

# Lesson 6 – Have your say



## Participation

**Grade Level:**

**Lesson Title:** Have your say

### Learning Objective:

- Give pupils opportunity to develop pupil voice
- Give pupils opportunity to have their say and share their experiences or issues that affect them

**For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.**

**Some Learners:** Will be able to offer their own ideas and opinions for what they want to happen in class/school

**Most Learners:** Will be able to identify or state something they want to make better or change

**All Learners:** Will experience having their voice heard

### Key Questions:

- Who can remember what we learnt about in our last rights lesson?
- Can anyone remember a right?
- What does taking part mean?
- Who can think of something they are good at?
- Can anyone think of something they would like to try?
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### **Materials/ Resources needed:**

- Social Story – “Participation”
- Picture pack – Participation
- Hot Seat / Chair
- My Rights Booklet
- Objects of reference
- Symbols pack

### **Introduction:**

Recap the previous lesson, highlighting the key aspects for the pupils.

Talk to the class about Article 12, the right to be listened to and taken seriously. Explain to the class that they have a right to participate as an active member of the school and show them that they and their ideas are valued as a member of the school.

Explain the term “pupil voice” and explain the role of the school council or other pupil voice groups. Children and young people may want to share their own experiences of being on the school council or other pupil voice groups.

Share the Participation picture pack with the class and talk about each article that the illustrations represent. Use the Symbols Pack or objects of reference to support ideas and learning.

Read the Participation Social Story together.

**Group activity suggestion:** This activity is an opportunity for children to feel seen and heard.

Invite the group to sit in a circle so everyone can be seen and included. One at a time each child will make a movement/sound or both and the group then mirrors this back to them. This can be broken into stages, for example:

- a) For the first round invite children to make a sound with their voice (if children feel nervous they can be supported to think of a theme like animals etc.)
- b) For the second round invite children to make a movement (movement can be small or big-whatever feels right for the child)
- c) For the third round invite children to do a sound and a movement

Repetition of the activity will help children to relax and increase spontaneity each time. Repetition will also strengthen the feeling of being seen and heard by the group. It is possible to include small percussion instruments in this activity.

**Main Activity:** Hot Seat activity

Ask the class to think about an aspect of school or class that they would like to do more of or an aspect they would like to change or develop if they had the chance. Provide the learners with suitable thinking time or scaffolding if needed. Where possible this should be the pupils’ own ideas.

Ask pupils to take it in turns to sit in the hot seat and share what they would like to develop within the class. Other pupils or class staff may wish to ask questions about the pupil's ideas.

It is VERY important that all ideas are taken seriously and if possible, staff act upon them.

**Extension task:** It could offer a great opportunity to hold an assembly or take these ideas to the SLT, so that they can hear the opinions of the pupils.

**Ongoing:** Complete page 6 of the My Rights Booklet (In school, I like...)

**Plenary:**

As a class re-cap the lesson:

- What have we learned today?
- Can you remember someone's idea?
- What did being in the Hot Seat feel like?
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**AFL:**

Understanding can be assessed through questioning and verbal feedback. Self-assessment will further AFL with the learners providing appropriate reasons and understanding for what participation means. Refer back to the lesson objectives, have they been achieved?

**Differentiation:**

- Support hearing impaired learners with appropriate sign language
- Support ASD / low-level learners with PECS / Pictures of reference
- PMLD learners supported using observable indicators

Lessons and activities created by Jonathan Whitchurch of Heronsbridge School in collaboration with the Children's Commissioner for Wales. Tell the Children's Commissioner about your work on rights by tweeting @childcomwales or e-mail [post@childcomwales.org.uk](mailto:post@childcomwales.org.uk)

