



Re-imagining Magna Carta for Today

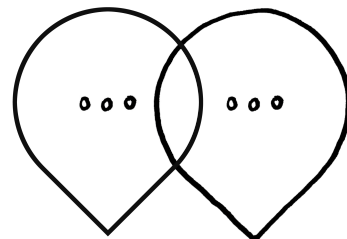
**A facilitation guide for teachers
and youth workers**



**Cumberland
Lodge**



**Attorney
General's
Office**



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This guide was produced by Cumberland Lodge with support from the Attorney General's Office. Dr John Stanton, City St George's University, was the academic consultant.

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Please let us know if you use the guide, and how it went.

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Introduction

2025 marks the 800th anniversary of the final Magna Carta's sealing by Henry III, son of King John. It remains a landmark document in British law, establishing principles of civil liberties and that no one, not even a king or prime minister, is above the Rule of Law.

However, we now face a time when these principles are being challenged by populist and authoritarian leaders across the world. This is made worse by declining trust in democratic and civic institutions, particularly among young people.

In June 2025, the Attorney General's Office and Cumberland Lodge brought together 50 young people to learn about the importance of Magna Carta and the Rule of Law, how it still applies to their lives, and what they would include if they were writing Magna Carta today.



This facilitation guide for teachers and youth workers has been developed as part of that workshop, including material and activities used during the day. Aimed at 16-18 year olds, the guide contains material for approximately four to five hours, although this can be broken down into shorter segments, and activities can be adjusted to suit the group.

The learning outcomes include:

- raising awareness of the importance of the Rule of Law and how it affects young people's lives;
- identifying and addressing contemporary challenges to the Rule of Law;
- and re-designing Magna Carta for the 21st century.

This guide provides an overview of what the Rule of Law means and a brief history of Magna Carta, with links to supporting resources and additional material at the end. There are activities and prompts that can be used to generate discussion and guide participants in writing their own Magna Carta.

We recommend the following resources: flip chart, post-it notes, felt tip pens, spare pens and paper on tables arranged cabaret-style for group work.

1. What is the Rule of Law and what's it got to do with my life today?

This section explores how the law is embedded in things we do every day, and what might happen to our society if we didn't have it.

Icebreaker (15 minutes)

Working in small groups, ask participants to identify a law they followed that day and share it with the rest of their group. They can make a list of these laws and then think about what would happen if those laws didn't exist. Ask each small group to then share their responses with the rest of the group. (*Examples could include: road rules, wearing seatbelts, access to education*).

You could also use a **movement-based activity**. For example, ask participants to move around a room in the same direction. Gradually, quietly, ask several participants to 'break the rules' by moving in the opposite direction or placing obstacles in the way of people's movement. At the end of the exercise ask participants how it felt when the rules were 'broken' or when they had to navigate around obstacles.



Key points for discussion (15 minutes)

Focus on participants' responses to the question of 'what would happen if these laws didn't exist'. The activity highlights that laws allow society to function more smoothly. Laws can keep us safe, provide a way to resolve disputes, and help us make better plans because we can predict what will happen, whether that's driving a car on the same side of the road or running a business knowing that everyone has to follow the same rules.

This legal system is part of **the Rule of Law**: a set of principles based on the idea that we are governed by established laws rather than random decisions by political leaders. The Rule of Law sets out our rights, what we can and can't do in a society, and ensures we are all protected and treated the same. The Rule of Law limits the power of governments, ensuring they are accountable to the law and have to follow it. It also sets out 'a separation of powers', which means that governments, parliaments and courts are independent of each other (e.g. if you are the Prime Minister of the UK, you shouldn't tell a judge what to do, or if you are a member of Parliament you don't have to approve a new law that the Prime Minister introduces, although if you are from the same party you might feel that you have to).

The Rule of Law: Benchmarks

The Council of Europe has set out five key benchmarks for the Rule of Law:

1. Legality: that there is a legal framework that governments and public authorities abide by;
2. Legal certainty: that laws are accessible and widely understood, stable and consistently applied. People know in advance that there will be penalties if the law is broken;
3. Prevention of abuse of powers: that there are safeguards against any abuse of power or corruption;
4. Equality before the law: that there is no discrimination and that equality before the law is guaranteed;
5. Access to justice: that the judiciary are independent and impartial (part of the separation of powers) and that there are fair trials with a presumption of innocence.

