

LEARNING INTENTION

When students have completed this activity, they will be able to identify at least one **human rights landmark in New Zealand**, and will have increased their knowledge of some of the rights they enjoy.

TIPS FOR TEACHERS

- ➔ Because this is an introductory activity, you should encourage your students to focus on their own experiences. This will help to give relevance to later activities where they will consider the experiences of others.
- ➔ Clarify the meanings of the rights itemised so that students have clear understandings before making their selection.
- ➔ Be aware that students can offer a wide and diverse range of personal experiences. See "Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis" by Adrienne Alton-Lee. This report can be found in the topical issues section of the Ministry of Education's website, www.minedu.govt.nz
- ➔ Keep the findings from this activity handy; they will be used, and built on, in later activities.
- ➔ Further online resources for this activity are available from the Monumental Stories website under **Further Resources**.

LEARNING PROCESSES

Inquiry. Students will demonstrate skills as they:

- ➔ establish a framework for inquiry;
- ➔ collect and record information from a range of primary and secondary sources.

WHAT YOU NEED

- An example of a landmark that reflects the establishment of a right for New Zealanders. Choose one appropriate to the needs and interests of your students.

Some examples among the **Landmarks for New Zealand Women** are:

- ➔ **voting rights**
 - 1852 Constitution Act
 - 1867 Municipal Corporations Act
 - 1893 Electoral Act
- ➔ **employment rights**
 - 1873 Employment of Females Act
 - 1894 Industrial Conciliation and Arbitration Act
 - 1972 Equal Pay Act
- ➔ **education rights**
 - 1877 Education Act
- ➔ **matrimonial rights**
 - 1884 Married Women's Property Act
 - 1976 Matrimonial Property Act.

- Either** a copy of the New Zealand Bill of Rights Act 1990, which is available at

www.oefre.unibe.ch/law/icl/nz01000.html

or the selection of rights provided here.



Selection of rights, based on New Zealand Bill of Rights

- ➔ The right to participate in government (including the right to vote)
- ➔ The right to a fair trial
- ➔ The right to practise your religion or belief
- ➔ The right to freedom of expression, including the freedom to receive information and opinions of any kind in any form
- ➔ The right to freedom of thought, conscience, religion, and belief
- ➔ The right to freedom of association
- ➔ The right of peaceful assembly
- ➔ The right to freedom of movement and residence in New Zealand and to enter and leave
- ➔ The right to freedom from discrimination
- ➔ The rights of ethnic, religious, or linguistic minorities in New Zealand to enjoy the culture, to profess and practise the religion, or to use the language, of that minority
- ➔ The right to be secure against unreasonable search or seizure, whether of the person, property, correspondence, or otherwise
- ➔ The right not to be arbitrarily arrested or detained
- ➔ The right not to be deprived of life except on such grounds as are established by law and are consistent with the principles of fundamental justice
- ➔ The right not to be subjected to torture or to cruel, degrading, or disproportionately severe treatment or punishment
- ➔ The right not to be subjected to medical or scientific experimentation without your informed consent
- ➔ The right to refuse to undergo any medical treatment



WHAT YOU LOOK FOR

- ➔ Can your students identify a human rights landmark for New Zealand?
- ➔ Can they identify rights that are important to them and give a clear explanation of why those rights are important to them?

WHAT NEXT?

- ➔ Go to **Activity 1: Freedom Fighters.**
- ➔ If you have completed both diagnostic activities, go to **Activity 3: Plotting for Change.**



