



Lesson Plans 1: Right to Education

Oxford Human Rights Hub
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**Oxford Human
Rights Hub**
A global perspective on human rights



About the Oxford Human Rights Hub

The Oxford Human Rights Hub (OxHRH) is an initiative within the Law Faculty of Oxford University which brings together academics, lawyers, and policymakers from across the globe to advance the understanding and protection of human rights and equality. Through a vigorous exchange of ideas and resources, we strive to facilitate a better understanding of human rights principles, to develop new approaches to policy, and to influence the development of human rights law and practice.

This workbook has been prepared by Natasha Holcroft-Emmess (DPhil Candidate, Oxford University; Research Director, Oxford Human Rights Hub), Meghan Campbell (Reader, Birmingham University; Deputy Director, Oxford Human Rights Hub), and Sandra Fredman (Professor of the Laws of the British Commonwealth and USA, Oxford University; Director, Oxford Human Rights Hub). Concept by Almas Shaikh (DPhil Candidate, Oxford University, Communications Director, Oxford Human Rights Hub).

How to Use these Lesson Plans

These **lesson plans** are designed to support teachers planning lessons about the right to education using the accompanying **workbook** and **answer booklet**, produced by the Oxford Human Rights Hub.

The **workbook** and **answer booklet** are designed to give students an introduction to an important topic in human rights law. They are aimed at students aged 16-18 who may not have studied any law, but can be used by anyone interested in learning about human rights and equality issues. The **'key questions'** are comprehension exercises and the **'thinking deeper'** questions are designed to prompt discussion of broader issues. The **'need to know'** sections provide useful glossaries of terms.

Teachers are invited to use these materials in whatever way works best for them and their students. These **lesson plans** offer ideas on how to use these materials to support classroom learning. Teachers may wish to consider the following factors when deciding how to structure learning activities using the **workbook**:

1. What is the class size / the number of students?
2. How much lesson time is available?
3. What are the students' ages and abilities?
4. Is it possible for students to work in pairs or groups?

We recommend that students are given either a print-out or online access to the **workbook**. If students do not complete the **workbook** during class, it can be provided (with a copy of the **answer booklet**) for students to work through in their own time.

We highly recommend that teachers familiarise themselves with the **workbook** and the **answer booklet** before leading a lesson using these materials.

Further information, materials and support can be found at <https://ohrh.law.ox.ac.uk/>.

Lesson Plan 1 – Introduction + 1 Blog Comprehension

Best for: Individual or pair work.

Total time: 1 hour

15 minutes: Ask students to read through **workbook** section 1 (Introduction to the Right to Education). Ask them to think about answers to the ‘key questions’ and ‘thinking deeper’ questions individually or to discuss answers in pairs.

10 minutes: Bring students together as a group and invite volunteers or go around the room to discuss answers to the key questions and thinking deeper questions.

20 minutes: Choose one of the blog posts from **workbook** section 2 (Right to Education Exercises: OxHRH Blog Posts). Ask all students to read that blog post and to think (individually or in pairs) about answers to the accompanying questions.

10 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers.

5 minutes: Summarise key learning takeaways.

Lesson Plan 2 – Introduction + Multiple Blogs Comprehension

Best for: Group work.

Total time: 1 hour 30 minutes

15 minutes: Ask students to read through **workbook** section 1 (Introduction to the Right to Education). Ask them to think about answers to the ‘key questions’ and ‘thinking deeper’ questions individually or to discuss answers in pairs.

10 minutes: Bring students together as a group and invite volunteers or go around the room to discuss answers to the key questions and thinking deeper questions.

30 minutes: Put students into (up to) six groups and assign each group one blog post from **workbook** section 2 (Right to Education Exercises: OxHRH Blog Posts). Ask students in each group to read the relevant blog post assigned to their group and to think about answers to the accompanying questions. Suggest that students take responsibility for reporting back to the class on one or two of the questions.

30 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers. You may need to select a few questions to discuss per blog post if there is not enough time to discuss answers to every question. (Try to ensure that students get the chance to speak to the group at least once.) Try to leave time to discuss some of the ‘thinking deeper’ questions.

5 minutes: Summarise key learning takeaways.

Lesson Plan 3 – Introduction + 1 Blog Comprehension + 1 Video

Best for: Classrooms with audio-video facilities, individual or pair work.

Lesson Time (excluding breaks): 2 hours

Total time (including 2 x 10-minute breaks): 2 hours 20 minutes

NB. When teaching for longer periods of time, we recommend incorporating breaks at regular intervals.

15 minutes: Ask students to read through **workbook** section 1 (Introduction to the Right to Education). Ask them to think about answers to the 'key questions' and 'thinking deeper' questions individually or to discuss answers in pairs.

10 minutes: Bring students together as a group and invite volunteers or go around the room to discuss answers to the key questions and thinking deeper questions.