In our everyday lives, we can see the Rule of Law in action in the protection of our civil liberties, such as freedom of speech, the right to a fair trial, the ability to peacefully protest, and the right to access the legal system.

For more detail on the Rule of Law Checklist, adopted by the Venice Commission, visit the website of the Council of Europe (link at the end of this guide).

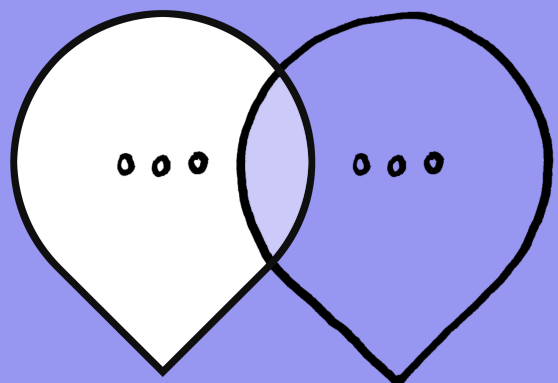
The European Commission also conducts an annual assessment of how the Rule of Law is being implemented across the European Union, available on its website.

These are some of the ideas that young people came up with when we asked them to define the Rule of Law:

'The Rule of Law is a principle that ensures law is applicable and relevant to all, regardless of status.'

'The Rule of Law is how we hold those in power accountable, and must be upheld.'

'The Rule of Law is a balance between the rights of the individual and the exercise of power by others.'



Introducing Magna Carta (20-30 minutes)



The Magna Carta memorial at Runnymede, near to where the charter was sealed.

The Rule of Law developed gradually over hundreds of years but Magna Carta became an important document in enshrining these principles in the UK and internationally.

Initially drawn up in 1215, the original agreement between King John and the barons limited the power of the king, and emphasised the individual's right to a fair trial. Magna Carta was finally confirmed in 1225 by his son, Henry III, after several revisions.

For more background to Magna Carta and why it is still regarded as a foundational document for the Rule of Law, there are links to the following resources at the end of this guide:

- The **Magna Carta Trust** resources for schools
- **The National Archives'** online collection includes excerpts from the original document
- and **History Tools** provides a summary of Magna Carta's enduring importance.

From the 17th to the 20th centuries several more important documents were created that further enshrined the Rule of Law and our civil liberties, including:

- **1689 The English Bill of Rights**, establishing rights including free elections, freedom of speech, the right of petition and just treatment by courts.
- **1787 The Constitution of the USA**
- **1789 French Declaration on the Rights of Man and the Citizen**
- **1789 USA Bill of Rights**
- **1948 The United Nations Universal Declaration of Human Rights**

For the Rule of Law to work effectively, it is important that people in a society respect the laws and know where there are limits to what we can and can't do.

Questions for participants (20 minutes)

Ask participants to identify examples of where the law places limits on their freedoms. Do people have different beliefs about what freedoms they have?

For example, we have the right to protest, but not to protest violently or commit crimes while protesting. We have the freedom to buy what we want, but sometimes there are conditions on our purchases (e.g. how many times you can return clothes to an online retailer). We have the freedom to hold political beliefs, but also a duty to respect democratic outcomes (e.g. to accept the results if our preferred party loses an election or referendum). We have the right to free speech but not to cause harm, harassment or distress by what we say. But our legal system reflects our society at a particular moment in time and our laws can change as society changes. Much of Magna Carta has been repealed and replaced since the 13th century, although it still retains the charter to protect our liberties and protect the right to a fair legal process.

Sometimes there are demands from people to change laws they feel are unfair or unjust. Sometimes there are demands to try to protect existing laws that people want to keep. Examples could include the introduction of anti-discrimination laws to strengthen social cohesion in the UK (Equality Act 2010), new laws that are trying to protect the environment in the face of climate change (Environment Act 2021), or changes to the law that limit forms of protests that some felt were too disruptive (Public Order Act 2023).

Activity (20 minutes)

Place a number of marbles, sweets or similar objects on each table, ensuring there is an odd number of objects relative to the number of people at the table so that they cannot be equally divided. Ask participants to work out their rules so that the marbles can be divided among themselves. ALL the marbles have to be given out.

