



How important are our rights in school?

Lesson 1

What role can I play in making our school a fairer place?

Lesson 1 of 6
How important are our rights in school?
Key Stage 3 (Year 7)

<p>Overview</p>	<p>This scheme of work focuses on fairness and active citizenship within the school environment. As a starting point, students consider their rights in school. They compare and contrast primary school experiences in relation to their right to be heard. They look at the United Nations Convention on the Rights of the Child, identifying rights that relate to life in school and writing rules for teachers and students to ensure these rights are protected. They then use these rules to create a class charter and take a vote on whether it is fair.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: justice, fairness, rights and responsibilities, equal opportunities, community cohesion, respect</p> <p>Skills: representing your views to others, decision-making, evaluation, collaborative working, negotiation, communication</p>
<p>Essential teaching guidance</p>	<p>Be mindful of the diverse viewpoints that may arise during this lesson, and seek to encourage empathy and promote community cohesion. Where issues are sensitive or controversial in nature, ensure you are in line with your school policies on such matters. You may find the ACT guidance on Prevent and Controversial Issues and ACT guidance on Political Impartiality in Citizenship helpful.</p> <p>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</p>
<p>Learning questions</p>	<ul style="list-style-type: none"> ● What are our rights in school? ● What is the United Nations Convention on the Rights of the Child (UNCRC)? ● How can we create a class charter based on the UNCRC? ● What is fairness and why is it important?

<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Information sheet: United Nations Convention on the Rights of the Child (for Task 2)</p> <p>Worksheet: Making a right relevant for school (for Task 2)</p> <p>Glossary of key terms</p>
<p>Differentiation</p>	<p>With lower-ability groups, you could use the UNCRC rights in schools version of the worksheet to reduce cognitive load. You may have to paraphrase the information to ensure these students understand.</p> <p>Encourage students to use the glossary of key terms.</p>
<p>Assessment opportunities</p>	<p>This lesson gives you the opportunity to assess students in terms of teamworking, collaboration, oracy skills and comprehension.</p> <p>However, if this is the first lesson you have with your new class, your focus is likely to be on getting to know them. You might find it useful to use a seating plan or class list to note when each student speaks and to make sure the class contributions are equitable. When circulating the groups whilst they are in discussion, take the opportunity to speak to individuals and give formative feedback.</p>
<p>Do now/starter/ entry task</p> <p><i>(3 minutes)</i></p>	<p>Unscramble the anagram</p> <p><i>Slides 2 to 5</i></p> <p>As students arrive in the classroom, display the anagram on slide 2:</p> <p style="text-align: center;">HER CARNIVALS HELD LIGHT</p> <p>Give them a couple of minutes to try to unscramble the anagram. If they're struggling, give them the initial letter of each of the four words as an additional clue.</p> <p>The answer is shown on slide 3:</p> <p style="text-align: center;">ALL CHILDREN HAVE RIGHTS</p> <p>Share slides 4 and 5 and explain that in this lesson they are going to learn more about children's rights in the context of their own school experience.</p>

Task 1

(12 minutes)

Rights at primary school

Slides 6 & 7

Remind students of the phrase they unscrambled in the anagram:

ALL CHILDREN HAVE RIGHTS

Can anyone explain what ‘rights’ are? Share the definition on slide 6 and ask the students if they can suggest any examples of children’s rights.

The UN Convention on the Rights of the Child defines the right to be heard as a fundamental principle, underpinning children’s rights to:

- express their views on matters that affect them – and for these views to be listened to and acted on
- be seen as informed decision-makers and active members of society

Show slide 7 and make sure students understand what ‘the right to be heard’ means. In a class discussion, encourage them to compare and contrast their primary school experiences. You could use starter questions such as:

- Did you feel you could play an active role in the community at your primary school?
- Was it easy to talk to the adults?
- What would you have liked to have changed about your school and why?
- Did you feel you had the chance to bring about change?
- Did you ever vote on anything?

Allow the conversation to flow, with students’ varied experiences sparking other ideas. Encourage students to cover topics such as school councils, prefect systems and school newspapers, and remember that the focus is comparing and contrasting experiences.

Keep an eye on the clock and, where necessary, remind students to stay focused on the right to be heard.

Task 2

(15 minutes)

The United Nations Convention on the Rights of the Child

Slides 8 to 10

Share the information about the United Nations Convention on the Rights of the Child (UNCRC) on slide 8.

Working in pairs, give students a copy of the UNCRC articles (included with this lesson as an information sheet). Ask them to read through the articles together and use a highlighter pen to identify which rights they think relate to their own rights in school.

With lower-ability groups, use the simplified, rights in schools version of the worksheet to reduce cognitive load. You may have to paraphrase the information to ensure these students understand.

Bring the class back together and ask them to share their findings. The articles most closely related to rights in school include:

- Article 3: all adults should do what is best for you
- Article 12: you have the right to an opinion and for it to be listened to and taken seriously
- Article 13: you have the right to find out things and say what you think, through making art, speaking and writing
- Article 15: you have the right to be with friends and join or set up clubs
- Article 16: you have the right to a private life. For instance, you can keep a diary that other people are not allowed to see
- Article 17: you have the right to collect information from the media – radios, newspapers, television, etc – from all around the world
- Article 19: you have the right to be protected from being hurt or badly treated
- Article 23: if you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life
- Article 24: you have a right to the best health possible and to medical care and to information that will help you to stay well
- Article 28: you have the right to education
- Article 29: you have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment
- Article 30: if you come from a minority group, because of

your race, religion or language, 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 and relax by doing things like sports, music and drama
- Article 37: you have the right not to be punished in a cruel or hurtful way

Talk about each of these rights as a class, making sure that you draw out its relevance in the school context.

