



First Steps to Rights

Activities for children
aged 3 - 7 years



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The First Steps Project

"You can't really teach young children about rights, can you?"

"They don't have any perception of places and people beyond themselves."

"They're too egocentric."

People frequently make such comments regarding teaching about children's rights and responsibilities in Early Years. Before working on the First Steps Project I would have said, "I think it is possible." Now, after three years on the First Steps project I can say, "It certainly is!"

The First Steps project grew out of work at Hampshire Development Education Centre on the United Nations Convention on the Rights of the Child (UNCRC). It was a response both to the lack of suitable material for children in the three – seven age range, and to the request from teachers for guidance and support in furthering their work on this topic. Practitioners and children in twenty settings have been involved to varying degrees in the project, and the materials developed have been researched, trialed and used with success in schools, nurseries attached to schools, private nurseries, pre-schools and playgroups, family centres, and special needs groups.

As its name suggests, First Steps To Rights is about making a beginning, laying an important foundation for future development. We have found that children as young as three can relate to difficult concepts. If we start where children are, with something familiar, and then broaden out, children are able to empathise, and make connections between their own lives, and the different experiences of others. They retain impressions gained from images and objects, and these can counter the negative stereotypes and prejudices that they may have already absorbed at their young age.

Despite the assumptions often made about young children's inability to cope with concepts like rights and responsibilities, practitioners are being required to deliver curricula that encompasses them, and to make assessments on children's development in those areas. One of the aims of First Steps To Rights is to support Early Years' practitioners in delivering this curriculum, by suggesting ways of incorporating the global perspective of rights and responsibilities into work they already do. Circle time, story time, literacy, topic work, RE, PSHE, all provide potential links - First Steps aims to develop those possibilities.

As the project has progressed, we have found many areas of good practice. We also found that practitioners need encouragement and support to identify and 'label' that good practice, and to discover and develop confidence in using appropriate resources.

This publication is a drawing together of some of the things learnt, and produced, in that process.

Pam Hand, First Steps Project Worker

Teaching Notes

About the activities

It is essential that Unit 1: Introducing basic rights is covered first.

Unit 1 introduces both the concept of rights, and the contents of the **Feely Bag**, which is a key tool in the activities. In each Unit Activities are presented for two or more age bands:

- Nursery/Reception
- Year1/Year 2

Oracy

Talk is the main tool in the activities, not the written word. For oracy to be an effective teaching medium then one must create a climate free from the fear of “getting it wrong”, where **all** children’s contributions are **equally** accepted and valued. Each child’s contribution must be responded to positively, even though it may initially seem irrelevant. A child may, for example, wish to tell us about the death of the hamster, their new pair of shoes, or some other seemingly unrelated topic. Rather than dismissing or correcting, we can accept where the child is, and then use it positively to move on as part of a shared exploration of experiences. For example: “I wonder if that has happened to any of these children in the photographs too?”

Oracy as a teaching method is a fundamental aspect of the learning process. This book offers a structured approach to developing oracy in many areas of the curriculum. The activities work well when used with a whole class, but where possible children should work in groups supported by an adult who is able to model verbal skills, use careful questioning, and make positive responses.

Oracy and the Feely Bag - the essential item for all Early Years practitioners!
The element of excitement, secrecy and surprise that is provided by using a **Feely Bag** activity with young children is an excellent stimulus for oral work.

Use the Feely Bag as a pre-requisite for most of the activities in this publication

- Put a relevant object in the bag, for children in turn to feel, and describe, before it is revealed.
- To introduce a new area/topic.
- To recap on previous work.

Make a Feely Bag

- Size: Approximately 24cms x 36cms. (A PE shoe bag is ideal!)
- Material: non-transparent fabric, strong, but soft enough to allow exploration of contents.

Using Artefacts

Artefacts bring issues and topics to life and develop oracy. If you do not have your own collection, it may be possible to borrow artefacts from a Development Education Centre, or Inter-cultural Centre. (Resources page 78.)

Skilful questioning around an artefact makes a good introduction to a new topic. The Feely Bag is an effective way to introduce smaller artefacts. Explain that artefacts must be handled and examined carefully, and then allow the children to take turns to explore the artefacts, using questions to guide their thoughts as they do so. For example:

- What do you think it might be?
- What words come into your head when you look at it/hold it?
- Where might it have come from?
- What is it made of?
- Who might have made it?
- What could you do with it?
- Who do you think would use it?
- Do you have anything like it?

Extensions from oral work with artefacts could be:

- Drawing and labelling the artefact
- Creating a story around, or involving, the artefact – either oral or written
- Role-play centred around the artefact
- Linking artefacts to photographs and stories

The use of artefacts can develop children's understanding of, and empathy with, other people's lifestyles. As they discuss an artefact and its use, children may be able to identify an equivalent object that they use. Their plastic lunch box, embellished with the latest cartoon character, for example, could be compared with a stainless steel 'tiffin tin' used by an Indian child to take lunch to school. This experience develops a sense of commonality with others in very different places.

Using Role-play

Role-play is a very flexible, open-ended form of drama, which helps to develop verbal skills, and the ability to empathise with others. Role-play can be developed from the use of photographs, by encouraging children to put themselves into the pictures they are looking at; to think about the people in a photograph; and to express their feelings and reactions about them. Once this has been explored the children can create a scene that may have happened when the photograph was taken.

If an adult is part of the role-play, it can help the children to understand what playing 'a role' means. The adult can also model the mechanism of speaking and behaving "in role" and "out of role", and guide the children as they acquire these skills.

In role-play situations it is important that all contributions are accepted and valued. If a child's contribution in role appears inappropriate or limited, the skilful questioning and response of an adult can bring clarification and help children to express themselves more successfully. The children who are not actually taking roles should be actively involved in watching the role-play. They can comment on whether they think the role-play was a fair interpretation of the photograph. If the role-play is "frozen" at certain points, the children can suggest what the various characters might be thinking, or might say or do next. In this way everyone in the group has a part to play.

Using Photographs

Photographs can be used in numerous ways to develop children's oracy skills. They provide opportunities for focused talking, questioning, observing, describing and deducing. Photographs also help children to make comparisons and connections between their own experiences, and those of people in other places.

Children need to be taught picture literacy - to 'read' pictures, as well as print literacy. Questioning and interpreting a picture is a skill in itself. The practitioner must use skilful questioning with the photographs to facilitate challenging and stimulating learning, and development of oracy skills.

If the photograph is initially presented with no background information children have the opportunity to respond and discuss freely, without feeling that there are 'right' or 'wrong' answers. Encourage them to express their thoughts and feelings as they look at a photograph.

The use of open-ended questions is important. For example:

- What can you see? Describe the scene.
- How does it make you feel? Why?
- Does it remind you of anything? What? Why?
- What words come into your head as you look at it?
- What do you like/not like about it? Why?

Children need to understand that photographs are a rich source of information, but that they do not tell the whole story. Observation skills should be taught, so that children can begin to make deductions about the life style of the people in the photographs. As they become more proficient at picture literacy they can then consider what the photographs cannot tell them. Encourage the children to put themselves in the picture, to imagine they can talk to the people, and to formulate questions they would like to ask them. They can also explore what might be going on beyond the picture – in front, behind, at the side.

A natural progression from oral work with photographs are writing projects such as:

- Adding speech bubbles
- A picture title/newspaper headline
- A description of the photograph
- A letter to the people in the photograph
- A table of similarities and differences comparing the children's own experiences with those they see in the photograph.
- Making a story to include what may have happened before/after the photograph was taken, which could then be developed into a role-play.

Ask the children what rights they think the pictures illustrate – for ease of reference, you will find that the relevant articles of the UN Convention on the Rights of the Child have been highlighted on the reverse of the A3 photographs.

Information about the photographs

Number	Description	Theme
1.	Artist's impression of an extended, multi-racial family.	Family
2.	Children and their carer sit outside their home, Namibia	Home/family
3.	Ermedina, 13, with her sister and grandmother, Albania	Home/family
4.	Agila, 8, at home with her brother, Afghanistan	Home/family
5.	Sara, 6, doing her homework, Iran	Home
6.	Zhao Xing-Ev, aged 13, feeding rice to her baby nephew.	Food/family
7.	Vegetable stall, Bangladesh	Food
8.	Children eating a meal at a Neighbourhood Care Point, Swaziland	Food/family
9.	Collecting water from a tap, Pakistan	Water
10.	Collecting water from a stream, Haiti	Water/family
11.	Collecting water from a river, Bangladesh	Water
12.	Learning how to jump rope, Jamaica	Play
13.	Boys playing cricket, India	Play
14.	Girls playing football, Brazil	Play
15.	Measuring the height of a toddler, Indonesia	Health



Introducing Basic Rights

ESSENTIAL

Since knowledge about rights is built up through the activities in the book it is essential that this section is worked through in detail before attempting any of the subsequent activities.

In the UN Convention on the Rights of the Child it clearly states that children's rights should be made:

- “. . . widely known, by appropriate and active means, to adults and children alike.” Article 42. However, many children and adults remain ignorant of the Convention.

The Convention also states that:

- “Children have a right to a standard of living that is good enough to meet their physical and mental needs.” (Article 27)

The following activities attempt to use appropriate and active means to introduce young children to the basic survival and development rights laid down in the Convention.

'Need' objects

The following 'need' objects are used to represent basic survival and development rights in activities throughout the book:

- Family group of small dolls.
- A food item, e.g. a tin of beans, bread, an apple.
- A tap (if you cannot find a tap, use a small bottle of water.)
- A small toy house of some kind – e.g. from a train layout, or model village.
- A toy (a ball is good, because it is not gender biased, and does not go out of fashion, but other toys could be used).

You will also need to make a set of labels, using the photocopiable sheet on page 11, and to identify the appropriate photographs from the pack.

This table shows the links between the photographs, objects and labels.

Photograph numbers	Rights labels	Object(s)
1, 2, 3, 6, 8, 9, 10, 11, 12, 13, 14, 15	family	small dolls
2, 3, 4, 5	home	toy house
6, 7, 8	food	bread/apple/ beans
9, 10, 11	water	tap/pipe/bottle
12, 13, 14	play	Toy (ball)



family

home

food

water

play

RIGHTS



What's in the Bag?

Nursery / Reception ESSENTIAL

Learning Objectives

- To introduce the universality of basic survival needs.
- To explore the experiences of children in other countries and cultures.

Materials

- Feely bag (page 6).
- 'Need' objects: dolls, food item, water item and home only.
- Photographs 1, 2, 3, 4, 5, 6, 7, 8, 9.
- Labels photocopied from page 11 – family, home, food, water.

Introduction

- Tell the children they are going to think about important things that children need to stay alive and grow up well.
- Invite a few ideas about what some of these things might be.
- Explain that they are going to play a game to help them to think about these things.

