

Session Plan (30 – 60 minutes)

Do all young people have enough say in their rights?



Timing	Activity	Resources
1-2 minutes	Starter question: Make a list of all the good and bad things about being a child, share with the class. Did student's come up with similar ideas?	PPT slide 2
1 minute	Introduce the topic for this week: Introduce the question and read the headings of the learning journey.	PPT slides 3-4
10 minutes	What are your rights? Watch the video. As the students watch it ask them to write down 3 things most parents want for their children. Reveal the answer. On slide 6, use the images to see if students in pairs can work out what rights all children should have. Reveal the answers and read them out.	PPT slides 5-6
5 minutes	What are your rights? Read the information on the slide, ensuring every student understands what rights mean. In groups ask students to look at the 3 people on the slide and ask them to have a go at thinking about what each of the groups of people should do to help keep children safe and happy. Click to reveal the answers.	PPT slides 7-8
10 minutes	Why are we learning about this? Look at the statements and write down the ones that are true. Reveal the answers. Reflect on how this makes them feel. Look at the children and as a class can they think about why the children are upset? Reveal the answer – how does this make them feel? Read the information from UNICEF.	PPT slides 10-11
6 minutes	Should you speak up? Paired activity – Ask students to role play a bully and victim scenario, ask them to specifically consider their rights when responding to the bully. Encourage students to speak up – If appropriate you can flag your own safeguarding procedures at this point.	PPT slides 12-13
10 minutes	Are all children the same? Watch the video made by UNICEF, discuss what a refugee is with the class. In groups ask students to think about what refugee children need to be happy, healthy and safe in a new country. Make a list and share. Reflect on the groups lists & using slide 16 show how they link to rights. Can they now order the list from most to least important.	PPT slides 15-16
5 – 10 minutes	Who stands up for your rights? In pairs can students use the images to help figure out who helps to ensure children have their rights protected. Reveal the answers and read out the key word. On slide 19 watch the video with Malala Yousafzai. Which right does she stand up for? Read out the UNICEF information.	PPT slides 14-15
10 minutes	Students should now consolidate the session by designing a poster to show someone all about children's rights. You could display them around the school or even send them to UNICEF head office.	PPT slide 20
2 minutes	Pupils vote on whether they think technology can save us from climate change. Look at both sides of the debate before voting.	PPT slides 21-22

The yellow boxes are there to give that little bit of extra support to SEN or pupil premium pupils!

Keywords:

- Rights**
- Responsibilities**
- Activist**

Call to action - How to extend this session and take action:

- Join the OutRight campaign:** Unicef want children and young people to speak out and stand up for their rights and the rights of others around the world. If you agree, you can get your school to [sign up to the campaign](#)