Warmer – Rights and freedoms

Work alone. Choose four of the rights and freedoms below that are most important to you.

1. The freedom to wear whatever you want
2. The right to be treated equally whatever your gender, race, religion etc.
3. The right to keep your personal information such as your salary or your date of birth private
4. The freedom of the media to report on any topic and to express opinions
5. The freedom to express your personal opinions and ideas publicly
6. The freedom to choose what religion you follow
7. The right to a fair trial and to due process, where the law must respect all your legal rights

When you have finished, tell your partner what you have chosen and why.

The most important for me is the right to wear what I want. Everyone should have the freedom to decide what clothes they wear.

But what about doctors and teachers? Do you think they should be allowed to wear anything they want?

Task 1 – Video 1 (Baroness Royall): Listening comprehension


Watch the video of Baroness Royall discussing whether she thinks personal freedoms have increased.

Answer the questions below:

1. Which three of the following groups does Baroness Royall mention?

   homosexuals   women   children   minorities
   unemployed people   poor people
2. Why does she think these groups have more freedom?

3. Does Baroness Royall support her government’s response to 9/11?

4. Complete the Baroness’s sentence:

   The freedoms of a few to commit acts of gross violence curbed the freedom of others

   to _____________________________________________________________

Task 2 – After Video 1: Your reactions

   Work in pairs and discuss the questions.

1. In the video, Baroness Royall mentions new technologies. How do you think the technological developments below have affected people’s privacy and personal freedom?

   - CCTV
   - Smartphones
   - Social networking sites
   - Online banking and shopping
   - 24-hour news
   - Google streetview

2. The Baroness states that increased opportunities have led to increased freedom for certain groups. Look at the list below and discuss how they have improved opportunities for the three groups she mentions.

   - Increased access to education
   - Improved financial situation
   - Better access to health care
   - Better employment opportunities
   - Increased equality and less discrimination
   - Any other suggestions

3. The Baroness feels that it is right to curb the rights of a minority, such as people who are suspected of terrorist offences, to protect the majority of people. Do you think she is correct?
Task 3 – Before Video 2 (Baroness Hamwee): Vocabulary

Work in pairs. Match the terms below with their definitions:

1. Stop and search
2. Stalking
3. Trespass
4. Breaking and entering
5. Non-violent protest
6. Detention without charge

a. An unauthorized entry upon another person’s/people’s land.
b. The right of the police to stop a person or a vehicle if they have a “reasonable” suspicion that they are going to break the law.
c. Entering a residence or other enclosed property through force without permission.
d. The right of the government to keep people suspected of terror offences in prison without charging them with a crime.
e. Unwanted or obsessive attention by an individual or group toward another person.
f. The practice of demonstrating/protesting without using violence.

Task 4 – Video 2 (Baroness Hamwee): Listening comprehension


Watch the next video and answer the following questions:

1. Which of topics 1 to 6 in task 3 does Baroness Hamwee mention?
2. Who does she think Parliament belongs to?
3. What situation does she describe as ‘silly’?
4. Does she think it is right or wrong for protestors to make politicians feel uncomfortable?

Task 5 – Our personal freedom: Discussion questions

Work in small groups. Look at the situations on the cards your teacher gives you. Discuss your reactions – who do you support in each situation? Why?
Task 6 – Personal freedom and our right to privacy: Discussion questions

1. Work in pairs and small groups. Make a list of which organisations you think have a need to a right to know personal information about us. Example: a bank.

2. Your teacher will give you one organisation to discuss. Work in small groups and look at the questions below. Decide which of the pieces of information on the sheet your organisation has a right to know about you and why. You can add your own ideas if you want to.

Example

Student A: I hate it when I’m on the phone to my bank, and they ask me my date of birth. It’s my business how old I am, not theirs!

Student B: But banks need to be able to ask people information like their date of birth, so they can prevent fraud!