Activity

- Without the children seeing what it is, put one object in the Feely Bag, and pass around the circle. Invite children to feel the contents, describe what it feels like, and guess what it might be.
- Take the object out of the bag and discuss what it is. What important thing does it make you think of? Is that important for all children?
- Show corresponding photograph(s) and talk about different ways that children experience this important thing in their lives.
- Add labels to photographs.
- Continue with other objects. For this age group, the basic survival needs of family, food, water and shelter/home are usually sufficient.

Conclusion

- Ask your children if they have all these things?
- Do they think all children should have these things?
- Explain that these important things that every child needs are called 'rights'. Explain that they are a few of an important big list of things (the UNCRC) that people have agreed that every child in the world should have.
- Display RIGHTS label.



Pack a Bag

Years 1 and 2
ESSENTIAL

Learning Objectives

- To introduce the concepts of needs and wants.
- To introduce the UN Convention on the Rights of the Child.
- To explore the experiences of children in other countries and cultures.

Materials

- Large bag, suitcase or holdall.
- All the Need objects as listed on page 12.
- Select from photographs 1-13.
- Labels photocopied from page 11.
- Items to represent 'wants', e.g. sweets, CD, computer game, TV magazine to represent television (for year 2).

Introduction

- Tell the children to imagine that they are going away to live in a new world, e.g. a planet in space, or an island no one else has discovered. They will have to begin a new life and make a new society.
- They need to pack a bag to take with them.
- Children should think about what they would take. What would they really need there to make it a place where children could live and grow up well?
- Explain that you have some objects to help them decide, and that some 'stand for' things they couldn't really put in a bag. They must decide together which ones they should take to their new world.

Activity

- Show each object in turn. Discuss what it stands for. Would they need it in their new world? Is it important for all children?
- If there is no consensus, vote on whether or not to put it in the bag.
- Show corresponding photograph(s) and talk about different ways that children experience this Right.
- Add labels to photographs.

Conclusion as for Year

Activity - Year 2

- Conduct the activity as above, but introduce, and discuss, the difference between 'wants' and 'needs'.
- Include some 'wants' items as well as the 'need' items.

Conclusion

- Do you have all these things? Should all children have these things?
- Explain that these things are called 'Rights'.
- Explain that all these things are part of the UN Convention on the Rights of the Child - a big list of things that people all around the world have agreed that every child should have.
- Display RIGHTS label.





Families

Background information

Being 'looked after' is something to which young people can relate. They will experience care with you, and hopefully within their family. You will, however, be aware of the particular family circumstances of the children with whom you work, and can approach the topic of families with the necessary sensitivity.

Several of the articles in the UN Convention on the Rights of the Child address issues around families and care of children:

- "Children should not be separated from their parents unless it is for their own good..." (Article 9).
- "Children should be taught to 'respect their parents...'" This should be one of the aims of education. (Article 29)

See pages 73 - 76 for information and summary of the Convention.

The activities in this section:

- aim to explore the children's responsibilities within their families, as well as their need for care.
- Are designed to consider diversity of family groupings.
- Have been used for general and PSHE topic work, such as Me; My Family; People Who Help Us; Being Involved, and as part of activities around Mothering Sunday and Father's Day.

For other resources on Families see page 79.



Learning Objectives

- To help children to recognise similarities and differences between their own lives and the lives of others.
- To understand that differences are an acceptable part of life.
- To develop speaking and listening skills.
- To develop skills of observation and description.

Materials

- Small dolls and Feely Bag as used in introductory 'What's in the Bag?' activity (pages 6 and 12)
- Photographs 1, 2, 3, 6, 14, 15. (Additional photographs showing families would be useful.)
- Stickers– small post-its are ideal.

Introduction

- Recap on the introductory 'What's in the Bag?' activity (page 12).
- Produce small dolls from bag –what do they make the children think about?
- Remove adult figures and leave a child or baby doll. Ask: Is it all right for that baby to be alone? Why? Why not?
- Draw out of discussion that children need to be loved and looked after; children need adults to do things they cannot do for themselves.
- Replace parent figures beside the baby. Ask: Is that better? Why?
- Discuss what their families do for them? For example: provide love, a home and food; play with them; and help each other. Ask if all families are the same? Do all families do those kinds of things?
- Talk about different family groupings, explaining that families can be small or big, and that sometimes children cannot be with their own parents for various reasons, and then they need other people to be their family.
- Explain that they will look at photographs to help them think more about the different things families do.

Activity

Children sit in circle on floor, with photos in the middle.

- Pass one of the dolls around the circle, whilst singing a passing song (e.g. "Little baby pass it on, pass it on, pass it on, little baby pass it on, which one will you choose?" - to the tune of "London Bridge..." or any other adaptable song familiar to the children.)
- The child who is holding the doll at the end of the song places it on the photograph they like best, or would most like to talk about.
- Invite child to tell everyone why they chose that photograph.
- Talk about the photograph. What can they see? What are the people doing? Do they do that in their family? What is the same/different? What might have happened before/after the photograph was taken?

Conclusion

As for Alternative Activity (page 16).





Alternative activity

- Place photographs 1, 2, 3, 6, 8, 10, 14, 15 around the room.
- Children move around having a close look at all the photographs.
- Give each child a sticker to put on the photograph they like best, or would like to talk more about.
- Draw everyone back together, and discuss the photographs. Why did they choose the pictures they did? What can they see in the picture? What are the people doing? Does that happen in your family? What is the same/different?

Conclusion

As for Additional Activities.

Additional activities

Group work, with adult support to lead discussion and write responses.

- Give each group a photograph.
- Use questions as above to describe and talk about the photograph.
- Tell children to pretend that they can talk to the people in the photograph. What would they say to them? Children list the questions they would like to ask them. (Give examples of suitable questions - many children this age don't know what a question is.)
- Children write letters to people in the photograph, telling them about themselves and their families.

Conclusion

For all activities.

- Families are important – they provide love and care.
- All children need to be loved and looked after (have the right to be in a family unit of some kind).
- Other children's families may look very different from their own, but they often do the same sorts of things, e.g. share food, play together, etc.
- All children's families are important to them.



Loving: a role-play activity

Year 1

Learning Objectives

- To help children to recognise similarities and differences between their own lives and the lives of others.
- To understand that differences are an acceptable part of life.
- To explore the balance between rights and responsibilities.
- To develop skills of speaking and listening, observation and description.

Materials

- Recap on the introductory 'Pack a Bag' activity (page 13).
- Photographs 1, 2, 3, 6, 8, 11, 12, 15. (Additional photographs of families are useful.)
- Board, flip-chart or large sheet of paper, and pens.

Introduction

- Recap on the introductory 'What's in the Bag?' activity (page 12).
- Produce small dolls, and ask the children what right they make them think of.
- Show photographs, and talk about differences in family groups, e.g. size, appearance, etc, but point out that families often do the same things. For example: giving food, cuddling, playing, etc.

Activity

- Ask children what words and ideas come into their heads when you say 'family'. Record responses on board, or flipchart, etc.
- Focus on the word 'love'. (If this is not suggested, prompt the children to suggest it, or make it your contribution.)
- Ask children to think of people in their family who love them. Ask them if they are always nice to these people. If they are not nice to these people, does that stop them from loving you?
- What things might children do that upset the people who look after them? For example: not do as they are told, make a mess, argue, etc.
- Role-play a scenario the children suggest.
- Ask the children in the 'parent' role to say how they feel about what the 'children' are doing.
- How could the 'children' in the scenario help to change any unhappy feelings into happy feelings? For example: apologise, clear up, etc.
- Role-play the suggested 'good' scenarios.
- Ask the 'parents' how they feel now.
- Go back to photographs, discuss whether the same things could happen in those families?

Conclusion

- All children have the right to love and care in a family.
- All families have good times and bad times.
- Families look different, but people experience similar feelings.
- The people who love you and take care of you need to be loved too.
- Children have a responsibility to respect their parents. (See Convention Article 29, page 75)





Learning Objectives

- To help children recognise similarities and differences between their own lives and the lives of others.
- To understand that differences are an acceptable part of life.
- To explore the balance between rights and responsibilities.
- To develop speaking and listening skills.
- To develop skills of observation and description.

Materials

- Small dolls as used in introductory 'Pack a Bag' activity (page 13).
- Photographs 1, 2, 3, 6, 8, 11, 14. (Additional photographs showing a variety of families would be useful.)
- Board, flip-chart or large sheet of paper, and pens.

Introduction

- Recap on the introductory 'Pack a Bag' activity (page 13).
- Produce small dolls, and ask the children what right they make them think of.
- Show photographs, and talk about differences in family groups, e.g. size, appearance, etc, but point out that families often do the same things, e.g. giving food, cuddling, playing, etc..

Activity

- Ask children about the people who look after them. Who are they? What do they do for them?
- Focus on 'love'.
- How do parents and children show love to each other? Make some lists – one showing ways that parents, etc. give love to children, and the other ways in which children show love to their parents.
- Ask children if this always happens in their family? Do they sometimes do things that make the people who love them and look after them feel sad? Point out that families can have bad days as well as good days, but love is constant.
- List, and discuss, happy times, and then sad, angry times that happen in families.
- Divide into groups, and using the list as a prompt, ask children to create role-plays of family situations where parents become sad, angry, etc.
- Invite groups to perform to the rest of the class.
- Referring back to lists made earlier, about showing love, and happy times, ask for suggestions of ways the scenarios could be changed. How can they turn the sad, cross Mums/Dads into happy ones?
- Role-play the new scenarios, and discuss differences.

Conclusion

- All children have the right to family life – to be loved and taken care of.
- All families have good and bad times, but love is unconditional and constant.
- The people who love them and take care of them need love too.
- Children have a responsibility to give, as well as take, love, and to respect their parents. (See Convention Article 29, page 75)



Additional activities

Using the lists made in the previous activities, see if corresponding pairs can be made, i.e. linking a way of showing love with something that makes people sad, for example: sharing/being greedy; apologising/arguing.

Write the words from the lists made in the core activity on separate pieces of paper and give them to small groups, asking them not to tell other groups which word they have. Ask each group to devise another role-play to demonstrate their word. Groups take turns to perform, and the rest of the class guesses which word they are demonstrating.

Using the photographs: (In small groups)

Give each group one of the photographs used for the core activity, and use some of the following questions and suggestions to explore them.

- Describe the photograph, what do they see? What is happening in the photograph?
- What words, thoughts, feelings come into their head when they look at it?
- What is the same/different about the family in the photograph, and their family?
- Imagine they can talk to the people in the photograph and list the questions they would like to ask them.
- Write a letter to the family in the photograph. Children tell them about their own families, and ask about their family life.
- Make up a story about the photograph; think about what might be happening before/after it was taken. Children act out their stories.
- Add speech bubbles to the photograph.

Conclusion

For all activities.

- All children have the right to family life – to be loved and taken care of.
- All families have good and bad times, but love is unconditional and constant.
- The people who love them and take care of them need love too.
- Children have a responsibility to give, as well as take, love, and to respect their parents. (See Convention Article 29, page 75)





Homes

Background information

Shelter is a basic need for survival, but to most of us 'home' means much more than simply a roof over our heads. The word evokes particular feelings, and for most young children those feelings will be of comfort, familiarity, and security. 'Home time' is an inevitable part of the routine in early years education, and young children need to know that they will be going home. Sometimes they need to be reassured that home is still there, and remains the same while they are away.

