

## Bitw Bach

### Lesson One: Introduction (Wants and Needs)

Curriculum for Wales, Humanities, WM5:

PS1- *'I am beginning to understand what human rights are and why they are important.'*

Curriculum for Wales, FW, LLC, WM4:

PS1- *'I can join in with familiar songs.'*

Activities	Additional Information and Resources
<p><b>ASK</b></p> <p>Start the session by explaining that over the next couple of weeks you will be focusing on children's rights.</p> <p>Explain that over the next couple of weeks, you will learn about different children's rights and will work together to create a classroom display. The display will show all of the visitors to your class what you have learnt about children's rights.</p> <p>Tell the children that children's rights are a list of things that children need to grow up happy, healthy and safe.</p> <p>Introduce the song "<a href="#">We Stand Together</a>" to the class, explain that over the next couple of weeks you will learn and sing this song each time you learn about rights.</p> <p><b>DEVELOP</b></p>	<p>Teachers can download an easy read with symbols version of the UNCRC on the Children's Commissioner website <a href="#">here</a>.</p> <p>Foundation phase poster available <a href="#">here</a>.</p>

**Treasure hunt**

Hide objects of reference around the classroom and ask children to try to find the objects they think will help them grow up happy, healthy and safe.

Discuss each object and why children think it is important to grow happy, healthy and safe. You may wish to throw in some “red-herrings” for example chocolate, to see what children think.

OR

Hide objects of reference (or pictures) around the outdoor space you have. Ask the children to work in groups to go on a Rights Hunt to find the things they need to be happy, healthy and safe. You could ask children to find the pictures and bring them back to you or you could ask children to write/ draw their answers down.

**Wants vs Needs**

Place two hula hoops at other sides of the hall. Explain to children one hoop is for the things we want and one hoop is for the things we need.

Ask children to work in pairs and pick an object of reference/ picture from the box in the middle of the hall. Children have to decide if the object/ picture is something they want or something they need and put it in the correct hoop.

Once all of the objects have been sorted, gather one pile at a time to discuss children's answers.

This activity could also work as a [table-top activity](#).

**Extension Activity****Rights Hunt:**

We have wants vs need pictures available [here](#). Alternatively, you could create your own.

Give each pupil a [template of a body \(page 3\)](#) and ask them to draw or write the things they need to grow up happy, healthy and safe inside the body (needs). Then ask children to draw or write the things they want on the outside. This activity will reinforce the learning from the last activity and ensure that children can understand the difference between something they need (their children's right) and a want.

This activity could also be done outside/ on a large piece of paper. Draw a body on a large piece of paper or use chalk on the floor outside and ask children to work in small groups to complete the activity.

### **REFLECT**

Bring the class back together and ask children to share their ideas about what they need to grow up happy, healthy and safe (their children's rights) you may want to ask prompting questions.

Finish the lesson by explaining, "Today we have been talking about children's rights. Children's rights are the things you need to grow up Happy, Healthy and Safe."

Show the class the symbol card for Article 2 (all children have these rights) and explain that this right will be the first one to go on their class display. Explain the importance of all children being treated equally within your class. Tell children when you have finished all your children's rights lessons your display will be full of different rights and some of their work/ pictures.

### **SONG:**

Sing the song one more time to finish the lesson.

## Lesson Two: Learning About Emotions (Happy)

CFW, Health and Well-being, WM2:

PS1- *'I am beginning to have an awareness of how feelings are communicated through actions.'*