Key points for discussion (20 minutes)

The aim of this activity is to get participants to begin thinking about how different people and groups in society might have different ideas about what is 'fair' or 'just'. This can be related to different levels of power that individuals and groups have, and links to the next section on how the Rule of Law is being threatened.

- What were the principles they used to work out how to share the marbles (e.g. did participants think about 'fairness'? They could use other criteria like age, or ask who might need more marbles).
- Was it difficult to negotiate?
- Is it always possible to be 'fair', especially when there are limited resources?

2. How is the Rule of Law being challenged and what can we do about it?

This section introduces examples of how the Rule of Law and civil liberties are being threatened by governments, using case studies from the UK and around the world.

Activity (20 minutes)

In small groups, think of any examples, in the UK or internationally, where the Rule of Law is being challenged.



This is not about individuals who might break a law, but rather governments or organisations who challenge the legal system, that is, the principles and civil liberties noted earlier that make up the Rule of Law. If participants have connection to Wi-Fi they can research online to find examples.

What are some of the justifications that a government or organisation might use to roll back the Rule of Law? Are these justifications valid?

Key points for discussion (20 minutes)

Examples could include:

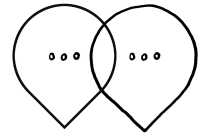
- cases in some countries where judges have faced political pressure or attempted bribes
- countries that have experienced threats to free speech
- cases where governments have undermined decisions and due process by the court system for personal or political gain.

A common theme in these examples is that when governments or political parties try to push back against the principles of the Rule of Law, they are trying to place themselves above the law. But there are also more subtle ways that the Rule of Law can be challenged and eroded.

The legal charity, Justice, published a report in 2023 that highlights some of the threats and challenges facing the Rule of Law in the UK. Search for “Rule of Law” at [justice.org.uk](https://www.justice.org.uk)

Questions for participants (10 minutes):

- Can everyone afford legal representation in the UK? If not, do they have fair access to the law?
- Do young people have as much influence on how laws are made in the UK as older people?



Key points for discussion (20 minutes)

The principles of the Rule of Law are widely considered as necessary for maintaining a strong society, economy and democracy. But as the examples above show, the Rule of Law can be ignored by an authoritarian government, or it can be made inaccessible to some people because of forms of inequality.

So how can we support the Rule of Law and make it even stronger so that everyone can be protected by its principles of justice, fairness and civil liberties?



The Jurors art installation at Runnymede, near the Magna Carta site.

Activity (20 minutes)

In small groups, come up with ideas for how we might reverse a decline in respect for the Rule of Law.

These are some of the responses that young people came up with when we asked them this question:



- education: make politics a compulsory subject;
- understand what it would be like without the Rule of Law;
- economic equality: to decrease support for political parties that are not democratic.
- better representation among politicians;
- make government more transparent and the justice system more accessible;
- politicians to uphold the Rule of Law;
- listen to a broader range of opinions on social media, and negatively rate social media channels if they spread false information.



We can see examples across the world of how people can come together to check government power, or protest against governments that try to roll back the Rule of Law.

Can you think of examples in parts of the world where social groups have stood up for their beliefs to protect their rights?

Building on these ideas, the following section guides participants to think about how we might support and strengthen the Rule of Law through re-imagining what Magna Carta might look like today if it was updated.

3. Re-imagining Magna Carta (60-90 minutes, depending on numbers)

In this section, participants will have a chance to take what they have learned from the previous two sections, and update Magna Carta so that it will include protections for issues that are important to them.

Introducing Magna Carta (20-30 minutes)

1. Recap the key points from the first two sessions.

This can include thinking about how our understanding of rights and civil liberties has changed and what we might need to protect in the future, for example:

- can the environment or artificial intelligence have rights?
- with new forms of digital surveillance, do we need to have more checks on the power of corporations and governments to ensure greater accountability?
- how do we balance the interests of individual countries with living in a global world, where people and goods can move across borders?
- do we need new protections for the rights of migrants and asylum seekers?
- how do we balance minority rights with majority community concerns?
- how are new forms of humanitarian crises impacting on our ideas of human rights and the Rule of Law?

