

WJEC Eduqas GCE AS in LAW

Component 2 Human Rights Law Suggested Activities



Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

**AREA OF STUDY: Human Rights Law – The rules of human rights law
(distinction between rights and liberties)**

Key Points:

- Learners should be able to define the terms ‘human rights’ and ‘civil liberties’.
- Learners should be able to identify civil & political rights & social & economic rights and provide examples for each.
- Learners should be able to explain the distinction & similarities between rights and liberties.
- Learners should be able to explain the main theories – Locke, Rawls, Dworkin, Bentham.
- Learners should be able to explain how these theories are incorporated into both domestic & international law.

Provides an opportunity to develop the following skills:

- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of the legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:

1. Organise the class into small groups and ask them the following questions:

Where do rights come from?

What values do they promote?

What do you think is meant by 'human rights' & 'civil liberties'? Give examples?

How are rights balanced with other rights & collective issues?

How are rights enforced?

Feedback answers to class (can be done using flipchart paper, whiteboard etc.)

2 Facilitate class discussion of the theories - Dworkin believes every state has a duty to treat ALL of its citizens with equal concern & respect even those who have unpopular views. Do you agree? E.g. Facilitate discussion of terrorism cases, freedom of speech / freedom of religion and other issues, e.g. should people be able to have freedom of expression even if it offends others?

Discuss the case of *A & Others v Secretary of State for the Home Department* (2004). <http://www.lawteacher.net/cases/public-law/a-and-others-v-uk.php>

3. Research the rights and liberties of other countries e.g. America, North Korea -

feedback to class <http://www.ushistory.org/gov/10.asp>

<https://www.hrw.org/asia/north-korea>

Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

AREA OF STUDY: Human Rights Law – The rules and theory of human rights law (the ECHR)

Key Points:

- Learners should be able to explain the history of the setting up of the Council of Europe and the drafting of the European Convention.
- Learners should be able to discuss the European Convention on Human Rights and the various Articles.
- Learners should be able to explain the machinery established under the Convention for protecting human rights particularly the role of the European Court of Human Rights.

Provides an opportunity to develop the following skills:

- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:

1. Organise the class into small groups and ask them to do the following task:

What rights do you think are in the Convention? What rights do you think should be in the Convention. In pairs / groups draft your own Convention.

This task could be done in a poster format, or using flipchart paper, smartboard etc. This task could also be done as '**market place activity**' - Instructions for this:

Stage 1 – Preparation. Each group discusses their draft convention and converts it into a poster.

Rules for the poster: no more than ten words. (Learners must put their ideas into other formats, this will make them remember them better, e.g. to illustrate right to a fair trial they could draw a court room) they can use unlimited numbers, initial letters, symbols, diagrams, drawings.

Stage 2 – One learner in each group stays with their poster (the stallholder) to explain the poster to visiting researchers from the other groups. Researchers go to find other information from other posters and make notes to take back to their original group.

Stage 3 – Teaching. The researchers go back to their group and teach the stall holder and the others what they have found out.

Feedback answers to class. Compare draft Conventions with the rights in the ECHR.

2. Learners to research cases taken against the UK and to feedback results of research in class.

D v UK (1997) ;Chahal v UK (2007);Pretty v UK (2002);Goodwin v UK (2002);Evans v UK (2007) etc.

Component 2

EXAM LEVEL: AS LEVEL

AREA OF STUDY:

Human Rights Law – Protection of Rights and Freedoms in the UK

Key Points:

- An understanding of the protection of rights and freedoms in the UK.
- Protection of rights and liberties within the UK constitution.
- Learners should be able to explain the history and scope of The European Convention on Human Rights and its application within the European Court of Human Rights.
- Learners should be able to explain and evaluate the impact of the Human Rights Act 1998.
- Learners should be able to debate the merits and demerits of a UK Bill of Rights.
- Learners should be able to discuss criticisms of human rights including the entrenched nature of the HRA in the devolutionary settlement of Scotland and Northern Ireland.

Provides an opportunity to develop the following skills:

- Analysis of legislation by applying the rules and principles of statutory interpretation and analysing case law by applying the doctrine of precedent in order to form a legal argument.
- Analysis of a factual scenario by identifying the key facts and applying the law in order to form a legal argument.
- Construction of a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.
- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law and applying those legal principles to a hypothetical scenario.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:

1. Visit the internet site <http://rightsinfo.org/explainers/> 'explainers'.

Learners to follow the link to the European Court of Human Rights.

