

Rights vs Responsibilities: Lesson Plan

| Topic | |
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| <p>For every human right held by individuals and communities, there is a corresponding responsibility held by institutions, usually governments. In the Human Rights field, individuals and communities are known as "rights-holders" while the governments and institutions responsible for guaranteeing those rights are referred to as "duty-bearers". These distinctions define the relationship between those who are in power and those who are not.</p> | |
| Possible subjects/classes | Time needed |
| Civics, global studies, government, social studies | 45-60 minutes |
| Video link: | |
| <p>https://academy4sc.org/video/rights-vs-responsibilities-2-sides-of-the-human-rights-coin/</p> | |
| Objective: <i>What will students know/be able to do at the end of class?</i> | |
| <p>Students will be able to...</p> <ul style="list-style-type: none">• Define Human Rights and Responsibilities• Identify duty-bearers in their community and country• Explain why people often do not enjoy their human rights in practice | |
| Key Concepts & Vocabulary | |
| N/A | |
| Materials Needed | |
| Copies of the UDHR (if doing activity 1) | |
| Before you watch | |
| <p>Think-Pair-Share: What are some rights you have as a resident of your country? As a student at your school? As a member of your community? What would happen if one of those rights was violated? How would the person who violated</p> | |

your rights be held accountable for their actions? (If students are struggling to answer these questions, offer them a few examples like the policies the school has against bullying, or a city/town that has fines for littering in the park, etc).

While you watch

1. Rights are fundamental _____ and legal _____.
2. Responsibilities are _____ to _____ and _____ human rights.
3. Individuals and communities are known as rights-holders. What are governments and institutions called?
4. What are the 3 levels of responsibility?

After you watch/discussion questions

1. Name a human right that you have seen violated recently, in your life or in the news. Who is responsible for protecting that right and why are they not doing so?
2. What are some ways that you can become more educated about your human rights?
3. What are some steps you can take to hold duty-bearers accountable?

Activity Ideas

1. In groups, ask students to read through the 30 articles of the [UDHR](#), choose 5 rights that they think are most relevant to their own lives. Next, they should identify who the rights-holders and duty-bearers are for each of those 5 rights and identify actions that rights-holders can take to hold duty-bearers accountable to their responsibilities. If time, take it to the next level by asking students to take one of those actions (or make a plan to).
2. One of the most important things that rights-holders can do is become educated about their rights. In groups, have students choose one of the following human rights conventions or declarations and design a social media campaign to educate their peers on the rights. They should also research and include in their campaign whether their country has ratified the convention and what it means if they have or have not. Some convention ideas: [Convention of the Rights of the Child \(CRC\)](#), [UNDRIP](#), [CEDAW](#), [International Convention on the Elimination of All Forms of Racial Discrimination](#), [International Covenant on Civil and Political Rights](#), [International Covenant on Economic, Social and Cultural Rights](#)

Sources/places to learn more

1. UN General Assembly. (1998). *Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms* (resolution 53/144). Retrieved from:
<https://www.ohchr.org/en/professionalinterest/pages/rightandresponsibility.aspx>
2. UN General Assembly. (1948). *Universal declaration of human rights* (217 [III] A). Paris. Retrieved from:
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
3. United Nations Population Fund (2014). "The Human Rights Based Approach". <https://www.unfpa.org/human-rights-based-approach>
4. Human Rights Watch (2021). "Human Rights Education".
<https://www.hrw.org/students-and-educators>

Rights vs Responsibilities: Worksheet

Match the right with the example of a responsibility being met

1. The right to freedom of assembly
 2. The right to a fair trial
 3. The right to seek asylum
 4. The right to education
 5. The right to vote
 6. The right to clean water
 7. The right to equality before the law
 8. The right to freedom of religion
- a. The US Department of Justice hires more employees to help process immigration paperwork
 - b. A local school board disciplines a teacher who discriminated against a muslim student
 - c. A judge chooses the same sentence for defendants of all genders and races who committed the same crime
 - d. The Mayor of Los Angeles orders all pipes in the city to be replaced to cut down on lead in the drinking water
 - e. The government of India orders the building of 100 new schools in rural areas
 - f. Canada passes automatic voter registration
 - g. Police officers do not arrest peaceful protestors
 - h. A judge grants a request for a jury trial