

Children's Rights Activities for Early Years Settings

Activity One: Introduction to rights

Curriculum for Wales links:

Humanities, What Matters (WM) 4:

Progression Step (PS) 1- *'I can show an awareness of who I am and that I am similar and different to others.'*

CFW, LLC, WM4:

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

Links to Children's Rights:

Article 2: All children have these rights

Article 19: I have the right to be protected from being hurt or badly treated

Article 24: I have the right to good quality health care, to clean water and good food

Article 31: I have the right to relax and play

Activities	Additional Information and Resources
<p>Intro:</p> <p>Explain that today we will be learning about our children's rights, they are things that keep us happy, healthy and safe.</p> <p>Ask:</p> <p>"Can you show me your happy faces?" (Model the appropriate facial expression)</p> <p>"Can you show an action for healthy?" (We recommend modelling muscles or some form of physical movement)</p>	<ul style="list-style-type: none">• If your setting uses Makaton — you may want to include the Makaton for Happy, Healthy and Safe at this point. Visit this website to learn more about Makaton.• Repeat the actions every time you use the "Happy, Healthy, Safe" phrase.

"Can you give yourselves a great big cwch to feel safe?" (model giving yourself a hug)

Optional:

Explain that over the next couple of weeks, you will learn about different children's rights and will work together to create a display. The display will show all of the visitors to your setting what you have learnt about children's rights.

Activity:

Body of rights

1. Draw a large outline of a body. This could be prepared ahead of the session or you could include children by drawing around them on paper or using chalk in an outdoor play space.
2. Show children a bag (ideas about what to include in the bag is in the next column) and tell them that you will be looking at the things in this bag.
3. You could sing a simple song such as "Beth sy' yn y bag" and then choose a child to select an item.
4. Ask them "What is this/ that?"
5. Model the language if the child isn't sure what the item is.
6. Explain what the object is and why it is important to children.
7. Ask the child to place the item in the body.
8. Repeat step 3-7 for each item.

After talking about each object or picture, place them in the middle of the body.
'All these things keep us happy, healthy and safe. These are your children's rights.'

We suggest repeating this activity several times to embed the language of 'happy, healthy and safe'. You may wish to add more items or change the items as children

- You can use an easy read version of the UNCRC. This lists the rights of the child using symbols. You can find this [here](#).
- 'Happy, Healthy & Safe' poster available [here](#).

We recommend using **3 or 4 props** to begin. You may want to use more.

We recommend using the following items:

- A ball or something children in your setting enjoy playing with to represent being 'happy'. You may need to make links between Article 31 the right to play and the feelings children have about playing. "How do you feel when you play this game?"
- Healthy food (like an apple) to represent being 'healthy'.
- Home (use pictures of different types of homes to ensure all children in your setting are represented) to represent being 'safe'

<p>become more familiar with the activity and children’s rights language. You may wish to throw in some “red-herrings” for example chocolate, to see what children think.</p> <p>Display idea: <i>You could take pictures of this activity to include in a display, or use the body (if doing a paper version) and ask children to draw the object you discussed.</i></p>	<p>Body of Rights: We have wants vs need pictures available here. Alternatively, you could create your own.</p> <p>You can also see our Wants vs Needs colouring cards here.</p>
<p>Provision activity ideas/extended learning:</p> <ul style="list-style-type: none"> • Mark making — once the activity is finished ask children to draw the objects inside the body. • Paint/draw/colour photos of things that keep them happy, healthy and safe • Cut and glue pictures of things that keep them happy, healthy and safe inside an outline of a body • Photograph items in the classroom/around their settings that make them happy, healthy and safe • Practice forming number 2 (Article 2, all children have rights) 	

Lesson Two: Learning About Emotions (Happy)

Curriculum for Wales links:

LLC, WM3

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

Expressive Arts, WM3:

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

Links to Children's Rights:

Article 3: Adults must do what's best for me

Article 12: I have the right to be listened to and taken seriously

Article 31: I have the right to relax and play

Activities	Additional Resources and Information
<p>Intro:</p> <p><i>"Today we're going to think about what it means to be happy. We're going to learn about different feelings."</i></p> <p><i>"Today we will be thinking about Article 12 - I have the right to be listened to."</i></p> <p>Recognising emotions</p> <p>As the group leader make a face expressing an emotion OR the show different pictures of faces with different emotions. Possible to use some emotions from film</p>	<p>Use symbols cards to support children's learning.</p>

'Inside out' as reference children might be aware of. The children are asked the following questions:

"How am I/they (person in picture) feeling?"