CFW, LLC, WM3

PS1- *'I can share ideas and feelings and express what I like and dislike.'*

Activities	Additional Resources and Information
<p>Remind the children what happened in your last children's rights lesson.</p> <p>Sing "We Stand Together", encouraging children to join in.</p> <p>Today we're going to think about what it means to be happy. We're going to learn about different feelings. We're going to think about what we can add to our classroom display to help us to feel safe and happy in our class.</p> <p>Today we will be looking at two different children's rights Article 3 (adults must do what is best for me) and Article 12 (I have the right to be listened to).</p> <p><b>Recognising emotions</b></p> <p>The teacher draws a face expressing an emotion OR the teacher shows different pictures of faces with different emotions. Possible to use some emotions from film 'Inside out' as reference children might be aware of. The classroom is asked the following questions:</p>	<p>This will start to develop a sense of familiarity for children. Remember to make sure all children can see you when signing.</p> <p>Use symbols cards to support children's learning.</p>

**“Which emotion is this?”** It is OK if children have different ideas. This is an opportunity to acknowledge that we can interpret emotions differently. Try to agree as a class which emotion to go with e.g. happy.

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

**“What do children do when they feel [emotion]?”** e.g. if emotion is happy, possible answers are: smile, laugh, jump up and down, talk to other children, spend time on their own, do something they enjoy like making mud pies or reading.

**“What makes you feel [emotion]?”** Can relate these questions to different areas of life e.g. what makes you happy at school/at home?

**“What do you do when you feel [emotion]?”**

Extension activities:

Choose an emotion “I feel \_\_\_\_\_ when \_\_\_\_\_” (page 5)

Ask children to create different faces out of dough and talk about the face they have created.

## **DEVELOP**

Teacher introduces the idea of a classroom ‘check in 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 [explore examples with class]. It is 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 if we need to [examples]. We are going to create a classroom 'check in' wall to help us to notice our feelings. This will also help me to know how you are feeling and how I can help you."

The check in wall is an opportunity for children to take a minute to stop and notice how they are feeling. As a class decide on the different emotions we can feel during school and place the work and a correlating image/emoji on the wall. Children place their photograph next to the word/image. An activity could be that children in pairs take a picture of each other.

Decide as a class when children can go to the check in wall. For example, do they want to go to it after playtime and lunchtime? Or do they want to be able to go to it at any point during the day?

**REFLECT:**

Finish the lesson by explaining, "Today we have been talking about children's rights. Children's rights are the things you need to grow up Happy, Healthy and Safe."

Show the class the Article 3 and Article 12 symbol cards again and explain how you have focussed on those rights today (listening to each other, creating a check-in wall so you can listen and help children when they need it). Remind children that you are going to use the rights you learn about to create a classroom display.

**SONG:**

End the lesson by singing the rights song.

### Lesson Three: I Like to Play (Happy)

CFW, Expressive Arts, WM3:

PS1- *'I can communicate my ideas, feelings and memories in my creative work.'*

CFW, Humanities, WM2:

PS1- *'I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.'*

Activities	Additional Resources and Information
<p><b>ASK</b></p> <p>Recap the learning from last lesson with the following prompts: Who remembers the song “We Stand Together”? Who can tell me one thing you need to grow up happy, healthy and safe?</p> <p>Sing “We Stand Together”, encourage children to join in.</p> <p><b>Picture Pack discussion</b></p> <p>From the picture pack use the illustrations described in additional information.</p> <p>These images can be used to start a conversation with children; you could do this as a circle time activity with the whole class or give a picture to each pair/ small group.</p> <p>Ask the children to share what they see in the pictures. See what observations they come up with and supplement them with your own.</p> <p>Once the children have the idea about the common similarities in the picture (playing) you could ask them how they think the people in the picture are feeling and support</p>	<p><i>This activity links to Article 31 of the UNCRC, all children have the right to relax and play, and to join in a wide range of activities</i></p> <p><b>PICTURES:</b> The pictures can be found <a href="#">here</a>.</p> <p>We suggest using the following pictures:</p> <ul style="list-style-type: none"><li>Child with building blocks</li><li>Child on a space hopper</li><li>Children playing football</li><li>Children playing outside front door</li><li>Child playing with teddy</li></ul>

their answers. Encourage children to use different words to describe the emotions they are seeing.

### **DEVELOP**

Explain to children that you are going to move on to think about things that they like to play in school.

Ask children to close their eyes and ask the following questions:

What do you like playing in school?

How does it make you feel?

Do you like playing inside or outside?

Do you like playing on your own or with other people?

Ask children to open their eyes, tell children you would like them to create some art to show people their favourite thing to play. They could paint, draw, make a model or use the computer (depending on what is available in your classroom). Allow time for children to finish their art, reminding them of the questions you asked them earlier on in the session.

### **REFLECT**

Bring the class back together and ask children to share their art with the group, take time to listen to the children as they describe their art, you may want to ask prompting questions or point out similarities and differences between the things children like to do.



You may also want to ask children to write about how their favourite activity makes them feel, you could use this to create a display in your classroom (or you could add a selection of them for your classroom display).

Finish the lesson by explaining, "Today we have been talking about children's rights. Children's rights are the things you need to grow up Happy, Healthy and Safe. Playing is something you all need to grow up happy, healthy and safe."

Show the class the Article 31 symbol card and explain that you are going to add this right to your Classroom display.

**SONG:**

Sing "We Stand Together" to end the lesson.

Lesson Option 2

**ASK**

Recap the learning from last lesson with the following prompts:

Who remembers the song "We Stand Together"?

Who can tell me one thing you need to grow up happy, healthy and safe?

Sing "We Stand Together", encourage children to join in.

**DEVELOP**

Ask pupils to sit in a circle and close their eyes (you may want to play some music at the same time).

Read the following statements:

I want you to think about your favourite thing to play.

You might play inside, you might play outside.

You might play on your own, you might play in a group.

Your game might be quiet, it might be loud.

Imagine you are playing that game right now, think about how you are feeling.

Keep thinking about that feeling and open your eyes.

Go around the circle and ask each pupil to share their favourite thing to play and also how it makes them feel. Recognise the similarities and differences in their answers.

### **DEVELOP**

Explain to children that you are going to play a group game altogether. This could be something your class really likes doing or could be a parachute game.

#### **Parachute activity:**

Fruit Salad - Ask children to hold a part of the parachute each. Explain that you are going to play a game but first you need to practice doing a "mushroom". Explain that you are going to count to three, and that on three all of the children should put their arms into the air while holding the parachute. Staff may need to kneel down for this activity to work. Practice the mushroom a couple of times.

Tell the children that you will choose a colour and then the whole group will do a mushroom, when the parachute is in the air the children holding the colour you chose will run under the parachute and come back out!

Repeat this with every colour on the parachute.

**REFLECT**

Bring everyone back together. Explain that you would like everyone to close their eyes and let go of the parachute.

As you collect the parachute in ask children to keep their eyes closed and ask them the following question: How did you feel when we played the game?

Ask children to open their eyes and share their answer about how they felt, you can point out any similarities in how the children felt.

Finish the lesson by explaining, "Today we have been talking about children's rights. Children's rights are the things you need to grow up Happy, Healthy and Safe. Playing is something you all need to grow up happy, healthy and safe."

Show the class the Article 31 symbol card and explain that you are going to add this right to your Classroom display

**SONG:**

Sing "We Stand Together" to end the lesson.

## Lesson Four: Things That Keep Us Healthy (Healthy)

CFW, Health and Well-being, WM1:

PS1- *'I am beginning to make connections between my diet and my physical health and well-being.'*

Activities	Additional Resources and Information
<p>Remind children about what they learnt in the last children's rights lesson.</p> <p>Ask children if they can remember the song "We Stand Together".</p> <p>Ask children if they can name one thing they need to grow up happy, healthy and safe.</p> <p>Sing "We Stand Together" as a group.</p> <p>Tell the children that today you will be talking about being healthy.</p> <p>Show the class Article 24 (I have the right to good quality health care, to clean water and good food).</p> <p>Ask: What does it mean to be healthy? How do you keep healthy?</p> <p>Tell the children they will learn a bit more about being healthy. Do one of the following activities, or have different children doing different activities. They can be done inside or outside</p> <p><b>Activity 1 – 'things that keep us healthy'</b></p>	<p>You may have done other work around being healthy which you can remind the children about, this might include work with Healthy Schools.</p>

Have a large container/bucket in the centre of the space. You could stick a picture of a child on the container.

