

Introduction to Children's Rights

A lesson to introduce children in Key Stage Two to children's rights and the role of the Children's Commissioner for Wales.

We have left timings out of this lesson as you may want to run the activities over a number of lessons.

Links to the curriculum

Curriculum for Wales, Health and Well-being, WM5:

This resource helps the learning of PS2 and 3: *'I can understand that everyone has rights and, with support, I can respect those rights.'*

CFW, Humanities, WM5:

This resource helps the learning of PS2 and 3- *'I can explain who is responsible for upholding rights in my locality and Wales, as well and the wider world. I also have an understanding that some people are denied their rights.'*

CFW, Expressive Arts, WM3:

This resource helps develop the learning of PS2 and 3- *'I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.'*

Key Vocabulary

United Nations Convention on the Rights of the Child (UNCRC): the international document that lays out children's rights.

Rights: "Things you need to grow up happy, healthy and safe"

Children's Commissioner for Wales: "An adult in Wales whose job is to help all children in Wales be happy, healthy and safe"

Activities	Additional Resources and Information
<p>Explain to pupils that you are going to talk about children's rights.</p> <p>"Children's rights are the things you need to grow up happy, healthy and safe."</p> <p>Ask pupils to think about the things they need to grow up feeling happy healthy and safe. Take an answer from each pupil and display them at the front of the class.</p> <p>Ask pupils to consider if all children in their area/ Wales get their rights? Explain ALL CHILDREN across the world aged 0-18 have these 42 rights (called Articles).</p> <p>Yes/No/Maybe Game <i>This game will reinforce learning from the previous discussion.</i></p> <p>Place three pieces of A4 paper on the floor: one saying Yes; one Maybe and one No. Explain you will ask a series of questions and you want pupils to think for themselves and stand nearest the mat that reflects their answer.</p> <p>Ask a few questions (you could create some of your own to suit the needs of your pupils). After each question allow pupils to choose their mat and allow for discussion. Link discussion to key Articles.</p>	<p>You could use an interactive white board or ask pupils to come up and write their answer on a board.</p> <p>If space is an issue you could ask pupils to show their answer using their hands (thumbs up for yes, down for no and in the middle for maybe).</p>

<ol style="list-style-type: none"> 1. Children aged 3 – 18 have children's rights. (No – remind pupils that ALL children aged 0 -18 have children's rights. 2. All children have the right to an education (Yes – this links to Article 28) 3. Adults should do what's best for children (Yes – this links to Article 3) 4. Children have the right to eat chocolate every day (No) 5. All children have the right to presents (No) 	
<p>Who helps me get (access) my rights?</p> <p>Get pupils into smaller groups of 4-6 and give each group a poster of rights and a worksheet. Ask pupils to write down six rights that they think are most important at school.</p> <p>Ask pupils to feedback the 6 rights they chose as a group. Then ask pupils to think about a person (child or adult, inside or outside the school setting) who helps them access each right.</p> <p>Support pupils by holding a discussion and prompting pupil's ideas. For example "teachers and HLTA/ TA's help you learn, PCSO's/ Police Officers help keep you safe in the community".</p> <p>Ask pupils for feedback on their ideas.</p>	<p>You could also provide pupils with a symbols pack.</p>

<p>If pupils have identified other pupils, then lead a discussion to link this to respect and supporting a rights friendly classroom and school. If pupils have not identified each other, ask pupils "Who are there most of in this class – adults or children?" The answer is always children so ask, "Who else needs to make sure you keep happy, healthy and safe in class?"</p> <p>Use their answers to initiate a discussion about supporting other's rights.</p>	<p>You could use this as an opportunity to discuss what kind of behaviour the whole class needs to create a rights-friendly classroom or school. You could base discussions around the rights children have chosen e.g.</p> <p>Article 19 – you have a right to be safe – what do we need to do to make sure you are all safe at school?</p>
<p>Super Ambassadors and Reflection</p> <p>Reflect on the discussions held by pupils and re-cap some of the adults they named. Remind pupils that the Children's Commissioner for Wales is an adult in Wales whose job is to help all children in Wales be happy, healthy and safe.</p> <p>Explain to pupils that for children to experience their rights they have to know about them. Explain that the Children's commissioner for Wales has a special project called Super Ambassadors. Super Ambassadors help the Commissioner to spread the word about children's rights.</p> <p>Take this opportunity to introduce your Super ambassadors and explain their three important jobs.</p> <p>Job 1: Tell other people in the school about children's rights Job 2: tell other people in the school about the Children's Commissioner for Wales Job 3: Take part in a special mission each term.</p>	<p>You can use the video found in our Commissioner activity sheet to introduce the Commissioner to pupils.</p> <p>If you would like to join our FREE scheme, you can find out more information here.</p>