



EduTrend Contents

P4C · RIGHTS AND RESPONSIBILITIES · HIGH SCHOOL

Rights Without Duties?

Examining the link between rights and responsibilities with human rights documents

Ages 15–18

Level: Advanced

60 minutes

Circle and pairs · up to 30

Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Rights Without Duties?

Students read selected articles of the Universal Declaration of Human Rights (1948), such as the right to education and freedom of expression. For each they ask: who has a duty to respect or provide this, and what does it cost? They distinguish rights that require others to leave you alone from rights that require others to provide something, then enquire into whether rights can exist without matching duties.

Learning outcomes

By the end of the session students can:

- analyse human rights texts;
- distinguish negative and positive rights;
- link rights to duty-holders;
- evaluate claims about universality.

KEY WORDS

human rights · duty-holder ·
negative right · positive right ·
universal · declaration

CURRICULUM LINKS

Politics: human rights. History:
1948 and after. Law: rights and
remedies.

1

STIMULUS

Share something to
think about

2

THINK

Quiet thinking time

3

QUESTION

Create and choose
a question

4

ENQUIRE

Reason together

5

BUILD

Agree, disagree,
add

6

REFLECT

Last words

Materials (per class)

- Selected UDHR articles
- Duty-holder chart
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Everyone may pass. Discuss ideas, not people,
and use the story or invented examples rather
than personal situations.

ACTIVITY 05 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–10 min Stimulus	Share selected articles of the Universal Declaration of Human Rights.	<i>"What did you notice?"</i>
10–22 min Questions	Students create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
22–52 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"Can there be rights without duties?"</i>
52–60 min Last words	Each person says one last thought or passes.	<i>"Has your thinking changed?"</i>

CHALLENGE CARD (print or copy onto the board)

Argue whether every right needs a duty-holder, using two articles as examples.

ACTIVITY 05 · FACILITATOR NOTES

The philosophy in brief

The Universal Declaration of Human Rights was adopted by the United Nations General Assembly in 1948.

Philosophers distinguish negative rights (to be left alone) from positive rights (to be provided with something), which imply different duties.

Common ideas to listen for

- “Rights are just laws.” Many argue they come before laws.
- “Rights cost nothing.” Many need resources.
- “Duties only fall on governments.” Individuals have duties too.

Adapting the activity

Support

Use three articles only.

Stretch

Research a real debate about a disputed right.

WORKSHEET 1

Our questions

Name: _____

Class: _____ Date: _____

Write questions the stimulus makes you wonder about.

Our questions

Question	Who asked	Votes

WORKSHEET 2

Rights and duties

For each article.

Rights and duties

Article	Negative or positive	Who has the duty?

WORKSHEET 3

Last words

Before and after.

Who must provide what a right promises? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Asks a philosophical question	Gives reasons and examples	Listens and builds on others

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Rights Without Duties? is a sample activity from the EduTrend Contents P4C Rights and Responsibilities programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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