

Year 10 Social Studies Youth Culture	Strand: Understand how people define and seek human rights.
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Key Competencies
<p>Relating to others.</p> <p>Participating and contributing.</p>
Enterprising Attributes
<p>Effective communication skills.</p> <p>Value differences.</p> <p>Decision making.</p> <p>Problem solving.</p> <p>Negotiating.</p> <p>Risk-taking.</p>
Content
<p>Problem solving is enterprising.</p> <p>Social decision/actions.</p> <p>Justice.</p> <p>Human rights.</p>

The Learning Context
<p>Youth culture issues relating to human rights. The students are to select a school issue that impinges on students' human rights, for example freedom of association – Because of complaints from community, the school has brought in a rule that students in uniform have areas in the local community that are out of bounds, such as back of shops. Purpose of rule: To maintain the school reputation and to stop smokers congregating.</p> <p>Students need to engage with two key communities:</p> <ol style="list-style-type: none"> 1. The school, as represented by the class. 2. The local communities, as represented by comments to the Principal that have led to the rule. <ul style="list-style-type: none"> • Start discussion in groups, e.g. freedom of association means people should be able to associate with whom they wish. We have communities to protect us – true/false? • Survey each other and the community regarding thoughts on the issue. Place the different thoughts on physical scale and develop justifications for places on that scale. • Students to research case studies, i.e. historical freedom of association to give depth of understanding/knowledge as to why that is a basic right. Segregation/apartheid, trade unionism, religion, belonging to a group. • Student groups then apply 'Six thinking hats' to their school issue, leading to social action. They are asked to develop a set of responses, including analysis, recommendations and possible solutions. These can be presented to the school community
Assessment Ideas
<ul style="list-style-type: none"> • Problem-solve the action and take it, if possible (risk taking). • Outside significant person in the school hears their thoughts. • Whole class debate. • If the conclusion is that it isn't a violation of human rights, they have strengthened their understanding of the reason for the existing human rights. Rights in conflict with each other.