

SESSION PLAN

UNDERSTANDING YOUNG PEOPLE'S RIGHTS AND THE CONVENTION ON THE RIGHTS OF THE CHILD

This session plan is designed for upper primary and lower secondary age students, 7yrs -13yrs.

Session Objectives

- Students analyse how rights are important to them.
- Students think, understand and evaluate how they can access their rights.

Context

This session is to help students think about what rights are important to them and understand that everyone is equally entitled to Human Rights. It is also to explore the Convention on the Rights of the Child and to understand that young people have special rights that are unique to them.

When discussing what rights, they think are important try to avoid 'correcting' their answers as part of the goal of this resource is to help them understand that different people may prioritise different rights.

There are three activities included in this session plan:

Activity 1: Thinking about your rights

Activity 2: Thinking about the convention

Activity 3: Human Rights Defenders

All three have extensions tasks.



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Timings

The full session plan lasts around 90 minutes. When delivering this session, you may have less time than this and may need to miss 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.

HUMAN RIGHTS EDUCATION

SESSION PLAN

Activity 1: Thinking about your rights

You will need: Right up your street image or poster, images of your town, images of the UK, a map of your town, paper, pens.

Show the [Right up your street](#) image or a picture of people enjoying or being denied certain rights. As they look at the picture ask the students to think about:

- Whether they have these protections? Do you enjoy these freedoms?
- What other protections do you think are important?
- Do children and young people have different needs and rights to adults?

Explain that everyone has rights and that people in power have a responsibility to protect those rights.

In small groups, ask students to think about the image they just saw, and give them an



assortment of pictures of their town, the UK, a map of the local area etc.

Tell students to think about the rights that are important to them in their lives, i.e on their way home, at school, in the playground etc. Ask students to discuss in their group what 10 rights they think all young people should have and make a list.

If participants are having trouble thinking of examples, prompt them with these questions:

- Would you be upset if you couldn't:
 - Go to the park
 - See your friends or family
 - Play games
 - Watch TV
 - Go to school
- Should you always be able to do these things?
- Are there other things that happen in your life that prevent you from enjoying yourself?
- Are there things in your life that do not feel fair? What are they?
- What or who stops you from doing things which are important to you?

Ask students to share their lists with the class. Prompt them to explain why they think these rights are important. Ask the class:

- Would young people around the world think the same rights are important? Why? Why not?
- Should the government, school, adults help young people to protect these rights? Why?

Extension

Ask students to turn their lists of rights into posters with pictures for each right and put them up in the classroom.

Activity 2: Thinking about the convention

You will need: Printed copies of the Simplified Convention on the Rights of the Child produced by UNICEF, pens, paper.

Give out copies of the [simplified Convention on the Rights of the Child](#). Explain that the convention was written to create a set of rights for all people under the age of 18. People under the age of 18 have the same rights as adults, but they also have these special protections. In groups ask them to think about:

- Why do children need more rights and protections than adults?
- Do you think adults protect these rights for children and young people?
- What would you do if one of these rights was taken away? Would other children in other countries be able to do the same thing?

Ask students to compare it to their own lists from the previous activity. Ask them to think about:

- Are there any rights from the convention you would like to add to your list? Which ones and why?
- Are there any rights that you think the convention has missed? Add them in.

Get students to group all the rights in the convention into 3 or 4 groups and give each group a title (i.e. protection, health, education).

Create banners or posters of these groups to put up in the classroom, school or at home. Draw the rights that fall into those groups on the banner. If you like you can also make the



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banner into the shape of its group (i.e. shield for 'protection', a school for 'education')

Extension

Ask the class to decide a shared list of rights from the convention and from their own lists that they think all the young people at your school should enjoy. Create a poster of these rights with pictures and share with the rest of the school.

Activity 3: Human Rights Defenders

You will need: Greta Thunberg video, paper, pencils.

This activity is designed to help participants to start thinking about the agency they have to protect the rights in the Convention on the Rights of the Child.

Watch the short video of [Greta Thunberg](#) talking about why she decided to take action for the Climate Crisis.

Ask students:

- What do they think of Greta standing up for a right she believes in? Explain your views.
- Do you think she is brave? Why?
- What has she done? What is it possible for her to do? What changes can she make?
- What is difficult for her to do? Why?
- Do you think you could stand up to adults for a right you believe in? What would it be?

In groups, ask students to think about what rights or issues they would want to fight for. What skills or knowledge would they need? Why?

In groups, ask them to draw what they think a human rights defender looks like. Ask them to draw one picture of what a young human rights defender would look like in their school or community and another of what they would look like if they visited government or the UN. Are they different? Why?

Put the pictures up around the classroom, school or home.

Extension

Get students to think of an action they could do together in the school or local community. You can find more information on taking action with your class in the Amnesty International UK resource “Learning about Human Rights in the Primary School”. www.amnesty.org.uk/primary-pack



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