Ask children to go around the classroom in pairs or in threes and choose one thing that makes them healthy to put in the container (e.g. food from toy kitchen, bottle of water/milk, ball, toothbrush).

Discuss as a large group the things in the container and how they keep us healthy.

You could do this outside by having a separate box of mixed items from the classroom and ask children to pick out the things that make them healthy.

This activity could also be done as a running game or a relay race to sort their boxes out into healthy and un-healthy.

**Extension Activity:**

Children could do this activity as a table top activity, by cutting and sticking healthy food on a paper plate.

Children could also write a healthy [shopping list](#) or work in small groups to cook a healthy snack.

**Activity 2 – ‘water’**

Tell the children that everybody needs lots of water to be healthy and make sure our bodies work properly. Ask them to guess how much water children need every day (they can answer in ‘cups’ or by demonstrating with their hands). Tell the children that they need to drink 1 litre of water to stay healthy.

In small groups, ask the children to work together to figure out which container holds a litre. For example, “8 cups = 1 litre, can you work out which container is a litre?”

### **Activity 3 – ‘keeping fit’**

Tell the children that in order to be healthy, everybody needs to do exercise. This means moving our bodies to help them stay fit and strong.

Use a ball to throw or roll around a circle and ask each child who catches it to share one thing children can do to keep fit. Play a game similar to ‘musical statues’. Choose one physical activity (e.g. running, throwing/rolling a ball, simple yoga postures, dancing) for the children to do while some music is playing. Stop the music at different intervals and ask the children to stay still.

At the end of the activity, ask children to feel how their body has changed (e.g. beating heart, warm skin, tired arms and legs) to feel how exercise keeps our bodies working.

You could do this outside by playing ‘Simon Says’ and asking the children to do a different physical activity each time.

### **REFLECT**

Bring all of the children together again and ask them to share the things they’ve done in the lesson. Remind them that there are lots of things we can do to keep ourselves healthy.

Finish the lesson by explaining, “All children have children’s rights. Children’s rights are the things you need to grow up happy, healthy and safe.” Show the class the

You could link this to Daily Puff/ Daily Mile

Article 24 symbol card again and explain how you have focussed on that right during the lesson (thinking about healthy food/ how much water you need).

Remind children that you are going to use the rights you learn about to create a Classroom display.

**SONG:**

Sing, "We Stand Together" to end the lesson.

## Lesson Five: Role Play (Healthy)

CFW, Health and Well-being, WM5

PS1- *'I can identify who looks after me and who my family and friends are.'*

CFW, LLC, WM4

PS1- *'I can use familiar words and phrases and experiment with newly-learned vocabulary.'*

Activities	Additional Resources and Information
<p><b>ASK</b></p> <p>Remind children about your last children's rights lesson. Who remembers "We Stand Together"? Who can tell me one thing you need to grow up happy, healthy and safe?</p> <p>Sing "We Stand Together". Encourage the children to join in.</p> <p>Ask the children to sit in a circle.</p> <p>Remind pupils about learning from your previous lesson, by showing them the symbol card for Article 24 and ask them if they can remember anything about this right.</p> <p>Tell the children that today we are going to talk about the people who help us to stay healthy</p> <p><b>DEVELOP</b></p>	



Ask pupils if they know of any people that help keep them healthy. You might want to consider doctors, dentists, teachers, health visitors, dinner people etc. Support discussion around this.

For younger children you may want to pre-prepare pictures/ dolls to aide discussion. Tell the children that you are going to work together to choose a role-play area. It can be a workplace of someone that helps keep them healthy i.e. doctors, dentist surgery.

