



## Special Mission – Our Rights

A lesson / activity plan to introduce young people in Key Stage Four to the rights of young people and the role of the Children's Commissioner for Wales (CCfW). This session can be used to initiate the Children's Commissioner's Community Challenge, as part of the KS4 Welsh Baccalaureate Qualification.

## Resources

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

## Learning Objectives

- Pupils consider what (UNCRC) rights are
- Pupils explore what rights they get (access) or don't get (are denied)
- Pupils explore how rights are balanced
- Pupils understand who Sally Holland is and the role of her office
- Pupils consider their role and the role of adults in creating rights-respecting environments

## 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 Young People's Rights?

- Explain to pupils that you are going to talk about 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).
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### 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 the document below lesson outline) to each group and ask groups 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?
- 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. Explain that all rights are important but that we need to make sure that we can balance our rights. The next activity offers an opportunity to explore this.


### Development: How do we balance rights?

- Write or print each of the questions below onto an A4 sheet and hand small groups one of the questions below to consider (they can also use their children's rights posters to see the right). You can develop this activity into a question carousel if appropriate.

Questions:

- How can you and others balance your right to **Article 31** (right to play and leisure) with your right to **Article 28** (right to education)?
- How can you and others balance your right to **Article 16** (right to privacy) with **Article 19** (right to be protected from all forms of abuse)?
- How can you and others balance your right to **Article 15** (right to meet with friends and join groups) with **Article 29** (right to develop your skills and talents to the full)?
- How can you and others balance your right to **Article 13** (to find information and say what you think – this includes online) with **Article 19** (your right to be protected from all forms of abuse)?
- Each group to feedback their discussion about one of the questions.
- Ask pupils if they need any adults to help them balance or access 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 draw in each digit an adult that can help them access their rights.

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

- Talk about which adults the class have listed 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 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:
  - 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 #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 Resources and Ideas:**

- Your Key Stage Four pupils can do the Children's Commissioner's Community Challenge as part of their Welsh Baccalaureate qualification. This session would offer a great launch for this project. You can find additional resources and guidance for young people about how to [do their challenge here](#)
  - You can also find the Children's Commissioner's Challenge on the [WJEC Challenge Bank](#)
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- You will find additional free resources about children and young people's rights here: <http://www.uncrcletsgetitright.co.uk/index.php/children-young-people/resources>





## Resource Handout

### Dream School

**Aim:** This activity is designed to help you think about what a school needs so that all young people can experience their rights.

**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.

