



Ministry of  
**JUSTICE**

# **‘Right Here Right Now’ Review**

**Claire Hunter and Lucy Evans**  
**TNS-BMRB**

Ministry of Justice Analytical Report  
July 2010

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# Contents

<b>1.</b>	<b>Policy briefing</b>	<b>1</b>
<b>2.</b>	<b>Research summary</b>	<b>3</b>
	2.1 Context	3
	2.2 Approach	3
	2.3 Findings	4
	2.4 Implications	6
<b>3.</b>	<b>Background and objectives</b>	<b>7</b>
	3.1 Background	7
	3.2 Research objectives	8
<b>4.</b>	<b>Approach</b>	<b>9</b>
	4.1 Benefits and limitations of the sample	10
<b>5.</b>	<b>Delivering Citizenship in secondary schools</b>	<b>11</b>
<b>6.</b>	<b>Discovery of ‘Right Here Right Now’ resource</b>	<b>12</b>
<b>7.</b>	<b>Usage of ‘Right Here Right Now’</b>	<b>13</b>
	7.1 First impressions	13
	7.2 Overall perceived impact of resource	13
<b>7.3</b>	<b>Usage behaviours</b>	<b>14</b>
	7.4 Design and production	16
	7.5 Format and structure	16
	7.6 Overview of content	17
	7.7 Lesson-by-lesson analysis	17
<b>8.</b>	<b>Opportunities for the ‘Right Here Right Now’ resource</b>	<b>26</b>
	8.1 The need for the resource	26
	8.2 Fit with current teaching practices	26
	8.3 Improvements to the existing resource	27
	8.4 Improvements beyond the existing resource	30
<b>9.</b>	<b>Implications for the marketing of RHRN</b>	<b>33</b>
	9.1 Marketing channels	33
	9.2 Targeting teachers	34
<b>10.</b>	<b>Conclusions and recommendations: the future of RHRN</b>	<b>35</b>
	10.1 Implications relating to teaching human rights through Citizenship	35
	10.2 Usage of RHRN in the classroom	35
	10.3 Improvements to the current resource	36
	10.4 Improvements beyond the existing resource	36
	10.5 The promotion of RHRN	37
	10.6 Teachers’ perceptions of the effectiveness of RHRN	38

<b>Annex A</b>	<b>Additional information on the research approach</b>	<b>39</b>
	Research methods	39
	Recruitment	40
	Ethical considerations	41
	Data analysis	41
<b>Annex B</b>	<b>Sample and recruitment profiles</b>	<b>42</b>
<b>Annex C</b>	<b>Objectives of RHRN resource and a lesson summary</b>	<b>44</b>
<b>Annex D</b>	<b>Discussion guides</b>	<b>46</b>

# 1. Policy briefing

- This report presents summary findings from qualitative research conducted on behalf of the Ministry of Justice (MoJ) to review the teaching resource ‘Right Here Right Now’ (RHRN). The resource was created in conjunction with the British Institute of Human Rights (BIHR) and Amnesty International to help secondary school teachers deliver human rights teaching to those in years seven to nine.<sup>1</sup> Research was commissioned to:
  - understand how RHRN is being used by teachers in the classroom;
  - explore the parts of the RHRN resource teachers find the most useful;
  - gather teacher’s perceptions on the effectiveness of the RHRN resource in increasing students understanding of human rights.
- This qualitative research suggested that there was a strong future potential for the teaching resource. Teachers who had used the resource were passionate about how it had benefited their teaching.<sup>2</sup> RHRN had earned its place in their repertoire and, in some cases, had become their key reference point for this subject. Moreover, current variations in the delivery of the Citizenship curriculum and the challenges involved for non-specialists teaching human rights, meant that there was a need for a human rights teaching resource to act as a flexible ‘how to’ guide.
- In general, the teachers consulted believed that the lessons they had delivered on human rights using RHRN had had a positive impact by increasing pupils’ awareness of, and interest in, human rights issues. Key Stage Three pupils consulted<sup>3</sup> in this research were enthusiastic about the lessons informed by RHRN that they had experienced.
- The flexibility of the resource was highly valued by the teachers the authors consulted. Current usage can be described through three distinct user-typologies.
  - ‘Lesson Pickers’: chose a few lessons through which to deliver their programme.
  - ‘Content Grazers’: used elements of lesson plans to augment existing lesson plans.
  - ‘Framework Users’: used the whole resource and all lessons in their entirety.
- Main improvements to the current resource proposed by the consulted teachers included tweaks to the content (more ‘provocative’ content, simplification of legalistic language, more detailed case study examples) and minor improvements to format and structure.
- Slight revisions for Special Educational Needs (SEN) pupils, more challenging content for extensions, and either add-on or new resources for Key Stage Two and Four were welcomed by the teachers consulted. The research suggested that accommodating Key

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1 Where pupils are aged between eleven and fourteen – also known as Key Stage Three.

2 It should be noted that the findings presented in this report are based on a small sample size of 32 teachers who had used the resource. In addition, due to the way the teachers were recruited, it is likely that those more positive about the resource (and about teaching human rights) were more likely to participate in the research.

3 Pupils were consulted informally through two case studies where a researcher observed a lesson conducted using the RHRN resource. In each case study they were asked five or six questions.

Stage Two<sup>4</sup> would require an entirely new version of RHRN to ensure comprehension and understanding of the issues covered in RHRN, whilst Key Stage 4<sup>5</sup> may be catered for by adapting the current resource.

- Guidance from the Ministry of Justice on implementing a whole school approach to human rights was also welcomed by many of the consulted teachers.
- Marketing and distribution seemed to be the greatest future challenges in implementing this resource. Uptake may be more successful if delivered through channels that allow for teacher interaction, namely, teacher courses and teacher training. To date, there have been 1,650 downloads of the resource from the Teacher Net website. Approximately 2,500 printed copies have been requested directly from the British Institute of Human Rights and the Ministry of Justice including a number of copies distributed through teacher training programmes and public events.

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4 Pupils in primary school years three to six, aged between seven and eleven.

5 Pupils in secondary school years ten and eleven, aged between fourteen and sixteen.

## 2. Research summary

### 2.1 Context

This report presents summary findings from qualitative research conducted on behalf of the MoJ to review the teaching resource: Right Here Right Now. The resource was created in conjunction with the British Institute of Human Rights and Amnesty International to address a gap in the provision of resources for teaching human rights at Key Stage Three (pupils in years seven to nine). More detail on the content of this paper resource can be found at Annex C.

To date, there have been 1,650 downloads of the resource from the Teacher Net website. Approximately 2,500 printed copies have been requested directly from the British Institute of Human Rights and the Ministry of Justice including a number of copies distributed through teacher training programmes and public events.

Research was commissioned to:

- understand how RHRN is being used by teachers in the classroom;
- explore the parts of the RHRN resource teachers find the most useful;
- gather teachers' perceptions on the effectiveness of the RHRN resource in increasing students understanding of human rights.

### 2.2 Approach

The research consisted of a mix of qualitative methodologies.

- Four 90-minute focus groups and mini-groups amongst a broad spectrum of Key Stage Three Citizenship teachers. Group sizes ranged from three to eight respondents.
- Twelve 45-minute telephone depth interviews amongst a mix of experienced and inexperienced Citizenship teachers.
- Three 45-minute face-to-face depth interviews with key project stakeholders (as identified by the MoJ).
- Two case study observations in schools were also conducted to observe the resource in practice. This included consultations with pupils who had experienced lessons delivered through RHRN lessons, and senior Citizenship leads including deputy and Head Teachers, Heads of Citizenship and Citizenship Co-ordinators.
- Overall, 32 teachers were consulted as part of this research project and all had used RHRN in the classroom. The overall sample used for recruitment consisted of those that had requested a copy of the resource from the Teacher Net website.<sup>6</sup>

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6 <http://www.teachernet.gov.uk/>



## 2.3 Findings

It should be noted that the findings are based on a small sample size of thirty-two teachers. In addition, due to the way the teachers were recruited, it is possible that those more positive about the resource and teaching human rights were more likely to participate in the research. As such, the findings listed below are, to some extent, a consequence of the sampling approach.

- The teachers the authors consulted in this research welcomed a focus on human rights issues delivered through the Citizenship curriculum, and believed it developed their pupils as citizens who are more informed about human rights.
- The teachers consulted indicated that Active Citizenship<sup>7</sup> and a ‘whole school approach’<sup>8</sup> to human rights were occurring in some schools (as identified via the groups and interviews with teachers alongside the visits to two schools), but heavily depended on the culture of the school. Some schools had implemented Active Citizenship projects, though they were challenging to administer.
- Many of the consulted teachers were receptive to the idea of whole school guidance from the MoJ.
- RHRN was generally viewed by teachers who had employed it in lessons as the most comprehensive and detailed teaching resource available on human rights teaching.
  - The resource was thought to be well designed and beautifully produced.
  - Format and structure were also praised and the resource was considered easy to use, working well as a series of lessons.
  - The content was generally thought to be appropriate and useful, and covered largely the right subject matter.

### Current usage can be described through three distinct user-typologies

- ‘Lesson pickers’: chose a few lessons through which to deliver their programme.
- ‘Content Grazers’: used elements of lessons to augment existing lesson plans.
- Framework users: used the whole resource for teaching human rights, meaning they used all lessons in their entirety.

### Lesson plans largely praised, though some areas for improvement identified

- Whilst most of the content was liked by the consulted teachers, lessons one, two, six, nine and eleven were felt to be particularly successful as they were appropriately themed, included useful exercises and activities and allowed teachers to adapt them to their requirements successfully as and when required.
- The main improvement areas for the current resource included more ‘provocative’ content, simplification of the legalistic content and language, more detailed case

7 Active Citizenship involves encouraging pupils to act as citizens, and to take a proactive role in social issues that affect the world, their country and their community, and can involve projects such as writing letters to MPs.

8 A ‘whole school approach’ to human rights involves the school embracing the ethos of human rights with the full involvement of the school community, and is actively upheld by pupils.

study examples of conflicting rights, and minor improvements to format and structure. Some additional improvements beyond the existing resource may help to increase the longevity of RHRN's teaching tools.

### **Scope to tailor the resource to the needs of other pupils**

- RHRN was felt by the consulted teachers to be appropriate for Key Stage Four (year ten and year eleven when pupils are aged between fourteen and sixteen) largely in its current guise with some development work for more advanced assessment levels.
- Accommodating Key Stage Two (years three, four, five and six, when pupils are aged between seven and eleven) would require an entirely new version of RHRN to ensure comprehension and understanding of the issues covered.
- To teach pupils with Special Education Needs, the consulted teachers suggested a slightly updated version of the current resource with worksheets and activities tailored to their needs / or supplementary packs such as symbol packs. Thus the resource would contain additional worksheets or tasks designed to engage the less able pupils – these may use simpler language, include more pictures and take less time to complete.
- Gifted and talented pupils would require extension activities and thus the resource could be updated with worksheets and activities dedicated to these pupils. These tasks would be designed to stretch and challenge those pupils likely to finish the work quickly. The worksheets could be slightly more extensive.