Every child's right to an appropriate home is encompassed within the UN Convention on the Rights of the Child. Article 27 recognises:

- Every child's right to a "standard of living that is good enough to meet their physical and mental needs."

The activities in this unit aim to help children recognise the universality of the needs and feelings associated with homes, and to explore the diversity of children's experience around the world.

The activities have been used as part of topic work such as: Homes, Buildings, Materials (what homes are made of), Fairy Tales (Three Little Pigs). They have also been used in geography as part of locality studies, and work on the local area, providing opportunities for comparison work.

For more resources on Homes see page 79.



Learning Objectives

- To explore the contribution that a home makes to providing a “standard of living that is good enough to meet children’s physical and mental needs.” (UNCRC Article 27)
- To enable children to make links between their lives and the lives of others.

Materials

- Feely Bag and model house for use in introductory activities (pages 6 and 10).
- Photographs 2, 3, 4, 5. (Additional photographs showing a variety of homes, would be useful).

Introduction

Children sit in circle.

- Recap on the introductory ‘What’s in the Bag?’ activity, (page 12).
- Pass around Feely Bag with house inside, inviting guesses as to which important thing (Right) might be inside.
- Produce house: What does this make them think of? Move discussion on from labelling ‘house’, to recognising it as ‘a place to live’, to a ‘home’.
- Discuss: Do all children need somewhere to live? Does everyone live in a house like this? Can they think of other types of homes?
- Spread out photographs of homes in the middle of the circle.

Activity

- Tell the children that they are going to think about their own homes, and how they feel about them. For example: special, safe, warm, belonging, loved, etc.
- Pass model house around the circle, whilst singing a passing song (e.g. “little house pass it on, pass it on, pass it on, little house pass it on, which home will you live in?) to the tune of “London Bridge,” or any other adaptable song. The child left holding the house when the song ends places it on the photograph of the home they would most like to live in.
- Ask child to tell everyone why s/he chose that home, then discuss: What sort of home is it? Where might it be? Who might live there? What is it made of? What things are the same as/different from their homes? What do they think it would be like inside/outside this home? What do they think it might be like to live there?

Conclusion

All children need somewhere to live - a home.

- Many different places can be homes.
- Other children’s homes may look very different from their home, but each home is a special place for the people who live there.
- The children living in the homes in the photographs would probably use the same sort of words that they did, to describe how they feel about their homes.





Learning Objectives

- To explore the contribution that a home makes in providing a “standard of living that is good enough to meet children’s physical and mental needs.” (UNCRC Article 27)
- To enable children to make links between their lives and the lives of others.
- To develop skills of observation, comparison, and discussion.

Materials

- Model house as used in introductory ‘Pack a Bag’ activity (page 13).
- Photographs 2, 3, 4, 5, 8, 14 (Additional photographs of homes, and activities happening in homes, would be useful.)
- Miming Pictures page 25, cut into individual pictures, and put in a bag.

Introduction

- Recap on the introductory activity, ‘Pack a Bag’ (page 13).
- Show the model house: What does this make them think of? Move discussion on from labelling ‘house’, to recognising it as ‘a place to live’, to a ‘home’. Explain that a house can be a home, but that not all homes are houses.
- Discuss if all children need somewhere to live? Does everyone live in a house like this? Can they think of other types of homes? List different homes the children suggest.

Activity

- Look at and discuss the photographs: What sort of home is it? Where do you think it might be? Who might live there? What is it made of? What things are the same as/different from their homes? What do they think it would be like inside/outside this home? What do they think it might be like to live there? Give brief examples.
- Explain that they are going to think about things that happen inside homes.
- A child selects a picture from the bag, and mimes the activity. Others guess the activity.
- Ask if this is something that happens in their homes? Would it be the same in every home?
- Refer back to photographs: Would the people in these homes do this? Would they do it in the same way? Show photographs of the activity happening in different contexts. For example: no: x for cooking; no: x for eating, etc.
- Discuss similarities and differences between the children’s own experiences, and those of the people in the photographs.
- Repeat with other drawings.

Conclusion

- All children need somewhere to live – a home.
- Many different places can be homes, but a lot of the things that happen in them are likely to be the same but done in different ways.



Learning Objectives

- To explore the contribution that a home makes in providing a “standard of living that is good enough to meet children’s physical and mental needs.” (UNCRC Article 27)
- To enable children to make links between their lives and the lives of others.
- To develop skills of observation, comparison, and discussion.

Materials

- Model house as used in introductory ‘Pack a Bag’ activity (page 13).
- Home Thoughts (page 26), two enlarged copies for a whole class activity; group work will need two copies per group.
- Photographs 2, 3, 4, 8. (Additional photographs showing a variety of homes would be useful.)

Introduction

- Recap on the introductory ‘Pack a Bag’ activity (page 13).
- Show house: what does this make them think of? Move discussion on from labelling ‘house’, to recognising it as ‘a place to live’, to a ‘home’. Explain that a house can be a home, but that not all homes are houses.
- Discuss whether all children need somewhere to live? Does everyone live in a house like this? Can they think of other types of homes?

Activity

- Give each group two ‘Home Thoughts’ sheets, or enlarged copies for a large group.
- Children discuss the physical things they consider essential to make a ‘good enough’ home. For example: roof, door, water supply, etc. (This could include discussion about whether such things as a bathroom, separate bedrooms and living areas, are essential).
- Record ideas on first sheet by children writing, or drawing in the spaces (or adult scribe if available), and then feedback to other groups. Or teacher writes on sheet for whole class.
- Discuss the photographs (one per group). What sort of home is it? Where do they think it might be? Who might live there? What is it made of? What things are the same as/different from their homes? What do they think it would be like inside/outside this home? What do they think it might be like to live there?
- Refer to the completed sheets: would the homes in the photographs have those things?
- Groups use the second sheet to record their thoughts and feelings about ‘home’, and feedback again.
- Discuss the photographs. Do they think the children who live in those homes would have those feelings too? If not, why not?

Conclusion

As for Additional Activities (page 24).



Additional activity

Group work – adult support necessary

Part 1

- Divide into three groups, or more if you have additional photographs of homes. Give each group a photograph. Ideally each group will have an adult scribe.
- Discuss what sort of home it is; where it might be; what it is made of, why, and by whom; etc. Go on to consider the inside, and the people who might live there. Conclude by making comparisons with the children's own homes, noting the similarities and differences.

Part 2

- Children imagine they are going to visit that home. Discuss what would they would say to the people who live there, and what questions they would like to ask them.

Part 3

- Children write a letter to the people in that home. Tell them about their own homes, and ask them about theirs.

Part 4

- Children make up a story about that home and the people who live there, and act it out.

Conclusion

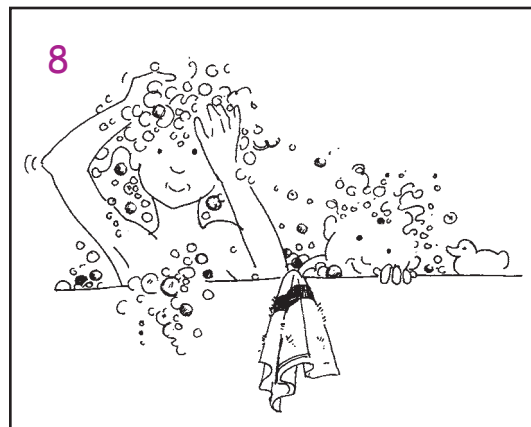
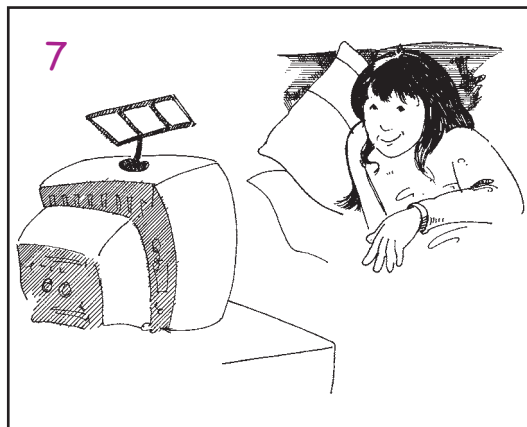
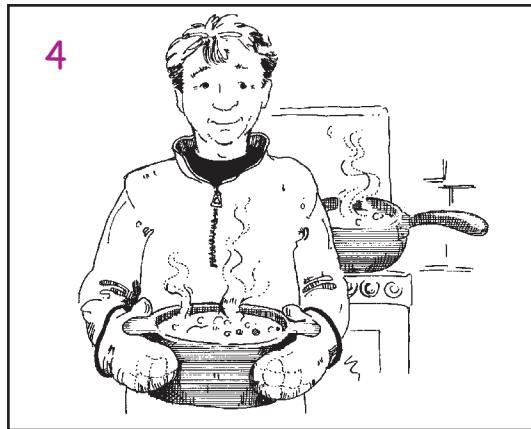
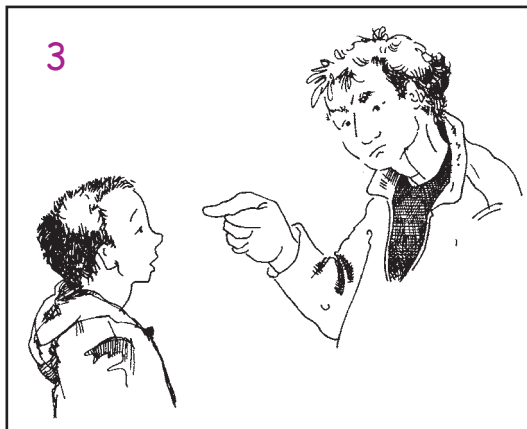
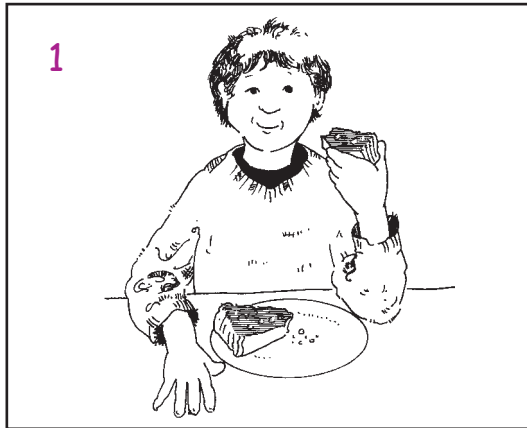
All children need somewhere to live, a home.

- Many different places can be homes.
- Other children's homes may look very different from their home, but each home is a special place for the people that live in it.
- Some children are living in homes that do not have the things they really need.