Monumental Stories

ACTIVITY 2: IT'S MY RIGHT

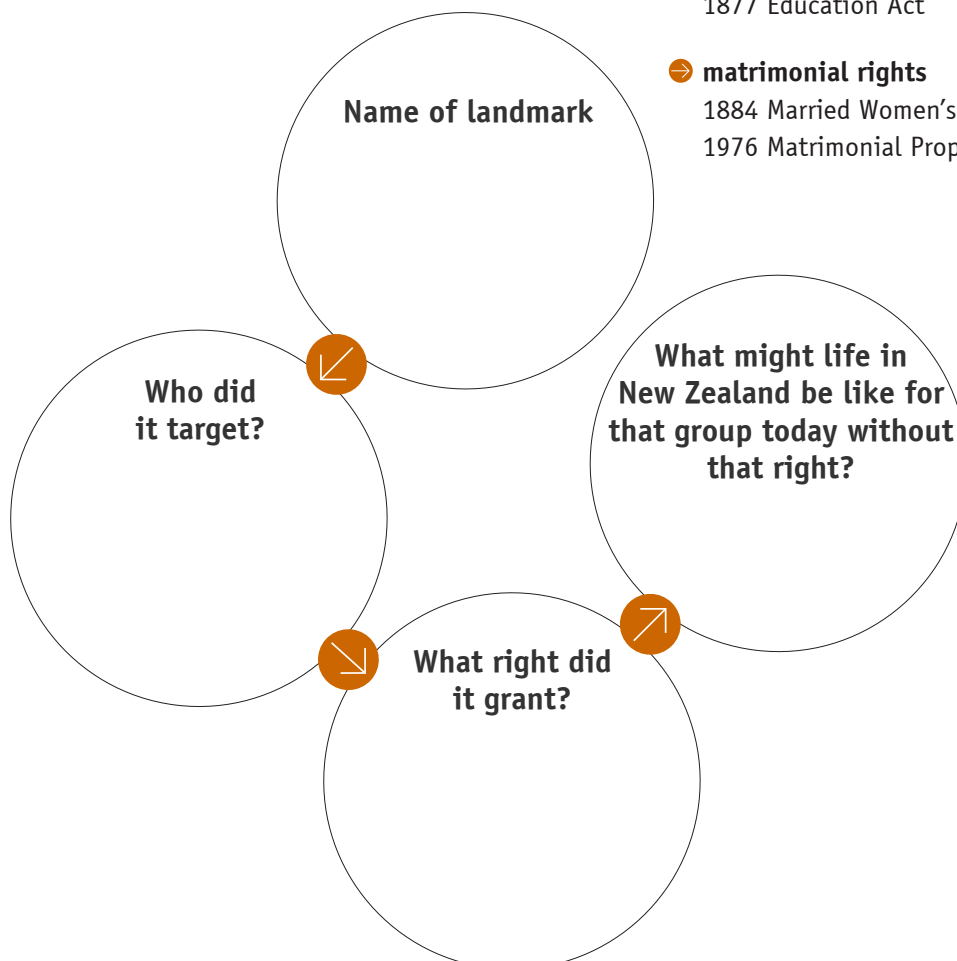
Student Instructions

PURPOSE

When you've completed this activity, you'll be able to identify at least one **human rights landmark** in New Zealand and will have an idea of some of the rights you enjoy.

LANDMARK HIGHLIGHTS DIAGRAM

From the information about the landmark you've chosen, fill in the Landmark Highlights diagram:



WHAT YOU DO

Part 1: A landmark of New Zealand rights

Choose a landmark that reflects the establishment of a right in New Zealand.

Some examples among the Landmarks for New Zealand Women are:

➔ voting rights

- 1852 Constitution Act
- 1867 Municipal Corporations Act
- 1893 Electoral Act

➔ employment rights

- 1873 Employment of Females Act
- 1894 Industrial Conciliation and Arbitration Act
- 1972 Equal Pay Act

➔ education rights

- 1877 Education Act

➔ matrimonial rights

- 1884 Married Women's Property Act
- 1976 Matrimonial Property Act.



Monumental Stories

ACTIVITY 2: IT'S MY RIGHT

Student Instructions

Part 2: The New Zealand Bill of Rights

Look at the New Zealand Bill of Rights or the list of rights provided with this activity and choose a maximum of five rights that are especially important to you.

For each right you've chosen, use pictures, words, or symbols to illustrate or describe the right and then explain why it is important to you, as follows:

My chosen rights	Illustrations (pictures, words, or symbols)	This right is important to me because ...
1.		
2.		
3.		
4.		
5.		

Something to Think About ...

We assume today that these rights are ours, but how did we get them, and who contributed?

