

LESSON PLANNING & ACTIVITIES

Unit 1: Rights & Wrongs

Key questions

HUMAN RIGHTS

- Apart from the Human Rights Convention, was anything else done to prevent 'crimes against humanity' after the 2nd world war?
- Have the laws, conventions and other international efforts to protect human rights been successful?
- Are these the human rights everyone should have - or are some missing?
- Is it a good or bad thing that Britain is seen as a 'safe haven'?
- What human rights should everyone be able to take for granted, wherever they're from?

LEGAL RIGHTS

- Is there any evidence that the rights of some groups are ignored?
- What was the effect of the different Immigration & Nationality Acts? Is it true that they have undermined the rights of some groups?
- Which laws govern the way we receive and treat Asylum Seekers in Britain? What do these laws say?
- Are Asylum Seekers treated better or worse in Britain than in other countries?
- Are these examples just isolated cases of police misconduct, or are they typical?
- Does a person have the right to be protected by the law even if they have broken it?

- What is more likely to get rid of racist attitudes and behaviour – education or legislation?
- Should UK laws against racial discrimination be changed - or scrapped altogether?

RACE RELATIONS

- What is racism?
- Do the laws we have to prevent racial discrimination protect everyone?
- What other democratic rights are protected by UK laws?
- Does the law protect everyone? Should any groups or individuals be excluded?
- What other UK laws are in place to protect people from discrimination and unfair treatment?
- Would it be better to have one big law that covers everyone? If so, what should it say?
- Are Race Relations laws the same in Wales, Scotland and Northern Ireland? And in other EU countries?
- Do we really need Positive Action measures to help create a 'level playing field'? Are they working?
- Is it wishful thinking to hope that one day anti-discrimination laws won't be needed anymore?
- Should the laws against racial discrimination be improved – or scrapped altogether?

SUGGESTED ACTIVITIES TASKSHEET 1: HUMAN RIGHTS | LEGAL RIGHTS

OVERALL AIM:

- To develop pupils' awareness of what racism is and the different ways it is experienced and expressed.

1a – How much do we really know?

Key Skills	Outcomes
KS3: reasoning & asking questions KS4: locating relevant information, using the website to find out more	A better understanding of the human rights abuses that led to the persecution of Jews and other persecuted groups in Nazi Germany

1b – What if...?

Key Skills	Outcomes
KS3: creative thinking KS4: anticipating the consequences	An appreciation of the human and social consequences of racist laws

1c – The day our teachers disappeared

Key Skills	Outcomes
KS3: creative thinking KS4: posing & defining problems, justifying an opinion	An awareness of the consequences of racism in the context of school life and individual choices

1d – What rights should humans have?

Key Skills	Outcomes
KS3: reasoning & asking questions KS4: generating ideas, justifying an opinion, using the website to find out more	An awareness of the activities of Human Rights organisations An opinion about the human rights all people should have An ability to explore, communicate and evaluate views about Human Rights issues

1e – A UK Bill of Rights?

Key Skills	Outcomes
KS3: thinking & communicating KS4: generating & testing out ideas, justifying opinions, using the website to find out more	A view about the value of a UK bill of rights and what it could include.

1f - Rights and Freedoms

Key Skills	Outcomes
KS3: thinking & communicating KS4: justifying opinions, using the website to find out more	An insight into the experiences of South Africans who opposed racist laws

1g – Right – so what do I think?

Key Skills	Outcomes
KS3: thinking & communicating KS4: processing information, justifying an opinion	An understanding of the link between racist attitudes and the denial of basic human rights

CITIZENSHIP

- Is citizenship a right or a privilege?
- Who should be entitled to call themselves British citizens?
- Should all British citizens have the same rights and responsibilities?
- Should everyone who lives in Britain have the right to vote?
- What does it mean for someone to 'fully embrace what it means to be British'?
- Can a person be loyal to more than one country – or does citizenship mean you have to be patriotic?
- Can someone be taught how to be a good citizen? If so, what would the course involve?

SUGGESTED ACTIVITIES TASKSHEET 1: CITIZENSHIP & IDENTITY

2a – What is a Citizen?

Key Skills	Outcomes
KS3: thinking and communicating, reasoning and asking questions KS4: justifying opinions, collecting & processing information, reaching informed decisions, using the website to find out more	An opinion about what it means to be a UK citizen of the UK An awareness of some of the duties and entitlements involved

2b – Rights and Responsibilities

Key Skills	Outcomes
KS3: reasoning & asking questions KS4: locating relevant information, using the website to find out more	The ability to justify an opinion about the rights and responsibilities of a citizen

2c – Views about Citizenship

Key Skills	Outcomes
KS3: thinking & communicating, creative thinking KS4: processing information, justifying an opinion	An awareness of different political views about citizenship and national identity An appreciation of the contribution of some minority ethnic Britons to national achievements

2d – A typical Brit?

