

LEARNING OBJECTIVES

- Understand and talk about children's rights (UNCRC)
- Collaborate and listen actively in a group activity
- Develop understanding towards children with different life experiences (e.g Armed Forces families)

RESOURCES NEEDED

- A ball of string
- A copy of the Forces Children's Charter or Flashcards

CURRICULUM FOR EXCELLENCE LINKS

- **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.
- **LIT1-02a** When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.
- **LIT2-02a** When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.



TANGLED UP IN RIGHTS!

This session introduces learners to children's rights using a simple circle time activity. As pupils share and connect ideas, they create a visual 'rights web' that highlights how our rights are linked.

This session encourages empathy, listening and awareness of others. It's suitable for primary aged pupils but can be adapted for older learners too.

**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. Everyone stands in a circle. Ask 'what are children's rights?' Allow children time to think, pair and share with their peers.
2. Introduce the Forces Children's Charter in simple terms, show the charter poster or flashcards to generate thinking
3. The facilitator holds the ball of string and says: 'We're going to build a rights web together. When it's your turn, say your name and complete the sentence One right I think is important is... (the right to family life, the right to play etc)
4. The facilitator will hold on to the string and pass the ball across the circle to someone else.
5. A web will begin to form, symbolising how all our rights are important and interconnected.

EXTENSION

- What might happen if one part of the web is under pressure, like moving schools a lot?
- What could help children feel their rights are protected?

QUESTION PROMPTS

- To extend learning you might want to ask the following questions:
- What might happen if one part of the web is under pressure, like moving schools a lot?
- What could help children feel their rights are protected?



Example of the Rights Web in Action!