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CENTRE FOR
**THE
RULE
OF
LAW**

The Rule of Law for Citizenship Education: International Law & Human Rights

RESOURCE PACK
First edition



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Suggested citation: XH Eng with L McNamara and M Olatokun,
The Rule of Law for Citizenship Education:
International Law and Human Rights, Bingham Centre for the Rule of Law,
London, 2017

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These resources are part of a series for rule of law teaching for secondary school students:

- The Rule of Law for Citizenship Education: Understanding Justice
- The Rule of Law for Citizenship Education: International Law and Human Rights

Contact the Bingham Centre's schools team for more information:

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The Bingham Centre for the Rule of Law is grateful for the assistance it has received from:

Chris Waller and Professor Hugh Starkey, who have provided invaluable advice for this book and other aspects of the Centre's work with schools; Professor Robert McCorquodale and David Anderson QC for the expert interviews for the videos in these resources; Dr Alison Bisset for commentary and case studies on international human rights; Sumayyah Tasnim and Nicola Georgiou for research and project assistance; the Association for Citizenship Teaching for their support and enthusiasm for Rule of Law teaching; and the numerous students and teachers who have participated and given feedback informing the project in so many ways.

The Bingham Centre for the Rule of Law is dedicated to the study, promotion and enhancement of the rule of law worldwide. It does this by defining the rule of law as a universal and practical concept, highlighting threats to the rule of law, conducting high quality research and training, and providing rule of law capacity-building to enhance economic development, political stability and human dignity. The Bingham Centre was launched in 2010. It is a constituent part of the British Institute of International and Comparative Law (BIICL), a registered charity and leading independent research organisation founded over 50 years ago.

Note: The flags on the front cover have been modified from an image of world flags. None of them now represent the flag of any particular country.

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I. Foreword

I.1 About the book and active Citizenship

This book introduces 'the rule of law' within the context of the Citizenship curriculum. The rule of law can be viewed as a framework of principles that should be reflected in every good justice system. Although every country has different laws and different ways of administering those laws, common to all effective systems are the principles that laws and legal institutions should be fair; they should serve all equally, and they should not infringe individual liberties more than is necessary. The rule of law is a standard against which these features of legal systems should be assessed.

Many teachers have told us that they look for relevant and at times controversial issues to engage students with in their learning. In the pursuit of good Citizenship, students want to challenge and to be challenged. They want to express opinions, question the status quo and think critically. Learning about law and justice through a rule of law lens does this. Students are not simply told what the law is. Effective Citizenship learning requires students to think beyond questions of what the law is to ask what the law should be.

The Key Stage 4 (KS4) Citizenship curriculum introduces the exciting and rather demanding subjects of international law and human rights. This book addresses these topics head-on, examining and evaluating international organisations, international criminal law, human rights law and humanitarian law, among other topics. These fast-developing areas of law provide ample opportunity for rule of law exploration through classroom activities, topical case studies, and expert video material.

Though this book has been produced with a KS4 Citizenship audience in mind, it has broader applicability to other contexts where law and justice issues are of relevance. The book, for example, could be used in areas with clear legal emphasis, such as Law, or subjects such as Geography where international institutions form part of the examinable subject matter.

This resource book is part of a wider rule of law project that aims to give secondary school students a structured way to think about law and justice as independent learners and to develop key skills of evaluation and analysis. Beyond addressing the curriculum, the project also aims to add constructively to SMSC teaching requirements, and aspires to instil important values of fairness, equality and justice that bridge social and cultural backgrounds.

For more information, please contact the project team at: schools@binghamcentre.biicl.org.

I.2 Opportunities for Citizenship action

The book provides a starting point for students to articulate their own views on international law and justice. Students are exposed to a range of viewpoints and are given the skills to evaluate the justice system for themselves. The natural next step is to provide students with opportunities for citizenship action.

Campaign organisations across the world work in the areas of international law and justice touched upon by this book. Engagement with these organisations will allow students to pursue causes that they

care about, and they should be encouraged to do so throughout this course. The internet is a useful place to find out more about getting involved in campaigns.

In guiding students to begin this journey into active citizenship, you may wish to explain that individual campaign groups take different perspectives on world issues, and often address slightly different points in campaigns relating to similar policy areas. It is valuable for students to be able to consider a wide variety of viewpoints to make their own minds up on causes that they wish to pursue.

A number of suggestions for citizenship action are detailed below, but these serve as a mere snapshot of the thousands of campaign groups that touch upon the themes of this book. Bearing in mind that there are many organisations working within each campaign area students might be interested in the following organisations, but should not confine their research to those mentioned.

- Lobbying to change the behaviour of governments and companies. For example Amnesty International is a well-known group that campaigns worldwide on a range of human rights violations, often focusing on the suffering of individuals.
- Campaigning to educate others around particular issues, especially with a view to changing public behaviour and opinions. For example Greenpeace and the World Wide Fund for Nature (WWF) are perhaps the best known environmental campaign groups.
- Providing direct support to groups facing particular challenges. For example the International Rescue Committee provide humanitarian assistance to refugees and asylum seekers across the world.