### **The marketing of 'Right Here Right Now'**

- Promotion of the resource needs to be mindful of teachers' claims throughout the research that they like to interact with a resource before using it. Uptake may be more successful if delivered through channels that allow for the following.
  - Training courses.
  - Teacher training.
- The Association for Citizenship Teaching (ACT) was deemed an appropriate organisation to use to promote the RHRN resource through conferences, the website and additional training and events.
- Those teachers consulted with more experience of using the resource suggested value in using 'advocates' at a local or national level much in the same way as Lead Practitioners are used by the Specialist Schools and Academies Trust (SSAT) to 'spread the word' and coach and mentor other Citizenship teachers in their area in how to use the RHRN resource.
- Harnessing Citizenship advisors<sup>9</sup> and encouraging them to disseminate the resource in their local area would also be a highly useful marketing tool.

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<sup>9</sup> Citizenship advisors are often attached to a local authority and offer help and guidance to Citizenship teachers in schools.

## 2.4 Implications

This qualitative research suggests that there is strong support for 'Right Here Right Now' amongst teachers who have used the resource and by pupils taught in lessons where the resource was used.

- All of the teachers consulted that had previously used the resource, and those who were using the resource during this research, highlighted that the resource was comprehensive, provided engaging and relevant information on human rights and was fit for purpose.
- Many of the pupils consulted following a lesson taught using this resource said they had found the lesson stimulating and enjoyable.
- In general, the consulted teachers believed that the lessons they had delivered on human rights using RHRN had increased pupils' awareness of, and interest in, human rights issues.

## 3. Background and objectives

### 3.1 Background

A teaching resource pack, 'Right Here Right Now' (RHRN), was developed in conjunction with several organisations including BIHR, MoJ and Amnesty International, to assist teachers deliver lessons around human rights to Key Stage Three. It was developed to address a gap in the provision of resources for teaching human rights to Key Stage Three (pupils in years seven to nine, aged eleven to fourteen). An initial version was launched in July 2008. A revised version was made available in June 2009 and has updates to lesson three and six, though as both versions were very similar this research involved teachers who had used both forms of the resource.

The resource was designed to be flexible to suit the needs of the school and could be used as a separate lesson or as part of a suspended timetable day on human rights issues. It was divided into twelve lesson plans and three broad sections:

- exploring human rights;
- human rights issues;
- taking action for human rights.

This resource sat alongside a programme of Continuing Professional Development<sup>10</sup> to support human rights teachers. Whole school guidance is also currently in development which aims to help schools develop an ethos and culture based on human rights.

To date there have been 1650 downloads of the resource from the Teacher Net<sup>11</sup> website. Approximately 2,500 printed copies have been requested directly from the British Institute of Human Rights and the Ministry of Justice including a number of copies distributed through teacher training programmes and public events.

More detail on the content of the teaching resource can be found at Annex C.

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10 As part of the 'Human Rights in Schools Project', Amnesty International UK and BIHR worked in partnership to coordinate and deliver Continuing Professional Development teacher training based on 'Right Here, Right Now'. A series of eight teacher training conferences were held in June 2008 to introduce them to the resource and to assist teachers in incorporating the resource into their teaching practice.

11 <http://www.teachernet.gov.uk/>

## 3.2 Research objectives

The objectives of the research were:

- to understand how RHRN is being used by teachers in the classroom;
- to explore the parts of the RHRN resource teachers find the most useful.
- to gather teachers' perceptions on the effectiveness of the RHRN resource in increasing students understanding of human rights.

In addition the research provided an understanding of:

- Citizenship as a forum in which human rights is taught at Key Stage Three (those in years seven to nine aged eleven to fourteen);
- the fit of RHRN within current human rights teaching practices at Key Stage Three.

Both of these are included in this report. An understanding of Citizenship teaching provides a valuable context to how RHRN is being used in the classroom.

## 4. Approach

The focus of this research was on the end users of the research – i.e. teachers who had used it in the classroom. However, the approach adopted also enabled the consideration of the recipients of the information (pupils), the gatekeepers (Curriculum Leads, Managers and Heads of Department), the guardians of the school culture and attitude towards human rights teaching (Head Teachers) and stakeholders consulted in the design of RHRN.

The research method consisted of the following.

- Four 1.5-hour focus groups with teachers who had used the resource in the classroom.
- Twelve 45-minute telephone depth interviews with teachers who had used the resource in the classroom.
- Three 45-minute face-to-face depth interviews with stakeholders from Amnesty International, The Institute of Education and The Association for Citizenship Teachers.
- Two case studies in schools to observe the resource in practice -- these consisted of :
  - an RHRN lesson observation;
  - a ten-minute student plenary following the lesson;
  - short interviews with the teacher delivering the lesson and a member of the senior leader team with the most responsibility for a whole school approach to human rights.

More detailed information regarding how each phase was conducted, the rationale for choosing each research approach, notes on ethical considerations and data analysis can be found in Annex A. A sample profile of participants at each stage can be found in Annex B.

In total, the researchers spoke to 32 Citizenship teachers who had used the resource. The mix of teachers was diverse and the following characteristics were represented.

- Experienced Citizenship teachers (more than two years' teaching experience).<sup>12</sup>
- Inexperienced Citizenship teachers (less than two years' teaching experience).
- Newly qualified teachers (NQTs).
- Dedicated specialist Citizenship teachers.
- Non-specialist Citizenship teachers.
- Special Education Needs teachers.
- Pupil Referral Unit (PRU) teachers.
- Lead Practitioners for Specialist Schools and Academies Trust.

More detailed information about how the participants were recruited can be found in Annex A and complete sample profiles can be found in Annex B.

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<sup>12</sup> The rationale for defining teachers as two plus years as experienced Citizenship teachers is based on Citizenship being a new subject.

## 4.1 Benefits and limitations of the sample

This research only involved teachers and students who had used the RHRN in the classroom or were about to use it at the time of research. This presented an advantage when considering the first two objectives of the research. As the project focused on the views of those with practical experience using the resource and involved in classroom observations, the findings are rooted in practical experience.

A key group missing from this project are teachers who had downloaded the research but not used it. This group would likely have been more difficult to recruit as they would have been less likely to engage with the project. However, this group could provide important insights into perceptions of the effectiveness of the RHRN resource in increasing students understanding of human rights. Indeed, they may have chosen not to use it as they believed it would be ineffective.<sup>13</sup> Furthermore, these teachers tended to opt out of the research in the first instance. Therefore, it must be recognised that findings from this research in relation to objective three may be biased due to the way the teachers were recruited; it is possible that those more positive about the resource were more likely to participate.

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<sup>13</sup> Though insights gathered in the recruitment phase suggest lack of time was the key reason for not using the resource.

## 5. Delivering Citizenship in secondary schools

Before moving on to consider 'Right Here, Right Now' it is important to consider the issues surrounding the Citizenship curriculum more widely as it is within this context the resource is being used in schools.

Citizenship is a statutory subject at Key Stages Three (years seven to nine) and Four (years ten and eleven), and has been compulsory since 2002. Despite still being viewed as a 'new' subject, the majority of teachers consulted in this research spoke about Citizenship as an increasingly rooted and valued part of the curriculum.

Irrespective of this general stabilisation of Citizenship however, this research indicated that Citizenship was currently in a state of flux as many schools were still deciding:

- how it should be delivered in line with the specific needs of their pupils;
- how long to allocate for lessons;
- what topics should be covered.

There was a strong sense from the teachers consulted that many schools were still to find the right 'formula' for teaching Citizenship in their schools.

There were also a number of additional challenges to teaching Citizenship which may impact on teaching time and teaching styles for human rights.

- **Struggle between Citizenship and Personal Social Health and Economic education (PSHE).** Some teachers consulted felt there was overlap and confusion as to where the priority should lie.
- **Need for assessment to motivate pupils.** Some teachers in the focus groups and interviews felt that their students 'degraded' Citizenship if it was not assessed, and thus became less engaged with it.
- **Non-specialist staff.** Some teachers consulted in the telephone interviews described how Citizenship teaching in their school relied upon non-specialist staff.
- **Behaviour Management.**<sup>14</sup> Many of the teachers consulted felt Citizenship seemed to be more prone to challenging classroom behaviour due to non-specialist teachers, a lack of assessment and non-specialist forums (e.g. teaching in form class).

Overall, participants in the interviews and focus groups indicated there was a huge variety in the way Citizenship was taught across schools, and thus a resource tailored to these varied needs would be welcomed.

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<sup>14</sup> Behaviour management is the process of dealing with pupils' classroom behaviour, especially when disruptive.



## 6. Discovery of ‘Right Here Right Now’ resource

The teachers consulted had discovered the RHRN resource in a variety of ways. Many had been told about the resource through **word of mouth** from fellow teachers, both those at their own school and other schools. In some instances, Heads of Humanities/Citizenship had found out about it and introduced it to the school, but this was rarer.

It was also common for the teachers consulted to have sought out the resource through their **own research**, particularly online searches via Google search and the Amnesty, BIHR and Teacher Net websites.

Some teachers consulted were introduced to the resource when they were **trainee teachers** on courses and on **supplementary Citizenship courses**. One or two had been exposed to the resource on the **training day** provided by BIHR. Uncovering the resource in a training forum seemed to create longevity and loyalty to RHRN as the teacher viewed it as somewhat of a ‘manual’ for teaching human rights. It also gave highly valuable training to help teachers understand how to implement the lessons themselves; this was particularly useful for less confident and/or new teachers.

A less common but impactful way to discover RHRN was via **conferences**. Specific references were made to an MoJ event at the British Library and an Association of Citizenship Teachers conference which recommended the resource to delegates.

**Advisory teachers<sup>15</sup> for Citizenship** can guide schools on the Citizenship curriculum, and in one case they were the key lead in establishing RHRN in local schools. Though only one case, the subsequent impact on uptake across a number of schools was significant as to warrant consideration as a particularly successful way to promote the resource.

One or two of the teachers mentioned a **letter** being sent to the school about the resource which had encouraged them to investigate it further.

*“The resource was given to me when I was doing my teacher training, and it was great, really helpful.”*

(Inexperienced teacher)

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15 Advisory teachers are individuals employed by a local authority (although not by all local authorities) whose main role is to be an expert in Citizenship and help to skill-up teachers and provide advice for those teaching Citizenship in secondary schools.

## 7. Usage of ‘Right Here Right Now’

### 7.1 First impressions

Overall reactions towards the perceived impact of the ‘Right Here Right Now’ resource were consistently positive and enthusiastic from the teachers consulted, including senior and Head Teachers. However, as indicated previously, this may well be a consequence of the sampling approach which looked for those who had used the resource in the classroom, but did not include those who had access to the resource but not used it.

For many of the teachers interviewed, RHRN was the most comprehensive and detailed teaching resource that they had encountered on human rights teaching. There was high satisfaction levels across all teachers consulted.

The teachers described the resource as usable and comprehensive. Above all, its key strength was flexibility. This is crucial considering the challenges involved in the Citizenship curriculum and in teaching human rights in schools (described in more detail in the next chapter). They felt it could work equally well as a resource to dip in and out of, as well as a whole programme of lessons. Patterns of usage are discussed in more detail below.

*“I want to make it clear that I love this resource it is a life saver and when I came across it - it was exactly what I needed.”*

(Inexperienced Citizenship teacher)

*“[It’s] fantastic, that’s 12 lessons I do not have to plan.”*

(Inexperienced teacher)

Stakeholders (some of whom were involved in the development of the resource) highlighted that its main strength was its integrity and coverage of real and current human rights issues.

