



## LEARNING OBJECTIVES

- Understand how the Forces Children's Charter connects to their everyday experiences.
- Be able to identify Charter rights and related UNCRC articles in context.
- Discuss and reflect on the impact of decisions made by adults on their wellbeing.



## RESOURCES NEEDED

- A copy of the Forces Children's Charter or Charter Flashcards
- Printed Scenario Cards (1 set per small group or pair)
- Printed Rights Cards (1 set per group, colour-coded if possible)
- Optional: Blank cards for learners to write their own scenarios and matching right/theme from the charter



## 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.
- **SOC 2-16a** I can explain how the needs of a group in my local community are supported.
- **SOC 3-16a** I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.



## WHAT'S RIGHT FOR ME?

In this activity, learners work in groups to match real-life forces children's scenarios with their corresponding rights from the Forces Children Charter. It promotes understanding of how rights apply in everyday situations, encourages discussion, and builds empathy.

This interactive activity is suitable for lower secondary pupils but can be adapted depending on age and stage.

**SCAN FOR  
THE RIGHTS  
CHARTER:**



[www.forceschildrenscotland.org.uk](http://www.forceschildrenscotland.org.uk)

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



## INSTRUCTIONS

- Briefly recap the idea of rights and what the UNCRC is.
- Introduce the Forces Children's Rights Charter, especially the themes (e.g. "Best for Me," "Understand Forces Life").
- Explain that learners will read scenarios based on experiences of Forces children and match them to the correct rights card from the Charter.
- In small groups or pairs, pupils read each scenario card. and discuss which rights apply and choose the best match. The answers to the scenarios are directly opposite on the resource sheet below.  
\*Note: some scenarios may relate to more than one right—encourage them to explain their choice.
- Bring the group together to reflect using the question prompts



## EXTENSION

- Ask learners to write their own scenario and matching right



## DIFFERENTIATION

- Pair with a supportive peer or adult.
- Ask them to justify their choice using specific language from the Charter or the UNCRC.



## QUESTION PROMPTS

- Is this right being protected or ignored?
- Have you ever felt like this before?"
- Who could you talk to if one of your rights wasn't being upheld?" (Access to justice)

## SCENARIO

A new student arrives mid-term from an armed forces family; the school hasn't been informed their dad is about to leave the forces and they're struggling to settle.



## LINK TO THE CHARTER



"My education needs to be about more than my academic achievements. If I move or my parents become veterans, my education should be disrupted as little as possible."

A young person feels stressed before their parent's deployment and has no idea who to talk to.



"I can easily access emotional and mental wellbeing support when and where I want it."

A child hopes to join the local gymnastics club, but due to the waiting list, they risk missing out as they're due to move again



"I have easy access to hobbies and activities—I'm not disadvantaged by waiting lists."

A young person's room has mould in it and they have no space to study.



"My home is safe, functional, and ready when I arrive—I have space to thrive."

A parent is making decisions about a big move without asking their child what they feel or need.



"I have the right to be part of decisions that affect me."

A young person's dad is due to get deployed, staff don't seem to understand what it's like when a parent is deployed



"I am not disadvantaged in school, even if I'm the only Forces child there."

A child wants to keep in touch with family and friends while overseas but the adults don't know how best to help.



"I am supported to stay in touch with my friends and family in ways that work for me."

School is planning an event for remembrance day. There are lots of forces children in the school but no one asks them to get involved.



"Together we get the opportunity to talk about our experiences and what helps."

A child is proud of being part of a Forces family but feels other kids don't understand their strengths.



"I am proud of my identity as a Forces child—my strengths are recognised."

A young person wants information about a new posting but details about the move are only given to their parents, not them.



"Support is available for me, not just my parents, both during and after transitions."

A teacher gets annoyed when a pupil doesn't finish homework. The teacher is unaware that their dad is deployed and they have caring responsibilities



‘Everyone understands how Forces life affects me and my rights’

A parent has just been promoted but this will mean another move. Should the family stay where they are or move to another new location?



My parents include me when they are making big decisions that affect me.