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 group which emotion to go with e.g. happy.

"Can you show me your [emotion] face?"

"What makes you feel [emotion]?" e.g. if emotion is happy, possible answers are: playing, being with friends/family, playing with a pet etc. You could use the picture cards from session 1 to help aid the children express their ideas.

You can relate these questions to different areas of life e.g. what makes you happy at here/at home? *This could be an extended activity to progress learning.*

Extension question:

"What do you do when you 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.

Begin by introducing 3 or 4 feelings that the children can name such as happy, sad, angry and tired. (You could also try scared or worried)

Activity:

Play different types of music to children in your setting, you could do this during a physical education session or as a free activity.

As children dance recognise the impact the different types of music are having on their emotions.

Fast beat:

<https://www.youtube.com/watch?v=M93qXQWaBdE>

Slow beat:

https://www.youtube.com/watch?v=Ba_kOUmIDME

"I can see lots of happy smiley faces. I can see big jumping actions."

"Everybody is moving slowly to this song. Some people have sad faces."

Ask children how the music made them feel. You may want to play a song that you know children like to help them make the connection between the music and feeling happy.

You could then ask the children individually what song or music makes them happy. What is their favourite song? You could listen and dance to these songs during the session or make it a daily activity to listen to a different child's favourite song to make everybody feel happy.

Optional:

You could make a list of all the children's favourite songs to put on your rights display. Could you send your groups favourite songs home with the children so parents and guardians can enjoy them too?

Display ideas:

- **Emotions** - You could take pictures of children expressing their emotions or use their artwork for a display. We would recommend using our symbol pack to include Article 12 in your display.
- **The right to play** — you could use pictures/ drawings from the right to play activity to make a display. Include the symbol card for Article 31 the right to play in the display to make a direct link to children's rights.
- **Book display** — You could use our book recommendations to make a display and link it to Article 12. There are lots of good examples on Pinterest.

Provision activity ideas/extended learning:

- Create different faces and emotions out of play dough or natural resources
- Create a feelings wall/emotion check in: Using basic emotions like happy and sad.
- Create faces out of paper plates, could represent them or you could make a feelings wall to help children describe how they're feeling at the start of each day
- Useful books to discuss feelings: The Great Big Books of Feelings, Sometimes I feel Sunny, The Colour Monster, Augustus and his smile

Lesson Three: Teddy Bear's Picnic (Healthy)

Curriculum for Wales Links:

CFW, Health and Well-being, WM1:

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

Expressive Arts, WM1:

PS1- *'I am beginning to explore ideas, feelings and moods in a variety of creative work.'*

Links to Children's Rights:

Article 3: Adults must do what's best for me

Article 24: I have the right to good quality health care, to clean water and good food

Activities	Additional Resources and Information
<p>Intro:</p> <p><i>"Today we're going to think and talk about being healthy."</i></p> <p><i>"Can you show an action for healthy?"</i> (We recommend modelling muscles or some form of physical movement)</p> <p>Show the children Article 24, what can they see on the symbol card? (I have the right to health care, to clean water and good food).</p>	<p>Use symbols cards to support children's learning.</p>

Activity

Prepare a Teddy Bear's Picnic for your setting's favourite teddy or toy. Hold a discussion - Have the children been to a picnic before? Where did they go? What did they eat?

Fill a shopping bag with healthy food choices, we recommend using real life items when possible.

You could sing a simple familiar song like *'Beth sydd yn y bag?'* whilst children pull different items out. Have a discussion about each item before placing it on a blanket or in a basket for Teddy to enjoy. You could ask children if they like the food or if they've ever tasted it before.

When children become more familiar with healthy food and making healthy choices you may wish to then add new items such as fizzy pop and chocolate to the bag and discuss.

You may want to follow your nurseries policy on healthy eating to aid these discussions.

You should ensure that all families that attend your setting are represented. You might want to work with families to ask them about the types of dishes/ food they eat at home.

Optional:

Children could plan their own Teddy Bear's Picnic. What healthy foods would they like there to be?