In their pairs, either ask students to pick one of these UNCRC rights or allocate the rights yourself (this might be easier, as each pair needs to focus on a different right).

Share the task outlined on slide 9 and give each pair a copy of the worksheet 'Making a right relevant to school'. Ask them to fill in the right they are focusing on in the box at the top of the worksheet and then to discuss how they think this right could be made relevant to life in school. Based on their discussion, ask each pair to write two rules to make sure all students in school have this right:

- one rule for adults to follow
- one rule for students to follow

You could show them the completed example on slide 10 if they need additional support.

Explain that these rules are going to be used to create a class charter, to make sure that everyone – adults and students – behaves in a way that protects students' rights in school.

Ask the students to keep their UNCRC information sheet and bring it to the next lesson – they are going to need it again!

<p>Task 3</p> <p><i>(20 minutes)</i></p>	<p>Creating a class charter</p> <p><i>Slides 11 & 12</i></p> <p>Ask students whether they had a class charter at their primary school? Can they describe what a class charter is? What is its purpose? Slide 11 provides a summary.</p> <p>Explain that they are now going to create a class charter based on the rights and rules identified in the previous task.</p> <p>Display slide 12 and ask each pair in turn to read out the rules they have written to the rest of the class. Encourage students to provide constructive feedback, reminding them that the rules are going to form part of a class charter that everyone will sign! When it is their turn to receive feedback, ask the pairs to listen carefully to their classmates' views and use a different coloured pen to make improvements to their rules.</p> <p>Once students are happy with their rules, ask one person from each pair to come to the front of the class with their completed worksheet. Introduce the class charter and ask the students to take it in turns to read out their right and two associated rules.</p> <p>Are the students happy with the final version of their class charter? Allow time for discussion and changes as needed.</p>
<p>Plenary / reflection</p> <p><i>(10 minutes)</i></p>	<p>Is our class charter fair?</p> <p><i>Slides 13 & 14</i></p> <p>As a class, discuss what fairness is and why it is important. Share the definition on slide 13 and consider whether the class charter prepared in the previous task is fair for both students and teachers.</p> <p>Tell students that it's time for them to vote on whether the proposed class charter is fair. Explain the thumb-o-meter system of voting and ask them to vote yes or no in response to the question: 'Is our new class charter fair?'. You could ask students for a binary yes or no thumb, or they could angle their thumb for a neutral 'not sure', 'slightly yes' or 'slightly no' response. This enables you to use this to extend questioning if you wish.</p> <p>The outcome is likely to be positive, as the students have written the charter themselves. Confirm the result and once the lesson is over make time to write up the charter and print one copy between two ready for the next lesson.</p>

<p>Takeaway task</p>	<p>Ask the students to search on the school website and find the school behaviour policy. Read and make notes on this policy before the next lesson.</p> <p>Tell students to spend no more than 30 minutes on this (or an alternative time as stipulated in the school’s homework policy).</p>
<p>Additional teacher links & resources</p>	<p><u>Convention on the Rights of the Child (CRC) – Equality and Human Rights Commission</u></p> <p><u>UN Convention on the Rights of the Child – UNICEF UK</u></p> <p><u>Children's Human Rights – Amnesty International</u></p> <p><u>Charter Guidance – Rights Respecting Schools Award</u></p>

United Nations Convention on the Rights of the Child (UNCRC)

Article 1

Everyone under 18 has all these rights.

Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3

All adults should always do what is best for you.

Article 4

You have the right to have your rights made a reality by the government.

Article 5

You have the right to be given guidance by your parents and family.

Article 6

You have the right to life.

Article 7

You have the right to have a name and a nationality.

Article 8

You have the right to an identity.

Article 9

You have the right to live with your parents, unless it is bad for you.

Article 10

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11

You should not be kidnapped.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14

You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 18

You have the right to be brought up by your parents, if possible.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 20

You have the right to special protection and help if you can't live with your parents.

Article 21

You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22

You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24

You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 25

You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30

If you come from a minority group, because of your race, religion or language, 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 and relax by doing things like sports, music and drama.

Article 32

You have the right to protection from work that is bad for your health or education.

Article 33

You have the right to be protected from dangerous drugs.

Article 34

You have the right to be protected from sexual abuse.

Article 35

No-one is allowed to kidnap you or sell you.

Article 36

You have the right to protection from any other kind of exploitation.

Article 37

You have the right not to be punished in a cruel or hurtful way.

Article 38

You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39

You have the right to help if you have been hurt, neglected, or badly treated.

Article 40

You have the right to help in defending yourself if you are accused of breaking the law.

Article 41

You have the right to any rights in laws in your country or internationally that give you better rights than these.

Article 42

All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

This is a simplified version of the United Nations Convention on the Rights of the Child. It has been signed by 191 countries. The convention has 54 articles in total. Articles 43 – 54 are about how governments and international organisations will work to give children their rights.

Credit: UN/Save the Children



United Nations Convention on the Rights of the Child (UNCRC) – Rights in school

Article 3

All adults should always do what is best for you.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

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You have a right to the best health possible and to medical care and to information that will help you to stay well.

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You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

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You have the right to play and relax by doing things like sports, music and drama.

Article 37

You have the right not to be punished in a cruel or hurtful way.

This is a simplified version of the United Nations Convention on the Rights of the Child. The rights shown here are the rights a child is entitled to that are important in school.

Credit: UN/Save the Children



WORKSHEET

ASSOCIATION FOR
**CITIZENSHIP
TEACHING**

ACT

Making a right relevant for school

Which UNCRC right are we focusing on? Include the article number.

What rule should adults in our school follow to make sure students have this right?

What rule should students follow to make sure other students have this right when they are in school?