



## Theme: Treated as Equals? - Human Rights

### Section 2: Your rights

I have rights... You have rights... How do your rights affect mine? This section focuses on the rights of others and the link between rights and responsibilities.

*Warning: Note that this unit contains links to websites such as YouTube. Content on external sites is subject to change and should be monitored to ensure suitability for students.*

#### Learning outcomes of this section

Your students will be able to:

- Develop an understanding and make the distinction between rights and responsibilities
- Understand the relationship between globalisation, local customs and rights
- Examine their own limits and priorities for themselves and for others

#### Resources provided

Resource 4	Iqbal's story
Resource 5	Quotes from the fashion industry
Resource 6	Photos
Resource 7	Stories
Resource 8	Scenarios

#### Class Activity 1: More important than my rights?

Ask your students to think about the clothes they are wearing: where have they been produced? Do your students know anything about human rights in that particular country? Explain to them that in some countries human rights are not protected by law in the same ways that they are in others. In some countries, adults work for well over 8 hours a day 5 days a week, for a very small salary, and without any legal protection. Children may also work too instead of going to school. Explore how your students feel about knowing that children in another country may have been deprived of access to school to create the clothes they are wearing?

Have a look at the quotes from the fashion industry in Resource 5 and contrast them with Iqbal's story in Resource 4. Ask your students if they feel that they can/should do something? Where does our freedom and rights stop and where does the freedom and rights of others begin? If they have not expressed it already, explain that our rights are someone else's responsibility and vice versa. Ask your students to identify the obligation behind each of the rights on their 'Rights Wall' created in Section 1.



## Group Activity 1: Children's rights then and now

Ask your students how it is there are laws for the protection of rights in some countries? Show them the pictures in Resource 6 and ask them to comment on what they see: can your students guess the context? Where do these children seem to be from? When do they think these pictures were taken? Explain that during the Industrial Revolution child labour was a common phenomenon throughout Europe; education was not obligatory and, due to poverty, families had to send their children to work in factories or mines. After this discussion, divide them into five groups of roughly the same size and ask them to describe as accurately as possible two typical days of their week; one weekday and one weekend day. Ask them to divide their report into hourly pieces and fill each in with their activities, preferably as if they were writing their calendar. Then ask them to comment on these schedules; how much do your students think children's schedules have changed throughout the years? Then, randomly distribute to each of the five groups the stories of the children in Resource 7 and ask them to do the same exercise for two days of these children's schedules. For more information on the subject, the teachers can use the following link to access an article on the history of children's rights and child labour:

[History of child rights and child labour](#)

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## Group Activity 2: More important that our rights?

Are there circumstances where human rights can ever be suspended or annulled? Can we justify depriving someone of their human rights in order to protect the greater good of the wider society? And when does such deprivation of rights end? Ask your students how they feel about this; would they be in agreement with someone being deprived of his/her rights in some circumstances? Are the needs of the wider society more important than the human rights of an individual? And who ultimately has the right to decide whether suspects' rights can be suppressed? Use Resource 8 to discuss these issues further with some specific examples.

You can then ask them to work collaboratively to list the rights they unanimously consider vital and cannot be tampered with and those they would relinquish or surrender to achieve or secure a greater good.

## Group Activity 3: Debate time!

How are local traditions linked with human and minority rights? There is often discussion on how traditional customs that have been exercised for hundreds of years in different parts of the world sometimes contradict human rights. When we are used to practising a specific custom, we sometimes do not realise its implications. Break your class into two groups of roughly equal size. Inform the groups that they need to prepare for a debate on the respect for human and minority rights versus respect for traditions and customs. Can your students think of examples of customs or practices that could be interpreted as lacking respect for and even undermining human rights in your community? Ask them to consider whether forbidding a nation or a group to practice certain



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traditions and customs would be appropriate and if so, why or why not? For more information on how to organise a debate in your classroom, please view the following document:

