

Class-plan for guest lecture 'Human Rights and Mega-Sporting Events'

Designed and Taught by Daniela Heerdt, in Master Course Human Rights Law 2017, Tilburg Law School

Starting point: *Master Course in Master Human Rights Law, students from different cultural and educational background, but all with pre-knowledge in international law and human rights, basic concepts do not need to be explained in detail, but can be discussed quickly.*

Content & Learning goal	learning activity	teaching activity	To do (Time)
<u>Introduction</u>	<ul style="list-style-type: none"> - Listen to teacher's introduction about what to expect from today's lecture 	<ul style="list-style-type: none"> - Give a short presentation on today's topic and structure <p>Explanation of process: Present the lecture's structure to the student so that students can follow better. Explain students that his introductory part now serves the purpose of introducing the topic and starting to concentrate for the coming lecture</p>	<ul style="list-style-type: none"> - Show PPT slide with structure <p>(5 -10 minutes)</p>
<p><u>Core:</u></p> <ul style="list-style-type: none"> • <i>content: HR legacy of MSEs</i> • <i>learning goal/function: Explain, with concrete examples, the human rights impact of Mega-Sporting Events (MSEs)</i> 	<ul style="list-style-type: none"> - watch a short video on impact of MSEs on human rights - identify human rights risks and violations highlighted in the videos 	<ul style="list-style-type: none"> - give instruction on what students should focus on when watching the video - motivate students to share their thoughts and lead discussion, by asking students directly what they observed 	<ul style="list-style-type: none"> - show videos (only show parts of it): 1. https://www.youtube.com/watch?v=u6yoBcEXwmQ 2. https://www.youtube.com/watch?v=1W_zM7koJy8 <p>(10-15minutes)</p>
<p><u>Core:</u></p> <ul style="list-style-type: none"> • <i>content: MSE life-cycle</i> • <i>learning goal/function: Evaluate the human rights risks attached to every stage of the life-cycle of MSEs</i> 	<ul style="list-style-type: none"> - listen to lecturer's explanation of life-cycle model - think about the activities in each stage and figure out which HR are affected 	<ul style="list-style-type: none"> - explain life-cycle model of analyzing MSE human rights risk - ask students for every stage which HR could be affected (perhaps ask for reference to international human rights instruments) <p>Explanation of process:</p>	<ul style="list-style-type: none"> - PPT

		<i>Explain that this first part of the lecture was very much focused on the factual problems, what is really happening and how to understand and grasp the issues (life-cycle model), whereas second part after the break is more focused on the conceptual legal challenges)</i>	(10-15 minutes)
BREAK of 5-10 minutes			
<u>Core:</u> <ul style="list-style-type: none"> <i>content: accountability gap for MSEs</i> <i>learning goal/function: Understand what the accountability gap is, by explaining the difficulties in establishing responsibility and accountability for MSE-related human rights abuses</i> 	<ul style="list-style-type: none"> <i>Pair up and think about the challenges when it comes to establishing responsibility and accountability for 5 minutes</i> <i>Share discussion with the rest of the class</i> <i>Listen to lecturer's explanation</i> 	<ul style="list-style-type: none"> <i>FIRST, ask students for what they discussed regarding the challenges of trying to establish responsibility and accountability for the cases at hand</i> <i>SECOND, explain with slides what the accountability gap is</i> 	<ul style="list-style-type: none"> <i>PPT</i> <p>(10-15minutes)</p>
<u>Core:</u> <ul style="list-style-type: none"> <i>content: alternative routes for establishing responsibility and accountability</i> <i>learning goal/function: Interpret human rights clauses in MSE-related contracts and bidding requirements</i> 	<ul style="list-style-type: none"> <i>Read contract clauses and bidding requirements carefully</i> <i>Analyze these provisions with respect to establishing responsibility and accountability</i> <i>Listen to lecturer's explanation</i> 	<ul style="list-style-type: none"> <i>Introducing new IOC HCC clause and UEFA bidding requirement as alternative routes</i> <i>Give students time to read and think about their potential for establishing responsibility and accountability</i> <i>Explain what the (connected) challenges are</i> 	<ul style="list-style-type: none"> <i>PPT</i> <p>(15-20 minutes)</p>
<u>Conclusion</u>	<ul style="list-style-type: none"> <i>Reflect on today's lecture and what they have learned for a moment</i> 	<ul style="list-style-type: none"> <i>ask students to reflect on today's lecture and select a few students to share the most interesting points from their point of view</i> 	

- Try to come up with something that struck them/surprised them/will definitely stay on their mind
- listen to a short summary of today's lecture given by the teacher at the end of the last presentation

- give a final statement that summarizes summarize in one or two sentences the most important points of the class and relate it to the course topic of human rights and the extractive industries

(2-5 minutes)

END of class