**EITHER:**

Have a classroom discussion about what area they would like to see, how it would look, what would be in there.

**OR**

Ask the children to draw/ create the space out of art material and share it with the class.

Ask children to think about:

Equipment they would need

What furniture they may need

Outfits they may need

You might want to support their thinking with suggestions.

**Extension Activity:**

You could ask pupils to create their own drama sketches to go with the role play area.

**REFLECT**

Finish the lesson with a classroom vote, you can do this by:

Show of hands

Writing the options on the white board and asking children to draw a tick on their choice (they could come up in small groups).

Once the class has made the decision about which role-play area they would like, go through all of the equipment they would expect to be in the role-play area. Discuss the choices the children make and if any of the suggestions are unachievable explain the reasons why.

E.G We can't have a doctors bed but we could use something else?

Finish the lesson by explaining, "Today we have been talking about children's rights. Children's rights are the things you need to grow up Happy, Healthy and Safe. Today we have been talking about the people who can help keep you healthy."

Show the class the Article 6 (I should be supported to live and grow) symbol card and explain that you are going to add this right to your Classroom display.

**SONG:**

Sing, "We Stand Together" to end the lesson.

Once the lesson is over, create the role-play area. Use the symbols cards to make a direct link to children's rights.

## Lesson Six: The Three Little Pigs (Safe)

CFW, Health and Well-being, WM5

PS1- *'I am beginning to recognise that I have the right to be treated fairly and respectfully.'*

Activities	Additional Resources and Information
<p>Remind the class about the learning from your last rights lesson.</p> <p>Sing "We Stand Together" as a class.</p> <p>Today we're going to learn about what all children need to grow up happy, healthy and safe.</p> <p>We're going to listen to a story and we're going to think about what makes a safe place for us. We are going to think about Article 19 (Show symbols card) and Article 27 (show symbols card) and add them to our display by the end of the lesson.</p> <p><b>What do all children need to feel healthy, happy and safe?</b></p> <p>This activity can be done in a number of different ways. You could use paper to make your wall, draw it on a whiteboard or use foam-building bricks to create a 3D wall.</p> <p>Ask the children to say one thing they need to grow up to be happy, healthy and safe. Add each of these ideas onto the wall, allowing one idea per brick. You could write these for children or children could write or draw their own and add them to the wall.</p>	<p>You may want to use symbols cards or objects of reference from previous lessons to support children.</p> <p>Letting children know what to expect from the session. Some children might worry about talking about emotions so knowing what will happen during the session can help to ease anxieties.</p>

Explain to the children “you need lots of different things to make sure you grow up to be happy, healthy and safe.”

If using a 3D model you could ask the children what would happen if you took certain bricks away (the wall would fall) to represent how indivisible children’s rights are.

### **DEVELOP**

Invite all children to make themselves comfortable to hear a story.

Tell the story of the Three Little Pigs. Encourage children to participate in the story by leaving pauses for them to finish the sentence.

Ask the question ‘what did the Little Pigs need to feel safe?’ Tell children that you are going to work in small groups to build a house for the Three Little Pigs.

Invite children to create a den using material.

Once they have created their den ask children to think about the things that would help them to feel safe in the den.

Invite each group to share the things they would need to feel safe in turn.

### **Follow on activity:**

Use a [house template](#) and ask children to draw or write the things they need to stay safe.

### **REFLECT**

It is suggested that you ask your class to sit in a circle for this part of the lesson (you may like to take this outside to an outdoor classroom).

After children have shared their answers ask them to pack away their dens and re-join you in a circle.

Finish the lesson by explaining, "Today we have been talking about children's rights. Children's rights are the things you need to grow up Happy, Healthy and Safe. Today we looked at the things you need to be safe (remind children who they can talk to if they don't feel safe in school)"

Show the class the Article 19 and Article 27 symbols card and explain that you are going to add this right to your Classroom display.

**SONG**

Sing "We Stand Together" to finish the lesson.