*“This resource helped to give the subject gravitas and status – counteracts the image of human rights being a soft subject and the stereotype of men with beards and boiler suits.”*

(Stakeholder)

*“This resource is honest and authentic ...it’s got genuineness about it...Big questions you can get your teeth into.”*

(Stakeholder)

### 7.2 Overall perceived impact of resource

Teachers consulted felt that the RHRN resource helped them to deliver human rights in a more effective way, due to the following aspects of the material.

- **Comprehensiveness of the resource:** the resource provided all the information they would need to effectively educate pupils on human rights issues.

- **Engaging material:** the right types of topics to motivate pupils were covered. Tasks were deemed to be well thought out and relevant.
- **Fit for purpose:** teachers welcomed the resource as an easy-to-use guide that pulls out all the key information on human rights they need to discuss with Key Stage Three in a usable format.

In general, teachers believed the lessons they had delivered on human rights using RHRN had increased pupils' awareness of human rights issues. Those who had employed assessments felt they could prove this was the case. Furthermore, through using the resource teachers felt their own understanding of human rights was more accurate, which in turn benefited pupils.

The students consulted were positive about the resource, most **scoring their lessons eight to ten out of ten**. Pupils mentioned that the fun and activity-focus of the lessons "cancelled out" some of the complicated aspects of human rights. In addition, there was a feeling that the content had been thought-provoking and memorable.

Evidence to support the perceived impact of RHRN can be found in the subsequent sections of this report and in particular, the lesson by lesson analysis in section 7.7.

### 7.3 Usage behaviours

The teachers consulted had implemented the resource in a highly personalised manner, picking and choosing elements of the pack which were:

- relevant to their scheme of work;
- appropriate with their pupils' learning ability;
- complementary to their own personal teaching style.

Further to this, the teachers had adapted the resource to fit their own teaching style as appropriate. This could include a greater focus on drama, debate, team working, and activities.

Three distinct usage typologies emerged across the sample consulted in the research:

#### 'Lesson Pickers'

- The most common form of usage involved choosing a few lessons through which human rights could be taught. These teachers would not fully use all of the lessons in the resource, but would introduce human rights using lessons one to four, and then explore in more depth one or two main specific-topic areas, such as the lessons provided on homophobic bullying (lesson nine) and child poverty (lesson eleven).

- These teachers generally had prior experience of teaching Citizenship, and some confidence in teaching the subject. They could also be teachers with a lack of time to explore the resource on a lesson-by-lesson basis.
- The most popular lessons for ‘Lesson Pickers’ were one, two, four, five, six, nine and eleven. A mix of these lessons allowed a broad introduction on human rights legislation, followed by a focus on some specific topics to explore key concepts of human rights.

*“I knew it wasn’t something that you start at the beginning and go through to the end. I always thought it was something to dip into and make appropriate for particular school’s curriculum.”*

(Experienced Citizenship teacher)

*“I take lessons from ‘Right Here Right Now’ to use for a specific section of the PSHE syllabus... there are four lessons on human rights issues – lessons nine to twelve – so instead of using all four I will choose one or two to use.”*

(Experienced teacher)

### ‘Content Grazers’

- Another common usage pattern was choosing elements of lessons to use as opposed to a lesson plan as a whole. Many teachers viewed the RHRN document as a bank of materials that they could use in lessons they had already designed.
- This usage allowed existing lessons to be improved and so was popular amongst more experienced teachers who had built up a back-catalogue of teaching plans.
- They saw RHRN as a way to put their personal style on the lesson being delivered.

*“I need to put my stamp on it I need to think about how [lessons] can be adapted and taught in my class”*

(Experienced teacher)

### ‘Framework Users’

- Some teachers used RHRN as a wholesale guide and framework for teaching human rights and employed all the lessons in the series.
- The structured flow of lessons in RHRN was felt to be a particularly appealing aspect of this resource, and was this more common amongst less experienced teachers and those not trained in Citizenship. It was noted that RHRN would allow a less experienced teacher to pick up the resource and deliver a rounded lesson or series of lessons, by following the plans suggested.
- However, this was less common behaviour overall, largely due to teaching time constraints to be able to deliver the whole programme of lessons.

A detailed examination of the RHRN resource can be found in the following sections including a lesson by lesson analysis on the resource content, attitudes towards the format, and views on the design.

## 7.4 Design and production

There were strong positive reactions from teachers as to the visual language and design of the RHRN resource, in particular:

- colour coding to differentiate lessons was appealing;
- clear font was easy to read;
- unique animated characters were attractive and useful for display;
- colour worksheets (such as Resource Sheet 4.3 and 4.4) were good for classroom display;
- neat front cover with bound pages made it pleasurable to use.

Criticisms of the design revolved around the transferability of the resource into the lesson and signposting.

- Some parts of the document were not appropriate for photocopying, particularly dark colours.
- Some text appeared too small (particularly on resource sheets that employ cut out cards).

All in all teachers were very complimentary about the look and feel of the resource and suggested improvements were minor.

*"I liked the presentation, especially the little figures."*

(Experienced teacher)

*"It's well presented, the design is simple and it's easy to obtain information quickly when flicking through it."*

(Inexperienced teacher)

## 7.5 Format and structure

The resource was viewed as easy to use, and for the most part well signposted. Most praised the framework style and commented that a newly qualified teacher or non-specialist would be able to pick up the resource and confidently run a series of lessons on human rights.

Specific things that were liked about the format and structure included the following.

- Module overview and curriculum links (pp 17-20) nicely summarised the content of the resource and provided an easy way to navigate the learning questions and learning outcomes.
- Initial 'about this lesson' page prior to each lesson plan. Teachers specifically praised the convenience of the learning outcomes featured in this section.
- Minor criticism was targeted around the format structure which complemented the clean and easy to follow content:

- Teachers were slightly critical of the position of the assessment levels at the back of the book and suggested that they feature more prominently throughout the resource and are positioned in context of the specific lesson they relate to.

*“It would be good if they had that bit [assessment levels] where you can get easy access to it.”*

(Experienced Citizenship teacher)

## 7.6 Overview of content

For most of the teachers the authors spoke to, the content was relevant and usable. Some noted that they had difficulty prioritising which lessons to cover as there was so much to choose from.

Overall, teachers felt that there was a coherent story running through the resource. They felt it had clear objectives in introducing the concept of human rights and then exploring various issues from a human rights perspective. Most felt that it offered a good mix of topics and alternatives through which to explore human rights with their students. As a suite of lessons, teachers felt the resource worked and the lessons also could stand out on their own.

Many specifically praised the feature of less talked about issues such as homophobic bullying and many would like to have seen more topics of this nature covered.

*“I like the logical progression of all the lessons, it seems that a lot of thought has gone into building up the resource.”*

(Inexperienced teacher)

## 7.7 Lesson-by-lesson analysis

Lesson plans were largely praised, though a number of improvement areas were identified and developed with the teachers.

- Lessons One, Two, Six, Nine and Eleven<sup>1</sup> were felt to be the most successful.
- Lessons Three, Four, Five, Seven, Eight, Ten and Twelve were also praised, but with some additional suggestions to augment the content.

This section presents a lesson by lesson analysis of the resource, discussing particular elements teachers found most and least useful. A full description of the lesson content can be found at Annex C.

### Lesson One: ‘School Rules’

**This lesson introduces the concept of human rights to pupils through a fictional scenario which threatens to deny their human rights.**

There were very positive reactions to this lesson from teachers consulted, who found it a stimulating way to begin the programme. Teachers reported that the 'school rules' scenario in which children were denied their rights provoked high engagement. Furthermore, this lesson allowed pupils to discover human rights through a very familiar concept. Overall, it was found powerful for all age groups, particularly younger pupils.

- The 'School Rules' (Worksheet 1.3) was thought to be a useful exercise, but some felt that in the allotted time, coming up with eight rules was very ambitious and they would expect around three to five to be completed.
- The self-review sheet (Worksheet 1.4) as a concept was well liked.

*"That lesson is fantastic every time I teach it."*

(Experienced Citizenship teacher)

## **Lesson Two: The human rights story**

**Lesson Two explores where the concept of human rights came from, and why and when the international community first came together to develop international mechanisms to protect human rights.**

Reactions towards Lesson Two were also positive, and it was felt to be a good follow-up to Lesson One. Teachers consulted liked the link-in to history with references to the Holocaust, and stated that using history was a good way to add gravitas and weight to the study of human rights.

- The 'Timeline Activity' (Resource Sheet 2.3) worked well and pupils enjoyed the active engagement.
- In addition, 'Human Rights Values' (Resource Sheet 2.2) worked very well and there was good information retention from pupils due to the simplicity of the acronym FRED.

However, there were one or two issues around the complexity of some of the other content.

- Firstly, the language of 'Universal Declaration of Human Rights (UDHR) Preamble' (Worksheets 2.1a and 2.1b) were both felt to be too complex, particularly for year seven.
- The language of the Human Rights Timeline (Resource Sheet 2.3) was also felt to be more suited to older pupils. Some said a visual representation might be more suitable.

Below is information derived from one of the case studies describing how the lesson worked in practice:

### Case study example – Lesson Two

- **Context:** specialist experienced Citizenship teacher, teaching year seven, Set Two. A ‘Lesson Picker’ user.
- **Challenge:** different ability levels in the class - needed to tailor approach accordingly.
- **Usage:**
  - Tailors lesson to help students that struggle with literacy by **simplifying complex language**, e.g. describing the UN as “a big club”.
  - Heavy reliance on **visual aids**, especially the Holocaust imagery provided in the resource, which worked well to encourage interest.
  - Uses recommended **whole class exercises** to encourage prolonged engagement.
- **Impact:** FRED acronym worked especially well to encourage information retention. Pupils responded well to discussion around visual aids. They responded less well to complexity of some language used (e.g. Timeline exercise).
- **Teacher response:** impressed with how the lesson began to stimulate some interest in the subject area.

*“I think they handled that really well. There were some problems with some of the words being used to describe things but I think they enjoyed that overall.”*

(Experienced Citizenship teacher)

- **Pupil response:** happy with the lesson, found it fun and as such stimulating; particularly described how affected they had been by the imagery of the child Holocaust victims.

*“It was fun. I think that fun cancels out complicated.”*

(Year seven pupil)

*“I liked the pictures of the children in the war. They were just like us and it was really sad.”*

(Year seven pupil)

### Lesson Three: Human rights in focus

**This lesson gives students the opportunity to explore the concept of human rights in more detail.**

There was less detailed feedback from teachers on this lesson as fewer had used it. Some commented it had much simpler language in comparison to Lessons One and Two, and teachers felt it helped their students get to grips with what human rights actually are. Many teachers used this lesson in conjunction with Lessons One and Two.

- The Human Rights Cards (Resource Sheet 3.2) were particularly welcomed as a simple way to communicate the range of rights we have



## Lesson Four: Human rights in the UK

**In this lesson, students are exposed to the UK Human Rights Act and the rights protected by it.**

Teachers were optimistic about a UK focus for human rights as it allowed the pupils to think more closely about human rights in their own lives, though there were some issues with this lesson.