Miming Pictures

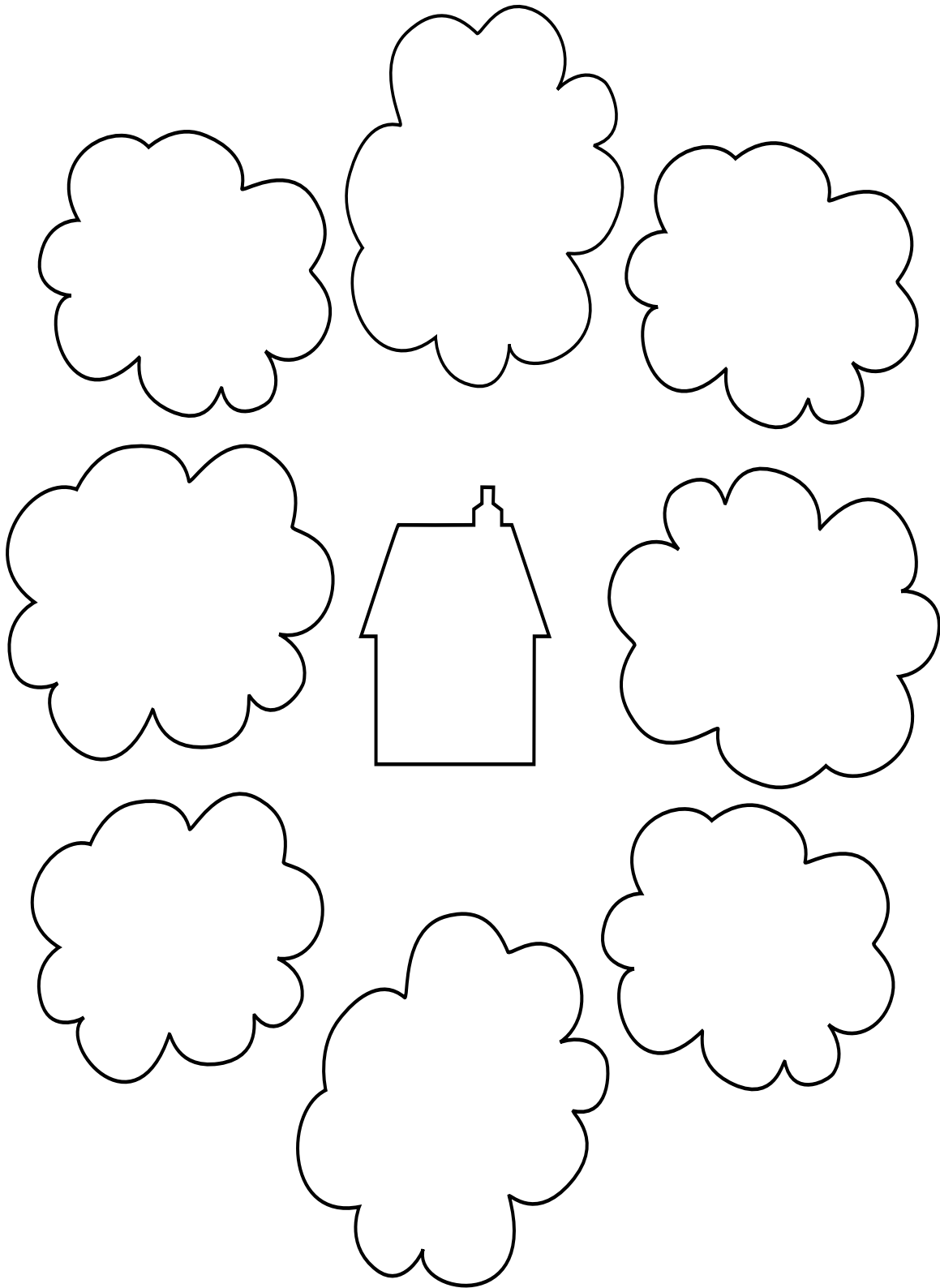
Home Life





Home Thoughts

What Makes a Home?



Food

Background information

When children are asked to think of things they need in order to grow into healthy adults, even the very young will soon suggest food. Children have strong opinions about food – what tastes good, and what they do not like, and they have firm favourites. Food, therefore, is a good starting point for exploring basic survival rights with young children.

The child's unquestionable need for food is encompassed within the UN Convention on the Rights of the Child:

- “Children have the right to ...nutritious food..., so that they will stay healthy.” (Article 24)
- “Children have a right to a standard of living that is good enough to meet their physical and mental needs.” (Article 27) Food has an obvious part to play in this.

(See page 74 for summary of the UN Convention on the Rights of the Child.)

The activities in Unit 3 aim to help children to think about the universal importance of food, and to explore something of the diversity of children's experience around the world. They have been used successfully as part of topics on: Food, Growing, and Living Things; and as part of a Health Week.

For other resources on Food see page 79.



What do you eat?

Nursery/Reception

Learning Objectives

- To recognise that the “provision of adequate nutritious foods (Article 24) “is essential for each child to enjoy their right to “the highest attainable standard of health”.
- To encourage children to make links between their lives and the lives of others.
- To appreciate diversity in diet and food choices.

Materials

- Feely Bag and food item as used in ‘What’s in the Bag?’ activity (page 12).
- Photographs 6, 7, 8.
- White/Blackboard or large sheet of paper and pens.
- If possible, food samples: spices; chillies; mangoes; papaya; raw and cooked examples of rice, lentils, and beans, e.g. dry beans and a tin of baked beans etc.

Introduction

- Discuss what all children, everywhere, need every day?
- Ideally, recap on the introductory ‘What’s in the Bag?’ activity (page 12).
- Produce food item from Feely Bag, as a reminder that food is one of the important things/rights, that all children should have.

Activity

- Pass food item around circle. As each child holds it they name something they have eaten that day, or the previous day. Draw/write the items on board or paper.
- Count the different foods, and talk about variety and choice of food available to them. Do they all eat the same things? Do they eat the same food at every meal?
- Focus on photograph 6, and discuss what the baby might be eating. Explain that rice is eaten in many parts of the world, and is the main part of each meal for many people. Do they eat rice? Show raw and cooked rice.
- Show photograph 7, and talk about the different foods they can see in the photograph. Which do they eat, and which are new to them? If available, examine, smell, taste, etc some of the less familiar foods, and talk about reactions.
- Look at the photographs. What do they think the mother is cooking for her family? Do all children eat the same foods?
- Talk about differences in food eaten around the world, emphasising that often it is the way food is cooked that is different. People have different tastes and like their food prepared in different ways. For example how many of your children like Chinese, Greek, Indian or Italian food?

Conclusion

- All children need food.
- Children in different places eat different foods, prepared in different ways.
- We all enjoy food, and have favourite foods.
- Other children’s food may look different and taste different from the food you eat, but they like their food too, it’s different, not better or worse.



Learning Objectives

- To recognise that having enough nutritious food is essential for each child to enjoy their right to “the highest attainable standard of health”, (Article 24).
- To encourage children to make links between their lives, and the lives of others.
- To gain an understanding of the different experiences of children around the world.

Materials

- Food item as used in introductory ‘Pack a Bag’ activity (page 13).
- Food Drawings (page 32) enough for each child to have one small picture.
- If available, samples of the ‘unfamiliar’ foods illustrated in the drawings - (raw and cooked versions of each).
- What children eat around the world (page 33).

Introduction

- Recap on the introductory ‘Pack a Bag’ activity (page 13).
- Produce food item used in that activity, and ask which ‘important thing’/right this reminds them of.

Activity

- Give each child a picture, and check that they know what food it is.
- Explain that they must find someone who has eaten that food today or yesterday. When they have, they should sit down.
- Check after a few minutes if any children are still standing. If appropriate look at their drawing and ask the class what it is. Has anyone tasted this food? Look at each picture and discover who has eaten/not eaten the food. Is there anything that no one has ever eaten? Are there any foods that everyone has eaten today or yesterday?
- Talk about the wide choice of food available to them. What would they do if they had no choice of food? Does everyone have a choice of food?
- Read quotes from children around the world (page 33), and talk about similarities and differences.
- If possible, let children examine, smell, taste, etc. these less familiar foods, and discuss reactions.

NB Check that no child is allergic to any of the foods offered for them to taste.

Conclusion

- All children need food, and have the right to enough good food.
- All children enjoy different foods, and have favourite foods.
- Children in different places have different sorts of food.
- Some children do not have the variety, or choice, of food that we have.





Additional activity

- Give each child one of the small food pictures, checking they all know what the food is.
- Ask if they all like the food in the picture they have got? If not they must find someone who has something they like and try to persuade them to swap. They may need to swap more than once to get something they really like. (If necessary, demonstrate this with four children while the rest of the class watch.)
- Stop after a few minutes and talk about what is happening. Are some children finding it difficult to get what they would like? Are there some foods that no-one likes?
- Talk about the wide choice of food available to them. What would they do if they had no choice of food? Does everyone have a choice of food?

Conclusion

- All children need food, and have the right to enough good food.
- All children enjoy different foods, and have favourite foods.
- Children in different places have different types of food.
- Some children do not have the variety, or choice, of food that we have.



Learning Objectives

- To understand that children have the need and the right to nutritious food so they stay healthy. (Article 24)
- To encourage children to make links between their lives, and the lives of others.
- To gain an understanding of the different experiences of children around the world.

Materials

- Food item as used in introductory 'Pack a Bag' activity (pages 13).
- Food Drawings (page 32) one sheet for each child.
- If available, samples of the foods illustrated in the drawings, raw and cooked versions of each.
- Sidi's and Lucia's stories (pages 34 and 35).

Introduction

- Recap on the introductory 'Pack a Bag' activity (page 13).
- Produce food item used in that activity, and ask which 'important thing'/right this reminds them of.

Activity

Give each child a copy of the food drawings, clarify that they know what each of the foods are, and ask them to tick all the foods they have eaten at some time or other.

- After a few minutes check to see which foods are ticked/not ticked. Discuss the responses.
- If available, let children examine, smell, taste, etc the foods, and discuss reactions. (Check for allergies to foods offered.)
- Discuss the choice of food available to them. What would they do if there were no choice of food? Does everyone have a choice of food?
- If another adult is available, divide into two groups. Give Sidi's story to one group, and Lucia's story to the other. (If no additional adult help is available, choose one story, and work as a whole class, using the same questions, etc).
- Adult reads story to group and discusses what the children felt as they listened to it. What words came into their heads about it? What would they like to say to/ask the child in the story? (Adult scribes as children talk).
- Children prepare to act out or retell the story to the rest of the class.
- Each group tells or acts their story, and shares their thoughts about it. Compare the experience of the children in the stories, with the children's own. Look particularly at the difference in variety, choice, and availability of food, and the factors that influence whether some children get enough food to eat, e.g. weather, trade, employment.

Conclusion

- All children need food, and have the right to enough good food.
- Everyone enjoys different foods, and children in different places have different sorts of food.
- Some children do not have the variety, or choice, of food that we have, or may not have enough food to eat.
- Many have no control over what they eat or whether they have enough.





