



## Special Mission – Our Rights

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

### Resources

- Resource hand out at the end of the lesson plan, blank A4 and A3 paper for activities.
- [Film to show who Sally is and other films hyperlinked in document](#)
- [Poster of children's rights](#)

### Learning Objectives

- Pupils consider what (UNCRC) 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 the rights of all people under 18.
- 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 and young people in Wales be happy, healthy and safe"

## Key Messages

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

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

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

## Introduction: What are Children's and Young People's Rights?

- Explain to pupils that you are going to talk about children and young people's rights: "things they need to grow up happy, healthy and safe"
- Show EITHER the short video called Children's Wrongs <https://vimeo.com/142124812> AND/OR Right Words Wrong Order, <https://vimeo.com/142124811>
- Explain that the video[s] discussed a list of rights called the UNCRC. These are things that you need to grow up happy, healthy and safe.
- Say you are going to discuss which rights they experience at school, ask them to be honest. Explain you will read out a right and if they think they get this at school, thumbs up for yes, thumbs down for no and thumbs middle for maybe.

Do you get your right...

1. To be listened to and taken seriously? Article 12
  2. To learn and go to school? Article 28
  3. To feel safe? Article 19
  4. To be the best you can be? Article 29
  5. To good food and clean water? Article 24
  6. To join clubs and groups? Article 15
  7. To a name and nationality? Article 7
  8. To know your rights? Article 42
- Ask them to consider what stops them and other children getting their rights and feedback? Explain that ALL CHILDREN across the world aged 0-18 have all these 42 rights (called Articles).

### Main: Making a Dream School

- Get pupils into smaller groups of 4-6 and give [each a poster of rights](#) and a blank A3 sheet of paper. Distribute the Dream School handout [find in this document below lesson outline] to each group and ask them to complete the activity.
- Ask each group to feedback their ideas, or display the posters around the space to create a 'gallery' and ask pupils to walk around the gallery. What are the main similarities between the groups' ideas?
- Explain that all rights are important but that we need to work towards creating a dream school together. Ask pupils "Who are there most of in this class - adults or young people?" The answer is always young people so ask, "Who else needs to make sure you keep happy, healthy and safe in this class?" Encourage pupils to identify themselves and lead a discussion to link this with respecting others rights and supporting a dream school.

