

Bitw Bach

Home learning activities for children aged 3-7.

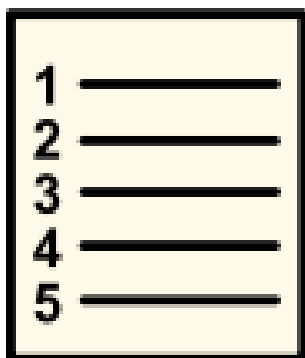
The activities in this pack are a fun way to explore children's rights at home.

The activities were created with the help of teachers across Wales and have been adapted for home learning.

The activities start with a list of equipment you will need and a step by step guide for you to follow.

At the end of each activity your child can draw a picture to show the right you have been talking about, so you don't need to worry about printing the symbol cards out. You can share your pictures with us on twitter @childcomwales

Activity One: Wants and Needs



You will need:

[Poster](#)

[Symbols pack](#) (Article 2)

Paper

Pens

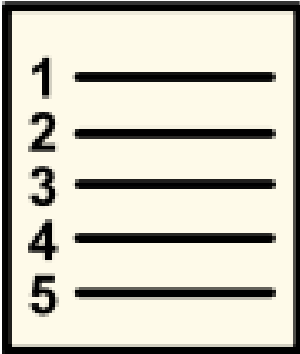
[“We Stand Together” – rights song](#)

How to do it:

1. Start the activity by explaining “All children have children’s rights. Children’s rights are a list of things that children need to grow up happy, healthy and safe.”
You can use our poster or actions to help explain this.
2. Listen to “We Stand Together” – you could dance along or play a musical instrument.
3. Work together to draw the outline of a body.
4. Ask your child to think about the things they NEED to grow up happy, healthy and safe. Ask them to write or draw their answers INSIDE the body.
5. Ask your child to think about the things they WANT. Ask them to write or draw their answers AROUND the body. If your child needs support during this activity you could use pictures or offer suggestions to support their thinking.
6. Finally ask your child to think about one person who helps them grow up happy healthy and safe. Write that person’s name on the top of the paper.
7. Finish the activity by sharing Article 2 from the symbol pack with your child.

Explain that all children have these rights no matter what. Ask your child to help you draw your own symbol card.

Activity Two: Emotions



You will need:

Paper and pens

A picture of your child/ children and members of our household

[Symbols Cards](#) (Article 3 and Article 12)

How to do it:

1. Start the activity by explaining “Today we’re going to think about what it means to happy. We are going to make an emotions wall for us all to use while we are at home.”
2. Draw a face expressing an emotion OR show different pictures of faces with different emotions (you could use the characters from “Inside Out”).

Ask the following questions:

“Which emotion is this?”

“What makes you feel [emotion]?” e.g. if emotion is happy, possible answers are: playing, being with friends/ family, playing with a pet etc.

“What do you do when you feel [emotion]? E.g. if emotion is happy, possible answers are: smile, laugh, jump up and down

3. Introduce the idea of an emotions wall.

“Our emotions change lots of times during the day and this is normal. Sometimes it might be easy to tell someone how we feel and other times it might not be easy. It can be really hard for other people to know how we feel, they can guess, but sometimes they might not get it right. When we can tell other people how we feel it makes it easier for them to help us.

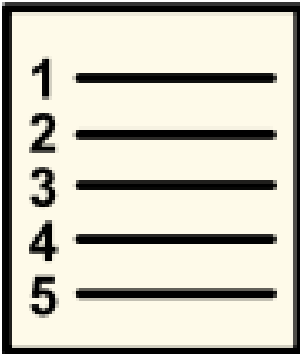
We are going to create a check in wall to help us to notice our feelings. This will also help me to know ow you are feeling and how I can help you.”

4. Work together to decide the different emotions you can feel in a day, place the word and a drawing of the emotion on the wall.

5. Explain that each morning you will move your photograph to the emotion you are feeling. Take time to discuss your feelings after everyone has “checked in”.

6. Finish the activity by sharing Article 3: adults must do what’s best for me and Article 12: I have the right to be listened to and taken seriously from the symbols pack. Work together to draw your own version of the card to add it to your collection.

Activity Three: I like to play



You will need:

Symbols pack (Article 31)

Paper and pen

How to do it:

1. Ask your child to close their eyes and think about their favourite thing to play.
2. Ask your child to explain the game/ activity to you, listen and ask questions about their favourite thing to play.

“How do you feel when you play _____?”

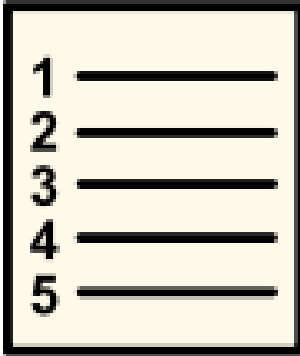
“What’s the best thing about the game?”

3. Play the game together.
4. Once you have finished playing, show your child the symbol card for Article 31. Work together to draw your own version of the card to add to your collection.

Extra activity:

Ask your child to write or draw about their favourite thing to play.

Activity Four: Things that keep us healthy.



You will need:

Symbol pack (Article 24)

Toy food

Paper and pen

A measuring jug, containers of different size and a plastic cup

How to do it:

1. Start the activity by explaining “today we will be thinking about the things we need to stay healthy.” Ask your child the following questions:

“What does it mean to be healthy?”

“How do you keep healthy?”