- The Human Rights Act Bulletin exercise (Worksheet 4.4) was popular amongst many of the teachers consulted, though the Human Rights Act Explained sheet (Resource Sheet 4.3) needed to be revisited in class to enforce the message after the exercise.
- There were some specific challenges to delivering 'Where in the World' (Worksheet 4.1) as many pupils did not bring newspaper articles in. The teachers felt this would be easier if a bank of current stories were available for them to download through RHRN.
- The introduction of The UK Human Rights Act (Young People's Version) (Resource Sheet 4.3 and 4.3) was felt to be challenging for some pupils to distinguish from the UDHR only three lessons previously.

*"Each of the different human rights were difficult to get across."*

(Experienced teacher)

Overleaf is a case study example from a lesson four observation.

### Case study example – Lesson Four

- **Context:** a specialist Citizenship teacher for eight years; lesson observed was year eight A 'Content Grazer' user.
- **Challenge:** short pupil attention span.
- **Usage:**
  - Tailors usage to deal with short attention spans and relies on visual and kinetic learning devices.
  - Teaches the UK Human Rights Act by getting the students to prepare a collage with a picture to represent each human right.
- **Impact:** pupils responded well to the activities employed though the behavioural challenge for this class was apparent.

*"They think it's fun... I would never give them a list of their human rights in words... maybe just in their book."*

(Experienced Citizenship teacher)

- **Teacher response:** felt the lesson was a success, in that pupils engaged with the subject and participated.

*"It's not about sitting there and writing, it's about discussions and role plays and getting them out of their seats."*

(Experienced Citizenship teacher)

*"It's about having to be fast and punchy... you can't sit and have an hour long discussion with some students –you need to move on ...Right everyone up out of your seats, I want you to think about this..."*

(Experienced Citizenship teacher)

- **Pupil response:** positive reactions to the dramatic element of the lesson, allowing them to 'feel' the human right in action.

*"I liked doing the drama, it was fun."*

(Year eight pupil)

### Lesson Five: The UN Convention on the Rights of the Child

**This lesson aims to raise awareness about the United Nations Convention on the Rights of the Child (UNCRC), a specific human rights treaty for children agreed by the United Nations in 1989.**

Children's rights were felt to be an important area to engage pupils in. However, there was some criticism that this lesson was slightly too text heavy and lacklustre.

- 'The Children's Human Rights FAQs' (Resource Sheet 5.2) and 'The United Nations Convention on the Rights of the Child – A Summary' (Resource Sheet 5.4) were both very text heavy. More examples were required to bring these worksheets to life.

- The teachers consulted said they would merge lesson four and five together to avoid an overload on complex content outlining law.

Below is a case study example describing how Lessons Four and Five were merged together.

### Case study example – merging Lesson Four with Lesson Five and using additional materials and teaching methods to convey complex issues

- **Context:** specifically tailored lesson objectives (not part of the RHRN) to look at the difference between the UNCRC and UDHR and explore human rights through drama.
- **Challenge:** short pupil attention span, lack of timetable time allocated. Students struggled with the language used to describe the acts and only really became attentive and focused at the point of doing drama.
- **Content:** lesson involved, in addition to suggestion.
  - Additional teaching aids: Card sorts and the interactive class white board to help convey ideas.
  - Drama: pupils choosing a human right and in groups of four creating a freeze frame mime of this. They watched each other's frame attentively and contributed enthusiastically to discussion about which human right was being represented.
- **Impact:** students relayed to the researcher that they enjoyed the drama and that it enabled them to 'feel the human right.' Previous to this lesson, students had been taught Lessons One, Two and Three from RHRN and during the plenary session all were keen and able to talk about why rights were important and to name a human right (every child raised their hand) and they used words such as 'fair' and 'equal' to describe why human rights are important.

### Lesson Six: Balancing rights

**In this lesson, students learn what absolute and non-absolute rights are.**

This was a popular lesson, and the teachers consulted welcomed the introduction of balancing rights with responsibilities.

- In particular, Buzz Off! (Resource Sheet 6.4 a-c and Assessment Sheet 6.5) was liked and widely used by teachers. The teachers praised the relevance of this article to young people, allowing interesting debates in class. Pupils could relate to the exercise as many had experience of 'hanging around' in local places and were incensed that the mosquito device was legal. This sense of outrage helped fuel productive debates in class and made human rights more 'real' to them.

## **Lesson Seven: Taking responsibility for human rights**

**In this lesson students learn who has responsibilities for human rights.**

This lesson was often used by the teachers in conjunction with Lesson Six. The Human Rights Stills (Resource Sheet 7.1) was not widely used; however, the teachers praised the Respect Protect and Promote (Resource Sheet 7.2). Some reproduced them on a large scale and got the class to fill in the onion diagram together. Reports on this were positive and the tasks here seemed to work well overall.

There was some sense that this lesson could have more direct links into Lessons Ten and Twelve, as some teachers felt that taking responsibility about human rights issues has a natural affinity with the later lessons focused on developing a human rights active citizen project.

## **Lesson Eight: Identity, diversity and common values**

**This lesson gives students the opportunity to explore their own identity, and the differences and similarities between people.**

Some teachers claimed that this lesson fits more appropriately in a PHSE context. Others felt that as it was covering community cohesion issues, it was appropriate for a Citizenship class. This view was dependent upon teacher preferences.

- In terms of content, this was largely liked, particularly Celebrity Identity Cards (Resource Sheet 8.1) which were felt to be usable and engaging to pupils. Teachers felt comfortable adapting this resource sheet and some did their own tailored cards on celebrities their pupils were interested in.

## **Lesson Nine: Human rights Issues: homophobic bullying**

**In this lesson students explore the origin of insults and the relation to human rights issues through a focus on homophobic bullying.**

The teachers heavily praised this lesson for its boldness and strongly agreed that it should feature in the resource. However, some felt that it could also be broadened out to other types of bullying such as racial abuse.

Some of the teachers (particularly the newly qualified and less experienced Citizenship teachers), felt daunted delivering this lesson, especially in response to the immature reactions expected from some pupils. Nevertheless, most who had implemented this lesson used the whole lesson plan, and commented that it had been successful and pupils had responded well to it.

In addition to RHRN, some teachers had used the Stonewall 'FIT' video to discuss this subject which follows the story of an 18-year-old from Liverpool who was kicked and beaten to death by two fellow teenagers shouting homophobic insults.

*"The kids loved talking about it, they were going 'miss are we going to talk about gay people again'."*

(Experienced Citizenship teacher)

*"Stonewall produced a video called FIT – It's the best thing I've ever seen. I've shown it, and they were loving it and saying 'miss don't pause it'. It's brilliant. The language is amazing – it's like Skins [a TV show aimed at teenagers], well made, the acting is fantastic, it's about stereotypes and bullying."*

(Experienced Citizenship teacher)

### **Lesson Ten: Human rights issues**

**This lesson aims to raise awareness about the rights in the United Nations Convention on the Rights of the Child that relate to children and young people participating in society.**

Few of the teachers consulted had used this lesson plan discretely. Some said that this seemed to be a less directional version of Lesson Twelve as it introduced the idea of active participation, without helping to kick-start a programme of active participation. However, Lessons Ten and Twelve were noted to have potential to work well together.

### **Lesson Eleven: Human rights issues: child poverty**

**In this lesson, students look at the issue of child poverty in the UK through a human rights lens.**

This lesson was welcomed by the teachers consulted. It was felt to be potentially quite challenging however, as many pupils were affected by some of the issues themselves or knew of children in these circumstances. Regarding the specific content:

- those that had used 'The Wrong Trainers' BBC cartoons thought they were very useful and their pupils reacted positively to them – indeed, more such links to external sources would be welcomed throughout the resource;
- UNCRC – A Summary (Resource Sheet 11.2) was too text heavy and complicated for most pupils, and was not an intuitive follow-on from Number Crunching (Worksheet 11.2) which by comparison was very simple.

### **Lesson Twelve: Taking action for human rights**

In this lesson students plan to take action for human rights on issues that affect their local community.

The teachers consulted felt that taking action was important and a recognised element of the curriculum, but more demanding for them to execute. As discussed previously, often it involves buy-in from the Head Teacher to obtain permission for the children to be writing letters from the school. Considerable effort was also required on part of the staff to chase replies and outputs on behalf of their pupils.

Some of the teachers consulted felt that this lesson could be more strongly signposted within the resource so that pupils could think about Active Citizenship throughout the programme. For example, they might refer to Ideas for Taking Action (Resource Sheet 12.3) earlier on in the programme so that the students do not arrive at this lesson 'cold'.

- The Amnesty film 'Over to you' was universally liked and gave a clear and inspiring message to pupils.

### **Background information**

- The background information provided a good overview on how to use the resource and a valuable introduction to human rights. This was particularly relevant for newly qualified teachers who often desired more directional advice on how to deliver the lessons.

### **Closing information**

- The closing information (Assessment levels, The UK Human Rights Act, The Universal Declaration of Human Rights and Glossary) were thought to be useful. Some of those consulted had used this glossary as a handout and included it in students' workbooks.

## 8. Opportunities for the ‘Right Here Right Now’ resource

### 8.1 The need for the resource

There was a consistently positive view, amongst the teachers consulted, of the role of teaching human rights in developing their pupils as citizens. Those from inner-city and multi-cultural schools were particularly appreciative of teaching around community cohesion, and said this often helped frame their human rights approach.

However, human rights was felt to be a challenging topic to teach. The teachers felt there were often significant gaps in their awareness of the core concepts of human rights. They openly admitted that they often did not understand the Human Rights Act and human rights more generally, and so prior learning on part of the teacher was usually necessary. Indeed, many argued that the concepts and ideas being delivered through Citizenship to begin with were quite complex such as identity, values, rights, beliefs and social systems.

*“One of the key problems I think is that actually there is a real lack of knowledge amongst teachers about human rights, and this makes it a particularly difficult area to teach.”*

(Stakeholder)

The teachers also felt that initial reactions from pupils could also be negative due to more general views about Citizenship, and initial perceptions that human rights lessons would be ‘dry’. In addition, some teachers found their pupils thought they already knew their rights and came to lessons with closed view points, or apathetic perspectives on the topic.

The combination for enthusiasm for the subject of human rights along with its specific challenges, suggest that there is a need for a resource (such as ‘Right Here Right Now’) to assist teachers.

### 8.2 Fit with current teaching practices

The Citizenship teachers consulted were accustomed to searching for and creating their own bespoke human rights resources, often using recycled lessons from other teachers, and their own plans from previous academic years. Lessons usually were designed and supplementary resources used to augment and improve their basic ideas for the lesson. As such, most of the teachers consulted did not use teaching resources wholesale, but adapt them to their own specific needs.

*“Because I’ve been teaching for six years I’ve created a massive archive of things that I’ve created over the years.”*

(Experienced teacher)

The stakeholders consulted who were involved in the development of RHRN also noted that teaching resources for human rights need to alleviate the strain on teachers of creating their own packs from scratch.

*“A lot of human rights resources are just activities which are great, but that still requires a lot of work from the teachers to build a lesson around it.”*

(Stakeholder)

Across all Citizenship teachers consulted, a number of needs and criteria essential to a successful resource on human rights were identified.

- **Reliability:** a trusted source of information on a complex subject.
- **Flexibility:** varied content that offered the ability to adapt to the needs of their class.
- **Ideas:** fresh perspectives and ideas for activities and worksheets. Activities were cited as a particularly challenging area for teachers and there was a great appreciation for well thought-out, simple tasks to engage the class.
- **Multi-media:** comes with imagery and (to a lesser extent) video to cut down on the time they take to furnish their lessons with imagery.
- **Teacher-friendliness:** clear and easy to read, able to be photocopied, directly translatable to National Curriculum.

