

GCE

LAW: PROTECTION OF RIGHTS AND FREEDOMS IN THE UK

EUROPEAN CONVENTION ON HUMAN RIGHTS SUGGESTED IDEAS FOR TEACHING AND LEARNING



SUGGESTED IDEAS FOR TEACHING AND LEARNING

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| Teacher /Lecturer: | |
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| Course: | A Level Law |
| Topic: | Protection of rights and freedoms in the UK |
| Session: | European Convention on Human Rights |

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| Component: | A Level Components 2 and 3 |
| Ref. to specification: | Human Rights Law |
| Suggested time allocation: | 2-4 hours |

Aims and Objectives: At the end of these sessions the student will be able to:

- Explain the history of the setting up of the Council of Europe and the drafting of the European Convention
- Discuss the European Convention on Human rights and the various Articles
- Explain the machinery established under the Convention for protecting human rights particularly the role of the European Court of Human Rights

Main Teaching and Learning Activities

Teacher/ Lecturer Activities:

- Introduce topic, Explain 2nd session on Rights (first being rights and liberties), this lesson will lead into lesson on the Human Rights Act 1998/ Bill of Rights.
- PowerPoint presentation can be used to introduce the topic, state the objectives and for the topic area.
- Explain the setting up of the Council of Europe; discuss with class the reasons why it was set up after WWII and the drafting of the European Convention.
- Organise the class into small groups – What rights do you think are in the convention? In pairs/ groups list them, draft your own Convention. Feedback answers to class (can be done using flipchart paper, whiteboard etc.)
- Go through the Articles in the Convention, identify those that the students included in their conventions
- Explain the status of the rights, not all absolute, and explain who they are enforceable against – i.e. public bodies. A detailed discussion of public bodies and section 6 of the HRA 1998 can be reserved for the session on the Human Rights Act.
- Explain and discuss the roles of the 3 main enforcement bodies, - European Commission of Human Rights; Committee of Ministers; The European Court of Human Rights and Grand Chamber – including who can take a case to the court, the right of individual petition, procedure for taking a case and examples of cases brought against the UK e.g. *D v UK (1997)*; *Chahal v UK (2007)*; *Pretty v UK (2002)*; *Goodwin v UK (2002)*; *Evans v UK (2007)* If time allows and session spread over more than 1 session, ask students to research cases that have been taken against UK and to discuss findings in class.

- Recap and link to next session – Human Rights Act 1998 – explain The European Convention of Human Rights is now incorporated into UK domestic law by the Human Rights Act – next session will explore the implications of this and the Human Rights Act 1998 in detail.

Student Activities:

- Students in small groups: What rights do you think are in the convention? In pairs/ groups list them, draft your own Convention. Feedback answers to class.
- Class discussion of their conventions compared to the European Convention.
- Students to research cases taken against the UK and to feedback results of research in class – access to IT can be given in class for this or for homework.

Suggested links/ resources:

- PowerPoint
- Flipchart paper
- Internet
- Cases

Assessment

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| During the lesson | Group exercises and direct questioning illustrate how well the students have understood the European Convention on Human Rights. |
| Subsequent to lesson | Students to research cases taken against the UK and discuss them in class (to be done for homework if not done in class time) Link to next lesson on the Human Rights Act 1998. |

TOPIC: European Convention on Human Rights

| Questions: | | Expected answers: |
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| 1. | Why was the European Convention drafted after WWII? | Because of the atrocities committed during WWII. |
| 2. | What rights do you think are in the Convention? | Answer will depend on students own knowledge, but when asked to draft their own convention they usually include rights like, food, shelter and employment, and are surprised when they find out that these are not in the Convention. Most students can identify a minimum of 5 of the rights in the Convention. |