2. Divide participants into small groups to think about how they would update Magna Carta so that it reflects the issues important to them today. There are three questions that you can use as prompts for young people to work with:

1. *Who or what contemporary issues would you like to add to a modern Magna Carta?*
2. *Who in society do you think should help you write your new Magna Carta? (e.g. experts, other young people, politicians, marginalised groups)*
3. *How would you make sure everyone agrees with your new Magna Carta and respects the new laws?*

We encourage young people to be as creative as possible: lots of flip chart, post-it notes, and coloured pens. They can sing or act it out if they want!

3. After they have drawn up their new Magna Carta, the small groups come back to present their Magna Carta to everyone. Leave time for questions for each group:

- Why did groups choose the issues they did?
- Was each group able to agree on all aspects of their Magna Carta?
How did they encourage agreement or deal with disagreement?
- Is there anything missing that other groups thought should be there?

Let us know how it went! Post your new Magna Carta on social media and tag us @cumberlandlodge @attorneygeneral

Section 1: What is the Rule of Law?

The Venice Commission Rule of Law Checklist:

www.coe.int/en/web/venice-commission/-/cdl-ad-2016-007-e

The European Commission assessment:

https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/upholding-rule-law/rule-law/annual-rule-law-cycle_en

Introducing Magna Carta

Magna Carta 800th (Magna Carta Trust):

<https://magnacarta800th.com/schools/books/history-rocks-magna-carta/>

The National Archives:

www.nationalarchives.gov.uk/explore-the-collection/explore-by-time-period/medieval/magna-carta/

History Tools:

www.historytools.org/stories/the-enduring-importance-of-magna-carta-a-landmark-document-in-the-fight-for-individual-rights-and-the-rule-of-law

Section 2: How is the Rule of Law being challenged?

The Justice report (2023):

<https://justice.org.uk/the-uks-longstanding-commitment-to-the-rule-of-law-is-under-grave-threat-according-to-landmark-report-from-justice/>

World Justice Project: <https://worldjusticeproject.org/rule-of-law-index/>

Young Citizens: <https://www.youngcitizens.org/programmes/the-big-legal-lesson/>

Council of Europe: <https://www.coe.int/en/web/north-south-centre/rule-of-law-youth-network>

Act 4 Rule of Law: <https://www.act4ruleoflaw.org/en/news/youth>



A Human Rights Charter for the future

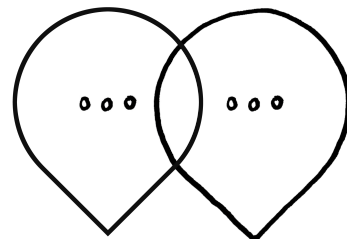
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Introduction

Following the devastation of World War II, countries across the world collaborated to develop landmark legal frameworks that enshrined core human rights and everyday protections including the right to life, freedom from torture, a fair trial, freedom of expression, and protection from discrimination.

These frameworks call for human dignity to be safeguarded and for governments to remain accountable to their citizens through the rule of law. They have influenced legislation, shaped court decisions, and facilitated social change over the last century.

Yet the principles enshrined in human rights declarations and legal practice now face new pressures, including political polarisation, disinformation, the climate emergency, mass migration, and declining trust between institutions and citizens, particularly among young people.

In order to raise awareness of the continued importance of human rights law, the Attorney General's Office and Cumberland Lodge brought together 50 young people in November 2025 to learn more about national and international human rights law, how it applies to their lives, and what they would include if they were writing a Human Rights Charter today.

This facilitation guide for teachers and youth workers draws on that workshop, including activities used during the day that generate discussion and support young people in designing their own Human Rights Charter. The guide also includes links to additional resources that give more detailed history and an overview of how human rights law has developed.

Aimed at 16-18 year olds, the guide contains approximately 4 to 5 hours of learning material, although this can be broken down into shorter segments, and activities can be adjusted to suit the group. The learning outcomes include:

- deepening understanding of human rights law, its history, and why it still matters today;
- identifying new and emerging threats to human rights and how they intersect with young people's lives;
- producing a Human Rights Charter that will engage other young people in learning about the importance of human rights.

We recommend the following resources: flip chart, post-it notes, felt tip pens, spare pens and paper on tables arranged cabaret-style for group work.

