



LEARNING OBJECTIVES

- Say what the Forces Children's Charter is and why it's important.
- Match pictures and/or sentences to show what the Charter says about helping children from armed forces families
- Talk about how children might feel when things change, like moving house or having a parent away
- Think about how they can help and support each other in school



RESOURCES NEEDED

- Attached colour coded picture cards of the Forces Children's Charter and matching sentence statements
- Whiteboard or flipchart
- Post-it notes
- Charter overview handout (attached) or digital copy (see QR Code)



CURRICULUM FOR EXCELLENCE LINKS

- **HWB1-09a/HWB2-09a** As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
- **HWB1-10a/HWB2-10a** I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.



PICTURE THEIR STORY!

In this activity, learners will discuss how the Charter supports children who have a family member in the armed forces.

They will match pictures and sentences to explore what life might be like for forces children and how these children can be helped to feel safe, included and supported.

This activity is aimed at primary school children.

**SCAN FOR
THE RIGHTS
CHARTER:**



www.forceschildrenscotland.org.uk

The Royal Caledonian Education Trust (known as Forces Children Scotland) is a Scottish Charity, SC038722.



INSTRUCTIONS

1. Briefly introduce or recap what the Forces Children's Charter is and who it supports.
2. Use the whiteboard to highlight key themes (e.g best family life, my home is safe etc)
3. Divide the class into small groups of 3-4
4. Give each group a full set of cards
5. Ask learners to mix up and then lay out the cards in a 4 x 5 grid on their table (4 across, 5 down)
6. Challenge them to match each picture with the sentence that best describes that aspect of the Forces Children's Charter
7. Encourage groups to discuss their choices and use the matching colours to check each pair.



EXTENSION

- Each group to pick one card pair and explain it to the class in their own words.



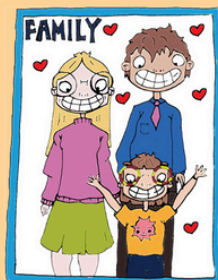
DIFFERENTIATION

- Support by creating mixed ability groupings.
- For learners who need more support, give double the picture cards and ask them to match two pictures that go together instead of matching a picture with a sentence card.



QUESTION PROMPTS

- What do you notice about this picture?
- Why is this part of the Charter important?
- How can adults and children help children who move a lot or have a parent away?



I have the best family life I can

My family and I get help when we need it. When my parent is away, I am supported. I am helped to stay in touch with my parent in the best way for me. If we can't talk, I should still feel close to them.

Articles 9 & 18

I am safe where I live and play

My home should be a safe and happy place. Homes should be good for everyone. They are easy to live in, modern, warm and free from mould.



Article 27

Adults do what is best for me and keep me safe



My parents and other adults know my rights. They understand how forces life affects me. I know what is happening and why and adults make sure I am listened to.

Articles 3 & 42

I have a say in things that affect me



Adults should listen to me and let me be part of decisions about my life in a way that makes sense for my age. We can share our forces life experiences, talk about what forces life is like and what would help us all.

Articles 12 & 13

Forces Children's Rights Charter



I get the right information at the right time



I can ask adults, including the MOD, questions easily. The answers should work for all ages. I get information that is right for me. I should know what I can about my parent's service, but only in a way that is safe and right for my age.

Articles 12, 13 & 17

I am as healthy as I can be



I can get help when I am feeling down or upset. Adults understand that forces life can affect how I feel. They don't assume things about my life—they ask me. It is easy to get appointments for the help I need, even if I move.

Article 24

I get to learn what helps me be my best



What I learn helps me now and in my future. It is what is best for my talents and interests. Moving schools should be as easy as possible. It should be planned well. I should get to know my new school before I start, and the timing should be good for me.

Articles 28 & 29

I am proud to be a forces child

Being a forces child is part of who I am. People should respect and protect that. I can share and enjoy what makes being a forces child special. My family's service should not make life harder for me.



Articles 7 & 15

I can do the things I enjoy

I should be able to keep up with my hobbies and spend time with the people I care about. I can keep in touch with my friends and family.

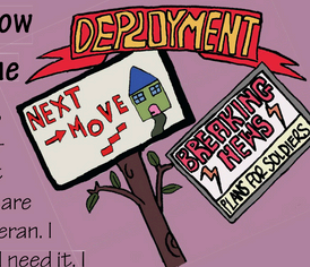


Adults should help me feel connected to my loved ones and make new friends.