Most of the teachers consulted in this research felt that the ‘Right Here Right Now’ resource met these criteria, thus enabling them to adopt a variety of different teaching strategies whilst using it to bring issues alive, such as:

- discussion and debate;
- role play and drama;
- encouraging the reference of national, local and school issues.
- encouraging out of school activities and homework.

### 8.3 Improvements to the existing resource

Overall, the teachers involved in this research were happy with the content of RHRN and many felt no changes at all should be made. On deeper exploration, there were some potential areas for improvement to the existing resource as discussed below, and suggestions on how later iterations of the resource could be improved.

#### Scope for more ‘provocative’ and current content

There were some concerns that the resource was not provocative or current enough, and could be outdated very quickly. These views were particularly common amongst Citizenship specialists, and those with more experience teaching Citizenship. For some, there was no mention of some of the issues they were talking about in their classes at the moment and it was felt that the resource had missed an opportunity to help teachers explore more controversial and challenging human rights issues such as:



- religious extremism;
- terrorism;
- racism;
- war.

This was particularly the case for the older pupils.

*“In my class at the moment we are debating the rights of the Taliban....”*  
(Experienced Citizenship teacher)

### **Greater simplification of legalistic content and descriptive language**

Some teachers noted that there were some comprehension difficulties related to the content of some lessons, particularly those that involved detailed explanations of Acts and the role of organisations such as the UN. Many teachers said they were usually happy to adapt the language as appropriate, and most agreed it was simpler for them to ‘dumb down’ complexity as opposed to adding overly simplified information.

Where improvements could be made was where simple ideas, such as the longevity of human rights law, was made overly complex through the language used, and content was too text-heavy. For example:

- Lesson Two uses sophisticated vocabulary such as ‘In India Gautama Buddha advocates morality, reverence for life, non-violence and right of conduct’ (Worksheet 2.1a, 2.1b and 2.3);
- ‘The Children’s Human Rights FAQs’ (Resource Sheet 5.2) and ‘The UNCRC – A Summary’ (Resource Sheet 5.4) were both very text heavy and complex;
- UNCRC – A Summary (Resource Sheet 11.2) was text heavy.

*“The most difficult thing about RHRN is that it is quite wordy and is high level thinking so the hardest bit is to go through and pick out the key ideas in each lesson as it’s difficult to use the whole resource with the level of students I teach.”*  
(Experienced Citizenship teacher)

Most teachers consulted felt that the language used in these sections could be simplified, avoiding text heaviness wherever possible.

### **More detailed case study examples of conflicting rights**

Some of the teachers suggested that more case study examples akin to the ‘Mosquito’ example (Buzz Off! Resource Sheet 6.4 a-c and Assessment Sheet 6.5) would help provide more focal issues that teachers could develop debates around in class. Issues where each set of rights were valid but conflicting, for example the right to non-discrimination vs. the Pope’s stance against gay people in the clergy, would be useful fodder for teachers wishing to stimulate debate.

*"I think that was lacking in the resource, apart from the 'Mosquito' example it was lacking in specific case examples where sets of rights were equally as valid, but conflicting, and where it becomes a moral issue on which stance you take, for example."*

### Greater lesson cross-referencing

There were some minor issues to do with lesson ordering:

- Lesson Six: some of the teachers consulted felt that there could have been a greater focus on balancing rights with responsibilities overall and this should be revisited throughout the resource.
- Lesson Twelve: some teachers mentioned that whilst there was value in having dedicated lessons on active Citizenship, benefit may be achieved from spreading ideas for active Citizenship throughout the resource. Signposting Lesson Twelve throughout the resource and tying in active Citizenship more with prior lessons could help achieve this.

### Minor improvements to format and structure

There were some small developments suggested to format and structure:

- ensure whole document is appropriate for photocopying;
- ensure text size is large enough to ensure ease of reading;
- feature assessment levels more prominently throughout the resource and in context of the specific lesson they relate to.

### Key teacher skills

Some teachers highlighted that more information about how the resource should be delivered in a practical sense could have been included. For example, tips from teachers about the best way to run a lesson from the resource, such as:

- how to hold a productive debate;
- how to react if the class revolt against discussions;
- how to explain moral issues whilst respecting belief systems that are contradictory (e.g. Christianity's view on homosexuality);
- how to adapt the resource for various teaching scenarios (e.g. one-hour lessons, all day workshops, a series of four lessons, etc).

*"I don't think that was in the resource, it could have been in the back, a guide about how you get the class to debate, and tips on debating... and also how you assess debates and the value of them."*

(Experienced Citizenship teacher)

*"There could be more information at the beginning of the resource pack about how to use it in different situations, like short lessons, workshops..."*

(Inexperienced Citizenship teacher)

## 8.4 Improvements beyond the existing resource

### Provide more complementary resources

Gathering supplementary lesson materials, such as imagery and video was a laborious task that many of the teachers consulted did not always have time to do. The interactive materials referred to in RHRN such as 'The Wrong Trousers' cartoon and the Amnesty International video were very well received and teachers would encourage more downloadable content where possible.

Some teachers suggested this could be achieved through a link to an RHRN website which could house, for example:

- information on current news stories (particularly for exercises such as 'Where in the World' (Worksheet 4.1));
- archived articles on human rights to be used in class;
- a bank of imagery to demonstrate some of the complex ideas in the resource;
- teacher's tips and guidance about best practice ways to deliver the RHRN lessons.

Access to materials such as these may help the resource remain relevant for longer.

### Tailoring to the needs of other pupils

Many of the teachers consulted felt that there was scope to expand the RHRN teaching resource, both in its current form and through new resource development.

- Pupils with **Special Education Needs** would require updating of the current resource and/or supplementary packs.
  - More imagery and visual aids.
  - Inclusion of symbol packs to aid learning.
  - Content covering the Disability Discrimination Act 2005 and relevant issues for those with severe disability.
  - Appropriate assessment levels for SEN pupils.
- **Gifted and talented** pupils were also a potential expansion area for RHRN with suggestions for extension activities.
  - Including more challenging content.
  - Links to GCSE Citizenship.
- The teachers and stakeholders consulted felt that RHRN was appropriate for **Key Stage Four** largely in its current guise, with some development work for more advanced assessment levels. Indeed, some teachers were already using RHRN for this older age group. They mentioned that it was effective to revisit the content at Key Stage Four to explore how views and experiences have matured. More challenging and 'controversial' subjects were felt to be appropriate here, and some said that this age group had increased their appreciation for human rights and the law.

- **Key Stage Two** was also felt to be a valuable audience for RHRN by the teachers and stakeholders consulted. Some mentioned that introducing human rights at an earlier age would increase comprehension for subsequent study at Key Stage Three. However, most felt that an entirely new resource or version of RHRN would have to be developed to ensure comprehension and understanding of the issues covered in RHRN. Many teachers felt that comprehension and sensitivity of human rights issues at Key Stage Two may require different ways to introduce the subject at this level.

*“My view is that the resource could be adapted without that much difficulty for KS4.... I think a KS2 resource would probably require more research.”*

(Stakeholder)

### Providing guidance on a whole school approach to human rights

All teachers consulted discussed the drive of the Head Teacher, alongside support from staff, as paramount in creating a school ethos geared around human rights. A ‘whole school approach’<sup>16</sup> to human rights was investigated through the case studies and interviews.

- One school created a tutor system based on the five Olympic Rings which stand for values relevant to human rights such as friendship, respect, and equality.
- One school was a level one accredited ‘Rights Respecting School’. To achieve this it had to evidence an ethos of human rights through teaching.
- Off-timetable activity often attempted to encourage a whole school approach to human rights. One school had visited places of worship to teach about religious diversity. Another had taken its pupils to observe a mock trial using this as a way to educate them about the judiciary system and discuss matters relating to human rights and the law.
- Extra curricular activities, such as school councils, were a popular way of encouraging pupils to take action more generally, but did not always capture the imagination of the whole cohort as the teachers consulted said it tended to be only a few select students that showed interest in this type of activity.

*“In this school this [human rights] underpins everything they do.”*

(Head of Citizenship)

The teachers consulted felt that Active Citizenship<sup>17</sup> was difficult for schools to administer as it required;

- a budget to allow for field trips;
- support from the senior management team;
- staff keen to develop Active Citizenship within their school;
- time allowed in Citizenship lessons.

<sup>16</sup> A ‘whole school approach’ to human rights involves the school embracing the ethos of human rights with the full involvement of the school community, and is actively upheld by pupils.

<sup>17</sup> Active Citizenship involves encouraging pupils to act as citizens, and to take a proactive role in social issues that affect the world, their country and their community, and can involve activities such as writing letters to MPs.

In addition, the Citizenship teachers consulted voiced some reluctance on the part of their schools or Head Teachers to get deeply involved in issues deemed as controversial for fear of negative reactions from their community. There was some hesitance, therefore, to commit to 'taking action' as part of their schemes of work. It was noted that often when Active Citizenship was encouraged (such as writing letters to MPs) it would be an issue that the teacher was passionate about and not the students. Generally however the teachers felt pupils should act on issues that matter to them more frequently.

*"We try to do 'little Active Citizenships' because we only have six weeks of timetabled teaching and we don't have time to plan a massive action."*

(Experienced teacher)

On the whole, the teachers consulted suggested that schools would welcome the idea of whole school guidance from MoJ on embedding human rights at a school level, as long as it was applicable and achievable in their school and had the buy-in of the Head. As discussed in the case studies, in many ways this guidance would fit well with existing guidelines within their schools.

## 9. Implications for the marketing of RHRN

The marketing of RHRN may be crucial to promote the resource to the widest possible audience. Below are some suggestions from the teachers the authors spoke to as to how best to market and disseminate the RHRN resource.

### 9.1 Marketing channels

#### Tapping into individual resource searches and Continuing Professional Development (CPD)

- Promotion of the resource may wish to be mindful of teachers' **urge to interact** with a resource before using. Uptake will be more successful if delivered through channels that allow for this, such as via initial teacher training or subsequent training courses.

*"You need someone to enthuse you on how easy it is to use... you could go into schools and show them how to use it"*

(Experienced Citizenship teacher)

#### Promoting through RHRN advocates

- Those with more experience of using the resource suggested value in using 'advocates' at a local or national level much in the same way as **Lead Practitioners** are used by the Specialist Schools and Academies Trust to 'spread the word' and coach and mentor other Citizenship teachers in their area to use the resource
- Harnessing Citizenship advisory teachers<sup>18</sup> and encouraging them to disseminate the resource in their local area could also be a highly useful marketing tool. These individuals seem to be ideal advocates for RHRN as they are current key sources of advice and guidance on Citizenship.

*"Teachers who have used the resource should stand up and explain why it is so good"*

(Experienced Citizenship teacher, SEN school)

#### Promoting through partner organisations

- Many teachers felt partner organisations such as **Amnesty International** and the **Association for Citizenship Teaching** were appropriate organisations to use to promote the resource, through conferences, the website and additional training and events.

#### Publicising RHRN at industry conferences

- Introducing the resource via **industry conferences** could be useful as a 'launch' tool which ensures that more senior teachers are exposed to the resource.