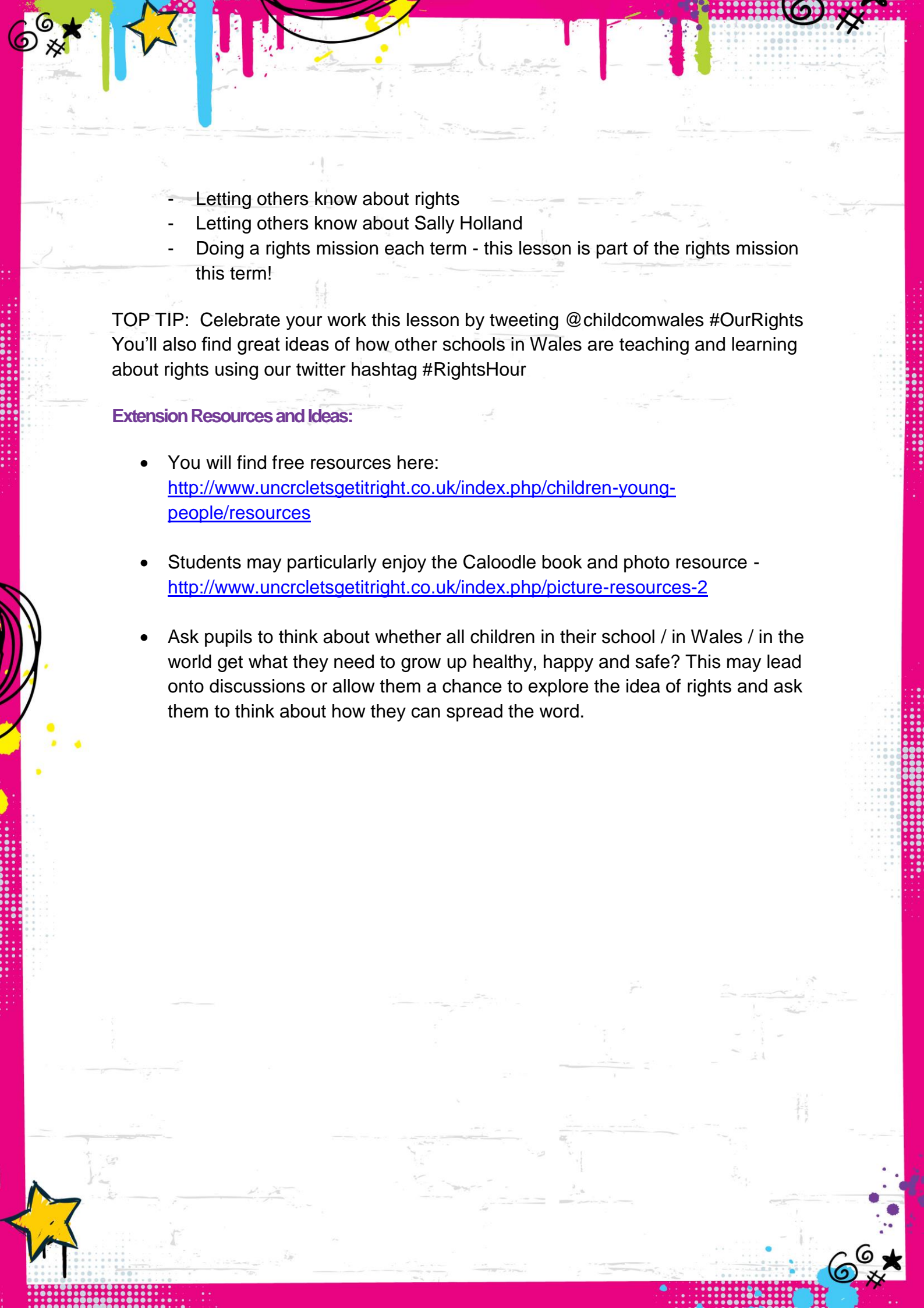
### Development: What's the role of adults?

- Ask pupils if they need any adults to help them get their rights? Explain that adults are responsible for ensuring they get their rights and must work in their best interests (Article 3).
- Give each pupil a blank A4 piece of paper and ask them to draw around their hand and write/draw in each digit an adult they can turn to if they are not feeling happy, healthy or safe

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

- Talk about which adults the class wrote or drew and that Sally Holland, the Children's Commissioner is someone else they can add to their hand drawing – 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 and young people to experience their rights they have to know about them. Explain that Sally Holland has a project called Student Ambassadors to spread the word about rights. Take this opportunity to introduce your school's Student Ambassadors and explain that they help Sally do her job by:



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- Letting others know about rights
  - Letting others know about Sally Holland
  - Doing a rights mission each term - this lesson is part of the rights mission this term!

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

#### Extension Resources and Ideas:

- You will find free resources here:  
<http://www.uncrcletsgetitright.co.uk/index.php/children-young-people/resources>
- Students may particularly enjoy the Caloodle book and photo resource -  
<http://www.uncrcletsgetitright.co.uk/index.php/picture-resources-2>
- 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 onto discussions or allow them a chance to explore the idea of rights and ask them to think about how they can spread the word.

## Resource Handout

### Dream School

**Aim:** This activity is designed to help you think about what makes a great school and what rights would support this.

**You will need:** Poster of rights, pens, paper [flipchart or A3]

1. Decide what your dream school is called and draw a picture of it.
2. Using your poster of rights, decide as a group which 5 rights are the most important to help the school be a brilliant place (you will need to explain your choices). Write these around your school outline.
3. Decide a list of five rules that will ensure your school is a place where young people feel safe and happy and write these within your school.