1. What are human rights and what have they got to do with my life today?

This section explores how human rights are embedded in things we do every day and that we may take for granted. It explores what society might look like if we didn't have laws that protect our human rights. There are additional links to resources to learn more about specific charters, declarations and laws designed to protect human rights.

Activity 1: Icebreaker (15 minutes)

Working in small groups of 4-6, ask participants to work together to list all the human rights they can think of, and then share their responses with the rest of the group. Examples could include: free speech, the right to vote, right to a fair trial, freedom of religion or belief, access to education and health care, freedom from discrimination.

Activity 2 (20-30 minutes)

Ask each group to compare their list of human rights with those in the UN Universal Declaration of Human Rights (UDHR). Are there any that they missed out? Were they surprised by any differences? If they included rights that aren't in the Declaration, why were these rights important to them?



Handout: The United Nations Universal Declaration of Human Rights
(see link in Resources)



Students working together at the event at Cumberland Lodge in November 2025.

Key points for discussion

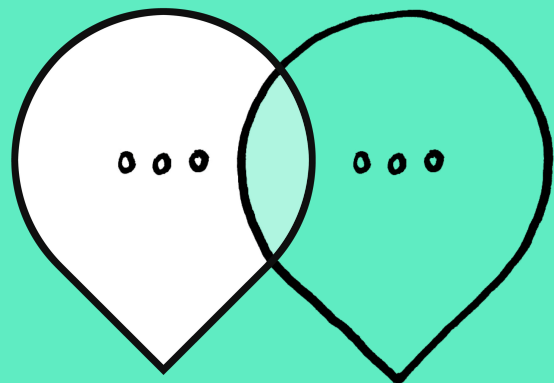
The UDHR was one of the first attempts by countries around the world to agree on a charter of human rights that could apply to everyone. It was developed in the aftermath of World War II, to try to prevent such atrocities and devastation ever happening again. Drafting began in 1946 and the Declaration was adopted by the UN General Assembly in December 1948. It is generally thought to be the foundation of international human rights law on which countries and regions have developed legally binding regulations.

However, the rights listed in the UDHR emerged from hundreds of years of debate about what it means to be human. In the UK, Magna Carta (1215) was an important historical document that established the right to trial and equality before the law, and has influenced the creation of other charters.



See excerpt below and Resources for links to further information on Magna Carta.

'No Freeman shall be taken or imprisoned, or be disseised of his Freehold, or Liberties, or free Customs, or be outlawed, or exiled, or any other wise destroyed; nor will We not pass upon him, nor condemn him, but by lawful judgment of his Peers, or by the Law of the Land.' (**Magna Carta, Clauses 39 and 40**)



Key points for discussion (continued)

Influential enlightenment philosophers such as John Locke (1632-1704) argued that there are 'natural' or 'inalienable' rights; rights we have simply because we are human. For example, the right to life, liberty, and happiness. Other philosophers, like Thomas Hobbes (1588-1679), argued that rights were part of a social contract between governments and citizens, each with responsibilities to ensure the smooth functioning of society.

Other important documents that embedded these idea of rights include France's Declaration of the Rights of Man and of the Citizen (1789) and the United States' Declaration of Independence (1776, see excerpt p5).

'We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed – That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.' **(USA Declaration of Independence)**

Activity 3 (15 minutes)

Following the UDHR (1948), there was further development in how governments approached human rights law. Categories of rights were outlined, for example:

- political and civil rights e.g. voting, protest
- social rights e.g. leisure, education
- economic rights e.g. right to work, not to be exploited
- cultural rights e.g. right to identity

Refer back to participants responses in Activity 1. Could they break down their rights into these distinct categories? Or other categories?

In the decades following the UDHR, regions and countries have developed their own human rights frameworks. The Organisation of African States (1986), Organisation of American States (1969), and League of Arab States (2004) all have regional frameworks (see *Resources for links to these documents*).

Ask participants to compare the UDHR and these regional declarations? Do they notice any differences?

One of the arguments put forward by regional organisations, was that the UDHR was European-centric and didn't take into account the cultural contexts of other countries. The African Charter, for example, calls for the right to development, and the right to end all forms of colonialism. The Council of Europe created the European Convention on Human Rights (ECHR) in 1953, and then established the European Court of Human Rights to interpret the ECHR and enforce the protection of these rights. In the UK, the Human Rights Act of 1998 enshrined the ECHR into UK law, further protecting human rights in this country. It requires the government to respect the rights set out in the ECHR. There are also other legal protections such as anti-discrimination laws.