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18 Advisory teachers are individuals employed by a local authority (although not all local authorities have Citizenship advisors) whose main role is to be an expert in Citizenship and help to skill-up teachers and provide advice for those teaching Citizenship in secondary schools.

### Allowing opportunity for In-school promotion

- Holding **events in-school** may provide opportunity for promotion. Some teachers noted that often book publishers come into their schools to hold a fair at the school for the teachers to investigate. Creating in-school introductions of the resource akin to 'publisher days' may provide a useful promotion opportunity.

## 9.2 Targeting teachers

Due to their closeness to the subject and their keenness to pass resources on to other Citizenship teachers (as demonstrated in this research), softest targets for this resource may be:

- Heads of Citizenship;
- Citizenship Co-ordinators;
- Citizenship teachers.

As noted above, Citizenship advisory teachers<sup>19</sup> may also be a potentially useful target.

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<sup>19</sup> Advisory teachers are individuals employed by a local authority (although not all local authorities have Citizenship advisors) whose main role is to be an expert in Citizenship and help to skill-up teachers and provide advice for those teaching Citizenship in secondary schools.

## 10. Conclusions and recommendations: the future of RHRN

### 10.1 Implications relating to teaching human rights through Citizenship

- The current variations in Key Stage Three Citizenship mean there is a need for a human rights teaching resource to act as a 'how to guide' adaptable enough to tailor to highly varied teaching styles and approaches, including non-specialists.
- This research identified a number of challenges to teaching Citizenship such as:
  - the overlap with PHSE;
  - the need for assessment to motivate pupils;
  - the dominance of non-specialist staff;
  - an acknowledgement that Citizenship is often marred by poor behaviour.
- It may be prudent to take these contextual issues into account when designing any future iterations of the RHRN resource.
  - Distinguishing a border (and areas of overlap) between PHSE and Citizenship.
  - Maintaining a focus on assessment.
  - Providing strong guidance notes in the resource to help non-specialists.
  - Designing lessons with an awareness that pupils may need to be reminded of the importance of Citizenship in the curriculum.

### 10.2 Usage of RHRN in the classroom

- The teachers consulted had implemented the resource in a highly personalised manner, picking and choosing elements of the pack which were:
  - relevant to their scheme of work;
  - appropriate with their pupils' learning ability;
  - complementary to their own personal teaching style.
- They also adapted the resource to fit their own teaching style (for example, those who have a greater focus on drama, debate, team working, and activities). As a result, options and suggestions to help teachers develop their own Citizenship style would be welcomed.
- The three usage typologies which emerged across the sample consulted in the research ('Lesson Pickers', 'Content Grazers' and 'Framework Users') highlighted the future need for RHRN to be flexible and adaptable to these usage preferences.
- RHRN will not always be used as a wholesale guide to teaching human rights due to teaching constraints, and teacher preferences. However, as long as it can provide material that can be used and integrated into existing lessons whilst also providing the full lesson plans for non-specialists and the inexperienced, the research suggests it will



remain highly useful. Indeed, the teachers consulted described RHRN as well-designed and comprehensive and it was difficult to get them to criticise what they felt was such a useful resource.

- Whilst most of the content was liked by the consulted teachers, Lessons One Two, Six, Nine and Eleven were felt to be particularly successful as they were appropriately themed, included useful exercises and activities and allowed teachers to adapt them successfully.
- As evidenced throughout this report, lessons that introduced human rights in a simple and clear way, dealt with interesting topics that were relevant to pupils and encouraged a high degree of debate, were felt to be most useful.
- Significant praise was levied at lessons such as Lesson Nine on homophobic bullying, which was felt to be a thought-provoking topic dealing with human rights through a very relevant and modern issue.

### **10.3 Improvements to the current resource**

The teachers and stakeholders consulted suggested some potential updates to the existing resource may improve its impact:

- Scope for more 'provocative' and current content such as religious extremism, terrorism, racism and war.
- Greater simplification of legalistic content and descriptive language.
- More detailed case study examples of conflicting rights
- More lesson cross-referencing to ensure rights and responsibilities and active citizenship are mentioned throughout
- Minor improvements to format and structure including appropriateness for photocopy, readability and more prominent featuring of assessment levels throughout the document

### **10.4 Improvements beyond the existing resource**

Some additional improvements beyond the existing resource may help to increase longevity of use of the resource.

- Provide more complementary resources such as information on current news stories, articles, imagery, DVD's/video and teachers' tips. Additional resources may be delivered via a supporting RHRN website that teachers are encouraged to visit and download resources from.
- RHRN seems to have a strong potential for adaption to help it become relevant for different age groups, and groups with different education needs. Revisions for SEN pupils, more challenging content for extensions, and either add-on or new resources for Key Stage Two and Four were appealing to the teachers consulted.

- Whole school guidance from the MOJ on implementing a whole school approach was welcomed by all consulted and in many cases teachers indicated it would complement existing human rights approaches, and help their school guide their culture and ethos towards a more human rights oriented approach. There was a sense that this should work in tandem with the main resource.

## 10.5 The promotion of RHRN

- Investment in marketing and communication around the resource seems crucial to bring RHRN to the widest possible teacher audience and fulfil its strong future potential.
- Marketing and dissemination seem to be the greatest future challenge. The current online download channel (Teacher Net<sup>20</sup>) may be prohibitive to widespread promotion of RHRN as not all teachers search in this location.
- The most powerful way to market RHRN may wish to be mindful of teachers' urge to interact with a resource before using it. Uptake may be more successful if delivered through channels that allow for this:
  - training courses;
  - teacher training.
- A number of **current** discovery channels may be harnessed to a greater extent in the promotion of RHRN.
  - Word of mouth: teachers habitually give recommendations to colleagues and friends who are teachers.
  - Online searches: when searching alone, it was also common for the teachers consulted to have sought out the resource through their own, online research.
- A number of potential discovery channels may be harnessed in the promotion of RHRN.
  - Tapping into Continuing Professional Development to a greater extent, such as via training courses
  - Promoting through RHRN advocates such as experienced RHRN users, and Citizenship advisory teachers.<sup>21</sup>
  - Promoting through partner organisations such as Amnesty International and the Association for Citizenship Teaching.
  - Publicising RHRN at industry conferences where there is likely to be interest.
  - Allowing opportunity for in-school promotion if appropriate, akin to 'publisher days'.

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<sup>20</sup> [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

<sup>21</sup> Advisory teachers are individuals employed by a local authority (although not all local authorities have Citizenship advisors) whose main role is to be an expert in Citizenship and help to skill-up teachers and provide advice for those teaching Citizenship in secondary schools.

## 10.6 Teachers' perceptions of the effectiveness of RHRN

- As gleaned from the 32 teachers consulted in this research, there seems to be a strong need and desire for a resource like RHRN. Views towards both the **concept** of the 'Right Here Right Now' resource and the **actual** resource were consistently positive and enthusiastic from the teachers consulted who had used it.<sup>22</sup>
- The teachers consulted were very enthusiastic about the resource and demonstrated through this research that it had earned its place in their repertoire of teaching resources for human rights, if not becoming their key teaching resource for this subject.
- The teachers consulted seemed confident of the impact of lessons taught using elements of RHRN in increasing awareness and interest in human rights issues amongst Key Stage Three (i.e. those in years seven to nine, aged eleven to fourteen).
- The Key Stage Three pupils consulted in this research who had experienced a lesson taught from the RHRN resource were enthusiastic about the human rights lesson they had during the observation. Active participation through the activities and exercises they had experienced as part of their lessons (including those taught from RHRN), was cited as an appealing way to deliver human rights messages to them.

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<sup>22</sup> As indicated previously, this may well be a consequence of the sampling approach which looked for those who had used the resource in the classroom but did not include those who had access the resource but not used it.

## **Annex A      Additional information on the research approach**

This Annex provides information about: the rationale behind the choice of research methods used; details regarding the conduct of each part of the fieldwork process; notes on the ethical considerations; and details on the approach to data analysis.

### **Research methods**

The research was conducted in the following sequence.

- Firstly, stakeholder depth interviews were conducted to provide context to the research with teachers.
- Telephone depth interviews and focus groups with teachers followed the stakeholder depth interviews.
- Case studies were then conducted to further bring to life the emerging findings.

### **Stakeholder depth interviews**

Three 45-minute face-to-face depth interviews were conducted with stakeholders from Amnesty International, The Institute of Education and The Association for Citizenship Teachers. These were an effective way to explore the value of RHRN by those that had been involved in the creation of the resource, and by experts who could share their point of view on its value.

### **Focus groups**

Focus groups lasting 90 minutes were conducted with teachers who had used the resource. Teachers have been researched in this way for many different projects and experience shows that they usually respond well to the structure of a focus group, with conversations yielding rich and detailed information. A group presented a sufficiently dynamic yet non-confrontational means of encouraging respondents to grapple with ideas and work together to build upon their thoughts. It was felt to be the ideal forum for idea generation and helping to evolve the resource.

The original design allowed for three focus groups in order to incorporate a group of experienced Citizenship teachers, inexperienced and a mixed group. It was not possible, due to the busy nature of their roles, to hold three full groups of six-eight respondents and so an extra group was conducted to accommodate teacher availability.<sup>23</sup> A sample profile of participants is provided in Table B.1 in Annex B.

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<sup>23</sup> It should be noted that teachers were not unwilling to take part in the research; however, many were extremely busy and thus finding time to take part was difficult.

## Telephone depth interviews

Twelve 45-minute telephone depth interviews were conducted amongst a mix of experienced and inexperienced Citizenship teachers who had used the resource. The reasons for selecting this method were numerous: opening the research up to those living in different geographical areas; diversifying time slots to encourage teacher availability; cost efficiencies to the MoJ of conducting interviews over the telephone; and the convenience to teachers in terms of time requirement (a 45-minute call as opposed to an hour's interview and travel time).

In addition, depth interviews in conjunction with focus groups helped the research team find out about an individual's experience with the resource – a strategy that would have been more difficult to do in the groups as it would be inappropriate to devote too much time to one individual. Conducting depth interviews also allowed consultation with teachers in many different regions, and at a number of different schools with a range of usage experiences.

A sample profile of participants is provided in Table B.2 in Annex B.

## Case studies

Two case study observations in schools were conducted to observe the resource in practice. These case studies included a RHRN lesson observation, a ten-minute student plenary following the lesson, and short interviews with the teacher delivering the lesson and a member of the senior leadership team with the most responsibility for a whole school approach to human rights. Pupils were consulted informally and were asked five or six questions following the lesson. Note-taking took the place of sound recordings due to the informality of the session.

A description of the case study schools is provided in Tables B.4 and B.5 in Annex B.

## Recruitment

BIHR provided a list of teachers who had requested the RHRN resource via the Teacher Net website. These individuals were informed about the research in writing and offered the option to opt out of the research. Amongst those who did not opt out, a random sample of teachers were then selected by TNS-BMRB and asked to take part.

The sample consisted of 415 records scattered across the country. Of these, 24 opted out of taking part in the research. The remaining contacts were emailed and/or called. The sample was exhausted fairly quickly due to contacts not responding or consistently not being available when the recruiter called (most likely teaching) rather than due to refusals or not being eligible.

Once this sample had been exhausted, a number of other recruitment strategies were used to increase the pool of potential respondents. These included:

- snowballing from recruited respondents;
- snowballing from stakeholders on the RHRN advisory panel;
- utilising existing teacher contacts;
- cold calling schools using the Edubase database.