Support their answers with ideas of your own.

2. Choose one of the following activities:

Activity One: Make a healthy lunch

Ask your child to make a healthy lunch for their favourite toy, they could use play food or draw a healthy lunch. Talk about the choices they have made and support their answers with your own ideas.

Or

Ask your child to help you make a healthy lunch, talk about the food you are cooking and why it is healthy.

Activity Two: Water

Explain to your child that everybody needs to drink water to be healthy and make sure your body works properly.

Ask them to guess how much water children need every day (they could answer in 'cups' or by demonstrating with their hands).

Explain to your child that they need to drink 1 litre of water to stay healthy.

Work together to figure out which container in your house holds a litre using a measuring jug.

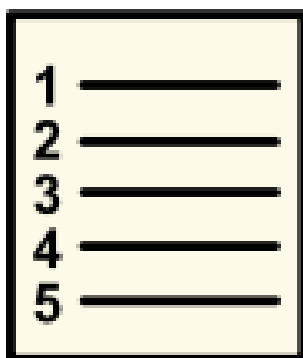
Activity Three: Get Active

Talk about why being active is important.

Choose an activity to do together, this could be dancing, following a workout online, or making up your own game (like an obstacle course).

3. Finish the activity by showing your child the Article 24 symbol card and work together to draw your own version for your collection.

Activity Five: Role Play



You will need:

Symbols card (Article 6)

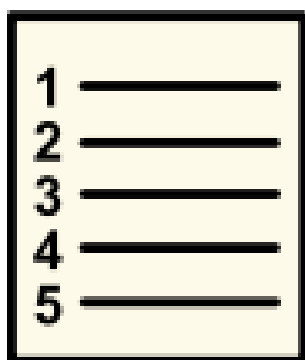
Paper and pens

Objects from around your house for the role play

How to do it:

1. Start by talking with your child about people who help you to stay healthy. You might want to mention: health visitors, doctors, nurses, dentists.
2. Once you have talked about the different people who help. Choose one of them and create a role play area for you and your children to enjoy. This doesn't have to be big, it could be as simple as a "dentist" or "waiting room" sign above a chair. Let your child take the lead with the role play, you might want to support them by reminding them of useful objects in your house "you have a stethoscope somewhere, can you find it?".
3. Finish the activity by showing your child the symbol card for Article 6. Work together to create your own version of the symbol card to add to your collection.

Activity Six: The Three Little Pigs



You will need:

Symbols cards (Article 27)

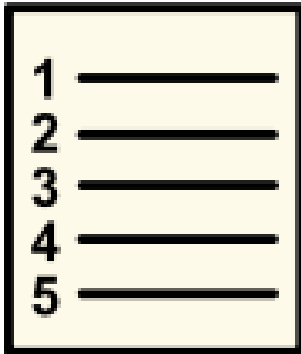
Paper and pens

Shelters: sheets, paper or recyclable materials found in your house (cereal boxes etc)

How to do it:

1. Invite your child to sit comfortably to hear the story of the Three Little Pigs. Ask them to help you tell the story – you can add in actions and voices for the different characters.
2. After the story ask your child “what did the Little Pigs need to feel safe?” and discuss their answers.
3. Ask your child to build a house for the Three Little Pigs – this could be a den using sheets, a drawing with paper and pens or a 3D model with recyclable materials.
4. Once the house is made ask your child to think about the things that would help them to feel safe in the den. Invite them to share their answers. You could ask your child to write or draw their answers.
5. Finish the activity by packing away the den. Show your child the symbol card for Article 27 and work together to create your own version of the card to add to your collection.

Activity Seven: People who help us



You will need:

Symbols card (Article 19)

Paper and pens

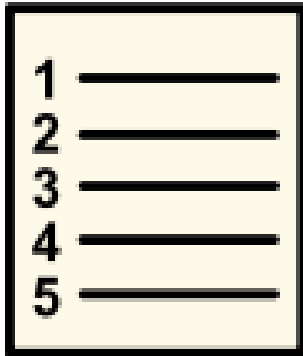
How to do it:

1. Explain to your child that in this activity you will be talking about being safe. “Children have adults in their lives who should make sure that children are kept safe.”
2. Ask your child to think about a person who helps keep them safe, allow time for your child to think and share their answer. You may want to ask prompting questions: “who keeps you safe at home?” “who keeps you safe in your community?”
3. Work together to draw a person who helps keep your child safe and write the name of that person on the drawing.
4. Finish the activity by showing your child symbol card Article 19, work together to create your own version of the symbol card to add to your collection.

EXTRA ACTIVITY:

You could work together to draw a map of your local community (you could use an online map to help you). Match up the people who help your child stay safe with their building/ place they live. For example: a police officer in your local station.

Activity Eight: Article 29



You will need:

Symbol Cards (Article 29)

Paper and pens

How to do it:

1. Start the activity by asking everyone in your home to close their eyes and think about the question you are about to ask them.
“I want you to think about one thing you are really good at.”
2. Ask everyone to share their answer out loud. Take time to listen to each person’s answer and add other things you think that person is good at.
3. Ask your child to help you create a drawing to show everyone’s answers.
4. Finish the activity by showing your child the symbol card for Article 29, work together to create your own version for your collection. Look back over your collection of rights and ask children if they can remember what you did for each right.

Don’t forget to share your work with us on twitter. Tweet @childcomwales