-Break-

20 minutes: Choose one of the blog posts from **workbook** section 2 (Right to Education Exercises: OxHRH Blog Posts). Ask all students to read that blog post and to think (individually or in pairs) about answers to the accompanying questions.

10 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers.

-Break-

45 minutes: Watch the first 45 minutes of the first video in **workbook** section 3 (Further Exercises: Multimedia): The 2019 Guiding Principles on the Right to Education: the Drafters' Perspective. Ask students to make notes with answers to the questions as they watch.

15 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers to the questions accompanying the video.

5 minutes: Summarise key learning takeaways.

Lesson Plan 4 – Introduction + 1 Blog Comprehension + 1 Video

Best for: Classrooms with audio-video facilities, individual or pair work.

Lesson Time (excluding breaks): 1 hour 30 minutes

Total time (including 2 x 10-minute breaks): 1 hours 50 minutes

NB. When teaching for longer periods of time, we recommend incorporating breaks at regular intervals.

15 minutes: Ask students to read through **workbook** section 1 (Introduction to the Right to Education). Ask them to think about answers to the 'key questions' and 'thinking deeper' questions individually or to discuss answers in pairs.

10 minutes: Bring students together as a group and invite volunteers or go around the room to discuss answers to the key questions and thinking deeper questions.

-Break-

20 minutes: Choose one of the blog posts from **workbook** section 2 (Right to Education Exercises: OxHRH Blog Posts). Ask all students to read that blog post and to think (individually or in pairs) about answers to the accompanying questions.

10 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers.

-Break-

20 minutes: Watch the second video in **workbook** section 3 (Further Exercises: Multimedia): Shaping the Future – Reproductive Rights at School. Ask students to make notes with answers to the questions as they watch.

10 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers to the questions accompanying the video.

5 minutes: Summarise key learning takeaways.

Lesson Plan 5 – Introduction + 1 Blog Comprehension + 2 Videos

Best for: Classrooms with audio-video facilities, individual or pair work.

Lesson Time (excluding breaks): 2 hours 30 minutes

Total time (including 3 x 10-minute breaks): 3 hours

NB. When teaching for longer periods of time, we recommend incorporating breaks at regular intervals.

15 minutes: Ask students to read through **workbook** section 1 (Introduction to the Right to Education). Ask them to think about answers to the 'key questions' and 'thinking deeper' questions individually or to discuss answers in pairs.

10 minutes: Bring students together as a group and invite volunteers or go around the room to discuss answers to the key questions and thinking deeper questions.

-Break-

20 minutes: Choose one of the blog posts from **workbook** section 2 (Right to Education Exercises: OxHRH Blog Posts). Ask all students to read that blog post and to think (individually or in pairs) about answers to the accompanying questions.

10 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers.

-Break-

45 minutes: Watch the first 45 minutes of the first video in **workbook** section 3 (Further Exercises: Multimedia): The 2019 Guiding Principles on the Right to Education: the Drafters' Perspective. Ask students to make notes with answers to the questions as they watch.

15 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers to the questions accompanying the video.

-Break-

20 minutes: Watch the second video in **workbook** section 3 (Further Exercises: Multimedia): Shaping the Future – Reproductive Rights at School. Ask students to make notes with answers to the questions as they watch.

10 minutes: Bring students back together as a group and invite volunteers or go around the room to discuss answers to the questions accompanying the video.

5 minutes: Summarise key learning takeaways.

Homework

Any of the tasks in the **workbook** can be assigned as homework.

For example, if students consider only one of the blog posts in section 2 of the **workbook**, the key questions and thinking deeper exercises relating to any of the other blog posts in section 2 can be set as homework.

If it is not possible to return to these exercises in class, you may wish to provide students with a copy of the **answer booklet**, so that they can check their own work.

When setting activities from section 3 of the **workbook** (Further Exercises: Multimedia), take care to consider whether students have adequate access to the internet and audio-visual equipment on which to play videos outside of the classroom.

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Teacher Survey

What **stage of education** do you teach (e.g. secondary school, sixth form college)?

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How would you **describe the availability of materials to support teaching about human rights**, other than the worksheet, answer booklet and lesson plans?

.....

Have you **taught a topic relating to human rights** before? If so, please state what topic.

.....

Have your **students studied human rights in an academic setting** before (e.g. in another class at school)?

.....

How would you describe your knowledge and understanding of **human rights generally** after using this worksheet?

.....

How would you describe your knowledge and understanding of **the right to education** after using this worksheet?

.....

Would you be interested in having access to more about human rights teaching materials **as a result of using this worksheet**? Would you use **similar worksheets on other human rights topics**?

.....

If you answered 'yes' to the last question, **what human rights or related topics** would your students be interested in?

.....

Do you have **any other feedback**?

.....

Thank you for completing this survey

Completed surveys can be returned to: oxfordhumanrightshub@law.ox.ac.uk