

# Seminar Plans

## Overview

Two seminar plans are provided as an extension to the lecture plans. One covers equality and the other human rights. The aim of the seminars are for trainees to experience some of the activities within the Equal Rights, Equal Respect lesson plans as a method of developing their knowledge and testing out different teaching techniques that are suited to delivering these types of topics. The seminar plan is structured as a one hour lesson, but you will need extra time to allow discussion around the activities.

## Preparation and planning

All the resources that you need to deliver the activities are specified in the seminar plans. These will need to be downloaded from the website: [www.equalityhumanrights.com/equalrightsequalrespect](http://www.equalityhumanrights.com/equalrightsequalrespect)

## Seminar 1 - Equality

### Learning outcomes:

- ▶ Know how it feels to be treated unfairly.
- ▶ Be aware of negative stereotypes and prejudicial views.
- ▶ Understand the Equality Act 2010 and how it works in practice.

### Trainee preparation:

- In advance of the seminar, trainees should watch one of the Equal Rights, Equal Respect videos: [www.equalityhumanrights.com/equalrightsequalrespect](http://www.equalityhumanrights.com/equalrightsequalrespect). The videos cover issues around racism, disability-related bullying and gender discrimination. They should record:
- ▶ How could the video be used with students?
  - ▶ How could it be used to confront and tackle negative behaviour?
  - ▶ What discussion could be created and what could be the outcome of students' learning?

Phase	Timing	Activities	Resources
<b>Starter</b>	<b>5-10 mins</b>	<b>Seminar introduction</b> <ul style="list-style-type: none"><li>• Explain that trainees will take part in a range of activities from the Equal Rights, Equal Respect resource to experience different ways of delivering topics around equality.</li><li>• Start by asking trainees to share their feedback from the video they watched in preparation for the seminar (see questions in Trainee preparation above).</li><li>• Highlight that the video is split into two parts to enable discussion around negative and positive action that could be taken and to get young people to think about the consequences of their actions.</li></ul>	<ul style="list-style-type: none"><li>• <b>None required</b></li></ul>
<b>Main</b>	<b>15 mins</b>	<b>Hot-seating</b> <b>Pre-planning:</b> <ul style="list-style-type: none"><li>• Review lesson plan 2, activity 2 (option 2).</li><li>• Choose a script from worksheets 2-7 to work with.</li><li>• In the lesson plan 2 slides, there are some useful ground rules that you can show for setting these types of drama- based activities.</li><li>• The training video shows this activity being delivered. Visit: <a href="http://www.equalityhumanrights.com/equalrightsequalrespect/training">www.equalityhumanrights.com/equalrightsequalrespect/training</a></li></ul>	<ul style="list-style-type: none"><li>• <b>Lesson plan 2 teacher notes</b></li><li>• <b>Worksheets 2-7</b></li><li>• <b>Lesson plan 2 slides</b></li></ul>

Phase	Timing	Activities	Resources
		<p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>• Trainees will hot seat characters from a range of scripts that feature scenarios of racism, disability-related bullying and gender discrimination.</li> <li>• Highlight how this technique is great for exploring feelings and to develop empathy which helps young people to think about the consequences of their actions.</li> <li>• Refer to the lesson plan teacher notes for instructions on how to deliver the activity.</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Ask the person in the hot-seat how it felt to act in role of the individual that they played. Ask the other trainees how it felt hearing their feelings being discussed.</li> <li>• How would this teaching technique be effective in exploring issues around equality and discrimination?</li> <li>• What techniques could be employed to make it an effective task, e.g. preparing questions in advance, using a hat for students to pick a question, selection of appropriate students to sit in the hot-seat, etc?</li> </ul>	
Main	10 mins	<p><b>The apprentice</b></p> <p><b>Pre-planning:</b></p> <ul style="list-style-type: none"> <li>• Review lesson plan 5, activity 1.</li> <li>• Use lesson plan 5 slides and worksheet 14 to deliver the activity.</li> <li>• The online training session provides advice on how to deal with negative or controversial comments from students. Visit: <a href="http://www.equalityhumanrights.com/equalrightsequalrespect/training">www.equalityhumanrights.com/equalrightsequalrespect/training</a></li> </ul> <p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>• This is a thinking skills activity that aims to highlight trainees' (and students') own prejudicial views and to create discussion around stereotypes. Trainees will be required to choose an apprentice for a job based on limited information such as name, image, ability, etc.</li> <li>• Refer to the lesson plan teacher notes for instructions on how to deliver the activity.</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• What choices did the trainees make? Were their decisions based on any stereotypes or prejudicial views?</li> <li>• What kind of comments do you think students might make? How could you deal with these comments?</li> <li>• Highlight that it is important to allow students to voice their opinions, but if any discriminatory comments are made then it should be stated that as a community of learners you do not condone those kinds of views. It could be a good opportunity to question and challenge any negative views.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan 5 teacher notes</li> <li>• Worksheet 14</li> <li>• Lesson plan 5 slides</li> </ul>