Learners to be placed in three groups.

One group to summarise the 'Brief history of the European Court of Human Rights'.

One group to summarise the 'European Court of Human Rights Uncovered'.

The third group to summarise '11 Times the European Court changed the UK'.

Groups to present their summary to the whole class.

2. Learners to produce a summary of the 'important ways in which the European Court of Human Rights protects individuals' human rights'. <http://rightsinfo.org/european-court-human-rights-actually-protect/>

3. Learners to research the current position on replacing the Human Rights Act 1998 with a British Bill of Rights. Learners to produce a report.

Extension activity – learners to consider impact on devolution settlements in Northern Ireland, Scotland and Wales.

Some links to get started:

<http://rightsinfo.org/whats-going-on-with-the-british-bill-of-rights/>

<http://www.independent.co.uk/news/uk/politics/scrap-human-rights-act-british-bill-of-rights-theresa-may-justice-secretary-liz-truss-a7204256.html>

<https://www.theguardian.com/law/uk-bill-of-rights>

Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

AREA OF STUDY: Human Rights Law – Specific Provisions within the ECHR

Key Points:

- An understanding of specific provisions of the European Convention on Human Rights.
- Learners should be able to explain and evaluate provisions of Article 8, right to respect for private and family life, home and correspondence.
- Learners should be able to discuss Article 8 exceptions including negative and positive obligations.
- Learners should be able to explain and evaluate provisions of Article 10, right to freedom of expression.
- Learners should be able to discuss Article 10 exceptions.
- Learners should be able to explain and evaluate provisions of Article 11, right to freedom of peaceful assembly and to freedom of association with others, including the right to form and to join trade unions.
- Learners should be able to discuss Article 11 exceptions.

Provides an opportunity to develop the following skills:

- Analysis of legislation by applying the rules and principles of statutory interpretation and analyse case law by applying the doctrine of precedent in order to form a legal argument.
- Analysis of a factual scenario by identifying the key facts and applying the law in order to form a legal argument.
- Construction of a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.
- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts, relevant legal rules and principles for each area of law and applying those legal principles to a hypothetical scenario.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:

1. Search the internet site <http://rightsinfo.org/your-rights/> for articles 8, 10 and 11. Learners to be placed in pairs and each pair to produce a poster of a given right.

Learners, in same pairs, to produce a report of recent examples/cases on the given right.

Pairs to be selected to present their report to the whole class.

Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

AREA OF STUDY: Human Rights Law – Restrictions, including restrictions permitted by the European Convention on Human Rights (Breach of confidence)

Key Points:

- Learners should be able to define breach of confidence.
- Learners to explain the civil law of breach of confidence with reference to cases.
- Learners to discuss the competing interests of freedom of speech and protection of private life.
- Learners to discuss cases post Human Rights Act 1998.
- Learners to critically evaluate the need for a tort of invasion of privacy.

Provides an opportunity to develop the following skills:

- Analysis of legislation by applying the rules and principles of statutory interpretation and analysis of case law by applying the doctrine of precedent in order to form a legal argument.
- Analysis of a factual scenario by identifying the key facts and applying the law in order to form a legal argument.
- Construction of a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.
- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law and applying those legal principles to a hypothetical scenario.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:

1. Learners in small groups discuss what is privacy? Do we in English Law have a right to privacy? Feedback answers to class, with each group giving a definition of privacy.
2. Class discussion of the competing interests of freedom of expression and respect for an individual's privacy Art 8 v Art 10 of the ECHR - which, if either, is more important?
3. Discuss the competing interests debate i.e. between freedom of expression and privacy and discuss the public interest defence with reference to cases e.g. [AG v Guardian Newspapers Ltd \(No 2\)](#) [Spycatcher \(1990\)](#) ; [Woodward v Hutchings \(1977\)](#); [Lion Laboratories v Evans and Express Newspapers \(1985\)](#) ; [X v Y \(1988\)](#).
4. Learners to research cases to discuss - what is 'information' for the purposes of the law of confidence? See for example: [Stephens v Avery \(1988\)](#); [HRH Princess of Wales v MGN Newspapers Ltd \(1993\)](#); [Shelley Films Ltd v Rex Features Ltd \(1993\)](#); [Fairrie \(Dec'd\) and Others v Reed and Another \(1994\)](#):
5. Learners in small groups - use past paper scenario questions, or real cases to test levels of understanding of the common law of breach of confidence - feedback to class.
6. Pair / group discuss breach of confidence law & privacy post Human Rights Act 1998 - Right to Privacy now incorporated into the Human Rights Act 1998, but still no tort of invasion of privacy, however the existing laws of breach of confidence, have served many celebrities in their battles for the right to privacy. Research the cases of [Douglas v Hello \(2007\)](#); [Campbell v MGN \(2004\)](#); See also [Venables & Thompson v News Group Newspapers \(2001\)](#).
7. Class discussion of whether you think a privacy law is needed or does the law of breach of confidence suffice? Learners could be asked to research this before the final lesson on breach of confidence.

Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

AREA OF STUDY: Human Rights Law – Restrictions, including restrictions permitted by the European Convention on Human Rights (Defamation)

Key Points:

- Learners should be able to define and explain the civil law of defamation.
- Learners should be able to explain the factors a claimant must satisfy, with reference to relevant cases.
- Learners should be able to explain the defences available.
- Learners should be able to explain the procedure for bringing a case.
- Learners should be able to describe the statutory provisions of the Defamation Acts 1952, 1996 & 2013.
- Learners should be able to apply the law to given cases.

Provides an opportunity to develop the following skills:

- Analysis of legislation by applying the rules and principles of statutory interpretation and analysis of case law by applying the doctrine of precedent in order to form a legal argument.
- Analysis of a factual scenario by identifying the key facts and applying the law in order to form a legal argument.
- Construction of a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.
- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law and applying those legal principles to a hypothetical scenario.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:

1. Learners in small groups discuss:

What is defamation? Offer a definition

Discuss the factors a claimant would need to prove.

Discuss the defences available to a defendant

Feedback answers to class.

2. Debate – Freedom of speech v Right to Privacy?

Organise the class into two groups to prepare for a debate on this topic.

3. Learners in small groups - apply the 3 elements that a claimant must satisfy and the defences available to given scenarios (either use past paper questions or own scenarios) – feedback findings to class.

This exercise should form a substantial part of the teaching of the topic, learners should advise the client they have been given and, during feedback against other groups, put forward their legal arguments.

4. Class discussion of famous libel cases e.g. Jeffery Archer (and subsequent prison sentence for perjury), Elton John, Gillian Taylforth, Sonia Sutcliffe

If access to videos is available learners can watch the documentary of the Gillian Taylforth libel case - <https://www.youtube.com/watch?v=YRq3y9GrUws> and / or the McLibel 2 case see - <https://www.youtube.com/watch?v=V58kK4r26yk>

Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

AREA OF STUDY: Human Rights Law – Restrictions, including restrictions permitted by the European Convention on Human Rights (Police Powers)

Key Points:

- Learners should be able to explain and apply the main provisions of the Police & Criminal Evidence Act 1984 (PACE) and the Codes of Practice, including stop & search, arrest, and detention
- Learners should be able to explain and apply key provisions of the Criminal Justice & Public Order Act 1994 and the Serious Organised Crime & Police Act 2005
- Learners should be able to explain and discuss potential remedies against the police for breach of their powers, including breaches of human rights

Provides an opportunity to develop the following skills:

- Analysis of legislation by applying the rules and principles of statutory interpretation and analysis of case law by applying the doctrine of precedent in order to form a legal argument.
- Analysis of a factual scenario by identifying the key facts and applying the law in order to form a legal argument.
- Construction of a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.
- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law and applying those legal principles to a hypothetical scenario.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:



Christopher Furlong / getty images

1. Organise the class into small groups and ask them the following questions:
What powers do the police have? List as many as you can think of.
What rights does a suspect have in police custody? List them.

These questions should begin to generate a good discussion of police powers. Feedback answers to class – flipchart paper can be used or board or smart board. A past paper scenario question can be given at this point, ask the learners if they can identify any problems within the scenario.

