<table>
<thead>
<tr>
<th>Date/ Group</th>
<th>Thursday 19th January 2006 / 8L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson aims/ key question</td>
<td>To categorise Children’s Rights into four types: survival, protective, developmental and participative.</td>
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<tr>
<td>Learning outcomes</td>
<td>Most pupils should be able to:</td>
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<tr>
<td></td>
<td>A. State the four categories of Children’s Rights;</td>
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<td></td>
<td>B. Assign individual rights to these categories;</td>
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<td></td>
<td>C. Recall facts about Human Rights from work this term</td>
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<td></td>
<td>Some pupils should be able to:</td>
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<td></td>
<td>D. Analyse the categorisation of rights in terms of their importance</td>
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<tr>
<td>Key concepts/ terms</td>
<td>Human Rights, Children’s Rights, Categorise, Survival, Protective, Developmental, Participative.</td>
</tr>
<tr>
<td>Links to previous learning</td>
<td>Pupils have been studying Human Rights, including the UN Convention on the Rights of the Child, Stereotyping, Racism and Discrimination</td>
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<tr>
<td>Assessment opportunities</td>
<td>Q&amp;A, Notes in books, Test scores</td>
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<tr>
<td>Differentiation</td>
<td>Lubna and Roukshana to copy out test questions, answer them and draw pictures to illustrate the questions. Extension activity during card sort – answer question on master sheet. Just in case – girls can copy out the rights from the cards and illustrate in their books Just in case 2 – some girls could read out their “I have a dream” speech</td>
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<tr>
<td>Homework</td>
<td>No homework (apart from those with warnings)</td>
</tr>
<tr>
<td>Resources</td>
<td>Test sheet, Card sort x15</td>
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<tr>
<td>Time</td>
<td>Teacher Activity</td>
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<tr>
<td>0-10 min</td>
<td>Powerpoint as they come in. Ask for silence – remind pupils of expectations. Pupils should be writing down lesson aims. Take register.</td>
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<tr>
<td>10-15 min</td>
<td>Review what we were doing last lesson. Put up cloth “wall of rights” and praise pupils for their efforts. Next week we can finish this off. State that today we are going to be looking at types of children’s rights and remembering the articles of the UN Convention on the Rights of the Child.</td>
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<tr>
<td>15-25 min</td>
<td>Explain using role play the different types of rights (survival = life/health, protective = child solider, developmental = education, participative = name, religion)</td>
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<tr>
<td>25-35 min</td>
<td>Explain and model task - pupils to copy categories into their books from master sheet and complete card sort. Extension – answer question on master sheet in their books.</td>
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<tr>
<td>35-40 min</td>
<td>Go through answers.</td>
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<tr>
<td>40-45 min</td>
<td>Human Rights Quick Test – get one of girls to read out questions</td>
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<tr>
<td>45-50 min</td>
<td>Read out answers – pupils to swap books</td>
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<td>Pack up.</td>
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<tr>
<td>The right to life (art 6)</td>
<td>The right to health care (art 24)</td>
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<td>--------------------------</td>
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<tr>
<td>The right not to be used as a cheap worker (art 32)</td>
<td>The right not to be hurt or neglected (art 19)</td>
</tr>
<tr>
<td>The right to be with their parents or with those who will care for them best (art 9)</td>
<td>The right to meet with other children (art 15)</td>
</tr>
<tr>
<td>The right to a name and a nationality (art 8)</td>
<td>The right to have a say about things that affect them (art 12)</td>
</tr>
<tr>
<td>The right to learn about and enjoy their own culture (art 30)</td>
<td>The right to know about their rights and responsibilities (art 42)</td>
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</table>
**Categorising Children’s Rights**

**Survival Rights**
- Having basic needs met

**Protective Rights**
- Protection from harmful influence

**Developmental Rights**
- Education and experience which allows a child to successfully develop into an adult

**Participative Rights**
- Taking part in the wider society and having an input into relevant decisions

**Your Task:**
1. Write down these categories and their definitions in your books.
2. Divide the cards into the four types of rights - put them on top of the boxes.

When you have finished, answer the following questions in your books:

Are some rights more important than other rights?
If so, which ones are more important and why?
If not, how can we decide what to do if our rights overlap or conflict?
**Survival Rights** (i.e. having basic needs met)
- The right to life (art 6)
- The right to health care (art 24)
- The right to enough food and clean water. (art 24)

**Protection Rights** (i.e. protection from harmful influence)
- The right not to be used as a cheap worker. (art 32)
- The right not to be hurt or neglected. (art 19)
- The right not to be used as a soldier in wars. (art 38)
- The right to be protected from danger. (art 36)
- The right to privacy (art 16)

**Developmental Rights** (i.e. education and experience which allows a child to successfully develop into an adult)
- The right to be with their parents or with those who will care for them best. (art 9)
- The right to meet with other children. (art 15)
- The right to special care, education and training, if needed. (art 23)
- The right to a free primary education. (art 28)
- The right to play. (art 31)

**Participation Rights** (i.e. taking part in the wider society and having an input into relevant decisions)
- The right to a name and a nationality. (art 8)
- The right to have a say about things that affect them. (art 12)
- The right to have ideas and say what they think. (art 14)
- The right to practise their religion. (art 14)
- The right to get information they need. (art 13)
- The right to speak their own language. (art 30)
- The right to learn about and enjoy their own culture. (art 30)
- The right to know about their rights and responsibilities. (art 42)
Summary of the UN Convention on the Rights of the Child

Article 1
Everyone under 18 years of age has all the rights in this Convention.