2. Finding your way around the book

The book contains four lessons on the rule of law from an international law and human rights perspective, as well as an overall plenary session. These are detailed in the Lesson Map.

2.1 Contents:

The book contains four lessons on the rule of law from an international law and human rights perspective, as well as an overall plenary session. These are detailed in the Lesson Map. Inside you will find teachers' materials containing information on how to teach each of the main components:

- Guidance on learning objectives, learning outcomes and key skills.
- Student printouts and activities with marked optional worksheets.
- Background information on each teaching point, topic and activity.
- Glossaries containing definitions of key legal terms and concepts.
- Footnotes providing links to legal sources, citations and further information.
- Links to expert interviews examining issues in international law and human rights.
- Questions and answers to lead plenary discussions.

3. Using the book

3.1 Skills development and adaptation for different classes

These materials have been developed with participatory and student-centred learning approaches in mind in order to develop independent learning and thinking skills. The book is designed to allow freedom for debate and articulation of opinions. While concepts and teaching points are still very much teacher-led, activities require students to read and absorb information more independently than at

earlier learning stages. However, each class will require a different level of supervision and guidance and it is up to the teacher to respond and deliver lessons appropriately for each class.

3.2 Identifying different components in the materials

For ease of identification, each component of the materials has been marked with a different identifying icon as in the key below:



Student materials



Teachers' instructions



Teachers' background



Teacher-led introduction/
discussion



Multimedia activity

3.3 Optional activities

Optional activities are labelled as such in the teachers' materials. They are included to meet the ability levels and interests of different classes. The optional worksheets cover similar concepts to activities elsewhere in the book. Several activities are more advanced, and are thus appropriate for challenging students of a higher ability level.

3.4 Instructions for teachers

In the teachers' materials, after each of the key teaching points and after the student activities, there are sections labelled 'Instructions for Teachers'. These sections contain suggestions on how to organise activities for students.

3.5 Background for teachers

Information on key concepts is placed after each of the key teaching points and student activities sections. This provides context to teachers without a legal background, ensuring they feel comfortable in presenting the student materials and answering student questions. These sections enhance teachers' understanding of the key concepts and it is recommended that they are read before planning the lessons, but reading all parts is not necessary.

The footnotes contain references to legal sources, materials and further information. They are included for the teacher's reference and for completeness but it is not necessary to read all the footnotes in order to understand the principles.

3.6 Teacher-led introductions to topics

A script has been provided for teachers to use in presenting key concepts and principles contained in the lessons. The script can either be read, paraphrased or adapted depending on the chosen teaching style and background knowledge of the teachers.

3.7 Student activities

Student activities and printouts are included within the book and can be photocopied as necessary for students to write on. Teachers can also adapt these for alternative presentation formats such as PowerPoints if desired.

3.8 Plenary and evaluation

Each lesson has a plenary activity at the end. The activities are intended to allow the teacher to assess if the students have grasped the key concepts and how much they have learnt in each lesson.

Make sure that you subscribe to the quarterly Bingham Centre Schools Newsletter for all the latest news about the project, as well as contextual updates on rule of law issues, our Bingham Briefings!

Lesson name	Lesson outline	Type of activity	Learning Objectives	Learning Outcomes	Key Skills
1. Concepts and Principles of International Law and Human Rights	<p>1.1.1 INTRODUCTION - Video introducing the international law and human rights framework</p> <p>1.2.1 ACTIVITY 1 - The Many Faces of International Law</p> <p>1.3.1 ACTIVITY 2 - Case Study on Children's Rights and Child Labour</p> <p>1.4.1 PLENARY - Bringing Human Rights Violators to Justice - Video Case Study on Child Soldiers</p>	<p>Audio-visual</p> <p>Comprehension exercise</p> <p>Writing exercise</p> <p>Audio-visual and group discussion</p>	<p>Understand the function of international law and that international human rights law is one of the many fields within international law</p> <p>Have a general understanding of some of the subject matters and situations that international law deals with</p> <p>Have a general understanding of the role of international courts in resolving international law disputes</p>	<p>Be able to explain what international law is and how it is formed</p> <p>Be able to give examples of situations regulated by international law</p> <p>Be able to explain generally how international law is enforced and some of the challenges in enforcement</p>	<p>Assimilating and articulating new concepts, expressing points of view, debating conflicting points of view, forming reasoned conclusions</p>
2. Certainty and Clarity of the Law	<p>2.1.1 INTRODUCTION - Certainty and Clarity of International Law - Teacher-led Introduction</p> <p>2.2.1 STARTER ACTIVITY - Uncertainty and the Law on the Use of Force - Teacher-led Discussion</p> <p>2.3.1 ACTIVITY 1 - The Law on Armed Force and Self-Defence</p> <p>2.4.1 ACTIVITY 2 - The Legality of Using Force - Country Examples</p> <p>2.5.1 PLENARY - Legal Certainty – Teacher-led Discussion</p>	<p>Group work and presentation</p> <p>Group role play and team work, class discussion</p> <p>Class discussion</p>	<p>Understand the difference between law that is clear and certain and law that is unclear and uncertain</p> <p>Understand why some areas of international law are unclear and uncertain</p> <p>Understand the importance of clarity and certainty of the law</p>	<p>Be able to give examples of law that is unclear and uncertain within the law of armed force</p> <p>Be able to explain what the consequence of lack of clarity and certainty is for those being governed by the law</p>	<p>Literacy, applying legal principles to different scenarios, analysing legal frameworks, constructing arguments, weighing up and evaluating evidence, challenging different ideas, expressing reasoned opinions</p>

