

CHILDREN'S RIGHTS

This session plan is designed for **Amnesty Speakers to use in sessions with students aged 5-11.**

Please note guidance for Key Stage 1 (age 5-7) and Key Stage 2 (age 7-11).

Top tips

This lesson plan is designed as a guide to help you structure the session. It is not prescriptive and you should tailor your presentations and activities to the level and interest of your audience. You should draw on the background information to provide additional talking points or to help you answer questions.

Some key things you should bear in mind throughout the session are:

- Use **simple language**. Avoid technical and legal jargon.
- Illustrate your points with **practical examples**. Do not explain what the law says, but what the effect of that law is on the day to day life of ordinary people. What can the people do or not do, what can they say or not say, what can they wear or not wear, because their rights have been protected.
- Get the participants involved in the session by **asking lots of questions**. See what they think and generate a discussion. The aim of the session is not for you to teach, but for the participants to learn.

Time Guide

The full lesson plan lasts 2 hours. In some sessions you may have less time than this and may need to jettison one, or even two, of the activities. The choice is yours - or you could even ask the participants to vote on which topics they are most interested in.

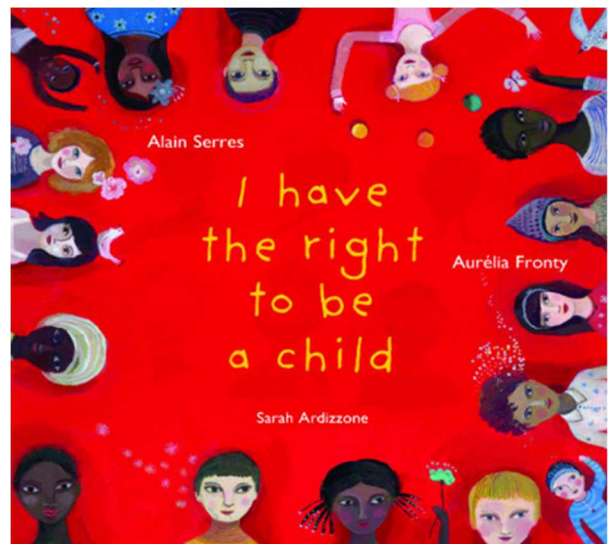
15 mins Introduction

30 mins Activity 1: Rights in reality

30 mins Activity 2: Bringing rights to life

30 mins Activity 3: Creative convention

15 mins Conclusion



You will need: PPT, activity 1, 2 and 3, and worksheet 1, 2 and 3, pens, crayons and colouring pens, A5 or A4 paper for colouring. You can set up the room before the session starts.

SESSION PLAN

Introduction

Using the PowerPoint Slides:

Slide 1-4:

These slides can be used as an introduction to who you are, Amnesty International and the topic of the session.

Slide 5:

- Ask someone in the class to read the text "I am a child. I've got eyes, hands, a voice and a heart. But have I got rights?"
- Ask the children what they think.

You can ask the teacher to choose someone to read if you prefer.

Slide 6-8:

This can be a class discussion or a 'think, pair, share': ask the children to think about the answer to each question, compare their answer with a partner, then come back together as a class to share their ideas

Slide 6

Q. Who is 'a child'?

A. A child is every human being under the age of 18

Slide 7

Q. So what are rights?

A. Human rights are freedoms that belong to all of us. The moral guarantees and basic standards that we need to be safe, to be happy, to grow and achieve our best. All human beings have human rights.

Slide 8

Q. So what are children's rights?

A. Children's rights are special rights, that belong to anyone under 18. All people have human rights, but children have special rights because childhood is an important time when they need different things and different protections from those of adults. A time when children grow, learn and develop.

Slide 9

Explain that there are some things that we need and some things that we want.

To get the class moving, this final section could be proposed in the following 3 ways:

1. **Opinion line:** children go to one end of the classroom if they think yes, and the other if they think no.
2. **Stand up/sit down:** children stand up if they think yes, sit down if they think no.
3. **Hands up/hands down:** children raise their hands if they think yes, keep their hands down if they think no.

Do children have the right ...

- to food?
- To play?
- To a name?
- To own fashionable clothes?
- To an education?
- To protection from violence?
- To have a mobile phone?
- To have a say in decisions made about them?
- To have a pet?

Explain to the children that the things we need are protected in a set of human rights laws (rules), including children's rights.

SESSION PLAN

Activity 1: Rights in reality

This is a discussion-based activity that will support children to learn about what rights look like in the realities of different children.

Images to discuss are provided. Alternatively, you could use pictures from news stories for this activity, checking their suitability for the age group with the teacher in advance.

Key stage 1: Use part 1 only.

Key Stage 2: Use part 1 and 2.

Set-up

Divide the class into small groups. Give each group a copy of **work sheet 1** – a summary version of the United Nations Convention on the Rights of the Child.