Phase	Timing	Activities	Resources
Main	5-10 mins	<p><b>Speed-chat teaching technique (referred to as Speed Dating technique in the training video)</b></p> <p><b>Pre-planning:</b></p> <ul style="list-style-type: none"> <li>• Review lesson plan 7, activity 2.</li> <li>• Use lesson plan 7 slides to deliver the activity.</li> <li>• The training video shows this activity being delivered under the Speed-dating teaching technique section. Visit: <a href="http://www.equalityhumanrights.com/equalrightsequalrespect/training">www.equalityhumanrights.com/equalrightsequalrespect/training</a></li> </ul> <p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>• This is an interactive activity and unique way of getting students to discuss a topic. Trainees will be required to discuss what they think equality/inequality means.</li> <li>• Refer to the lesson plan teacher notes for instructions on how to deliver the activity.</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• How and when do they think they could use the speed-chat teaching technique?</li> <li>• What types of students would benefit from this kind of interactive discussion technique?</li> <li>• What different ways could the speed-chat teaching technique be used to suit different students or classroom spaces?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan 7 teacher notes</li> <li>• Lesson plan 7 slides</li> </ul>
Main	15 mins	<p><b>Equality quiz masters</b></p> <p><b>Pre-planning:</b></p> <ul style="list-style-type: none"> <li>• Review lesson plan 7, activity 4.</li> <li>• Use lesson plan 7 slides and worksheets 30-31 to deliver the activity.</li> </ul> <p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>• This activity helps trainees (and students) to develop their understanding of the Equality Act 2010 but in a fun way.</li> <li>• Refer to the lesson plan teacher notes for instructions on how to deliver the activity.</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• What are the benefits of using the quiz format to teach topics such as legislation?</li> <li>• What are the most important parts of the Equality Act 2010 for students to understand?</li> <li>• Highlight that the Equal Rights, Equal Respect useful information section of the website provides further background information to the Equality Act 2010. Visit: <a href="http://www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation">www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation</a></li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan 7 teacher notes</li> <li>• Worksheets 30-31</li> <li>• Lesson plan 7 slides</li> </ul>
Plenary	5 mins	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Allow time for questions from trainees.</li> </ul>	

# Seminar 2 - Human rights

## Learning outcomes:

- ▶ Understand that human rights belong to everybody and every human right is important for human beings to live and grow.
- ▶ Understand how human rights work in practice.
- ▶ Understand that some human rights can be limited in certain circumstances.

Phase	Timing	Activities	Resources
<b>Starter</b>	<b>5 mins</b>	<b>Seminar introduction</b> <ul style="list-style-type: none"> <li>• Explain that trainees will take part in a range of activities from the Equal Rights, Equal Respect resource to experience different ways of delivering human rights topics.</li> </ul>	
<b>Main</b>	<b>30 mins</b>	<b>Marketplace</b> <b>Pre-planning:</b> <ul style="list-style-type: none"> <li>• Review lesson plan 8, activities 2-3.</li> <li>• Use lesson plan 8 slides and worksheets 32-35 to deliver the activity.</li> </ul> <b>Delivery:</b> <ul style="list-style-type: none"> <li>• This is an interactive activity where students are separated into two groups: human rights owners who select human rights to sell, and human beings who choose human rights to buy. The purpose of the activity is to get both groups contemplating the importance of different human rights so they can decide how to sell them or which ones to buy. They discover at the end that they never have to choose their human rights, they belong to everybody and every human right is needed to live and grow.</li> <li>• Refer to the lesson plan teacher notes for instructions on how to deliver the activity.</li> <li>• It is worth highlighting that there are two types of human rights cards on worksheet 32; one easy to read version which is suited to younger students and one full version which is an exact copy of the European Convention on Human Rights.</li> </ul> <b>Discussion:</b> <ul style="list-style-type: none"> <li>• What did they like/dislike about this style of activity?</li> <li>• How would students benefit from this kind of activity?</li> <li>• What techniques could be used to make this easy to deliver, i.e. cutting out all materials in advance, providing prepared clip boards, organising groups in advance etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan 8 teacher notes</li> <li>• Worksheets 32-35</li> <li>• Lesson plan 8 slides</li> </ul>
<b>Main</b>	<b>10 mins</b>	<b>Real-life case studies</b> <b>Pre-planning:</b> <ul style="list-style-type: none"> <li>• Review lesson plan 9, activity 3.</li> <li>• Use lesson plan 9 slides and worksheets 36-37 to deliver the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan 9 teacher notes</li> <li>• Worksheets 36-37</li> <li>• Lesson plan 9 slides</li> </ul>

Phase	Timing	Activities	Resources
		<p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>• This activity helps trainees (and students) to understand the different types of human rights legal instruments and how they work in practice, i.e. international conventions, regional conventions and domestic laws. Trainees have to review a human rights fact sheet and use this to respond to a child who has contacted them via Facebook for human rights advice.</li> <li>• Refer to the lesson plan teacher notes for instructions on how to deliver the activity.</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• What are the key differences between the different types of human rights legal instruments? These are highlighted on the slides.</li> <li>• What are the most important points for all students to understand?</li> </ul>	
Main	15 mins	<p><b>Head Teacher</b></p> <p><b>Pre-planning:</b></p> <ul style="list-style-type: none"> <li>• Review lesson plan 10, activity 3.</li> <li>• Use lesson plan 10 slides and worksheet 39 to deliver the activity.</li> </ul> <p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>• This activity helps trainees (and students) to understand that in certain circumstances human rights need to be limited.</li> <li>• Refer to the lesson plan teacher notes for instructions on how to deliver the activity.</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• What are the most important points for students to understand?</li> <li>• It is worth highlighting a common misunderstanding around human rights. It has often been taught that human rights are contingent on responsibilities, i.e. if students want their human rights, they have to act responsibly. However, it is only Government and public bodies who are responsible for ensuring human rights are guaranteed, and limited in specified circumstances. Individuals are the 'rights bearers' and although their human rights can be limited in certain circumstances, they do not forfeit their rights if they act irresponsibly (apart from in specified circumstances).</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan 10 teacher notes</li> <li>• Worksheet 39</li> <li>• Lesson plan 10 slides</li> </ul>
Plenary	5 mins	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Allow time for questions from trainees.</li> </ul>	