Food Drawings

Favourite foods

potatoes



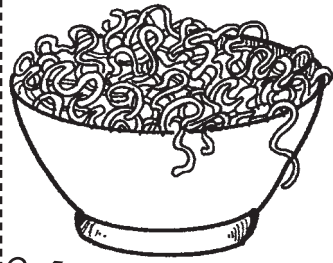
cheese



tomatoes



noodles



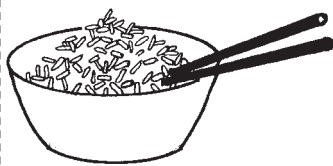
lentils



cabbage



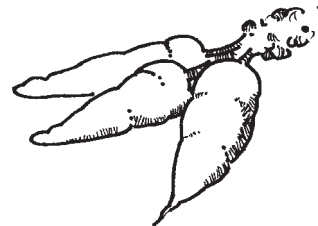
rice



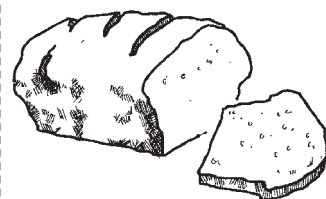
chicken



carrots



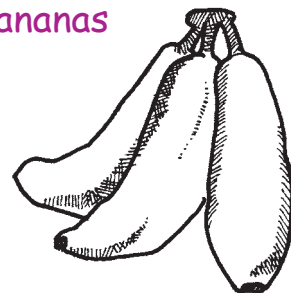
bread



fish



bananas



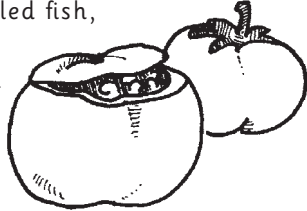


What children eat around the world

Favourite foods

Sasha, Russia

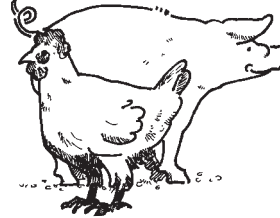
Sasha needs lots of food to keep him warm in the freezing winter. He eats soup made from vegetables his family grow in their garden – his favourite is borsch – made from beetroot. He also eats pickled fish, ham, stuffed tomatoes and pastries.



Cidinha, Brazil

Cidinha's family eat rice and beans flavoured with spring onion and coriander, which they grow themselves. Meat comes from their own chickens and pigs.

Sometimes they eat fish that Cidinha's father and brothers have caught in the lake.



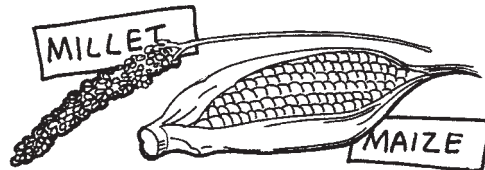
Shakeel, India

Shakeel eats chapattis – soft flat bread, with rice and dal, a lentil stew. Most days his mother cooks vegetables in a spicy, curry sauce. Shakeel looks forward to Sundays when they have meat curry called gosht.



Anusibuno, Ghana

Anusibuno eats porridge made with maize or millet, for every meal. She likes bito, a soup made with leafy vegetables and nuts, which her family grow themselves.



Alexis, Australia

Alexis enjoys having tea in the garden, when she eats pasta and barbecue. Her favourite food is take-away hamburgers, which she has for lunch at school on Fridays, and once a week for tea at home.



Natali, U.S.A

Natali enjoys salads made from the fruit and vegetables that grow in hot, sunny California. Everyone in the family has their choice of salad dressing and a choice of milk or fruit juice to drink. Natali's family have take-away pizza for a treat, once a month.





Sidi's Story

My name is Sidi. I am seven years old and I live in a small village called Dianvelli, in Mali, Africa. My family are farmers. We grow millet, peanuts, and vegetables like tomatoes and onions.

My mother sells tomatoes, onions and peanuts at the market. It takes her four hours to walk there. With the money that she makes she buys the extra things that we need.

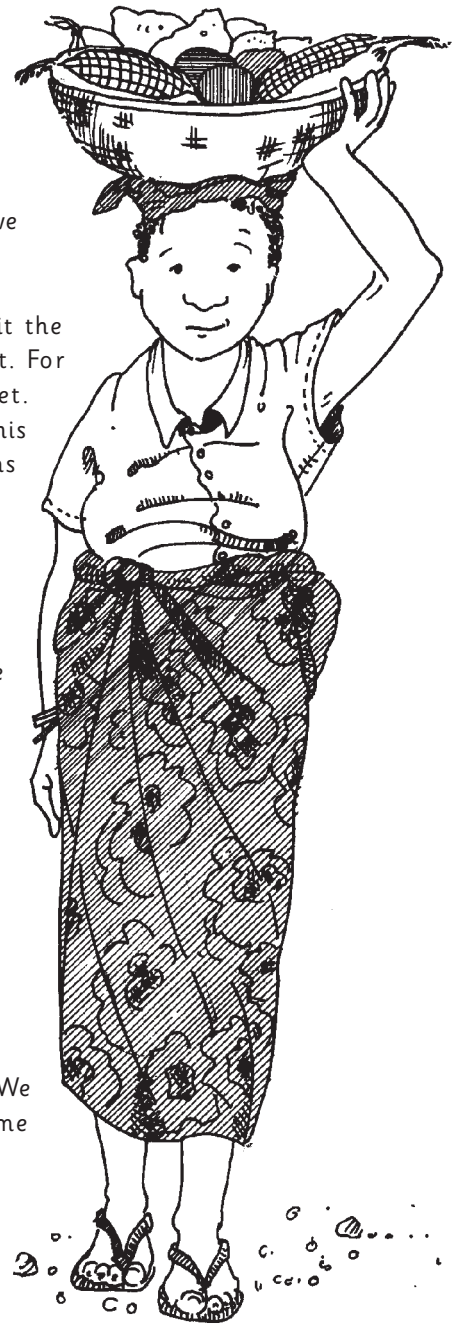
When I get up each morning, my mother has already lit the fire, fetched water from the well and made the breakfast. For breakfast we eat *toh*, which is porridge made from millet. We also have *toh* for our meal at the end of the day, this time with a delicious sauce made from tomatoes, onions and ground baobab leaves.

I help my mother and father harvest the millet. We bring it back from the fields on our donkey cart and store it in our granary – a small building raised on stones to stop mice climbing in to eat the food. We use the millet from the granary for the rest of the year. We also save seeds to plant next year.

It is warm or hot here, except in December and January, when it is cold at night. It usually rains a lot in June, July and August – we call this the rainy season. All the rest of the year it is very dry. We plant our crops just before June and if the rains are good we get a good harvest.

One year there wasn't much rain at all and we didn't grow enough millet and vegetables to eat and to sell. We had to sell two of our goats to buy more food. Also some relations in the south gave us some food and money.

Enough to Eat?





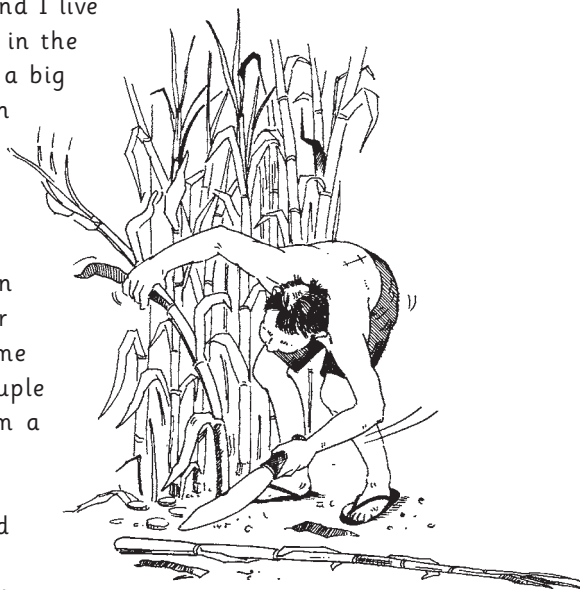
Lucia's Story

Enough to Eat?

My name is Lucia. I am six years old and I live with my family on the island of Negros in the Philippines. My father used to work on a big sugar plantation (farm) owned by a rich man called Mr Nolan. This is what happened when I was just three years old, and I nearly starved to death.

Families who work for Mr Nolan live on his land. We used to depend on him for everything. There's no electricity, and me and my older sister Helena spend a couple of hours every day collecting water from a tap that is used by 50 other families.

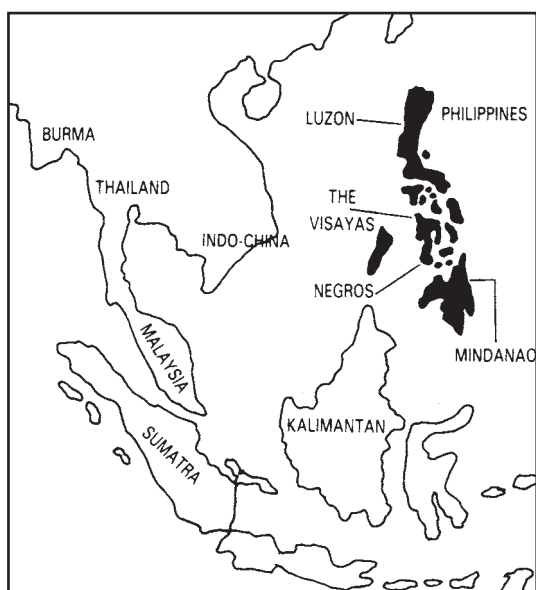
Mr Nolan did not pay good wages, and every year while the sugar cane was growing, there was no work from May to September. We had to buy all our food from a shop run by Mr Nolan, and we were always in debt at the shop. When there was no work there was no money and my father did not have enough money to buy enough food for us all. Then we had only had one meal a day – and that was only rice porridge and salt.



When I was three years old things became even worse, because countries that used to buy the sugar from people like Mr Nolan, didn't want to buy so much any more. This meant that Mr Nolan could not make so much money from selling sugar, so he decided that it was not worth harvesting the sugar to sell at all.

My father, and all the other sugar cane workers, lost their jobs. No work meant there was no money to buy food, and we all became very hungry. My mother tried to grow some vegetables, but all the good land is used for growing sugar, and she could never grow enough on the little strip of land round our house to feed the family.

I became very ill because I did not have enough food to eat, and my parents were afraid that I would die. Emergency food was brought to Negros for children like me. My mother was shown how to make special food to help me to gain weight and become healthier.



The government also said that that all the plantation owners like Mr Nolan must let their workers have some land to grow food for themselves. My father learnt about growing different kinds of vegetables, and now he has a new job travelling around the island helping people to grow their own food. We still live on Mr Nolan's land but now we have some land to grow some food for ourselves, and we have got some chickens.





Activities about Water

Background information

Every child in this country has been exposed to the essential uses of water. It holds a fascination for them and many will be able to recall a host of experiences connected with it. It is therefore an excellent place to start discussing rights, and comparing your children's experiences with those of children elsewhere.

No living thing can survive without water. It is the most basic and crucial of the survival rights contained in the UN Convention on the Rights of the Child. (See summary on page 74). Article 24 recognises:

- The child's right to "good quality health care and clean water . . . so that they will stay healthy."

