



Special Mission – Our Rights

A lesson / activity plan to introduce children in Key Stage Two to children's rights and the role of the Children's Commissioner for Wales (CCfW).

Resources

- Two A4 cards with WANT written on one and NEED on the other
- [Film to show who Sally is](#) and other clips (hyperlinked in document)
- [Poster of children's rights](#)

Learning Objectives

- Pupils consider what children's rights are
- Pupils consider what rights they get (access) or don't get (are denied)
- Pupils understand who Sally Holland is and the role of her office
- Pupils consider their role in creating a rights friendly classroom / school

Key Vocabulary

United Nations Convention on the Rights of the Child (UNCRC): the international document that lays out children's rights.

Rights: "Things you need to grow up happy, healthy and safe"

Children's Commissioner for Wales: "Sally Holland is an adult in Wales whose job is to help all children in Wales be happy, healthy and safe"

Key Messages

All children in Wales should have what they need to grow up happy, healthy and safe

All adults should make sure they support children to get their rights

Sally Holland, the Children's Commissioner, stands up for all children in Wales

Introduction: What are Children's Rights?

- Explain to pupils that you are going to talk about children's rights: "things they need to grow up happy, healthy and safe".
- Show the short video called Children's Wrongs English
<https://vimeo.com/142124812>

Main: Do you experience your rights? (You may need hall space for this.)

- Place three pieces of A4 paper on the floor: one saying YES; one MAYBE; one NO. Explain you will ask a series of questions and you want pupils to think for themselves and stand nearest the YES / NO / MAYBE mat that reflects their answer.
- Ask 4-6 questions – a mixture of questions linked to rights and 'wildcards'. After each question allow pupils to choose their mat and allow for discussion. Link discussion to key Articles as outlined below.

TOP TIP: Remind pupils it is important that they listen to each other (Article 12 – you have a right to be listened to).

Questions linked to rights:

1. Do you go to _____ (insert name of school)? Article 28 – right to an education
2. Did you have breakfast this morning? Article 24 – right to good food, clean water and see a doctor if you are ill
3. Do you feel listened to at school? Article 12 – right to be listened to and the reason we have a school council
4. Do you go to any clubs/activities in or after school? Article 15 – right to meet with friends and join groups
5. Do you feel safe at school? Article 19 – you have a right to feel safe
6. Do you like playing? Article 31 – you have the right to relax and play
7. Can you speak another language? Article 30 – you have a right to learn and use the religion, language and customs of your family.
8. Have you ever heard of the United Nations Convention on the Rights of the Child before today? Article 42 – you have right to know your rights
9. Are you helped to develop your skills or talents? Article 29 – your right to be the best you can be.

Wildcard questions not specifically linked to rights.

10. Do you have a phone?
11. Do you go on holiday abroad?
12. Do you get presents for your birthday?
13. Do you have an iPad?
14. Do you own a TV?
15. Do you have a pet?

- Ask pupils to consider if all children in their area/ Wales get their rights? Explain ALL CHILDREN across the world aged 0-18 have all these 42 rights (called Articles).

Development: Who helps me get (access) my rights?

- Get pupils into smaller groups of 4-6 and give each [a poster of rights](#) and a blank A3 sheet of paper. Ask pupils to write down the six rights on the poster that they think are most important at school.
- Next to each right they have chosen ask pupils to add a picture or name of people (children or adults, inside or outside school setting) who help them access this right. If pupils need prompting make some suggestions, e.g. teachers and learning assistants help you learn, PSCO's keep you safe, lunchtime assistants feed you, lollipop people keep you safe.
- As a whole group discuss their sheets and ask them to explain why they have chosen these people.
- If pupils have identified other pupils then lead a discussion to link this to respect and supporting a rights friendly classroom and school. If pupils have not identified each other, ask the pupils "Who are there most of in this class - adults or children?" The answer is always children so ask, "Who else needs to make sure you keep happy, healthy and safe in this class?" Use their answers to initiate a discussion about supporting other's rights.

Plenary: How can I get involved with the work of the Children's Commissioner?

- Talk about which adults the class drew or wrote and explain that Sally Holland, the Children's Commissioner is someone else they can add to their sheet – show the following videos to introduce Sally and her work:
[Film to show who Sally is](#)

Film to explain Sally's Investigation and Advice Service

- Explain that for children to experience their rights they have to know about them. Explain that Sally Holland has a project called Super Ambassadors to spread the word about rights. Take this opportunity to introduce your Super Ambassadors and explain that they help Sally do her job by:
 - Letting others know about rights
 - Letting others know about Sally Holland
 - Doing a special mission each term - this lesson is part of the special mission this term!

TOP TIP: Celebrate your work this lesson by tweeting @childcomwales #RightsHour You'll also find great ideas of how other schools in Wales are teaching and learning about rights using our twitter hashtag #RightsHour

Extension Ideas:

- For this age range we recommend the Caloodle book, For Every Child a Better World, and The Rights Answers Quiz. These free resources and more can be found here: <http://www.uncrcletsgetitright.co.uk/index.php/children-young-people/resources>
- Think about what kind of behaviour the whole class needs to create a rights-friendly classroom or school, based on the six they chose in earlier activity e.g.
 - Article 19 – we all have a right to be safe – what do we need to do to make sure we are all safe at school?
 - Article 28 – we all have the right to learn – what do we need to do to make sure we all take the opportunity to learn
- Ask pupils to think about whether all children in their school / in Wales / in the world get what they need to grow up healthy, happy and safe? This may lead to discussions that allow the chance to explore the idea of rights. Ask pupils to think about how they can spread the word about children's rights.