Lesson name	Lesson outline	Type of activity	Learning Objectives	Learning Outcomes	Key Skills
3. Equality Before the Law and the Abuse of power	<p>3.1.1 INTRODUCTION - Equality before the Law</p> <p>3.2.1 STARTER ACTIVITY - The Security Council</p> <p>3.3.1 ACTIVITY 1 - Reforming the Security Council</p> <p>3.4.1 PLENARY - Abuse of Power - Teacher-led Introduction</p> <p>3.5.1 ACTIVITY 2 - The Exercise of Power</p> <p>3.6.1 ACTIVITY 3 - Abuse of Power - Teacher-led Case Study</p> <p>3.7.1 PLENARY - Correct Use of Power - Teacher-led Discussion</p>	<p>Comprehension exercise</p> <p>Writing and class discussion</p> <p>Group work and presentation</p> <p>Class discussion</p>	<p>Understand the general concept of equality before the law</p> <p>Understand the implications of having the opportunity to participate in law-making and being treated equally under the law</p> <p>Understand what power is and the difference between legitimate and illegitimate abuses of power</p>	<p>Be able to explain the link between structural inequality of law and policy made by those institutions</p> <p>Be able to give examples of abuses of power</p> <p>Be able to explain the hallmarks of a legitimate use of power and be able to use these principles to evaluate power in different scenarios</p>	<p>Applying a set of principles to evaluate different situations, constructing arguments, weighing up and evaluating evidence, challenging different ideas, expressing reasoned opinions</p>

Lesson name	Lesson outline	Type of activity	Learning Objectives	Learning Outcomes	Key Skills
4. Access to Justice and Fair Trial	<p>4.1.1 INTRODUCTION - Access to Justice and Fair Trial</p> <p>4.2.1 STARTER ACTIVITY - Justice and the International Criminal Court</p> <p>4.2.4 OPTIONAL EXTENSION ACTIVITY - Justice and the International Criminal Court - Teacher-led Discussion</p> <p>4.3.1 ACTIVITY 1 - International Human Rights and Access to Justice</p> <p>4.4.1 OPTIONAL EXTENSION ACTIVITY - Civilian Deaths Caused by Military Action</p> <p>4.5.1 PLENARY - Legal Certainty in International Law - Teacher-led Discussion</p>	<p>Writing and class discussion</p> <p>Teacher-led plenary</p> <p>Group work and presentation</p> <p>Group work and presentation</p> <p>Teacher-led plenary</p>	<p>Understand what accessing justice means and that fair trial is an important component of access to justice</p> <p>Be able to relate access to justice to the concepts of equality and fairness (Extension exercise- Understand the challenges that individuals may face in accessing justice under international human rights law and humanitarian law)</p>	<p>Be able to explain what elements need to be present for justice to be accessible, institutionally, legally and in a practical sense</p> <p>Be able to apply the elements necessary for access to justice to assess different scenarios (Extension exercise- Be able to explain and evaluate international human rights and/or humanitarian law systems for accessibility and effectiveness)</p>	<p>Applying the law to different scenarios, drawing conclusions from application of the law to facts, assimilating and using new concepts, evaluating a set of circumstances using known principles, drawing reasoned conclusions</p>

Lesson name	Lesson outline	Type of activity	Learning Objectives	Learning Outcomes	Key Skills
5. Course Plenary	5.1 PLENARY- Terrorism and Human Rights - Video Interview with David Anderson QC, The Independent Reviewer of Terrorism Legislation	Audio-visual Class discussion	<p>Understand that all people have human rights</p> <p>Understand broadly the potential conflict between measures designed to protect the public and individual human rights</p> <p>Understand why it is important to respect the rights of suspected criminals including suspected terrorists</p>	<p>Be able to give examples of different scenarios where there is a potential conflict between measures to protect the public and individual rights, and be able to explain which rights are at risk of being infringed</p> <p>Be able to articulate arguments for and against particular public safety measures being used in different circumstances and be able to draw a reasoned conclusion on where the balance between implementing security measures and respecting personal liberties should lie</p> <p>Be able to explain the potential consequences of not respecting the rights of suspected criminals including suspected terrorists</p>	<p>Understanding unfamiliar points of view, debating conflicting points of view, constructing arguments, forming reasoned conclusions</p>