Article 2
The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3
All organisations concerned with children should work towards what is best for you.

Article 4
Governments should make these rights available to you.

Article 5
Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6
You have the right to life. Governments should ensure that children survive and develop healthily. - SURVIVAL

Article 24
You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this. - SURVIVAL

Article 11
Governments should take steps to stop children being taken out of their own country illegally. - PROTECTION

Article 16
You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home. - PROTECTION

Article 19
Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them. - PROTECTION

Article 32
The government should protect you from work that is dangerous or might harm your health or education. - PROTECTION

Article 33
The government should provide ways of protecting you from dangerous drugs. - PROTECTION

Article 34
The government should protect you from sexual abuse. - PROTECTION

Article 35
The government should make sure that you are not abducted or sold. - PROTECTION
Article 36
You should be protected from any activities that could harm your development. - PROTECTION

Article 37
If you break the law, you should not be treated cruelly. You should not be put in a prison with adults and you should be able to keep in contact with your family. - PROTECTION

Article 38
Governments should not allow children under 16 to join the army. In war zones, you should receive special protection. - PROTECTION

Article 40
If you are accused of breaking the law, you should receive legal help. Prison sentences for children should only be used for the most serious offences. - PROTECTION

Article 9
You should not be separated from your parents unless it is for your own good - for example, if a parent is mistreating or neglecting you. If your parents have separated, you have the right to stay in contact with both parents, unless this might harm you. - DEVELOPMENTAL

Article 10
Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family. - DEVELOPMENTAL

Article 31
You have a right to relax and play and to join in a wide range of activities. - DEVELOPMENTAL

Article 17
You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you. - DEVELOPMENTAL

Article 18
Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work. - DEVELOPMENTAL

Article 14
You have the right to think and believe what you want and to practise your religion, as long as you are not stopping other people from enjoying their rights. Parents should guide children on these matters. - DEVELOPMENTAL

Article 15
You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights. - DEVELOPMENTAL

Article 20
If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language. - DEVELOPMENTAL
Article 21
If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you are taken to live in another country. - DEVELOPMENTAL

Article 22
If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country. - DEVELOPMENTAL

Article 23
If you have a disability, you should receive special care and support so that you can live a full and independent life. - DEVELOPMENTAL

Article 25
If you are looked after by your local authority rather than your parents, you should have your situation reviewed regularly. - DEVELOPMENTAL

Article 26
The government should provide extra money for the children of families in need. - DEVELOPMENTAL

Article 27
You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this. - DEVELOPMENTAL

Article 28
You have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this. – DEVELOPMENTAL

Article 39
If you have been neglected or abused, you should receive special help to restore your self-respect. - DEVELOPMENTAL

Article 7
You have the right to a legally registered name and nationality. Also the right to know and, as far as possible, to be cared for by your parents. – PARTICIPATION

Article 8
Governments should respect children's right to a name, a nationality and family ties. - PARTICIPATION

Article 42
The government should make the Convention known to all parents and children. - PARTICIPATION

Article 29
Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures. - PARTICIPATIVE
Article 30
You have a right to learn and use the language and customs of your family whether or not these are shared by the majority of the people in the country where you live. - PARTICIPATIVE

Article 12
You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account. - PARTICIPATION

Article 13
You have the right to get, and to share, information as long as the information is not damaging to yourself or others. - PARTICIPATION

Article 41
If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.
1. Which major world event, in which 50-60 million people died, prompted the start of Human Rights laws?

2. What does “U.N.” stand for?

3. What ages does the UN Convention on Children’s Rights cover?

4. True or false - the Convention only applies to children born in the UK.

5. Who wrote the speech entitled “I have a dream”?

6. What was he campaigning against?

7. Complete the sentence: “For every right there is a corresponding...”

8. Which type of right is the right to life – a survival right, a protection right, a developmental right or a participation right?

9. Which type of right is the right to an education – a survival right, a protection right, a developmental right or a participation right?

10. Why do we need Children’s rights? (long answer)
1. Which major world event, in which 50-60 million people died, prompted the start of Human Rights laws?

(World War 2)

2. What does "U.N." stand for?

(United Nations)

3. What age does the UN Convention on Children's Rights cover?

(0-18 years old)

4. True or false - the Convention only applies to children born in the UK.

(False)

5. Who wrote the speech entitled "I have a dream"?

(Martin Luther King)

6. What was he campaigning against?

(Racism/Discrimination)

7. Complete the sentence: "For every right there is a corresponding…"

(Responsibility)

8. Which type of right is the right to life - a survival right, a protection right, a developmental right or a participation right?

(Survival right)

9. Which type of right is the right to an education - a survival right, a protection right, a developmental right or a participation right?

(Developmental right)