2. In pairs /small groups

Identify and apply the law on police powers that may feature in the following scenarios:

Harvey, a young businessman of African-Caribbean appearance, walked down the street talking into his mobile phone. He was observed by PC Grievous, who was inclined to be suspicious of young black men. PC Grievous walked up to Harvey and took him by the arm, intending to search him. Harvey said, “Excuse me, I’m on the phone”, and carried on talking. PC Grievous considered this highly disrespectful, so he snatched the phone from Harvey, pushed him against a wall, and proceeded to search him in full view of passers-by. In the pocket of Harvey’s suit PC Grievous found a second mobile phone. Knowing that it was common for criminals and drug dealers to have more than one mobile phone, PC Grievous took Harvey to the police station for questioning. At the police station, Harvey was interviewed by detectives for 48 hours with only short breaks between sessions. During that time he was not allowed to contact his family or speak to a solicitor. Eventually the police accepted that Harvey had no useful information to give them, and he was released.

It was a wet and windy day. As Samira walked down the street the wind blew a crisp packet, which stuck to the front of Samira’s coat for a few seconds before being blown away again. This was observed by PC Crane, who grasped Samira by the arm and searched her. When Samira asked what was going on, PC Crane told her that he was arresting her for dropping litter. Samira was taken to the police station, where she immediately asked to be allowed to phone her husband and speak to a solicitor. Both these requests were refused, and Samira was placed in a cell. Samira remained in the cell for twenty-six hours, at the end of which time she was released on bail.

3. In pairs or small groups

Set up a quiz on police powers, checking knowledge of key section numbers. You could use templates such as Who wants to be a Millionaire, / Block Busters etc.

See - <http://powerpointgames.wikispaces.com/PowerPoint+Game+Templates> for lots of game / quiz templates See also <http://classtools.net/> for interactive lesson activities / timers. Random name generators etc.

Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

AREA OF STUDY: Human Rights Law – Restrictions, including restrictions permitted by the European Convention on Human Rights (Public Order)

Key Points:

- Learners should be able to explain & apply the main provisions of the Public Order Act 1986.
- Learners should be able to explain & apply the main provisions of the Criminal Justice & Public Order Act 1994.
- Learners should be able to explain the restrictions to protest in SOCPA 2005.
- Learners should be able to explain & apply the common law of Breach of the Peace with current relevant cases.
- Learners should be able to explain & apply obstruction of the highway laws and other public order laws where relevant (incitement to racial and religious hatred).

Provides an opportunity to develop the following skills:

- Analysis of legislation by applying the rules and principles of statutory interpretation and analysis of case law by applying the doctrine of precedent in order to form a legal argument.
- Analysis of a factual scenario by identifying the key facts and applying the law in order to form a legal argument.
- Construction of a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.
- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law and applying those legal principles to a hypothetical scenario.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:

1. Learners as a whole group to discuss whether they have been on a march or demonstration, and if they can think of any famous demonstrations? Discussion within the group of the Articles of the ECHR which allow the right to protest and freedom of expression; should these be respected at all times? Are there any restrictions within Articles 10 and 11?



Anti-Brexit demo London 2016
Wikimedia Creative Commons <http://bit.ly/2tFykEr>



Stop the war in Syria March London 2016
Claire Doherty / Alamy Stock Photo

Discuss marches / demonstrations that may be offensive to others e.g. English / Welsh Defence League – should these be allowed to go ahead?

2. In pairs / small groups research the case of Brian Haw and discuss their findings in class and the implications of Serious Organised Crime and Police Act 2005 on protesting – <http://www.parliament-square.org.uk/>

3. Research the law on incitement to religious and racial hatred - <https://www.cps.gov.uk/publications/prosecution/rpbcbook.html>

Research and discuss the case of Abu Hamza – <http://www.bbc.co.uk/news/uk-11701269>

4. Identify and apply the law on public order that may feature in the following scenarios:

Workers at a local hospital staged a march to protest against plans to close the hospital's Special Care Baby Unit. Sergeant Blue, who was escorting the march, assisted by PC Pink, instructed the marchers not to shout slogans or stop along the route. As the procession wound through the city centre, some of the marchers held up placards showing tiny babies being kept alive in incubators. PC Pink, who was pregnant, found the placards distressing and told the marchers to put them down. The marchers refused, and began to chant "Save the babies!" Before PC Pink could take any further action, a group of bored youths lit a firework and tossed it among the marchers. One of the youths, Micky, shouted "Burn, baby, burn!" before running away. The procession came to a halt in confusion, with the marchers forming a single large group and ignoring Sergeant Blue's instructions to keep moving.