## Lesson Seven: People Who Help Us

CFW, Health and Well-being, WM5

PS1- 'I can identify who looks after me and who my family and friends are.'

Activities	Additional Resources and Information
<p><b>ASK</b></p> <p>Remind children about the learning from previous rights lessons. You may want to ask questions to help children remember their lessons.</p> <p>Sing “We Stand Together” as a class.</p> <p>Tell the children that you will be talking about being safe. Children have adults in their lives who should make sure that children are kept safe.</p> <p>Ask children to think about a person who helps keep them safe, allow time for children to share their answers and support their learning with questions.</p> <p><b>DEVELOP</b></p> <p>Tell the children they will learn a bit more about being safe.</p> <p>We need to think about these questions: -</p> <p>Who keeps you safe? How do they keep you safe? / What do they do to keep you safe?</p>	<p>You may want to use the symbols cards from previous lessons to remind children about their learning.</p>

This activity is best done in small groups.

First, ask children to create where they live. You could do this in many different ways e.g. Lego, drawing, making a cardboard city, using Google Maps. You may need to support children to do this, using the school as the centre point of the map. You could also take a walk around your local community to help children draw their map.

Once they've done this, prompt them to think about and point to who keeps them safe where they live, or ask them to role play different adults who keep them safe. Some examples could be parents/carers/family (home), police (police station), fire brigade (fire station), teachers (school), lollipop person (street), social worker (School).

You could also pre-prepare pictures of places/ people in their community and ask the following question Who keeps you safe there? How do they keep you safe?

**Follow on activity:**

Use a body outline template and ask children to draw a person who keeps them safe. Alternatively, you could create outfits for each character and ask children to cut and stick them to the body outline to create the different people in your community who keep children safe.

Ask pupils to write a sentence about the person they have drawn.

**REFLECT**

Bring all of the children together again and ask them to share the things they've done in the lesson. Remind them that there are lots of adults around them who make sure they stay safe, and are there if they ever need help.

Remind children who they can talk to in school if they need help.

Finish the lesson by explaining, "All children have children's rights. Children's rights are the things you need to grow up happy, healthy and safe. Today we have focused people who help us stay safe."

Show the class the Article 19 symbol card and explain how you have focussed on that right during the lesson (thinking about the people who can help keep us safe). Remind children that you are going to use the rights you learn about to create a Classroom display.

Sing "We Stand Together" to end the lesson.



## Lesson eight: Article 29 (final lesson)

CFW, Health and Well-being, WM2

PS1- *'I have an awareness of my perceptions and thoughts.'*

Activities	Additional Resources and Information
<p>Sing "We Stand Together".</p> <p>Remind children about the learning from your last rights lesson. Remind children that you have been putting different children's rights on their classroom display and that today they are going to add one more children's right to the display.</p> <p>You may want to ask some prompting questions: What do you need to grow up healthy? Who can remember the game we played together? Who keeps you safe? What did you need in your dens to keep you safe?</p> <p><b>DEVELOP</b></p> <p>While children are sat in a circle, ask them to close their eyes to think about the question you are going to ask them.</p> <p>I want you to think about one thing that you are good at, and in a minute you are going to open your eyes and we will all share one thing we are good at.</p> <p>Ask children to share their answers, you may want to support some children while they think about what they are good at, and help them by pointing out qualities or skills you recognise. You may want to point out similarities and differences.</p>	

Ask children to write or draw the thing they are good at; you can use these sentences to form part of the classroom display.

**Extension activity:**

You could ask pupils to recognise qualities/ skills in their peers and share them with the rest of the class.

**REFLECT**

Remind children of some of the things they just shared. Explain that you are now ready to add your final right to the Classroom display.

Show the class Article 29 “I have the right to be the best that I can be” and add it to the display.

You might like to end the session with a favourite game or story to celebrate all of the hard work.

**SONG:**

Sing “We Stand Together” one last time.