

TEACHING ABOUT RIGHTS

Integrating rights into lesson plans



The following questions may help:

1. How might rights feature naturally in the lesson? There are often plenty of opportunities in English in drama, literature and traditional stories, in social studies, history, religious education and geography, in science and health and well-being and personal, social, health and emotional learning.
2. How can teaching about rights be included explicitly in the lesson objective?
3. Where are there opportunities to discuss rights and so develop pupil's understanding?

Suggested questions to ask when planning and teaching

1. What rights in the UN Convention are being denied or supported?
2. Who is or is not taking responsibility for this?
3. Does the situation need to be changed in any way? If so, can children suggest how?
4. How does the situation relate to children's own experiences and perceptions?
5. Are there comparable situations of which they are aware? (In their own lives, at school, in the playground, in stories they have read, in other lesson content, in the news).

Rights are not always so clear cut!

Rights sometimes appear to conflict with each other. This may be the case in many moral dilemmas in science, geography, RE and history.

Ask pupils:

1. Can this be resolved? What is the quality of the evidence?
2. Can the arguments be explored through dialogue?
3. Does one particular right have to take precedence over another?
4. Does everyone necessarily agree on these judgements?

Planning particular rights-related lessons is a valuable step in developing a rights-based perspective across curriculum plans.

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