You could write a healthy shopping list as a whole or in individual groups.

Is there an opportunity to visit the local supermarket or corner shop to buy items on the list for the picnic?

Children could prepare their own sandwich and healthy snack such as a fruit salad or decorate a snack.

Another option is to set preparing their picnic as a home activity, children to bring in their own plate of healthy food on the day. You might want to work with families to ask them about the types of dishes/ food they eat at home. You could also ask them to share recipes that are important to their family.

You could invite guardians/members of the community to also attend the picnic.

Don't forget to remind the children to bring a toy/teddy/dolly to join and enjoy too.

Display ideas:

- You could use a vote for the role play as a display in your setting.
- You may also want to take pictures of the children sharing their favourite activity to keep their body active and turn that into a display.

Provision activity ideas/extended learning:

- Create a role play area linked to being and staying healthy
- Have a bag/box of mixed items from the classroom and ask children to pick out the things that keep them healthy
- Cutting and gluing pictures to a paper plate for a healthy meal
- What are the children's favourite foods? Draw/paint/glue pictures to add to your wall display.

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| <ul style="list-style-type: none">• Hold a tasting session for the children full of healthy foods (*make sure allergies and dietary needs are checked before hand*). What were the children's favourite foods? Good opportunity to practice vocabulary, colours and counting. Put photographs of the children tasting new foods on rights display.• Healthy bodies: Allow opportunities for the children to exercise and enjoy moving freely.• Healthy minds: Introduce yoga moves to the children which could be used during 'quiet' session during the day.• Useful books linked to being and staying healthy: The very hungry caterpillar, Mindful Monsters, Monsters don't eat broccoli | |
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Lesson Four: The Three Little Pigs (Safe)

Curriculum for Wales Links:

Health and Well-being, WM5

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

Health and Well-being, WM5

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

Links to Children's Rights:

Article 19: I have the right to be protected from being hurt or badly treated

Article 27: I have the right to a house, food and clothing

Activities	Additional Resources and Information
<p>*Reminder: When discussing being safe, children may raise concerns they have about their own life. If a child makes a disclosure during or following an activity you should always follow your settings safeguarding policy. *</p> <p>Intro:</p> <p><i>"Today we're going to learn about what children need to grow up feeling happy, healthy and safe."</i></p> <p><i>"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)"</i></p>	<p>Article 19: I have the right to be safe and protected from being hurt.</p> <p>Article 27: I have the right to a house, food and clothing.</p> <p>Use symbols cards to support children's learning.</p>

Activity:

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 made the Little Pigs 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. *Alternatively, you could build a den/shelter on a smaller scale for a teddy/toy/lego figure.*

Whilst building the den, use this opportunity to have a discussion with the children about what makes them feel safe in their homes? Who lives in their house? What is favourite thing about their home?

End the den building activity by modelling language about safety, comment on any interactions you heard about making the den safer (physically) but also remind them about who they shared that keeps them safe. For example:

"Everybody shared some lovely answers about who keeps them safe, some of you said (give examples that the children mentioned.)"

Extension:

Use props such as puppet or pictures to lead a discussion about who keeps the children safe in their school and their community. People such as teachers, lunch staff, fire fighters, police and doctors. This a great opportunity to invite your local nurse or PCSO into the setting to meet the children.

Display ideas:

- Using the Three Little Pigs as a focus you could create displays that show the children's art work or pictures of them telling the story.
- You could create a map of your local area and show all of the people in your community who help keep you safe.

Provision activity ideas/extended learning:

- Leave out toys and puppets for the children to play with and re-create/role play the story of the three little pigs
- Creative activity — allow children to experiment whilst creating art with natural resources such as sticks, straw and stones.
- Role play ideas: Building site, doctors, hospital
- Complete activities to do with your community thinking about who helps us/keeps us safe
- Identifying roles in the community police officer/ doctor/fire fighters etc - Who keeps you safe at home/in nursery/ in the community? How do they keep you safe?
- Go on a walk around your local community — recognise different places and people who keep us safe, take photographs of places and people
- Invite people who keep us safe in to your setting, have a question and answer session — What do they do? What do they wear? Do they have any special tools or equipment they use?
- Useful books linked to being safe and families: The great big book of families, All are welcome, books about professionals like fire fighters, doctors and the police