Explain that, to make sure everyone knows the rights that belong to all children, they are written down in a convention.

A convention is a special document that contains valuable information that helps people make laws and decisions.

Children's rights are written down in the Convention on the Rights of the Child (CRC). All the rights in the Convention are as important as each other.

Additional info: There are 52 articles in the Convention, 42 of these are protection and participation rights. 43-52 explain how adults and governments work together to ensure all children get all their rights.

Activity part 1

Give each group a picture from **worksheet 2** showing one of the below:

- Children in a classroom studying
- A child in hospital with a doctor by the side of the bed

- A child in a formal looking setting while adults listen
- Children praying
- Two children playing
- A disabled child in a wheelchair accessing an activity/space

Ask the groups to discuss:

- What is happening in their picture?
- Which rights are being enjoyed by that child in this moment?

Ask each group to present their picture to the class. You could ask prompt questions to start discussion with the rest of the class (e.g. Do you think children should have a right to protection? Why?)

Activity part 2

Give each group a picture **worksheet 3** showing one of the below:

- A young refugee in a boat looking distressed
- A baby crying, it's face and clothes dirty
- A teenager sleeping on the streets
- A child, covering its ears
- A child being pushed by another child
- A child holding a gun

Ask the groups to discuss:

- What is happening in their picture?
- Which rights are NOT being enjoyed by that child in this moment?

Encourage groups to make connections between the rights in the images and the rights in the CRC.

Ask each group to present their picture to the class. You could ask prompt questions to start discussion with the rest of the class (e.g. Do you think children should have a gun? Why?)

SESSION PLAN

Activity 2: Bringing rights to life

This is a drama-based activity that will support students to learn about the rights in the CRC.



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Set-up

You will need to divide the class into small groups. Try to ensure one adult is present in each group, especially for Key stage 1 pupils.

Explain to the class that they are going to bring to life some of the different articles in the CRC (see activity 1 starter for an introductory explanation of the CRC).

Give each group a different children's right **from worksheet 4**.

Activity for Key Stage 1 (age 5-7)

Explain that each group is going to make a 1-minute play to bring their right to life.

Ask them first to make a picture, using their bodies, of their right being enjoyed.

They can then add movement, then add sound (not speech).

Ask each group to share their performance. To help the children focus you could play background music.

Ask the rest of the class what they see in the performance, what is happening, what right do they think is being presented?

Activity for Key Stage 2 (age 7-11)

Explain that each group is going to make a 2-minute play to bring their right to life.

Ask them first to make a picture, using their bodies, of their right being taken away.

They can then add movement, then add sound (not speech).

Then ask them to make a picture, using their bodies, of their right being enjoyed.

They can then add movement, then add sound (not speech).

Each group needs to consider the transition from negative to positive. For example, they could have a movement or sound that represents the change.

Ask each group to share their performance. To help the children focus you could play background music.

Ask the rest of the class what they see in the performance, what is happening, what right do they think is being presented?

You might want to use some of the following discussion points with the class after each performance or as a classroom discussion following the performances:

- Who might take away a child's rights?
- What needed to happen to make the situation better?
- Who might help a child to get their rights back?
- Who should help children to enjoy all of their rights?
- Can children stand up for their own rights? How?
- Can children stand up for other children's rights? How?
- How can we all defend children's rights?

SESSION PLAN

Activity 3: Creative convention

This is a creative activity that will help children learn about the different rights in the CRC and give them ownership over their own school copy of the convention.

Each person in the class will be asked to illustrate a different right from the CRC.

Discuss with the teacher in advance if the children can have time to finish their drawings if they need to after the session and options for displaying the work.

Set-up

Show the class **work sheet 1** – a summary version of the United Nations Convention on the Rights of the Child.

Ask the class what they like about the way the summary version looks, the layout, the images, the colours?

Explain to the class that they are going to draw their own class CRC (see activity 1 starter for an introductory explanation of the CRC).

Ask the class for some examples of how the CRC would look in their school, how are rights respected and what would they like to see?

Give everyone in the class (including all the adults) a different children's right **from worksheet 4**.

Give everyone a piece of paper, all the same size (can be big or small).

Activity

Ask each person in the class to illustrate how the right they have been given is or could be respected in their school on their piece of paper.



UN Convention on the Rights of the Child in Child Friendly Language. Kindly shared by UNICEF.

Display ideas

1. **Speedy wall display:** Pre-hole-punch each corner of paper squares. Once the squares are illustrated ask the children to put a treasury tag into the top one or two holes. Attach the first few illustrations to the wall using sticky-tac. After that each row can be attached to the one above using the treasury tags. If the illustrations are drawn diagonally you can create a diamond shaped display.
2. **Class book:** The pages can be bound together into a book. If one of the children is particularly keen/quick you can ask them to illustrate the front cover of the book.
3. **Assembly presentation:** The class CRC could be presented by the children during an assembly.