The activities in this unit can be used with various age groups to explore the essential role that water plays in their life. They have been linked to units of work on the following cross-curricular topics: Water, Health, Desert Island, Living Things, and Growing.

For more resources about Water see page 79.



Learning Objectives

- To explore the right to clean water, Article 24 of the UNCRC.
- To encourage children to make links between their lives and the lives of others.
- To discover how/if children in other countries have their right to water fulfilled.
- To develop empathy.
- To develop speaking, listening and observation skills.

Materials

- Tap (as used in introductory 'What's in the Bag?' activity (page 12).
- Washing up bowl; washing-up liquid; cloth; dirty plate, cup, cutlery.
- Flannel and soap.
- Toothbrush and toothpaste
- Drinking glass and bottle of squash.
- Photographs 9,10,11.

Introduction

Children sit in circle.

- Recap on the introductory 'What's in the Bag?' activity (page 12).
- Tell the children that they are going to think about one of the things that is very important to keep them alive and healthy.
- Explain that before anything else you've got a few jobs to do that you didn't have time for at home.
- Set out various scenarios: e.g. washing up, making a drink, washing, etc.

Activity

- Discuss if these jobs can be done now? Is something else needed to make it possible? Water.
- Does it matter if these things are not done? Why? (All are necessary for keeping healthy).
- Where do they get the water to do these jobs? Produce tap.
- What if they didn't have a tap? Would they still need to do these things? What would they do?
- Talk about people who do not have a tap in their house.
- Show photographs 9, 10, 11.
- Discuss differences between their experiences and those of the children in the photographs. What are they doing? Where are they getting water? How long do they think it will take? Do they think the water will be clean? Why? Why not?

Conclusion

- Clean water is important for life and health.
- It is difficult for some children to get clean water.





Walk for Water

a role-play for all ages

NB: Time is needed for preparation. an outside area is preferable, or a very large room.

Materials

- Two buckets: one empty, labelled 'water-hole', and a full one labelled 'well'. Place these as far apart as possible in your space.
- Source of dirty water, e.g. a puddle or bowl of dirty water.
- A plastic cup or beaker for each child.
- Photographs 9, 10, 11.

Activity

- Explain that they are going to pretend to be children who do not have a tap in their home, but need a drink of water.
- Discuss how they can get water. Where can they go? How far might it be? How long might it take? Explain that people often have to walk a long way to find water.
- Look at the photographs, and set the scene for the role-play.
- Give each child a cup or beaker, and go outside.
- Walk to a source of dirty water, e.g. school pond, puddle or bowl.
- Express pleasure that they have found some water so soon.
- Ask the children if they can get a drink here? Lead to recognition that the nearest water may not be fit for drinking – they must find clean water. Ask them what might happen if they drink the dirty water.
- State that there is a water hole further on, they must go there.
- Take a round-about way to the 'water hole' bucket.
- Stop on the way to talk about the distance and time taken, and about feeling hot, tired, thirsty, etc.
- Approach 'water hole', now they can get a drink!
- Let the children discover there is no water there.
- Explain that this can really happen, that water sources may dry up. Why? What can they do now?
- Say that you have heard there is a well/tap in the next village, they will have to walk on and get some drinking water there.
- Take the longest route possible to the 'well' and continue the role-play, talking as you walk.
- When they get to the 'well', let the children fill their cups.
- Explain that their cups represent buckets or water pots, which are very heavy. They must carry them home carefully, without spilling a drop. The water is very precious because they have walked so far to get it.
- Take a winding route back to classroom, talking again about the walk, and about carrying a heavy bucketful of water.
- Children can then pour their water into a common bowl or bucket.

Conclusion

- Clean water is important for life and health.
- It is difficult for some children to get clean water



Water sequence cards

Reception/Year 1

Class or small group activity

Learning Objectives

- To explore the right to clean water - Article 24 of the UN Convention on the Rights of the Child (see page 74 for summary of the Convention).
- To encourage children to make links between their lives and the lives of others.
- To discover whether children in other countries have their needs (rights) fulfilled.
- To develop observation skills.
- To develop speaking and listening skills.

Materials

- Sequence cards (page 41) a set for each group.
- Photographs 9, 10, 11.
- Tap as used in introductory 'What's in the Bag?' activity (see page 12).

Introduction

- Recap on the introductory 'What's in the Bag?' activity.
- Explain that they will think about one of these things that is very important to keep them alive and healthy.
- Show tap to focus on water.

Activity

- Some children hold a sequence of cards in a random order.
- The group suggest the correct sequence.
- The children holding the cards change places as suggested.
- Ask which cards would have to go if there was no water. What is left? Does it matter? Is it healthy?
- Repeat with other sequences.
- Talk about situations where it is more difficult to get water. These could be acted.
- Show photographs 9, 10, 11.
- Discuss differences between their experiences and those of the children in the photographs. (See page 8 for more information about using photographs.)

Conclusion

- Clean water is important for life and health.
- It is difficult for some children to get clean water.

NB Frequent hand washing has been shown to dramatically reduce the incidence of coughs, colds, stomach upsets etc.



Water role-play

Years 1 and 2

Learning Objectives

- To explore the right to clean water - Article 24 of the UN Convention on the Rights of the Child (see summary on page 74)
- To encourage children to make links between their lives and the lives of others.
- To explore whether children in other countries have their needs (rights) fulfilled.

Materials

- Photographs 9, 10, 11.
- Tap as used in introductory 'What's in the Bag?' activity (page 12).

Introduction

- Recap on the introductory 'Pack a Bag' activity (page 13), showing some of the objects.
- Ask children to think about one of these things that is very important to keep them alive and healthy. Show tap to focus on water.
- List the things water is used for.
- Discuss how many times they have used water/turned the tap on today. What about the time between waking up and coming to school? Did they use water then?

Activity

- Set the scene for the role-play, remembering the water focus.
- Tell the children to lie down and pretend to be sleeping in bed.
- Call "Wake Up!" or make alarm sound, etc.
- Children mime their morning routine.
- Choose children to show their mime to the class, while other children guess what they are doing.
- Discuss if children everywhere do the same things. What is the same/might be different?
- Using photographs, go through the different activities mimed, and discuss similarities and differences, particularly relating to water, between the children's daily routines and those of children in other places.
- Mime routine of children in photographs.
- Discuss how they feel about the different situations.
- Think about responsibility. Do they waste water?

Conclusion

- Everyone needs water.
- The UN Convention on the Rights of the Child states that children have a right to clean water.
- Children in other places do the same sorts of things with water as they do, but sometimes in different ways, for example with bucket baths.
- It is difficult for some children to get clean water.



Water Sequence Cards





Play

Background information

Children do not always include play when asked about things that are very important for them, but if it is mentioned they are very sure that they should not be deprived of the opportunity to play. Play is young children's 'work', and is crucial for their development.

The importance of play is recognised in the UN Convention on the Rights of the Child in Article 31:

- "All children have the right to relax and play, and to join in a wide range of activities."

(See page 74 for summary of the Convention).

The activities in this unit can be used with all age groups to explore various aspects of play: how children play; what they play with; when and where they play; and how these things may differ for children around the world.

The activities have been developed as part of cross-curricular topics such as: The Toyshop; Toys; Bears - linking with favourite toys; Sand and Water; What do we play with?

For more resources about Play see page 79.



Learning Objectives

- To explore a child's right to relax and play, Article 31, UN Convention on the Rights of the Child.
- To enable children to recognise similarities and differences between their lives and the lives of others.

Materials

- Feely Bag and toy as used in introductory 'What's in the Bag?' activity (page 12).
- Photographs 12, 13, 14. (Additional photographs of children playing would be useful)
- Children's Play Around the World (page 46).

Introduction

- Children sit in circle on floor.
- Recap on the introductory 'What's in the Bag?' activity (page 12).
- Pass around Feely Bag with toy inside, inviting guesses as to what 'important thing' (Right) might be inside.
- Produce toy from bag and ask what it makes them think about. What do they do with it? Answer: play.
- Discuss: Is play important? Why is it important? How would they feel if they were not allowed to play? Should all children be able to play? Are all children allowed to play?

Activity

- Spread photographs in the middle of the circle.
- Discuss what the children are doing. What are they playing with? Where are they playing? Ask the children if they play with things like that/ in places like that. What toys do they play with? What games do they play? What places do they play in? Where do their toys come from?
- Explain that while some games are universal, e.g. jacks/five stones, hopscotch, marbles. Many children do not always have bought toys but play in other ways, for example: ring/clapping singing games, an old tyre, or make believe.
- Use some of the stories from Children's Play Around the World - page 46.
- Children think of their favourite toy. How would they feel if they lost it, or it got broken, or they had to give it away? Do they think ... feels like that about his/her?

Conclusion

- All children need to play.
- Children in different places may play with different toys, or have no toys at all.





Learning Objectives

- To explore a child's right to relax and play (Article 31).
- To enable children to recognise similarities and differences between their lives and the lives of others.

Materials

- Toy as used in introductory 'Pack a Bag' activity (page 13).
- Photographs 9, 10, 11, 12, 13, 14 for Activity C.
- A selection of toys, including, if possible some from other countries.
- Games from around the World (page 47) for Activity B.
- Children's Play Around the World (page 46) for Activity C.
- Instructions for Making a Toy (page 48), and materials listed sufficient for each child for Activity D.

Introduction

For all activities

- Recap on the introductory 'Pack a Bag' activity (page 13), and remind children of 'Rights'.
- Show toy and ask children what Right this reminds them of.
- Discuss: Is play important? Why/Why not? Should all children be able to play?
- Explain that the right to play is part of the Convention (the list of important things for all children). This means that governments all around the world agree that all children need to play.

Activity A: Explaining games

Group work, adult support necessary

NB: An outside area is desirable for this activity.

- Discuss the children's favourite toys. Is it possible to play if they have no toys? What games do they play that do not need any toys or other equipment?
- Each group chooses a game that does not need toys, and thinks how they would explain it to children who have never played it before.
- The adult writes down the instructions.
- Groups exchange instructions.
- If possible go outside, and allow each group to try and play the game they have been given instructions for.
- Feedback from each group: did it work? Could they play the game? Did they enjoy it? Have they played that game before?

Conclusion

As for all activities (page 45).



Activity B: Games from around the world

Class activity

- Select a game from page 47.
- Explain the game and then play it as a whole class.
- Discuss if it worked. Did they enjoy it? Is it like any games they usually play?

Activity C: Play and toys in other places

Class activity

- Look at photographs 12, 13, 14 of children playing.
- Discuss the photographs: What are the children playing with? Do your children play games like these?
- What other things might children play with? For example, natural objects, home-made toys, etc.
- If available show home-made toys or toys made from natural objects. Allow children to examine them, and discuss what they are? What are the toys made of? Could they buy them in a shop near here? Where do they come from? Do they like them? Are they like any toys they have?
- Read Children's Play Around the World (page 46).
- Discuss similarities and differences with children's own experiences.