The local council decided to demolish the community centre and sell off the land to developers. Harriet, who runs the centre, organised a protest against the closure. Around two hundred people turned up and set off to march to the council offices, with Harriet in the lead. Some of the marchers carried home-made placards saying: "Demolish the Council!" As the marchers drew near to the council offices, Sergeant Smiley arrived in a police car, accompanied by PC Kitten. Sergeant Smiley told Harriet that they were marching without police permission, and would have to disband. Harriet refused, so Sergeant Smiley arrested her. While this was going on, PC Kitten ordered the marchers who were carrying

placards to put them down. Some of the marchers waved their placards in defiance, so PC Kitten arrested them. The march came to a standstill as the rest of the marchers tried to find out what was happening. Fearing trouble, Sergeant Smiley radioed for reinforcements. Several police vans arrived filled with officers, who imposed a tight cordon around the marchers and kept them there for seven hours. Harriet was charged with a public order offence and convicted by the magistrates' court.

Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

AREA OF STUDY: Human Rights Law – Restrictions, including restrictions permitted by the European Convention on Human Rights (State Surveillance)

Key Points:

- Learners should be able to explain the history of state surveillance.
- Learners should be able to explain and apply the provisions of the Police Act 1997, the Regulation of Investigatory Powers Act 2000 and the Investigatory Powers Act 2016.
- Learners should be able to discuss & evaluate the right of the state to carry out surveillance versus the right of individual privacy.

Provides an opportunity to develop the following skills:

- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:



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1. Learners in small groups discuss – Who carries out surveillance?

What forms can surveillance take?

Who is likely to be subjected to surveillance?

Should surveillance evidence be admissible in court?

Feedback answers to class

2. Debate - Surveillance v Right to Privacy?

Organise the class into two groups to prepare for a debate on this topic.

3. Initiate class discussion - Reform needed?

Should surveillance evidence be admissible in Court?

Learners to research and debate the arguments for and against allowing intercept evidence in court, compare other countries that allow it e.g. US, Canada, New Zealand, Ireland, Australia, Hong Kong and South Africa.

Component 2 – Human Rights Law

EXAM LEVEL: AS LEVEL

AREA OF STUDY: Human Rights Law – The reform relating to the protection of human rights in the UK

Key Points: Learners should be able to:

- Explain what a Bill of Rights is.
- Discuss / Consider whether the UK needs a Bill of Rights.
- Critically evaluate the need for a Bill of Rights identifying the advantages and disadvantages of a Bill of Rights.

Provides an opportunity to develop the following skills:

- Analysis, application and evaluation of the legal rules and principles of public and private areas of law.
- Identification and breaking down into constituent parts the relevant legal rules and principles for each area of law.
- Evaluation of the law in order to reach a reasoned conclusion.
- Analysis and critical evaluation of legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.
- Construction of a clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

Suggested Activities:

1. Organise the class into small groups – What is a Bill of Rights?

Can you think of any countries that has a Bill of Rights?

Feedback answers to class (can be done using flipchart paper, whiteboard etc.

2. Explain that the UK and Israel (as developed democracies) are alone in not having a Bill of Rights – Class discussion –does this matter?

Do you think that the Human Rights Act has given greater protection to people against breaches of Human Rights, or do we need a Bill of Rights?

3. In small groups learners to draw up the advantages and disadvantages to a Bill of Rights – link to knowledge gained in previous lessons on ECHR & HRA.

Discuss current political opinion on HRA and a Bill of Rights e.g. Conservative party want to repeal the HRA and have a British Bill of Rights.

Read and discuss the following Articles:

<http://www.independent.co.uk/news/uk/politics/scrap-human-rights-act-british-bill-of-rights-theresa-may-justice-secretary-liz-truss-a7204256.html>

<http://www.bbc.co.uk/newsbeat/article/32692758/human-rights-act-versus-a-british-bill-of-rights>

<https://www.theguardian.com/law/uk-bill-of-rights>

4. Organise class debate on - A Bill of Rights for the UK? For and against.