

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 1)



Name:

## Resource Sheet 2.1

Can be used to meet

Assessment Criteria: L1 1.1

### Title: My basic human rights

Below are six images. They show different human rights.

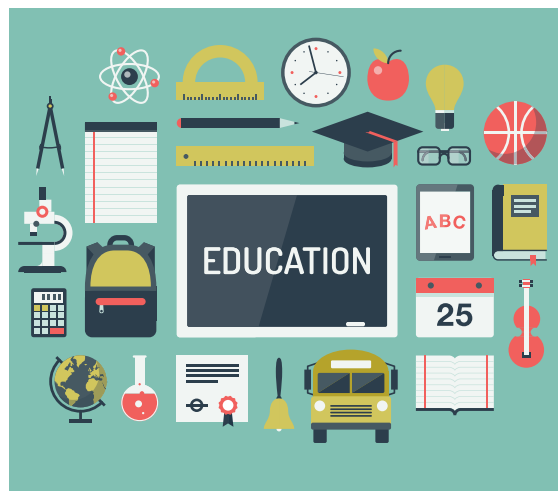
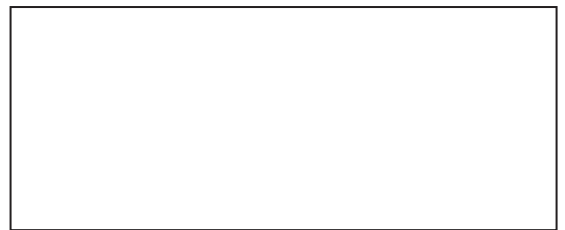
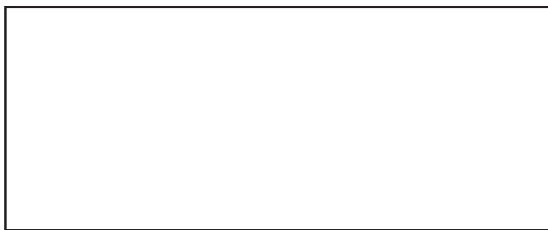


# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 1)

EQUALITY  
FOR  
ALL

Speak  
UP



# Task Sheet

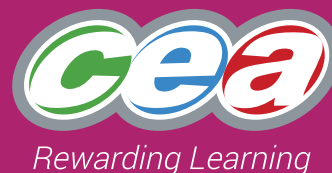
Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 1)

Below are six cards. Each one states a human right.  
Cut out and match each card to one of the images.

The right to life	The right to express your views	The right to have a religion
The right to protest peacefully	The right to be treated equally	The right to education

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 2)



Name:

## Resource Sheet 2.2

Can be used to meet

Assessment Criteria: L2 1.1

### Title: The importance of human rights

Below are six cards. Each one states a human right.  
Cut out the cards and place them in order of importance.

The right to life	The right to express your views
The right to protest peacefully	The right to be treated equally
The right to have a religion	The right to education

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 2)

The most important human right should be **first** and the least important **last**.

1
2
3
4
5
6

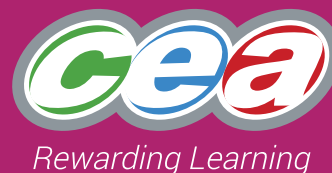
Write down your two most important human rights.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 2)



Name:

## Resource Sheet 2.3

Can be used to meet

Assessment Criteria: L2 1.1

### Title: Human rights: True/False

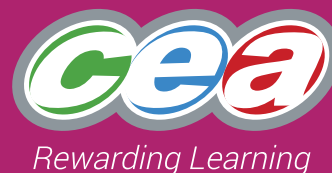
Read the following statements about human rights.  
Put a tick in the box to indicate True or False.



	True	False
1. Everyone has the right to do anything they want	<input type="checkbox"/>	<input type="checkbox"/>
2. Everyone has the right to freely express their views	<input type="checkbox"/>	<input type="checkbox"/>
3. Everyone has the right to life	<input type="checkbox"/>	<input type="checkbox"/>
4. Everyone has the right to have a garden	<input type="checkbox"/>	<input type="checkbox"/>
5. Everyone has the right to have a religion	<input type="checkbox"/>	<input type="checkbox"/>
6. Everyone has the right to be treated equally	<input type="checkbox"/>	<input type="checkbox"/>
7. Everyone has the right to have a car	<input type="checkbox"/>	<input type="checkbox"/>
8. Everyone has the right to participate in a march	<input type="checkbox"/>	<input type="checkbox"/>
9. Everyone has the right to an education	<input type="checkbox"/>	<input type="checkbox"/>
10. Everyone has the right to a fair trial	<input type="checkbox"/>	<input type="checkbox"/>

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



Name:

## Resource Sheet 2.4

Can be used to meet

Assessment Criteria: L3 1.1

### Title: Human rights

Below are ten human rights.