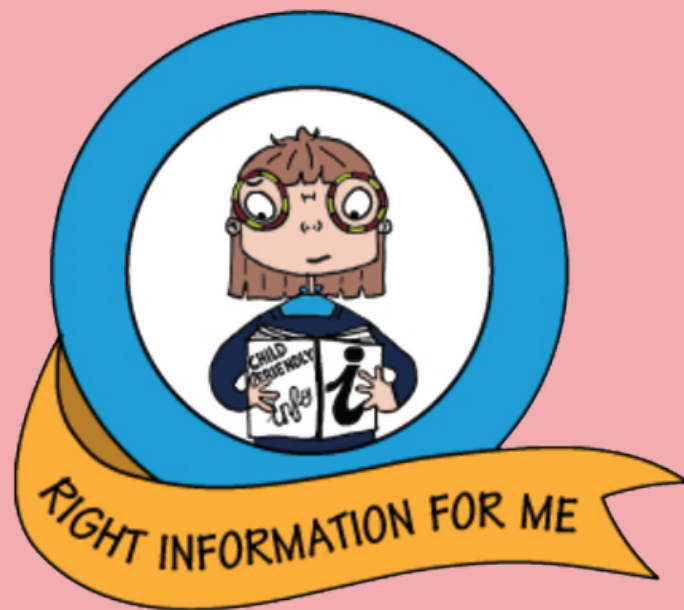
Articles 31, 15 & 27

People understand how forces life affects me

Everyone knows that forces life is different for me. It depends on what my parent does, which service they are in, or if they are a veteran. I can get help when I need it. I know who to talk to if it isn't right for me. Getting help is easy.



Articles 42, 12 & 13



I can ask adults questions easily. The answers should work for all ages. I get information that is right for me. I should know what I can about my parent's service, but only in a way that is safe and right for my age



My family and I get help when we need it. When my parent is away, I am supported. I am helped to stay in touch with my parent in the best way for me. If we can't talk, I should still feel close to them.



My home should be a safe and happy place. Homes should be good for everyone. They are easy to live in, modern, warm and free from mould.



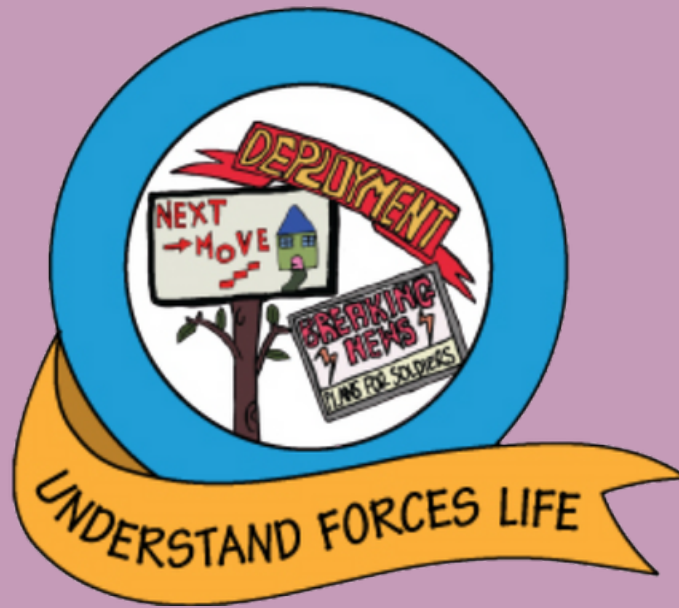
My parents and other adults know my rights. They understand how forces life affects me. I know what is happening and why and adults make sure I am listened to.



Adults should listen to me and let me be part of decisions about my life in a way that makes sense for my age. We can share our forces life experiences, talk about what forces life is like and what would help us all.



I can get help when I am feeling down or upset. Adults understand that forces life can affect how I feel. They don't assume things about my life - they ask me. it is easy to get appointments for the help I need, even if I move.



Everyone knows that forces life is different for me. It depends on what my parent does, which service they are in, or if they are a veteran. I can get help when I need it. I know who to talk to if it isn't right for me. Getting help is easy.



I should be able to keep up with my hobbies and spend time with the people I care about. I can keep in touch with my friends and family. Adults should help me feel connected to my loved ones and make new friends.



Being a forces child is part of who I am. People should respect and protect that. I can share and enjoy what makes being a forces child special. My family's service should not make life harder for me.



What I learn helps me now and in my future. It is what is best for my talents and interests. Moving schools should be as easy as possible. It should be planned well. I should get to know my new school before I start, and the timing should be good for me.