2. How are existing ideas about human rights being challenged?

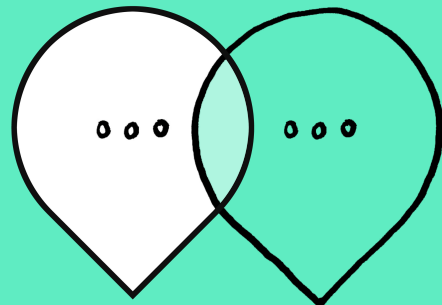
This section highlights how our ideas about rights are changing as society changes and introduces contemporary examples of how existing human rights charters and regulations are being challenged, using case studies from the UK and around the world.

Activity 4 (15 minutes)

Back in their small groups, ask participants to think about what would happen if the existing laws protecting human rights didn't exist. What aspects of everyday life would be different?

Some examples of responses from young people include:

- increased inequality
- 'chaos'
- injustice
- exploitation
- segregation.



Embedding human rights into law can protect individuals and create a safer and more inclusive society that allows for differences. There have been some notable success stories in the UK, for example, the abolition of slavery and the death penalty, the recognition of same-sex marriages, the emergence of the right to privacy, and anti-discrimination legislation.

But as our society changes our ideas about human rights can also change. For example, new technology such as social media has shifted how we might think about the right to privacy. An increasingly digital economy means that there are new ways of working, in the 'gig economy' for example, which is changing how employers manage workers' rights. The environmental movement and artificial intelligence have complicated our understanding of rights as something exclusively human.

Activity 5 (10 minutes)

Ask participants if an animal or artificial intelligence can have rights that need to be protected? What makes something deserving of rights or not?

It is too soon to say if AI will ever be granted the same rights as humans but there are examples today of the allocation of rights to the environment. For example, in 2025 the constitutional court of Ecuador, gave its marine ecosystem rights so that it now has to be protected from human activity such as industrial fishing. Similar cases have been heard in Colombia to protect the Amazon. Animal rights groups have argued in court that animals like elephants have a right to challenge their captivity.

The environment and climate change also highlight areas where national and international law are in tension. Island nations, for example, face threats to life and property due to rising oceans, but international human rights regulations that are meant to protect everyone's rights can be ignored by larger countries that contribute most to the climate crisis.

Even at the local level, in your town or neighbourhood, one person's or group's rights may be felt to infringe on someone else's. For example, the UN Convention on the Rights of the Child states that children have a right to play. But sometimes housing estates restrict this right by putting up signs that forbid 'ball games' or skating, because older residents have a right to not be disturbed.

So how do we balance competing rights? And who has the power to define, determine and enforce them?

Activity 6 (15 minutes)

Place a sign that says 'agree' and 'disagree' on opposite walls. Ask your participants to stand and arrange themselves from one side of the room to the other based on whether they agree or disagree with the following statements. They may change their position when they hear other arguments for why people are standing where they are (they can fully agree/disagree, partially agree/disagree, or stand in the middle if they are not sure):

- You have the right to say anything you want.
- People have the right to protest in public even if it disturbs other people.
- A social media company has the right to use anything you post on their platform.

Ask participants why they have taken the position they have and reflect together on what influences our different positions (e.g. different family upbringing; different cultural background and different personal experiences).

It's important to ensure that all opinions are validated, stemming from participants' personal experience.

Key points for discussion

It is generally agreed that rights have limits, but there is often disagreement over where the limits are. Legal differences can reflect personal and cultural differences. In the USA, for example, there is a strong emphasis on the right to free speech and people can say things they would not be legally allowed to say in the UK under anti-discrimination law. A government might argue that it has to limit the right to protest in order to ensure the safety of other members of society. A social media company could argue that they have a right to do what they want with their platform as it's their property.

There is always an element of interpretation even though the original UN UDHR talks about 'universal' human rights.

Governments can also disagree on how rights are prioritised and interpreted and this has led to a rolling back of some rights, even in countries that have signed the UDHR and regional charters like the ECHR. In some countries there are now laws that restrict the right to protest, laws that restrict prisoner voting, laws that restrict the expression of homosexual identity, and questions over who gets to claim citizenship in an era of mass migration. Sometimes governments ignore certain rights, or sometimes inequalities can make rights inaccessible to some people. For example, young people in poverty may not be able to exercise their right to play due to lack of safe spaces, equipment, or free time.