Key Skills	Outcomes
KS3: thinking & communicating, creative thinking, reasoning & asking questions KS4: justifying opinions, reaching informed decisions, using the website to find out more	An awareness of Britain's diversity and what motivated some groups to settle in the UK

2e – Being British

Key Skills	Outcomes
KS3: thinking & communicating, reasoning & asking questions KS4: justifying an opinion, locating & collecting relevant information	An awareness of the complexity and diversity of British national identity

THE CRIMINAL JUSTICE SYSTEM

- What part do the police play in the Criminal Justice System? Who else is involved?
- What is a stereotype? Which other groups are stereotyped by the media?
- Are racial stereotypes the only reason why some ethnic groups are over-represented in the courts and prisons?
- How does someone go about proving their innocence if they have been wrongly convicted?
- Have any prisoners ever succeeded in having their sentence overturned?
- Is it true that films and TV programmes depict Black people, Muslims or other minority ethnic groups in a negative or stereotypical way?
- Will attitudes in the CJS improve once there are more people from Black, Asian and other ethnic minority communities working for it?
- Should the CJS stay as it is – or does it need a complete overhaul?

STEPHEN LAWRENCE INQUIRY

- How did Stephen Lawrence's parents set about challenging the police when they weren't happy with the police investigation? Is there anything they could have done differently?
- How would you make a formal complaint against an employer or public authority?
- Was the Stephen Lawrence inquiry right to conclude that the police and other organisations were 'institutionally racist'? What did they actually mean?
- What were some of Macpherson's recommendations? Have they improved things?
- Have the police made any progress in their efforts to recruit more people from ethnic minority communities?
- How successful have the police been in their other efforts to respond to the Stephen Lawrence Inquiry?
- What other 'hate crimes' do the police have to deal with? Have there been improvements in the way these are handled?
- Do recruitment targets work, or would it be better to have quotas?

SUGGESTED ACTIVITIES TASKSHEET 1: THE CRIMINAL JUSTICE SYSTEM

3a - The night Stephen died...

Key Skills	Outcomes
KS3: thinking & communicating, reasoning & asking questions	An awareness of the human consequences of racially-motivated violence
KS4: justifying an opinion, locating & collecting relevant information, using the website to find out more	An understanding of the scale and nature of racially-motivated crimes in the UK

3b - Miscarriage of Justice?

Key Skills	Outcomes
KS3: thinking & communicating, creative thinking, reasoning & asking questions	An insight into cases involving alleged miscarriages of justice
KS4: justifying an opinion, anticipating the consequences, locating & collecting relevant information, using the website to find out more	An awareness of organisations that campaign for civil liberties

3c – What Macpherson said

Key Skills	Outcomes
KS3: thinking & communicating, reasoning & asking questions, problem-solving	Knowledge of the Macpherson Report and some of its key recommendations
KS4: justifying opinions, posing and defining problems	Awareness of the rationale for reporting and monitoring racist incidents in school and society

3d –Sweeping Statements

Key Skills	Outcomes
KS3: reasoning & asking questions, working with others	An understanding of stereotypes and how they are used to typecast different groups in society
KS4: justifying opinions, generating and testing out ideas	An ability to recognise, analyse and challenge popular stereotypes

3e – Targets & Milestones

Key Skills	Outcomes
KS3: thinking and communicating, reasoning & asking questions	Insight into the effects of discrimination on people from minority ethnic communities
KS4: justifying an opinion, locating & collecting relevant information, using the website to find out more	An awareness of how employment targets can be used to tackle BME under-representation in the workforce

3f – Who's going to prison?

Key Skills	Outcomes
KS3: thinking and communicating, reasoning & asking questions	Experience of analysing and interpreting data by racial group
KS4: justifying an opinion, locating & collecting relevant information, using the website to find out more	An insight into the An awareness of how employment targets can be used to tackle BME under-representation in the workforce

REFUGEES & ASYLUM SEEKERS

- What motivates a person to seek refuge or asylum in another country?
- Is there any difference between a refugee and an asylum seeker?
- Is there a difference between an economic and a political refugee?
- Do journalists and reporters generally give a balanced view of asylum seekers?
- What evidence is there that asylum seekers are more likely to be victims of hate crimes than other groups?

SUGGESTED ACTIVITIES TASKSHEET 1: ASYLUM SEEKERS

4a – What the Papers say...

Key Skills	Outcomes
KS3: reasoning and asking questions KS4: justifying opinions, locating & collecting relevant information	An ability to identify the way tabloid newspapers can popularise negative attitudes towards asylum seekers An awareness of the experience of seeking asylum

4b – Do Newspapers take sides?

Key Skills	Outcomes
KS3: thinking and communicating, creative thinking, reasoning and asking questions KS4: justifying opinions, , locating, collecting and processing relevant information	An understanding of bias in newspaper reporting, and the laws that control the press Knowledge of how to construct and compile a newspaper report

4c – Every Picture Tells a Story...

Key Skills	Outcomes
KS3: thinking and communicating, reasoning and asking questions, creative thinking KS4: justifying opinions, locating, collecting and processing relevant information	An understanding of how newspaper images can create and reinforce biased opinions Awareness of how to present a balanced viewpoint

4d – Number-crunching

Key Skills	Outcomes
KS3: thinking and communicating, reasoning and asking questions KS4: collecting and processing relevant information, reaching informed decisions	An ability to understand and interpret statistical data Knowledge of how to present numerical data by using different graphs

4e – Sayran's Story

Key Skills	Outcomes
KS3: reasoning and asking questions, creative thinking, working with others KS4: collecting and processing relevant information, justifying opinions, reaching informed decisions	An awareness of the human rights case for granting asylum Insight into the experiences of asylum seekers in the UK