Number them in order of their importance from 1 to 10. 1 is the most important. 10 the least important.

Human right	Number
The right to health care	
The right to freely express your views	
The right to life	
The right to have a religion	
The right to participate in a march	
The right to be treated equally	
The right to privacy	
The right to a fair trial	
The right to education	

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)

Write down your top 3 human rights. Explain what each one means.

1. \_\_\_\_\_

Explain this human right.

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2. \_\_\_\_\_

Explain this human right.

---

---

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3. \_\_\_\_\_

Explain this human right.

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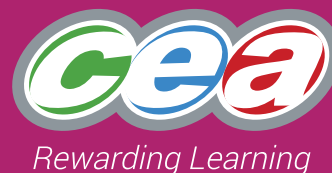
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# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



Name:

## Resource Sheet 2.5

Can be used to meet

Assessment Criteria: L3 1.1

### Title: Finding out about human rights

Use the internet to research human rights.  
You could visit the websites below or you can research your own websites.

1. Human Rights Education Toolkit for Children – Equitas  
[www.equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit\\_En.pdf](http://www.equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf)
2. The Guardian – Universal Declaration of Human Rights Children’s Edition  
[www.theguardian.com/books/gallery/2008/oct/17/amnesty-declaration-human-rights-children](http://www.theguardian.com/books/gallery/2008/oct/17/amnesty-declaration-human-rights-children)
3. UNICEF – Magic  
[www.unicef.org/magic/users/children.html](http://www.unicef.org/magic/users/children.html)
4. UNICEF – resources  
[www.unicef.org/siteguide/resources\\_27932.html](http://www.unicef.org/siteguide/resources_27932.html)

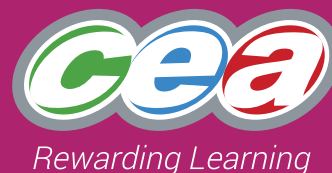


### My human rights websites

Name of website	Web link	Date last visited

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



Name:

## Resource Sheet 2.6

Can be used to meet

**Assessment Criteria: L3 1.1/2.1**

### Title: My Examples of Three Human Rights

Write down three examples of human rights.

Example 1: \_\_\_\_\_

Explain why this is an important human right.

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Example 2: \_\_\_\_\_

Explain why this is an important human right.

---

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Example 3: \_\_\_\_\_

Explain why this is an important human right.

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# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 1/2)



Name:

## Resource Sheet 2.7

Can be used to meet

**Assessment Criteria: L1 2.1/2.2**

**Assessment Criteria: L2 2.1**

## Title: Expressing our views

The 11 images below show different ways that you can express your views.



Writing a letter



Sending an email



Talking about your views on the phone



Writing a newspaper article

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 1/2)



A young person talking to others



A young person giving a speech or presentation



A young person talking to the teacher



A young person talking to a parent



A young person taking part in a peaceful march



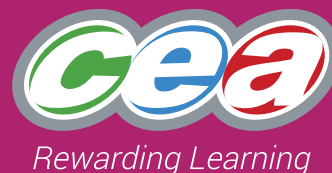
A young person drawing a picture



Using social media

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 2)



Name:

## Resource Sheet 2.8

Can be used to meet

**Assessment Criteria: L2 2.1**

## Title: Expressing their views

### Question

List two different ways that people can express their views.

1. \_\_\_\_\_

2. \_\_\_\_\_

Write down any other ways that people can express their views.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

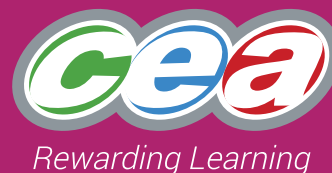
4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 2)



Name:

**Resource Sheet 2.9**

Can be used to meet

**Assessment Criteria: L2 2.2**

**Title: Expressing my views**

## Question

Write down two examples to show how you have expressed your views.

Example 1:

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Example 2:

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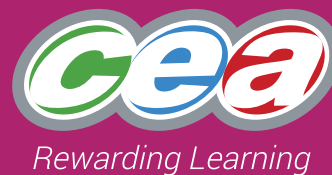
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# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



**Name:**

**Resource Sheet 2.10**

Can be used to meet

**Assessment Criteria: L3 3.1**

**Title: Expressing my views**

**Question:**

Write down three examples to show how you have expressed your views.