Activity 7 (20 minutes)

In small groups, think of any examples, in the UK or internationally, where human rights are being challenged. If participants have connection to Wi-Fi they can research online to find examples. How can we tackle threats to human rights and support how human rights adapt to a future where society will be different, so that everyone can be protected?

Some examples of responses from young people include:

- more input from the public into discussions about rights and in decision making
- hold inquiries
- hold governments to account; ensure a greater flow of information
- governments need to act more quickly before conflicts break out
- use social media to share/learn
- pressure governments, shifting public opinion can influence government
- recognise it can take a long time
- learn from past mistakes
- be open to different ideas, break away from echo chambers
- update human rights law to reflect changing society.



3. Creating a Human Rights Charter for the future (60-90 minutes, depending on numbers)

In this section, participants will think further about how we might support and strengthen human rights through creating a Human Rights Charter for the future, including protections for the rights that are important to them.

Recap the key points from the previous sessions. This can include thinking about how our understanding of human rights has changed and what we might need to protect in the future, for example:

- can the environment or artificial intelligence have rights?
- how do we check the power of corporations and governments to ensure they don't breach human rights regulations?
- how do we balance the interests of individual countries with living in a global world, and particularly the challenge of mass migration? Do we need new protections for the rights of migrants and asylum seekers?
- how do we balance minority rights with majority community concerns?
- how are new forms of humanitarian crises impacting on our ideas of human rights?

Divide participants into small groups of 4-6 to create a new Human Rights Charter that reflects the issues important to them today. There are four questions that you can use as prompts for young people to work with:

1. What human rights do you believe are essential to have in your Charter (try to list 5-10)?
2. Are there new human rights that we will need in the future?
3. How can you ensure these rights will be upheld by everyone?
4. What is one key message you would give to future decision makers or politicians to ensure they protect human rights?

We encourage young people to be as creative as possible: lots of flip chart, post-it notes, coloured pens, lyrics if they want to sing it!

After they have drawn up their new Charter, the small groups come back to present it to the rest of the group. Leave time for questions for each group:

- Why did groups choose the elements they did?
- Was each group able to agree on all aspects of their Charter? How did they encourage agreement or deal with disagreement?
- Is there anything missing that other groups thought should be there?
- Did anything surprise you about other groups' presentations?

Let us know how it went! Post your charters on social media and tag Cumberland Lodge and the Attorney General's Office.



Section 1: What are human rights?

The United Nations Universal Declaration of Human Rights:

www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf

The Magna Carta Facilitation Guide:

<https://www.cumberlandlodge.ac.uk/resource/magna-carta-facilitation-guide/>

France's Declaration of the Rights of Man and of the Citizen (1789):

www.elysee.fr/en/french-presidency/the-declaration-of-the-rights-of-man-and-of-the-citizen

USA's Declaration of Independence (1776) and Bill of Rights (1789):

www.archives.gov/founding-docs/declaration-transcript

www.archives.gov/founding-docs/bill-of-rights-transcript

The Organisation of African States framework (1986):

<https://achpr.au.int/en/charter/african-charter-human-and-peoples-rights/>

The Organisation of American States framework (1969):

www.oas.org/en/iachr/mandate/basics/3.american%20convention.pdf

The League of Arab States framework (2004):

www.leagueofarabstates.net/en/humanrights/Committee/Pages/CommitteeCharter.aspx

The European Convention on Human Rights (ECHR)1953:

www.echr.coe.int/documents/d/echr/Convention_ENG

The UK Human Rights Act (1998):

www.legislation.gov.uk/ukpga/1998/42/schedule/1

Section 2: How are existing ideas about rights being challenged?

Ecuador marine life: <https://oceanographicmagazine.com/news/landmark-ruling-gives-ecuador-marine-ecosystems-legal-rights/>

Animal rights: www.independent.co.uk/news/science/elephant-animal-rights-colorado-supreme-court-b2635067.html

UN Convention on the Rights of the Child: www.unicef.org.uk/what-we-do/un-convention-child-rights/