



PRIMARY SCHOOL ACTIVITY

Preparation:

Read the factsheet that accompanies this activity in preparation for the lesson, and visit www.una.org.uk/learnabouthumanrights to download a free child-friendly version of the UN Convention on the Rights of the Child.

Aims:

- To understand what it means to be a child.
- To begin to understand that the lives of children around the world differ, that they have different opportunities and face different challenges.

Outcomes:

- To create a collaborative poster communicating the rights of the child.
- To understand the significance of Universal Children's Day.

Activity 1: (suggested time 10 minutes)

Create a mind map. Write 'The Rights of the Child' in the centre and using different colours, create branches during discussion. Use words such as play, education, be healthy, respect, to be cared for etc.

Open discussion:

- What is it like to be a child?
- What do children do?
- What do you enjoy about being a child?

Use key words: play, have fun, make friends, learn etc.

- What is it like to be an adult?
- What do adults do?
- What do adults enjoy doing?

Use key words: work, have fun, socialise, learn, look after family, exercise etc.

How similar/different are the words used for children/adults? Do they apply to all children/adults in the world? Elicit from children that not all people have the same opportunities. Not all children have the same start in life.

Activity 2: (suggested time 25 minutes)

For photos and information see: www.unicef.org/crc/, and for a child-friendly version of the Convention on the Right of the Child (CRC) see www.una.org.uk/learnabouthumanrights/

Display a globe with annotation '2.2 billion children in the world'. Display photos and key words of children in different environments in the UK and around the world. Include positive/negative key words such as 'playing, learning, not being able to go to school, living in poverty, working' etc.

Display the word '**protect**' and discuss in the context of children's experience. Highlight the CRC which was created in 1989 when world leaders decided that children needed a convention because people under 18 years old often need special care and protection. Explain that the Convention helps to protect the rights of children.

Discuss: What are rights?

Using the child-friendly version of the CRC, elicit from children that rights are the basic protections and freedoms that all people are entitled to. They correspond to our basic needs (food, shelter etc) and help us to fulfil our potential (rights to education, work etc). Everyone has the same rights but in practice not everybody's rights are always protected.

Discuss examples of children's rights in school - e.g. we have the right to playtime, the right to contribute in class, the right to eat lunch and to learn.

Record the discussion in chosen format.

Using the photos from the start of the activity, discuss one or more of the basic rights included in the Convention on the Rights of the Child such as **education**.

The Right to Education (e.g. access to free quality education, enough schools and teacher, no discrimination based on gender or ethnicity, developing children's skills, personalities and talents)

- How can we ensure that all children can go to school?
- What is a good education? Is it to learn the subjects and to read and write or is it more than that?
- How important are good teachers?
- What about the school environment and problems such as bullying?
- The CRC also notes education that encourages children to respect other people and their environment.

Elicit from children examples from their own experience at school.

Activity 3: (suggested time 15 minutes)

In pairs/small groups children create illustrated and annotated posters communicating the Rights of a Child - what rights do they have as children and what rights should all children have?

Display key words to illustrate: basic needs, food and water, education health, a home etc.

Activity 4: consolidation (suggested time 10 minutes)

Children present posters.

Can children suggest a positive action that could be done to help children secure basic rights such as education, participation or protection?

Useful Links

Child Rights Matters (www.una.org.uk/learnabouthumanrights/)

UN Matters (www.unesco.org.uk/un_matters)

UNICEF UK (www.unicef.org.uk)

Mind map (www.mind-mapping.co.uk/mind-maps-ideas.htm - go to 'advice and information').

This activity has been developed by the UK National Commission for UNESCO