**Example 1:**

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---

---

**Example 2:**

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**Example 3:**

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# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



Name:

## Resource Sheet 2.11

Can be used to meet

**Assessment Criteria: L3 3.2**

### Title: Why is it important for individuals to be able to express their views?

Below are some reasons why it is important for people to express their views.

Helps people to understand each other

Helps people to share their ideas

People to say what they think and how they feel

Can help to change other people's views

People can tell others if they think something is wrong

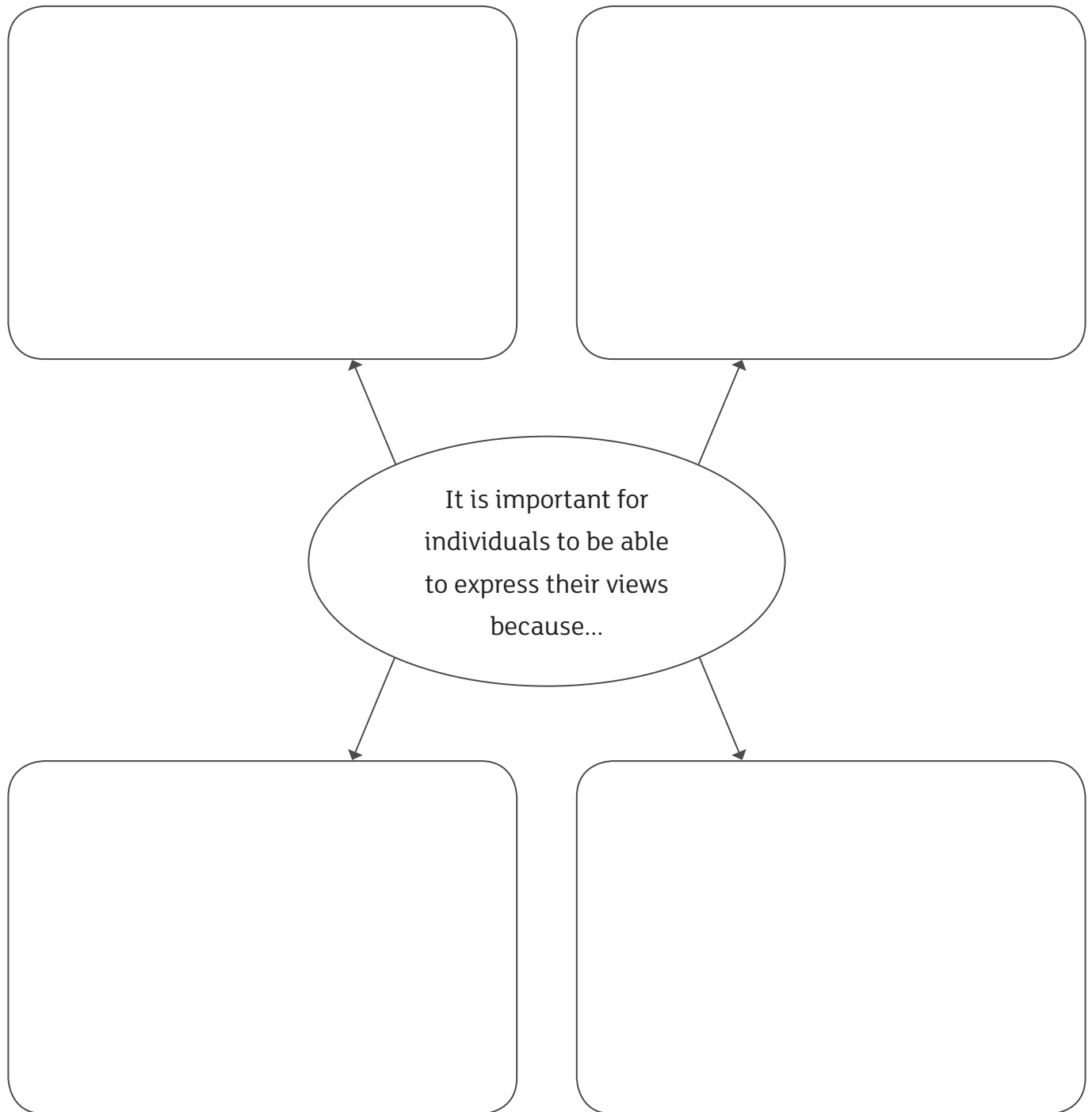
Can make you feel better



# Task Sheet

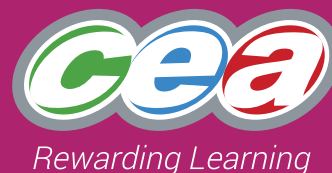
Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)

Write down four reasons why it is important for individuals to be able to express their views.  
Use the boxes below.



# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



Name:

## Resource Sheet 2.12

Can be used to meet

Assessment Criteria: L3 3.3

### Title: Part A: Planning to communicate my views

Answer the following questions to help you decide what issue or cause you would like to talk about to others.

1. What issue or cause do you feel strongly about?

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2. Why do you feel strongly about this?

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3. Is there something you would like to change?

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4. What could you do to change things?

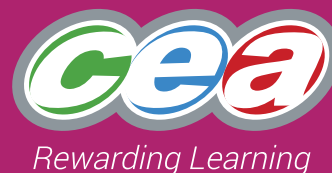
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# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



**Name:**

## Resource Sheet 2.12

Can be used to meet

**Assessment Criteria: L3 3.3**

### Title: Part B: Thinking about how I will communicate my ideas

Answer the following questions to help you decide how you will communicate your ideas to others.

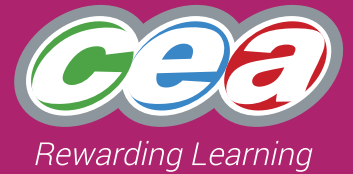
There are different ways to communicate ideas about your issue or cause. List three.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- Think about which would be your first choice, and last choice.
- Think about what you need to do to prepare.
- Share your ideas with others.
- Use your answers from **Part A** to help you communicate your ideas.

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 1)



Name:

Resource Sheet 2.13

Can be used to meet

Assessment Criteria: L1 3.1/3.2

Title: Being responsible

Below are 10 images showing ways that a young person can be responsible.



Helping with housework



Helping another person

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 1)



Being on time



Keeping a neat and tidy appearance



Be careful crossing the road



Keeping their room tidy

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible



Walking the dog



Doing homework



Using the internet safely



Using money wisely

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 2/3)



Name:

## Resource Sheet 2.14

Can be used to meet

**Assessment Criteria: L2 3.1**

**Assessment Criteria: L3 4.2**

### Title: Why is it important for individuals to be responsible?

Below are some reasons why individuals should be responsible.

Individuals should be responsible because...

Their behaviour and actions affects others

They have a role to play in society

It helps to make society a better place to live in

If individuals did not take responsibility for their actions, they could do whatever they wanted and not care about others

It helps them to take care of their own health and wellbeing

It helps them to think about others

Write down one reason why individuals should be responsible

Individuals should be responsible because... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

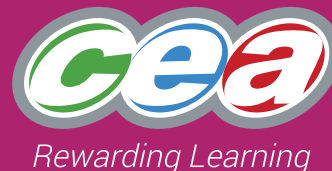
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# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



Name:

Resource Sheet 2.16

Can be used to meet

Assessment Criteria: L3 3.2

## Title: Demonstrating individual responsibility

In the first column write down three situations when you demonstrated individual responsibility.

In the second column write down your actions, what you did.

In the third column write down how this showed individual responsibility.

	Situation 1	Situation 2	Situation 3
Your actions			
How did this demonstrate individual responsibility?			

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



Name:

**Resource Sheet 2.17**

Can be used to meet

**Assessment Criteria: L3 4.2**

**Title: Responsible**

Write down three reasons why individuals should be responsible

Individuals should be responsible because... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Individuals should be responsible because... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Individuals should be responsible because... \_\_\_\_\_

\_\_\_\_\_

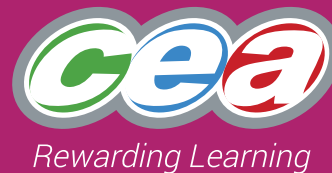
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Task Sheet

Entry Level Learning for Life and Work:  
Unit 2 My Rights and Being Responsible (Level 3)



Name:

## Resource Sheet 2.18

Can be used to meet

**Assessment Criteria: L3 4.3**

### Title: Demonstrating respect for others

In the first column of write down three situations when you demonstrated respect for others.

In the second column of write down your actions, what you did.

In the third column of write down how this showed respect for others.

	Situation 1	Situation 2	Situation 3
Your actions			
How did this demonstrate respect for others?			