Activity D: Time to play

- Look at photos 9, 10, 11 and talk about what the children in them are doing.
- Do your children think these children have time to play?
- What kind of tasks take them, or their older sisters and brothers, away from their play? For example, looking after younger brothers and sisters, doing jobs at home, looking after animals etc.
- Explain that some children have to help their families with all the household chores, or even have to have jobs to earn money, otherwise the family would go hungry.
- Is it right that some children don't have time to play? What could be done to help children who don't have time to play?

Activity E: Making toys

Additional adult support desirable

- Examine a selection of toys, and talk about what they are made of.
- Explain that some children make their own toys, or adults make toys for them using recycled material, things that would otherwise be thrown away. This means that the toys cost very little, or no money at all.
- Tell the children that there is a man called Arvind, who lives in India, who makes toys that help children to learn about science. He has written a book about how to make these toys. They are going to make one.
- Give each child the necessary materials, and follow Instructions for making a climbing butterfly (page 48).

Conclusion

- All children have the right to play.
- Where children live may affect how much they can play, what they play, where they play, and what they play with.
- Children in different places may play different games and have different toys or no toys, but sometimes their games are the same as your children's.
- Children do not need toys in order to play– but they do need time.





Cidinha, Brazil

Cidinha and her friends play football or their favourite skipping game elástico – kicking up clouds of red dust because it is hot, dusty and dry in their village.

They don't have toys, but an old bicycle wheel makes a good hoop!



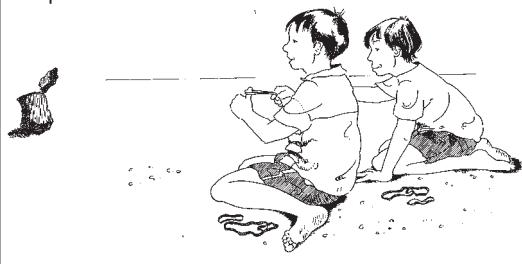
Anusibuno, Ghana

"I play with my sisters and other relatives. 18 children live in the same compound, so someone is always ready to join in the fun. We mark out squares in the earth to play hopscotch and make toys and people from clay. We leave them to dry in the sun and then we play with them."



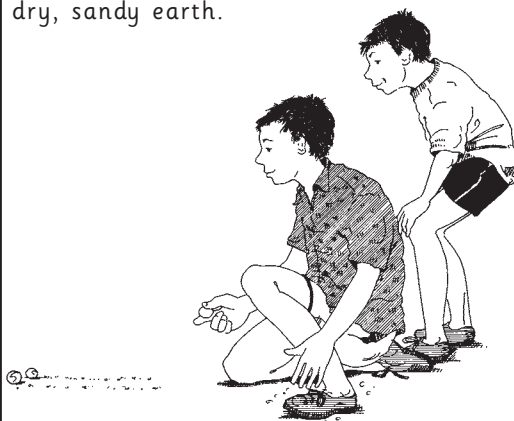
Linh, VietNam

The children where Linh lives in rural VietNam do not usually have any toys, but they make up their own games. Linh's favourite is Vong. In this game each player uses rubber bands to shoot pebbles at a target. The winner is the person who hits the target, and they keep all the rubber bands.



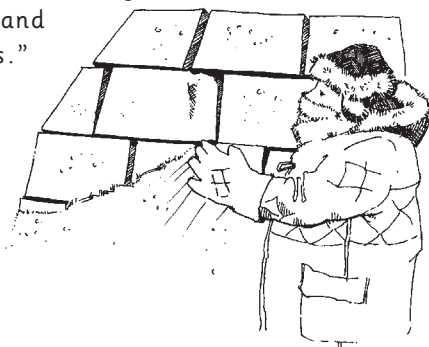
Shakeel, India

Shakeel plays marbles with his friends. They draw tracks for the marbles in the dry, sandy earth.



Sasha, Russia

"I make houses in the snow. When I work from dawn to dusk, I can almost finish a house in a day. I smooth the walls, inside and out. If the snow is damp and sticky, I make little tables, beds and chairs."



Natali, U.S.A

Natali has lots of books, toys and games. She likes to read, and watch videos. At the moment, she's reading a book called 'California Girl'.





Games from around the world

Numbers - from the Mbundu children of Angola

- Children march around in a circle.
- Teacher/Leader calls a number.
- Children run off into groups of that number.
- Any group too big or too small is out.

If you wish, the children can learn the numbers in Mbundu:

1: mosi 2: vali 3: tatu 4: gualla 5: talu

Circle games -variations on same theme:

Don Don Ba Ji from Sudan: Sheep and Hyena

Cat and Rat from Jamaica

Cattle Stockade from Botswana

- Children stand in a circle, with sheep/rat in the middle, and the hyena /cat ('catcher') outside.
- Everyone else moves round in circle, holding hands.
- 'Catcher' has to get through circle and catch 'sheep/rat', with everyone else trying to prevent them, and without letting go hands.

(In 'Cattle Stockade', two players are the cattle inside the circle, trying to escape.)

Drop the Handkerchief -from India

- Children stand in a circle with one child outside.
- The child outside the circle has a handkerchief.
- S/he runs around the circle, drops the handkerchief behind someone, and continues running around the circle.
- The child behind whom the handkerchief was dropped picks it up and runs around the circle in the opposite direction, racing the other player back to the empty space s/he has left.
- The child who reaches the gap first steps into it, and the other child becomes the runner with the handkerchief.

Eagle (aaqab) - from Afghanistan

- One child is the Eagle who sits on a rock.
- The others are pigeons and have a safe area.
- The pigeons must come out of their safe area to feed – they pretend to peck at the ground for grain.
- The eagle comes off the rock to try and catch a pigeon.
- If s/he catches a pigeon, the eagle has won the game.
- A new eagle is appointed for the next game.

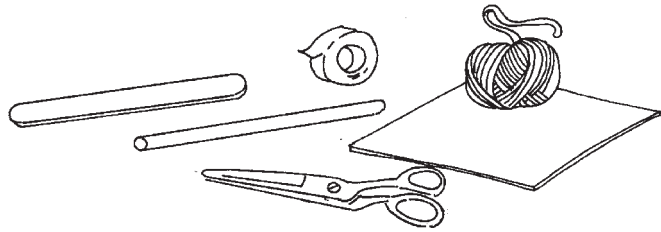




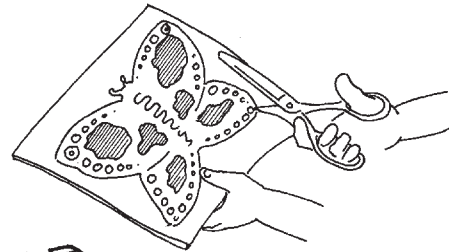
Instructions for making a climbing butterfly

This activity comes from 'Making and Using Toys from India' by Arvind Gupta. As well as being fun to play with, this toy illustrates the scientific principles of friction and gravity. This activity can also be an introduction to an activity on recycling materials.

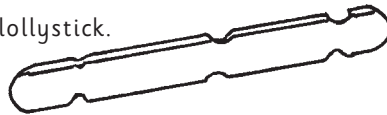
- Wooden lolly stick
- A drinking straw
- Thin string that will pass through the straw
- Juice box or scrap card from cereal packet, about 9 cm square
- Scissors
- Modelling knife
- Sticky tape or glue



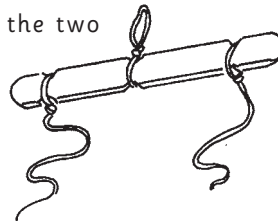
- Draw, colour and cut out a butterfly that fills the square of scrap card.



- Make three pairs of small notches in a lollystick.



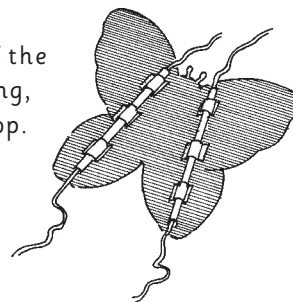
- Tie two 90 cm length pieces of string at the two ends, and a small loop of string in the middle. Fig 2



- Cut the straw in half.

- Tape or glue the straws on one side of the butterfly. The straws should be tapering, not parallel, narrowing towards the top.

- Thread the string through the straws from the top of the butterfly, where the straws come closer together.

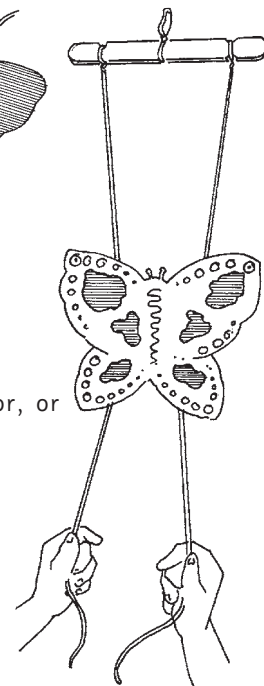


- Tie knots at the end of the strings to prevent the strings from slipping out.

- Hang the middle loop on a nail or hook on the wall or door, or get someone to hold it.

- Pull the strings alternately and the butterfly will climb upwards.

- When the tension in the strings is released the butterfly slides down.



Co-operation

Background information

Nursery, pre-school, or reception class, may be a child's first experience of society outside of their home and family. They quickly need to learn how to operate as part of that community – participation and co-operation are vital social skills.

The UN Convention on the Rights of the Child, recognises the importance of such skills in children's development, and includes the opportunity to participate in society and to work together, as a right of all children:

- Article 15 recognises the right of children “to meet together and to join groups and organisations”, and also the responsibility to ensure that this “does not stop other people from enjoying their rights.”
- Article 31, which refers to play, also implies participation and co-operation.

(See page 74 for a summary of the UN Convention on the Rights of the Child.)

The activities in this section help to explore aspects of those Articles. They have been used as part of PSHE topics such as Working Together, and Being Involved, and for circle times centred around lack of co-operation, etc.

For more resources about co-operation and participation see page 79.



Learning Objectives

- To explore the balance between rights and responsibilities.
- To explore the concepts of co-operation and participation.
- To develop skills of co-operation and participation.

Materials

- Two enlarged copies of Fitting Together (page 54), or any interesting picture.
- Cut one copy into pieces, enough for one piece per pair, and one piece for yourself.
- Blue-tac
- Some objects as used in the introductory 'What's in the Bag?' activity (page 12), e.g. food item, home, doll family.

NB: Clear board, or wall space will be needed.

Introduction

- Recap on the introductory 'What's in the Bag?' activity, showing some objects as a reminder.
- Explain that some important things children need are not physical, like food and water that they can see and touch, but are about things you can do, and the way you behave.

Activity

- With children working in pairs, give each pair a piece of picture, keeping a piece/s yourself.
- Ask each pair to look at their piece, and see if they know what it is.
- Discuss whether each piece is any good on its own. What could be done with the pieces? (I.e. everyone's pieces must be put together to make sense of the whole picture.)
- Display the complete picture, so that the children can see where their piece belongs.
- Each pair in turn is encouraged to decide together where their piece fits on the picture, and to stick it on with blue-tac.
- Ask if the picture is finished now. Why not? Let the children see that you are holding the missing piece(s) and convey reluctance to part with it. For example, "I would really love to keep this piece. I would like to take it home. Do you really need it? Tell me why you need it."
- When the children have had opportunity to persuade you, agree to add your piece(s) and complete the picture. Is that better?
- Point out that everyone's piece was needed – we all need each other.

