

# Equality and Diversity Lesson Plan

## 'I have the right to be a child': Sarah Ardizzone

### Health and Wellbeing Experiences and Outcomes:

<b>Mental, emotional, social and physical wellbeing</b>				
<b>EARLY</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> <b>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</b></p>				
<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> <b>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</b></p>				
<p><i>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.</i> <b>HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</b></p>				

### Literacy and English Experiences and Outcomes:

<b>Listening and Talking – Understanding, analysing and evaluating</b>				
<b>EARLY</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> <b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> <b>LIT 1-07a</b></p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> <b>LIT 2-07a</b></p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> <b>LIT 3-07a</b></p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> <b>LIT 4-07a</b></p>

### Progression

<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third/Fourth</b>
<p><i>I know the word "right".</i></p> <p><i>I understand that adults should look after children.</i></p>	<p><i>I am able to define the word "right".</i></p> <p><i>I am able to list the rights I have.</i></p>	<p><i>I know that there are barriers to children's rights.</i></p> <p><i>I am able to present an idea with evidence.</i></p>	<p><i>I understand the commitment of society to children's rights.</i></p> <p><i>I am able create a discursive text.</i></p>

# Equality and Diversity Lesson Plan

## *'I have the right to be a child': Sarah Ardizzone*

### By the end of Early Level

- ❖ *I know the word "right".*
- ❖ *I understand that adults should look after children.*

#### Resources:

*'I have the right to be a child'* – Sarah Ardizzone

*Freedom Park*, Amnesty International. <https://www.amnesty.org.uk/resources/poster-freedom-park>

#### Step 1:

Read the story together, giving the learners time to explore each image. Talk about some of the themes discussed in the book. Relate the Rights of the UN Convention of the Rights of the Child to the learners' own experiences e.g. **A right is something which you all have. You all have the right to feel happy and safe in nursery/school.**

#### Step 2:

Use the "*Freedom Park*" picture poster to generate discussion about the different rights that they can see. Use statements to prompt responses, for example:

- ❖ **I can see children that are playing. They are holding hands and they look happy.**
- ❖ **I can see a child standing on a box. He looks like he is talking. I wonder what he is doing...**
- ❖ **I can see a child with a doctor's box beside him. He looks like he is trying to help the child lying on the grass.**



#### Step 3:

Talk about the different adults in our lives that ensure that we are looked after and help us e.g. doctors, teachers, family etc.

Use the children's responses to create a mind-map of ideas. This mind-map could be used to plan further linked experiences which follow the children's interests.

# Equality and Diversity Lesson Plan

## *'I have the right to be a child': Sarah Ardizzone*

<b>By the end of First Level</b>
----------------------------------

- |  |
|--|
| <ul style="list-style-type: none"><li>❖ <i>I am able to define the word "right".</i></li><li>❖ <i>I am able to list the rights I have.</i></li></ul> |
|--|

### Resources:

*'I have the right to be a child'* – Sarah Ardizzone

*UN Convention of the Rights of the Child – Child-friendly Poster*, UNICEF

<https://www.unicef.org/gambia/CRC-childfriendlylanguage.pdf>

"We've all Got Rights" clip/song, UNICEF UK:

[https://www.youtube.com/watch?v=LN\\_70HXxd5Y](https://www.youtube.com/watch?v=LN_70HXxd5Y)

### Step 1:

Ask the learners: **What is a Right?**

Read the statement on the UN Convention on the Rights of the Child written on the inside cover of "*I Have the Right to be a Child.*" Give the following statement as an example of one of the Articles of the United Nations Convention on the Rights of the Child (UNCRC):

**You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).**

In pairs, ask the children to make a list of some other rights which they feel children should have.

### Step 2:

Read "*I Have the Right to be a Child*" together. Talk about some of the themes discussed in the book. Invite the children to relate the Rights to their own experiences. Make a list of the Rights discussed in the story and compare to the lists they made earlier.

### Step 3:

Share the "*UN Convention of the Rights of the Child - Child-Friendly Poster*" with the children. Emphasise that all children in the agreed countries have these rights.

