



Twenty Top Tips to Introduce Rights in Your School

These ideas have been adapted from Sixty ideas for RRSA starters developed by Peacehaven Community School, East Sussex as part of their work for UNICEF's Rights Respecting Schools Award.

Key vocabulary:

Children's Rights "Things you need to be happy, healthy and safe"

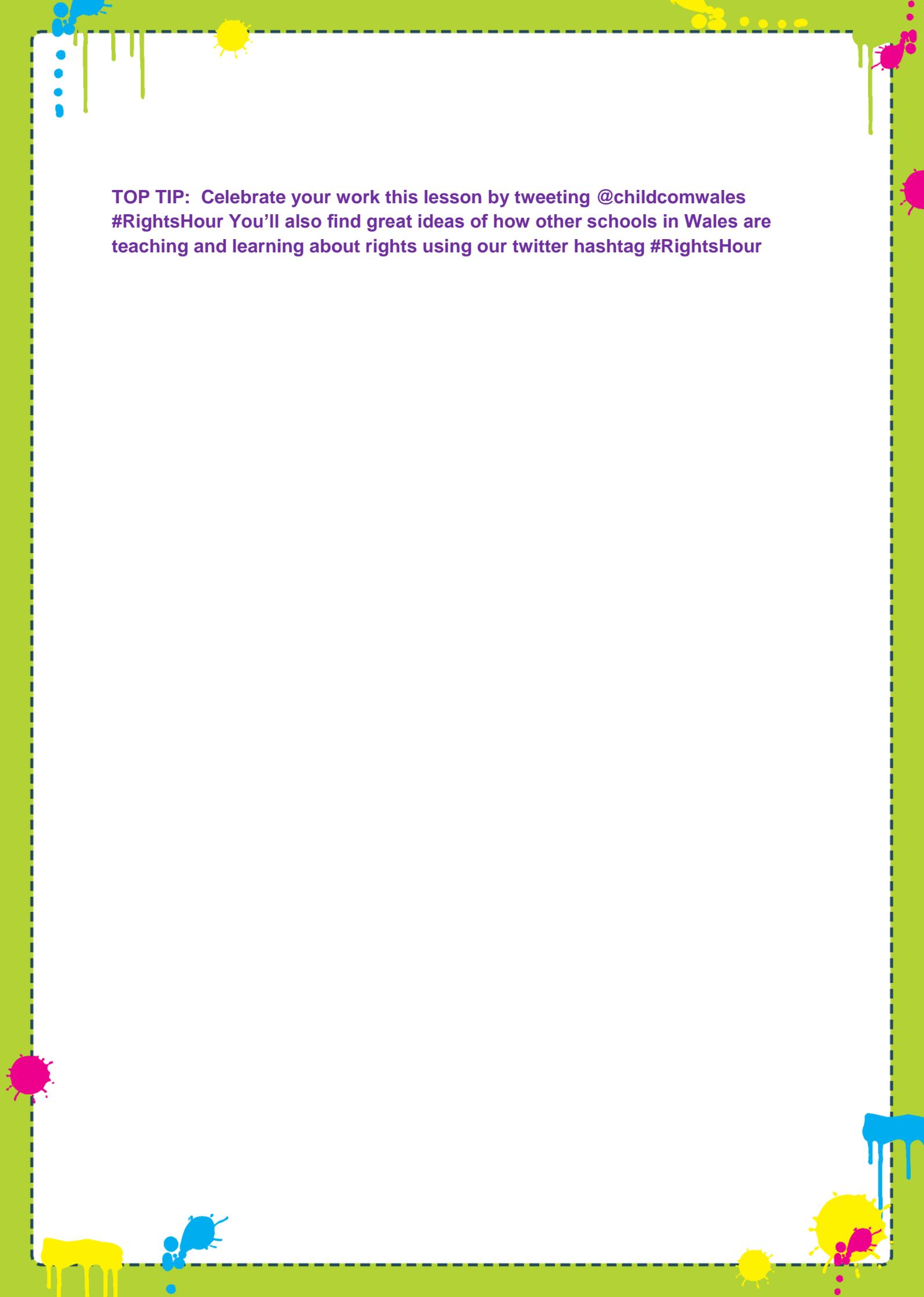
The United Nations Convention on the Rights of the Child [UNCRC] "The international document that lays our children's rights"

Children's Commissioner for Wales "Sally Holland is the Children's Commissioner for Wales. It's her job to help all children in Wales be happy, healthy and safe"

1. Create a whole school charter based on rights. A primary in Swansea involved parents, teachers and pupils to decide 10 rights to concentrate on in their charter.
2. Invite your pupils to do a rights tour of the school to identify displays that link with rights e.g. Article 12 linked to School Council or support services; Article 24 linked to healthy food. Then add the rights to displays.
3. Secondary school departments can each promote one article, e.g. the IT Department could promote Article 13 'your right to find information'; the PE Department could promote Article 15 'your right to join groups and clubs'.
4. Ask pupils to consider their birthday right and how they experience it, e.g. if your birthday is on the 3rd you can choose Article 3 'all adults should work in your best interests'.
5. Link rights to special days and events in the year, e.g. March 1st St David's day offers an opportunity to consider Article 7 'your right to a name and nationality', anti-bullying week in November is an opportunity to consider Article 19 'your right to be safe'.
6. Choose an article and think about what already happens in your school that supports that article e.g. Article 19 'your right to be safe': registers, police checks for staff, rules to keep us safe e.g. anti-bullying policy.
7. Have a debate to explore rights. Give each team a right. They need to argue that this right is essential. To extend this pupils could explain how their right fulfils the guiding principles of the UNCRC [Protection, Development,

Participation, Survival: for a useful poster resource to show the guiding principles download the [UNCRC symbols pack](#) -.

8. Tell adults about the UNCRC, you can talk to teachers, parents/carers, governors. Ask them to think about what they already do as duty bearers to support the UNCRC. Are there other things they could do?
9. Secondary school pupils can promote children's rights as the Community Challenge [for their Welsh Baccalaureate](#)
10. Use drama to explore your rights e.g. role play/freeze frame on an article and see if your peers can guess which article it is.
11. Write a letter to a child in the past to say how children's rights have changed, you can link this to periods you study in history e.g. the Victorians, World War Two.
12. Write an acrostic for the word RIGHTS.
13. Write a recipe for a Rights Respecting School e.g. ½ spoon awareness, 200g respect, 100g safety, tbs of pupil voice, mix ingredients and cook in a warm school for a week of training and activities and what you get is a school supporting rights!
14. Student Ambassadors create a display about the Children's Commissioner for Wales that shows how to contact the office for help with rights. Young people can also use our [presentation](#) to find contact details and share with their peers.
15. Write as many rights as you can remember in three minutes, bonus points - can you remember what article number they are?
16. Link children's rights to your favourite books and films, e.g. how does Harry Potter experience his rights (or not)? What about the children in Roald Dahl books (Matilda, Charlie and the Chocolate Factory)?
17. Find an article in today's paper that relates to children's rights.
18. Write a short story to explain a right from the UNCRC to a five year old.
19. Write a short newspaper editorial to explain how British people can become more rights respecting.
20. Choose a right that we need to work on in your school. Explain why.

The page features a vibrant green border decorated with various paint splashes in blue, yellow, and pink. A dashed black line runs along the inner edge of the border, creating a frame for the central white area. The text is positioned in the upper left quadrant of this white area.

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