian’s son is putting her daughter’s health at risk, and that he should be banned from the school unless he gets the vaccine. The school argue that they need to treat everyone equally and let them all attend class, and that as teachers represent the school they must go along with the line. However, one teacher feels so strongly about the issue that she talks to a local newspaper about why she thinks that school has taken the wrong approach. As a result she is suspended from the school.

Further Resources

* Equalities and Human Rights Commission: Secondary Education Resources https://[www.equalityhumanrights.com/en/secondary-education-resources](http://www.equalityhumanrights.com/en/secondary-education-resources)

# (Lesson 10 is on Balancing Rights)

* Amnesty International: Learning about Human Rights in the Secondary School. https://[www.amnesty.org.uk/files/2018-](http://www.amnesty.org.uk/files/2018-) 09/Human%20Rights%20in%20the%20Secondary%20School.pdf?maavcWQKVHSVq4 BnxGCEeCQ\_qAH6qfWz=
* Council of Europe: Rights & Freedom in Practice – Teaching Resources https://edoc.coe.int/en/educational-tools/5327-teaching-resources-the-european- convention-on-human-rights-rights-and-freedoms-in-practice.html