

# LESSON PLAN

## Children's Rights

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**Subject:** PSE

**Level:** Key Stage 1/2

**Developed by:** SS Gabriel and Raphael R.C. Primary School

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**OVERVIEW:** A guide for children to make their own Big Book of Children's Rights  
The school is linked with Paje primary school in Zanzibar and the book was developed to be used as a teaching aid in Zanzibar to support literacy as well as a better understanding of the UN Convention on the Rights of the Child

Links to:

Personal and Social Education Framework for 7 - 19 year olds in Wales



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## Lesson 1: The Convention on the Rights of the Child – overview

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### **Global issues and outlook**

- Culture and Identity
- Wealth and poverty
- Natural Environment
- Health
- Climate Change
- Consumption and waste

### **Key question:**

- Which Children's Rights are important to us?

### **Skills:**

- Thinking
- Communication

### **Resources:**

- Powerpoint as a pdf showing the Big Book
- Resource sheet 1: Copy of Children's Rights
- Resource sheet 2: Diamond nine ranking
- Large sheets of paper and glue

### **Learning objectives:**

- To complete the "Big Book" to show the children's rights that are important to us

### **Learning outcomes:**

- To understand their rights through the UN Convention on the Rights of the Child and their responsibilities
- To develop a positive attitude on issues of poverty and fairness

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## Lesson 1: – The Convention on the Rights of the Child- plan

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### **Introduction:**

Explain to the children about the Convention on the Rights of the Child

This is an international law and all the countries in the world except the USA and Somalia have agreed to it. All the countries of the world try to make sure that this law works for children.

The rights are about what children are allowed to do, and the responsibility of adults to ensure that children are looked after so that they are healthy, safe and happy

### **Activities**

Using Resource Sheet 1 look at the rights ( called articles) and discuss what they mean

Ask the children why they think each article is important

In small groups, using Resource sheet 2 ask the children to select the nine articles they think are the most important

Arrange the nine in a diamond shape with the most important article at the top and the least important at the bottom.

Compare groups by asking which three articles they considered to be the most important

Keep the ranking sheets for the next lesson

### **Plenary:**

Was it difficult to decide which were the most important articles?

If yes, why was it difficult to decide?

### **Evaluation:**

Completion of the diamond nine

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## Lesson 2: – overview

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### **Global issues and outlook**

- Culture and Identity
- Wealth and poverty
- Natural Environment
- Health
- Climate Change
- Consumption and waste

### **Key question:**

- Which Children’s Rights are important to us?

### **Skills:**

- Thinking
- Communication

### **Resources:**

- Powerpoint as a pdf showing the Big Book
- Resource sheet 1: Copy of Children’s Rights
- Resource sheet 2: Diamond nine ranking
- Large sheets of paper, colouring pens, paints

### **Learning objectives:**

- To complete the “Big Book” to show the children’s rights that are important to us

### **Learning outcomes:**

- To understand their rights through the UN Convention on the Rights of the Child and their responsibilities
- To develop a positive attitude on issues of poverty and fairness

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## Lesson 2: – plan

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### **Introduction:**

Remind the children about the Convention on the Rights of the Child

### **Activities**

Watch the powerpoint presentation showing the Big Book

In small groups: the children can make their own Big Book, each group could take one article and illustrate it.

### **Plenary:**

Bring the pages together to form a big book

### **Evaluation:**

Completion of big book

# RESOURCES

## Children's Rights

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**Subject:** PSE

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**OVERVIEW:** All the resources linked to each lesson plan

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## Resource 1: Articles from the UN Convention on the Rights of the Child

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### **Article 3**

Adults should do what is best for you.

### **Article 6**

You have the right to live

### **Article 14**

You have the right to think what you like and be whatever religion you want to be. Your parents should help you learn what is right and wrong

### **Article 15**

You have the right to make friends

### **Article 17**

You have the right to collect information from radios, newspapers, television, books etc., from all around the world

### **Article 19**

No one should hurt you in any way

### **Article 24**

You have a right to good health.

### **Article 27**

You have the right to food, clothes, and a place to live

### **Article 28**

You have a right to education

### **Article 30**

You have the right to enjoy your own culture, practise your own religion and use your own language

### **Article 31**

You have the right to play

### **Article 37**

You should not be put in prison

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## Resource 2: Diamond nine ranking

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**Article 3**

Adults should do what is best for you.

**Article 6**

You have the right to live.

**Article 14**

You have the right to think what you like and be whatever religion you want to be. Your parents should help you learn what is right and wrong.

**Article 15**

You have the right to make friends.

**Article 17**

You have the right to collect information from radios, newspapers, television, books etc., from all around the world.

**Article 19**

No one should hurt you in any way.

**Article 24**

You have a right to good health.

**Article 27**

You have the right to food, clothes, and a place to live.

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Resource 2: Diamond nine ranking continued..

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**Article 28**

You have a right to education.

**Article 30**

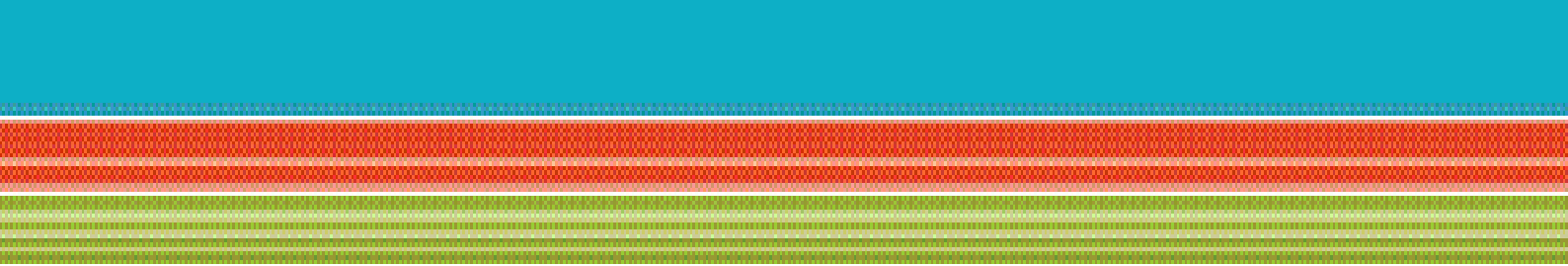
You have the right to enjoy your own culture, practise your own religion and use your own language

**Article 31**

You have the right to play.

**Article 37**

You should not be put in prison.



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