### Step 4:

Share "*We've All Got Rights*" song.

# Equality and Diversity Lesson Plan

## *'I have the right to be a child': Sarah Ardizzone*

### By the end of Second Level

- ❖ *I know that there are barriers to children's rights.*
- ❖ *I am able to present an idea with evidence.*

#### Resources:

*'I have the right to be a child'* – Sarah Ardizzone

UN Convention of the Rights of the Child – Child-friendly Poster, UNICEF

<https://www.unicef.org/gambia/CRC-childfriendlylanguage.pdf>

UN Convention of the Rights of the Child - Article Cards, Oxfam Resources:

[www.oxfam.org/education](http://www.oxfam.org/education)

*Charles' Story and Reema's Story*, Oxfam Resources: [www.oxfam.org/education](http://www.oxfam.org/education)

#### Step 1:

- Ask the learners: **What is a Right?**
- Read the statement on the UN Convention on the Rights of the Child written on the inside cover of *"I Have the Right to be a Child."* Give the following statement as an example of one of the Articles of the UN Convention of the Rights of the Child:
 

**You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).**
- In pairs, ask the learners to make a list of some other Rights which they feel children should have.

#### Step 2:

- Read the *"I Have the Right to be a Child"* together. Talk about some of the themes discussed in the book. Invite the learners to relate the rights to their own experiences.
- In pairs, ask the learners to order the selected *UN Convention of the Rights of the Child- Article Cards* in terms of which articles they feel are the most important.
- Each pair meets with another pair to justify and explain their order. As a whole class, discuss that the Rights of the Child are **indivisible**. Ultimately, this means that no right is more important than another and together they complete a framework of support for children.

#### Step 3:

- Explain that learners will be finding out about two children whose rights are not being met. Take time to make it clear that there are other children in these countries whose rights are being met.
- Arrange learners into groups of 4. Ask one pair of learners to read Reema's story and the other pair to read Charles' story. Ask the learners to decide what Rights are not being met in each story, referring to the Articles of the UN Convention. The two pairs meet to share their story and collate ideas as a group.
- As a whole class, discuss what could be done to ensure Reema's and Charles' rights are respected and met.

# Equality and Diversity Lesson Plan

## *'I have the right to be a child': Sarah Ardizzone*

<b>By the end of Third/Fourth Levels</b>
--

- |  |
|--|
| <ul style="list-style-type: none"> <li>❖ <i>I understand the commitment of society to children's rights.</i></li> <li>❖ <i>I am able to create a discursive text.</i></li> </ul> |
|--|

### Resources:

*'I have the right to be a child'* – Sarah Ardizzone

UNICEF: 'Stand Up for Children's Rights' <https://www.unicef.org/rightsite/files/standupfinal.pdf>

United Nations Convention of the Rights of the Child: [http://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_PRESS200910web.pdf](http://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf)

### Step 1:

- Read "I Have the Right to be a Child".
- Learners to research: What countries have committed to the United Nations Convention of the Rights of the Child (UNCRC)?
- Learners to research: What does it mean to be committed to children's rights?
- Points to be discussed as a group.

### Step 2:

- Read **Anna's Story – Part 2** from 'Stand Up for Children's Rights'
- Discuss:
  - How could Marc's school prevent unfair treatment and address bullying behaviours?
  - What could Anna do?
  - Reflecting on their own school community: How is Article 19 (protection from violence, abuse and neglect) prioritised within the school community?

### Step 3:

- Read **Anna's Story – Part 3** from 'Stand Up for Children's Rights'
- Discuss:
  - Reflecting on their own school community: What does equality, diversity and children's rights mean in this school?

### Step 4:

**Discuss: Children cannot feel healthy, happy and safe if their rights are conditional.**

- Research the 'unconditional' nature of the UNCRC
- Create a discursive text, e.g. prose, poster, video, speech etc., which discusses '**Children cannot be healthy, happy and safe if their rights are conditional**'.