Details on recruitment outcomes can be found in Table B.3 in Annex B.

## **Ethical considerations**

All divisions within TNS-BMRB are adherents to the ICC/ESOMAR International Code of Marketing and Social Research Practice. In addition, all researchers in the UK are bound by the Code of Conduct of the Market Research Society. Researchers on this project were also members of the Social Research Association. All staff on this project held Enhanced Criminal Record Bureau checked and approved to work with children. Teachers were present during any interaction with children.

TNS-BMRB is registered under the Data Protection Act as a market research company with all the relevant legal responsibilities as far as confidentiality is concerned. All participants are informed as to the intended use of their data and the confidentiality of their personal information and views. All research was gathered anonymously and confidentially.

## **Data analysis**

All research was conducted and analysed by Lucy Evans, Claire Hunter and Zoe Slade of TNS-BMRB between 1 February and 1 March 2010.

On completing fieldwork, all sound files where available were reviewed, qualitative notes derived, and findings and implications developed in a workshop with all three qualitative researchers involved.

All data were analysed thematically and iteratively as themes emerged from the focus groups and depth interviews. Findings were cross-checked with stakeholder interviews, and findings from these interviews were also woven into the data analysis.

The report structure was developed and approved in conjunction with the MoJ.

## Annex B Sample and recruitment profiles

**Table B.1 Focus group sample profile**

No.	Citizenship teaching experience	Region	Number of participants
Group 1	A mix (Including newly qualified teachers)	London	3
Group 2	A mix (Including newly qualified teachers)	Midlands	5
Group 3	Experienced – over two years teaching Citizenship	London	8
Group 4	Inexperienced – under two years teaching Citizenship	London	4

**Table B.2 Telephone depth interview sample profile**

No.	Length of time teaching	Citizenship teaching experience	Region
1	Over ten years	Experienced	West
2	Over ten years	Experienced	North
3	Five - ten years	Experienced	London
4	Over ten years	Experienced	South West
5	Over ten years	Inexperienced	Midlands
6	Less than one year	Inexperienced	Midlands
7	Over ten years	Experienced	North East
8	Over ten years	Experienced	London
9	Over ten years	Inexperienced	South East
10	Two - four years	Experienced	South
11	Four – ten years	Experienced	Midlands
12	Over ten years	Inexperienced	Midlands

**Table B.3 Teacher recruitment profile**

Number of recruitment letters sent to those requesting the resource	415
Number not opting out	391
Number of those requesting the resource approached by phone	415
Number of other teachers approached by phone	Approx 15
Total number of teachers approached by phone to take part (sum of two rows above)	Approx 430
Number who took part in research	32
Overall average response rate	1 in 13 agreed to take part

**Table B.4 Case study 1**

Case study 1: Midlands
● Large community school in a suburban area
● Mid to high proportion of free school meals
● Specialist school in mathematics and computing
● Rated as good and outstanding by last two visits from OFSTED
● Currently being rebuilt as an Academy
● Citizenship driven by Director of Humanities, Head of Citizenship, and two Citizenship teaching staff
● Citizenship delivered only to Key Stage Three – one lesson a week and through ‘drop down’ off curriculum days

**Table B.5 Case Study 2**

Case study 2: London
● Large comprehensive state school in deprived urban area
● High proportion of free school meals
● Specialist in sport
● Diverse mix of ethnic origin and religion and community cohesion high on the agenda
● A high record of previous exclusions
● Citizenship previously delivered through forms but since the formation of vertical tutor groups this is now managed by one Citizenship teacher
● Citizenship delivered only to Key Stage Three -- one lesson a week and extra curricular time (drama)



## Annex C Objectives of RHRN resource and a lesson summary

The specific aims of the 'Right Here, Right Now' resource are to facilitate effective teaching and learning of human rights within Key Stage Three Citizenship by:

- supporting teachers to feel confident delivering lessons on human rights;
- enabling students to learn about the concepts and values of human rights and think about how they are relevant to their lives;
- enabling students to learn about the Human Rights Act 1998 and the United Nations Convention on the Rights of the Child, two of the most important human rights measures for children and young people in the UK;
- supporting students to use human rights as a framework for exploring topical and controversial issues such as homophobia and child poverty;
- supporting the development of key Citizenship skills by empowering students to take action to uphold and promote human rights;
- encouraging a human rights approach to subject delivery.

Lesson number	Lesson description
One	This lesson introduces pupils to the concept of human rights by presenting students with a fictional scenario which threatens to deny their human rights, exploring how they feel about this, and then suggesting how they could improve the situation. The rights denial comes through the introduction of a set of fictional school rules, which are very unfair. Students are then asked to consider how they could improve the rules to ensure they are fair to everyone. This lesson gives the class a shared experience that they can refer back to through the rest of the topic, and also empowers students as they suggest ways to bring about change.
Two	In this lesson, pupils explore where the concept of human rights has come from, and why and when the international community first came together to develop international mechanisms to protect human rights. The lesson begins by exploring images from the Holocaust, which students may have studied before. Students then look at the values underpinning the United Nations' Universal Declaration of Human Rights to start to explore what human rights are. They then look at the development of human rights ideas throughout history to enable them to understand that although our modern concept of human rights is relatively recent, the ideas behind human rights have existed for many years in many different religions and cultures throughout the world.
Three	This lesson gives students the opportunity to explore the concept of human rights in more detail. They think about examples of different types of human rights that we have, and explore how different human rights are linked together to develop an application of their indivisibility.
Four	In this lesson, students learn that human rights are important for everyone everywhere, including here in the UK. Students are exposed to the UK Human Rights Act and the rights protected by it. They look at how the Human Rights Act works in practice and how it has been used to protect human rights in the UK.

Five	This lesson aims to raise awareness about the United Nations Convention on the Rights of the Child, a specific human rights treaty for children agreed by the United Nations in 1989. Students explore the rights protected by the UNCRC and consider how it is implemented in the UK. The lesson encourages students to consider the importance of these rights for all children and think about what they can do themselves to take action for children's human rights.
Six	Students learn what absolute and non-absolute rights are. They learn that very few human rights are absolute and that most rights can be limited in certain circumstances. Students will understand that people's rights can conflict, and that in these circumstances rights need to be balanced.
Seven	In this lesson, students learn who has responsibilities for human rights. They look at responsibilities for human rights at different levels: personal, school, community, national and international level. They will consider different ways of taking responsibility, from talking to somebody about something that concerns them to developing a project on human rights, and will think about what actions are appropriate for different issues and situations.
Eight	This lesson gives students the opportunity to explore their own identity, and the differences and similarities between people. They discuss the benefits and challenges of diverse societies as well as considering the values that they share as a class, and the values that underpin human rights frameworks.
Nine	In this lesson, students explore the origin of insults and the relation to human rights issues. The lesson then focuses on homophobic bullying through the study of a summary of a recent report by the organisation Stonewall. Students consider hot-to-tackle homophobic bullying in schools in England. The lesson ends by identifying actions that could be taken by the class and individually on the issue.
Ten	This lesson aims to raise awareness about the rights in the United Nations Convention on the Rights of the Child that relate to children and young people participating in society. Students consider why it is important that young people are able to participate, and for their views to be taken into account in decision-making that affects them. Students use school as a case study for exploring how these rights can be put into practice every day. Students also learn about their right to participate in different circumstances, for example voting; [at school and at home is enshrined in different laws in the UK. Is this correct?]
Eleven	In this lesson, students will look at the issue of child poverty in the UK through a human rights lens. Students will analyse personal narratives or young people living in poverty in the UK, and will discuss the impact of this on their lives. They will consider how this relates to human rights in the United Nations Convention on the Rights of the Child and will consider what can be done to reduce poverty in the UK.  This lesson deals with serious issues and must be dealt with sensitively as students in the class may themselves be living in poverty. Ensure that students know the ground rules about treating others in the class with respect, and that they know they are not under pressure to share information about themselves if they do not want to.
Twelve	In this lesson, students will plan to take action for human rights on issues that affect their local community. Students will explore different ways of taking action, from writing an article for the school paper to organising a campaign. Students will then choose a human rights issue that concerns them and will plan to take action on it. This could be developed into an Active Citizenship project where students carry out their action and then reflect upon their success. Several lessons will be needed to allow enough time for adequate planning, delivery and reflection.

## Annex D Discussion guides

### RHRN Resource Evaluation

Discussion Guide for stakeholder interviews FINAL version 27 January 2010

*Interview to be tailored according to stakeholder's role/area of expertise*

#### Introduction

- Introduce interviewer, TNS-BMRB
- Explain Confidentiality and MRS Code of Conduct
- Check that they are happy to be recorded
- Explain purpose of the research and approach/methodology

#### Their role in consultation/design of the RHRN resource

How they were initially involved

Things which struck them as important to feed into the resource

#### Discussion about human rights as a subject to teach in schools

Importance of human rights

The current situation and the reality of teaching human rights in class

Key challenges at play/hopes and expectations for future teaching

#### Discussion about the needs of Citizenship teachers

Across all variants (e.g. block-teaching, one off lessons, regular specific Citizenship lessons, teaching as part of PHSE/RE etc).

#### What makes a good teaching resource generally?

##### Assessment of RHRN resource

Initial/overall thoughts and impressions

What's good/less good about it? Any disappointments?

Does it meet the needs of teachers/schools – any particular types of need – PRU/ SN/pupil ages?

Marketing of resource

Usage of resource

Feedback from schools about resource (teachers/pupils)

##### Improvements/changes to the resource

Could it be expanded to other Key Stages?

#### Overall thoughts on the best way to teach human rights to school pupils

#### Any further comments

THANK & CLOSE

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**RHRN Resource Evaluation**  
**Discussion Guide for teacher telephone depths FINAL version**  
**1 February 2010**  
**30–45 mins**

**Introduction (5 mins)**

- Introduce interviewer, TNS-BMRB
- Explain Confidentiality and MRS Code of Conduct
- Check that they are happy to be recorded
- Explain purpose of the research and approach/methodology

***[Teacher using the resource packs with students]***

**Teaching background and needs (5 mins)**

- Can you tell me a bit about your school and the pupils?
- How long have you been teaching?
- What subject do you mainly teach?
- How long have you been teaching Citizenship?
- Can you tell me a bit about how Citizenship is taught in your school? (e.g. blocks of lessons, weekly lessons, in different subjects etc). How does this impact on your teaching?
- What are the challenges for a Citizenship teacher?

**General usage of RHRN resource (15 mins)**

- How did you come across/hear about the resource? Probe for requested it versus passed from another member of staff.
- What were your first impressions of this resource? Why?
- How did you begin to use the RHRN teaching resource? How have you continued using it and why? Probe for whole day lesson/a block of one hour sessions in a week/an hour lesson once a week – how does it work best and why?
- Which curriculum area is being used as the context for using the RHRN resource (PSE, Citizenship, Business Studies etc)?
- How did it go using the resource in a lesson?
- What did you expect the students' reactions to be? Did their reactions match your expectations?

**Specific assessment of the RHRN resource (20 mins)**

- Overall, what do you think about the lesson plans?
- Overall, what do you like/dislike about the resource? Probe on:
  - o content;
  - o activities/tasks;
  - o resource sheets;
  - o design/user friendliness.

