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| **What is being discussed** | **Who is talking/ leading activities** | **Time spent on the segment** |
| Introduce myself, Beth and Andrew to the class. Explain that we will be discussing Human Rights. Use slides 1 and 2 in this segment. Explain what Human Rights are. Explain where Human Rights have come from | Jessica | Around 3 minutes doing this. |
| Using slide 3 explain each point on ECHR. Explain how the ECHR was formed, when is was formed, how many member states there are, and the ECtHR.  Explain to class it is important for them to know it is separate from EU | Jessica | Around 3 minutes |
| Using slide 4 a 3-minute activity. Ask the students to name as many human rights as they can. Put them in groups of 3 or 4 (depends on numbers) | Jessica | 3 minutes |
| Using slide 5 explain the human rights act 1998. Explain how this is how UK have implemented ECHR into their domestic law. No need to go to ECtHR. Briefly explain about declaration of incompatibility. | Jessica | 3 minutes |
| Using slide 6 ask them to discuss in their groups what human right they think should be protected in the 21st century and why. Give them 3 minutes to discuss what human right between them. 1 minute to pitch their idea and explain why.  1 minute to explain implication of that and how it may work | Jessica | 5 minutes |
| Explain to the students that we will be focusing on equality. Using slides 7 and 8 explain what equality is.  Slide 7 – explain to students that we will be focusing on the article 7 of the UDHR which discusses equality. Ask them to think about what equality means and ask them to shout out answers. Ask them what they think inequality is and ask them for their answers.  Slide 8 - talk the students through the equality act 2010 and why it was put in place. | Jessica | Around 5 minutes on this. |
| Using slide 9 Ask students what they think are the protected characteristics under the Equality Act 2010. Ask them to give me their answers. Reveal one by one the protected characteristics | Jessica | Around 2 minutes on this. |
| Tell students we are going to do an activity now. Split them into groups of 4/5 if possible. Ask them to look at each scenario and they can have around 2 minutes discussion to determine the answer to the question on each slide. Using slides 10 – 17 to complete this activity. Slides 10,11,13,15 & 16 will be yes, they are discrimination – brief explanation as to why they are discrimination cases. Slides 12 and 14 &17 will not be discrimination cases. Again, briefly discuss as to why they are not discrimination.  After students have given answers to each scenario ask them why they have answered like that. | Jessica & Beth to share slides | Around 3 minutes per scenario  5 scenarios  Total time taken should be around 15 minutes |
| Using slide 18 ask students why they think equality is important – 1-minute discussion.  Ask students when equality can cause issues – 1 min  Ask students if they think the law governs equality well now – 1 min  Ask students what adjustments can be made to accommodate equality – 1 min  Ask students to discuss positive discrimination – 1 min  Finish with discussion around what can be done if discrimination arises – use slide 19 to show different ways to get help and support etc | Jessica | 6 minutes |

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| Risks | Action taken to rectify risks. |
| Students running late | Will take shorter amount of time to complete an activity. Eg cut it from 5 minutes to 3.  Could cut an activity out (would cut the naming the Hr rights out) |
| Technology not working in school | Will have the presentation printed out, so I can still go through it. Will write on white board if I can what I am speaking about. Will read out scenario’s. |
| Kid’s won’t interact | Will walk around and listen to their discussions between themselves and give little hints or tips to encourage them to speak up.  Make sure the atmosphere is relaxed.  When walking around point out good points I have heard in their group discussions (may encourage them if I point out that their idea was good).  Carry on and explaining the slides to them. |
| Over running of session | To control the over running of the session I will ensure I stick strictly to the timings. I will make sure that if one activity or slide over runs the time allocated I make up for it by shortening another activity or slide. If needs be I will eliminate the one of the scenario’s |