- Were there any lessons that stood out for being useful, or being particularly challenging?:
  - o Lesson One – School Rules -- introduction to human rights.
  - o Lesson Two – the human rights story – where the concept comes from.
  - o Lesson Three – What are human rights?
  - o Lesson Four – Human rights in the UK..
  - o Lesson Five – Children’s human rights
  - o Lesson Six – Balancing rights (absolute and non-absolute rights).
  - o Lesson Seven – Taking responsibility for human rights.
  - o Lesson Eight – Identities, diversity and common values.
  - o Lesson Nine - Human rights issues: homophobic bullying
  - o Lesson Ten – Human right’s Issues: focus on participation.
  - o Lesson Eleven – Human right’s issues: child poverty in the UK.
  - o Lesson Twelve – Human right’s issues: taking action for Human rights.
- How well have the students engaged with it?
  - o What have the students said about it? What do they like/dislike?
  - o What examples do you have of students benefiting from this resource, the lessons you used the resource in.
  - o Which students did you think would benefit most and least and why? (Age group/ability.)
- How effective do you feel the resource has been in increasing students’ understanding of human rights?
- What are the benefits of a resource like this?
- How does it compare to other resources? What other resources have you used?
- How could it be improved?
- What is the best way to use the resource and why?
- Why do you think the school decided to use this resource? How do you think it could reach more schools? How should it be marketed?
- What is the importance of having a resource like this – how much is it needed?

**The future (5 minutes)**

- What would you say about this resource to another Citizenship teacher?
- What would make you less/more likely to use it again?
- Do you think other schools will use this and why?
- Do you think older/younger children at KS2 and KS4 could engage with a resource like this (if it were adapted)?
- What other topics/modules would be useful as part of the overall resource?
- What’s the best way to teach human rights to KS3?
- What are your views on the importance of classes on human rights and the Human Rights Act as part of the curriculum?

Any other comments?

***Ask for address to send gift to etc.***

**Check for receptivity to being a case study participant**

THANK & CLOSE

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**RHRN Resource Evaluation**  
**Discussion Guide for teacher FOCUS GROUP FINAL**  
**19 February 2010**  
**90 minutes**

**Introduction (5 mins)**

- Introduce moderator, TNS-BMRB
- Explain Confidentiality and MRS Code of Conduct
- Check that they are happy to be recorded
- Explain purpose of the research and approach/methodology
- Introductions: names, subjects teach, snapshot of their school and pupils

***Explain that we will be mostly focusing on KS3 but are interested in thoughts around using the resource with other age groups***

**Citizenship and teaching human rights (10 mins)**

- ***Moderator to go around the room and ask the group***
  - o How long have you been teaching?
  - o What subject do you mainly teach?
- Generally, how long have you all been teaching Citizenship?
- Can you tell me a bit about how Citizenship is taught in your school?
  - o (E.g. blocks of lessons, weekly lessons, in different subjects etc). How does this impact on your teaching?
- Why is Citizenship important?
  - o Is this view shared by the school/pupils?
  - o How do we get schools to view citizenship as more important?
- Why is human rights important?
- What are the main challenges to teaching Citizenship/and human rights within this?  
(WRITE ON FLIPCHART)
- What are the main 'tricks' you have learned to bring the messages about human rights to children?

What is the wrong way to teach human rights to KS3? – examples/list

What is the right way to teach Human Rights to KS3? – examples/list

### **Teaching resources (5 mins)**

- What makes a good/bad teaching resource? Provide examples based on the resources they have brought along.
- How does a teaching resource turn into a lesson plan? Do you take it wholesale or adapt? Why?
- What resources are good for teaching human rights specifically? Why/why not?
- How much do you use resources to teach Human Rights – probe on when they might use more or less.
- How has it come about that you have used a particular resource? Probe on whether they have searched for ways/resources come to them

### **Overall opinions of RHRN resource (10 mins)**

- How did you hear about it/come to use it?
- First impressions.
- Likes/what's useful.
- Dislikes.
- Need for importance.
- Comparison with other resources to teach human rights.

Examine resources they have brought with them [describe used to teach human rights together. Is this correct?] To include *The Democracy Cookbook* by The Electoral Commission.

- What is useful about these/what do you like?
- What is not so useful?
- How is the RHRN resource different/ in what ways is it better or worse?
- What could the makers of RHRN learn from other resources?

### **General usage of RHRN resource (10 mins)**

- How did you first begin to use/find out about the RHRN teaching resource?
- How did you use it and why? Probe for pros and cons of weekly lessons versus day workshops versus other types of lessons
- What ages did you use it with and what experiences did you have? Probe for other key stages/SEN/gifted and talented.
- Which students did you think benefited most and least and why (age group / ability)?
- What part of the curriculum did you use it for (other subjects and within Citizenship)?
- Did you think the assessment levels were achievable?

- Did you think that the lessons helped improve key skills?
- Which parts of the resource did you use most and least and not at all and why?
- How did the resource work successfully (in what contexts) ? Probe for examples, student engagement etc
- In what ways did the resource not work very well?
- Why do you think the school decided to use this resource? Which curriculum area is being used as the context for using the RHRN resource (PSE, Citizenship, Business Studies etc)?

### **Detailed examination of the RHRN resource (15 mins)**

***All to get out their copy of the resource to use as a reference point***

- What do you think about the look of it --the design;
- the usability;
- the length.
- The broad content – anything missing?
  - o The background information
  - o The lesson plans
  - o The resources
  - o The activities
  - o The information at the end
  - o The subject matter/the issues covered
- Was there anything that particularly stood out for being useful, or was particularly challenging?
- ***Go through the resource with group***
  - o Lesson One – School Rules -- introduction to human rights.
  - o Lesson Two – The human rights story – where the concept comes from.
  - o Lesson 3 – What are human rights?
  - o Lesson Four – Human rights in the UK.
  - o Lesson Five – Children’s human rights.
  - o Lesson Six – Balancing rights (absolute and non-absolute rights).
  - o LessonSeven – Taking responsibility for human rights.
  - o Lesson Eight – Identities, diversity and common values.
  - o Lesson Nine - Human rights issues: homophobic bullying.
  - o Lesson Ten – Human right’s Issues: focus on participation.
  - o Lesson Eleven – Human right’s issues: child poverty in the UK.
  - o Lesson Twelve – Human right’s issues: taking action for human rights.
- What have the students said about it? What do they like/dislike?
  - o How well have the students engaged with it? Do you think KS3 pupils are able to cope with the content? Could you use with other key stages?
  - o What would (of anything) need to be done to make it appropriate for KS2 or KS4?



### **Improvements to the RHRN resource/the future (10 mins)**

- What improvements would you make to the resource?
- Was there anything which was lacking or you would liked to have seen approached differently?
- What would make you less/more likely to use it again in the future?
- Do you think other schools will use this and why? What would you say to other teachers to convince them to use it?
- What other topics/modules would be useful as part of the overall resource?
- If you were in charge of doing a 'Version 2' of this resource, what are the three key changes you would make to it and why?
- What opportunities are there for the resource? Probe for five and ten years time – evolving the resource
- What threatens the success of this resource and how can this be overcome?
- How do you think it could reach more schools?

### **Wrap up (5 mins)**

- How will you be using the resource this term and why?
- What are the pros and cons of using it as a whole day lesson/a block of one-hour sessions in a week/an hour lesson once a week? How does it work best and why?
- How would you describe the resource to a colleague?
- What impact has the resource had in your school /with your pupils?

### **Any other comments?**

THANK & CLOSE

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**RHRN Resource Evaluation  
Proforma for CASE STUDIES FINAL  
19 February 2010**

### **Teacher using resource**

***Before lesson – interview with teacher using the resource***

#### **Introduction**

#### **Teaching background**

- What is your role in the school?
- Which subjects do you oversee?
- How long have you been teaching/involved with Citizenship?

- Can you tell me a bit about how Citizenship is taught in your school? (e.g. blocks of lessons, weekly lessons, in different subjects etc).

### **Previous resource experience and needs**

- What are the challenges of teaching Citizenship/teaching Citizenship in your school?
- What tools have been used to teach Human Rights?
- What resources have you used and how helpful have these been? (Ascertain how many resources, which ones and how much relied on these).

### **First impressions/uptake of resource in school**

- When/how did you first hear about it?
  - What were your first impressions?
  - Have you shared the resource with anyone else (in school or outside/other subjects / within Citizenship) / what are their thoughts ?
  - What is good about it? Probe on specific lesson plans if time.
  - What could be improved?
  - How important is a resource like this / is there much need for it and why
  - Do you think a resource like this can impact other lessons/parts of the curriculum?
- Discussion about way planning to use resource and why (including previous lessons that taught using the resource)***
- How do you expect the pupils are going to react to this lesson today and why?

### **During lesson**

#### **General observation**

***Researcher to take note of students' reactions to the material and any strategies the teacher employs where there are misunderstandings with the material.***

#### **Ten-minute plenary with pupils to discuss**

***Explain that a resource has been designed to teach the lesson and that we are 'testing' the resource and not their teacher.***

- What did they think of the lesson overall?
- What have they learnt about human rights in the lesson? (The three most important things I have learned about human rights are .....).
- What did they like about the lesson?
- What did they dislike about the lesson?
- Probe on the specific aspects of the lesson -- the activities/the worksheet/ the discussion/the subject.
- What score would they give the lesson out of ten?
- If it was their job to teach human rights to their age group how would they do it?

### **After lesson -- short reconvened interview with teacher again**

- What are the challenges of teaching human rights to KS9/their pupils?
- How successful did they feel the lesson was and why?
- How do they feel pupils engaged with the lessons/the resource?
- How have they adapted the resource to meet the needs of their pupils?
- What improvements would they make to the resource?
- Are there any suggestions for how best to increase students understanding of human rights/ key skills through human rights?
- Views on importance of human rights within the curriculum.

### **Interviews with senior management/Head Teachers**

#### **Introduction**

- What influence and involvement do they have with Citizenship/human rights/ resources?
- What do they know about the Citizenship curriculum/the resource?
- Views on human rights as a part of the curriculum – ascertain importance.
- How did they come across the resource?
- How have pupils responded to the resource?

#### ***If unaware, show resource and allow them some time with it***

- First impressions/expectations
- Likes and dislikes
- Improvements
- Importance/need for such a resource
- Best way to introduce/market such a resource in their school / other schools
- What happens to other teaching resources when they come into the school? How do they get managed or presented to the right member of staff?
- How has/could this resource be used in the school as a whole?
- Which schools/type of pupils will benefit from the resource?
- In what ways is human rights a part of the school/
- What is the best way to increase students understanding of human rights? Do you have any examples?

#### **Any other comments?**

THANK & CLOSE

**Ministry of Justice Analytical Report  
'Right Here Right Now' Review**

The Right Here Right Now resource was created in conjunction with the British Institute of Human Rights (BIHR) and Amnesty International to help secondary school teachers deliver human rights teaching for 11- to 14-year-olds. This report details the findings of qualitative research conducted to review the research. The objectives were to:

- understand how RHRN is being used by teachers in the classroom;
- explore the parts of the RHRN resource teachers find the most useful;
- gather teachers' perceptions on the effectiveness of the RHRN resource in increasing students understanding of human rights.

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Alternative format versions of this report are available on request.

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<http://www.justice.gov.uk/publications/research.htm>