Conclusion

- Children have the right to join in activities together.
- Children need to help, and listen to, each other, so that everyone gets the best out of what they do together. Working together can help to find answers that they cannot find alone.



Learning Objectives

- To explore the balance between rights and responsibilities.
- To explore concepts of co-operation and participation, and to develop those skills.

Materials

- An Old Indian Tale (page 55).
 - Elephant (page 56) enlarged.
 - Parts of Elephant (page 57). Enlarge and cut out parts.
 - Blue-tac
- NB: Clear board, or wall space will be needed to display visual aids.

Introduction

- Recap on the introductory 'Pack a Bag' activity, (page 13).
- Explain that they will be thinking about a different sort of right, something they can't see and touch like the objects they packed, but about what they can do, and how they behave.

Activity

- Tell the story, placing the individual parts of the elephant on the board at random as you mention them in the story.
- Discuss the story, what did the men find? (Put large picture of elephant on the board).
- Why did they all have different answers about the same thing? Was each one right? What had each one found?
- Match correct answers, and put the parts on to picture of the elephant.
- How could they have worked it out? Help children to see how working separately each man had the wrong answer, but if they had listened to each other, putting all their ideas together they might have been able to find the right answer.
- Can they think of any other stories or situations where people need to work together to sort out a problem or difficult situation?

Conclusion

As for Additional Activities (page 53).





Learning Objectives

- To explore the balance between rights and responsibilities.
- To explore the concepts of co-operation and participation.
- To develop the skills of co-operation and participation.

Materials

- A Traditional Story (page 58).
- A long stick, e.g. a broom handle, with a fork or spoon attached to the end with a thick rubber band.
- Food, e.g. bread broken into pieces, on a plate.
- A pair of chopsticks, if available.

Introduction

- Recap on the introductory 'Pack a Bag' activity (page 13). Ask children what they packed. What rights did those objects stand for?
- Explain that they will be thinking about a different sort of right, something they can't see and touch like the objects they packed, but about what they can do, and how they behave.

Activity

- Tell the story, showing chopsticks if available.
- Discuss how the people in the story might have felt?
- Show fork on stick, and plate of food, and say that they will see if they can do any better than the people in the story.
- Ask for volunteers to try and eat the food with the fork on the broom handle. (They must hold the end of the broom handle.)
- What could they do about this situation? How could they eat the food?
- Help children to see how they could help each other: they can't feed themselves, but they can feed each other. Children demonstrate.
- Discuss what would happen if the people in the story never understood this. Working together they could eat, but on their own they would starve.

Conclusion

As for Additional Activities (page 53).



Additional activities

A) Using other stories

Ask children to think of other stories or situations where people need to work together to sort out a problem or difficult situation. Mr Gumpy's Outing, The Enormous Turnip, The Giant Jam Sandwich, The Little Red Hen could be used. Follow up the story with questions and activities:

- What was happening in the story?
- Did things work out the way everyone wanted? If things went wrong, why?
- Were there things that should/should not have been done?
- How did it get sorted out?
- Change the story – make a different ending.
- Role-play the story, stopping at various points to ask how the different characters feel about what is happening.
- Enlarge a picture from the book if possible. Add speech or thought bubbles containing the children's ideas about what the characters might be saying or thinking.

B) Creating new stories

- Children, individually, in groups, or as a class, create stories, perhaps using their own experiences.
- Role-play some of the stories.

C) Co-operative games

Clapping game

One child leaves the room. The rest of the class decides on an object in the room for that child to find. The child is then brought in and tries to find the object while the rest of the class claps. The class help the player to find the object by clapping louder and louder as the child approaches the object. If the child is far away from the object then the clapping becomes softer.

D) Team problem-solving exercises

- Use a large space, e.g. hall or playground.
- Designate a middle part as the 'river', and spaces either side as the 'land'.
- Give the children large blocks to use co-operatively as stepping-stones.
- They must make sure everyone can cross the river without stepping in the water.

Conclusion

For all activities

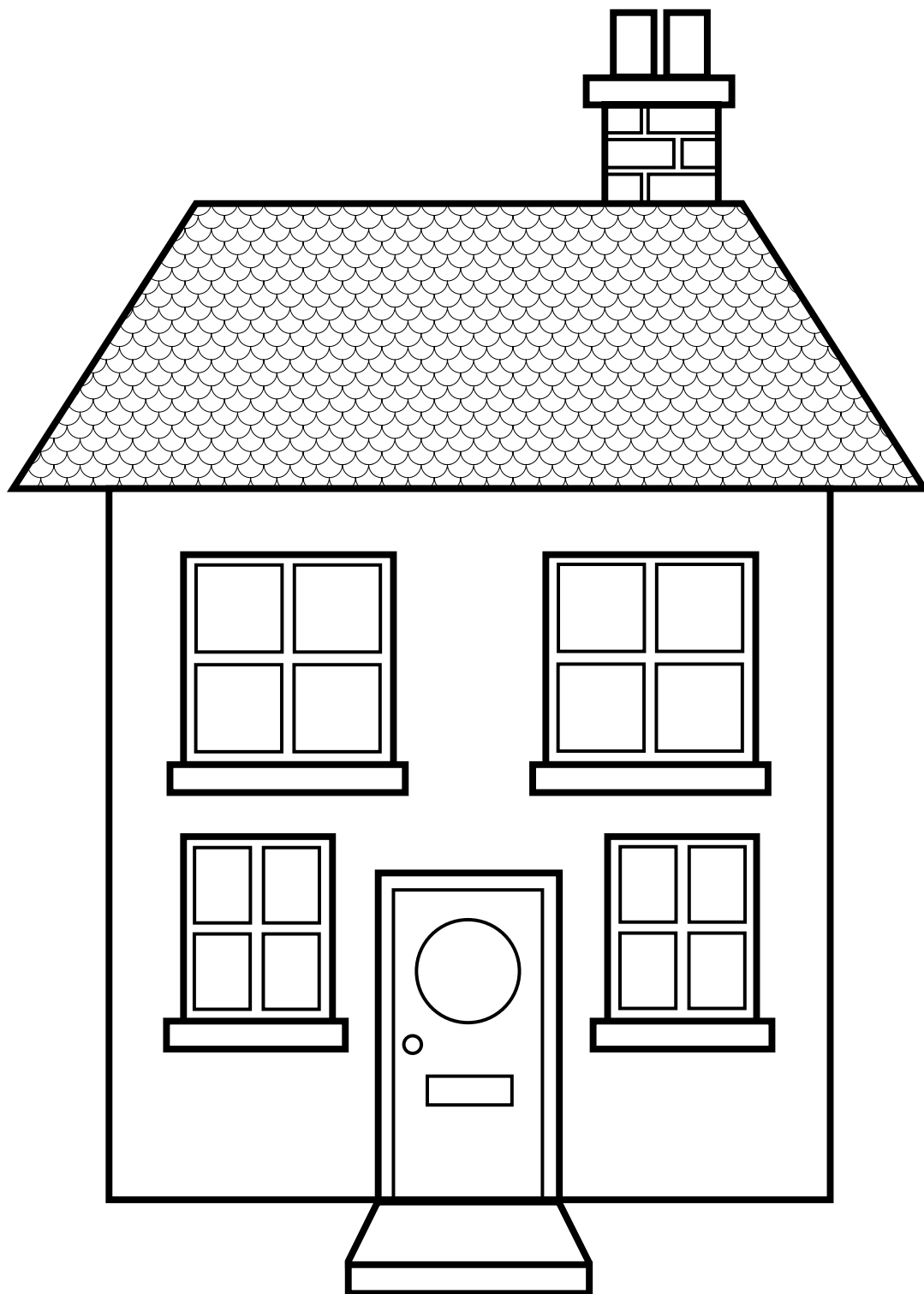
- Children have the right to join in activities together.
- Children have the responsibility to work together, to help, and listen to each other, so that everyone gets the best out of what they do together.
- Working together can help to find answers that cannot be found alone.





Fitting Together

NB: This activity will be enhanced if you are able to enlarge, colour and laminate the picture and pieces





An Old Indian Tale

NB: This story should be told in as dramatic a way as possible. Encourage the children to imagine the scene - particularly the sounds and smells - remembering that as the people in the story are blind, that is how they would experience it, not visually.

On first use, simply tell the story as above. It can then be repeated with the children taking part by contributing 'sound effects'. Remind the children that as the men could not see what was around them, they would find out about where they were by the sounds they heard. Ask children to help with sound effects as you mention places the men went through. For example, slapping knees for walking down the road, shouting out traders' cries for the market, rubbing hands together to make swishing sounds for leaves, and animal sounds for the jungle.

There were once six men who lived in a village in India.

They had been told that they must never leave their village to go anywhere else. This was because they were all blind, and the other villagers were afraid that if they went out of the village they might get lost or have an accident.

The six men talked together about this:

"It's boring always being here, and never finding out what it's like anywhere else," said one.

"I don't want to just stay here," said another "I want to go exploring."

"Yes," said another, "Let's go and have an adventure"

So, they decided to go off together, out of the village, to have an adventure. They wanted to make sure they all stayed together, so they found a long rope and tied themselves together in a line, and off they went.

They went, down the road, walking in their line, on and on, until they reached the market. There were many sounds and smells there, and many people jostling them as they walked between the stalls. They made their way through the crowds and came out onto the road again.

On they went, in their tied-together line, on down the road, and into the jungle. Now different smells and sounds filled the air. They were hoping for an adventure, and suddenly, that was just what they got! They walked too close to the edge of a steep cliff, and number one fell over the edge! He was tied to number two, so down he went as well. Number two was tied to number three, so he went slipping down after them. And so it went on: number four, number five, and number six all went tumbling down too.

They were all shouting, and reaching out to try and grab something to save themselves. At last they all found something to break their fall. The six men wondered where they were, and began to feel what they had grabbed and landed on. They all began to talk at once, saying what they thought it was.

"We've landed somewhere with lots of ropes," said number one. "I'm holding a strong, long, hairy rope." (Put up trunk.)

"No we haven't!" said number two. "There are no ropes here, it's a big solid sort of stone." (Put up body.)

"You're both wrong," shouted number three, "we're in some trees, I'm holding onto a big round tree trunk." (Put up leg.)

"Well it's definitely a place with big leaves," joined in number four. "I've grabbed a big thick leaf." (Put up ear.)

"I don't know why you're talking about leaves and trees," yelled number five. "It's obvious we've landed in a snake pit, let's get out!" (Put up tail.)

"We certainly should get away quickly!" screamed number six, in a panic. "But not from snakes, you're all wrong, we're being attacked with spears! Quick run!" (Put up tusk.)

"No you're wrong!" shouted everyone else, and they all began to argue, each man saying that he knew where they were, and that all the others were wrong.

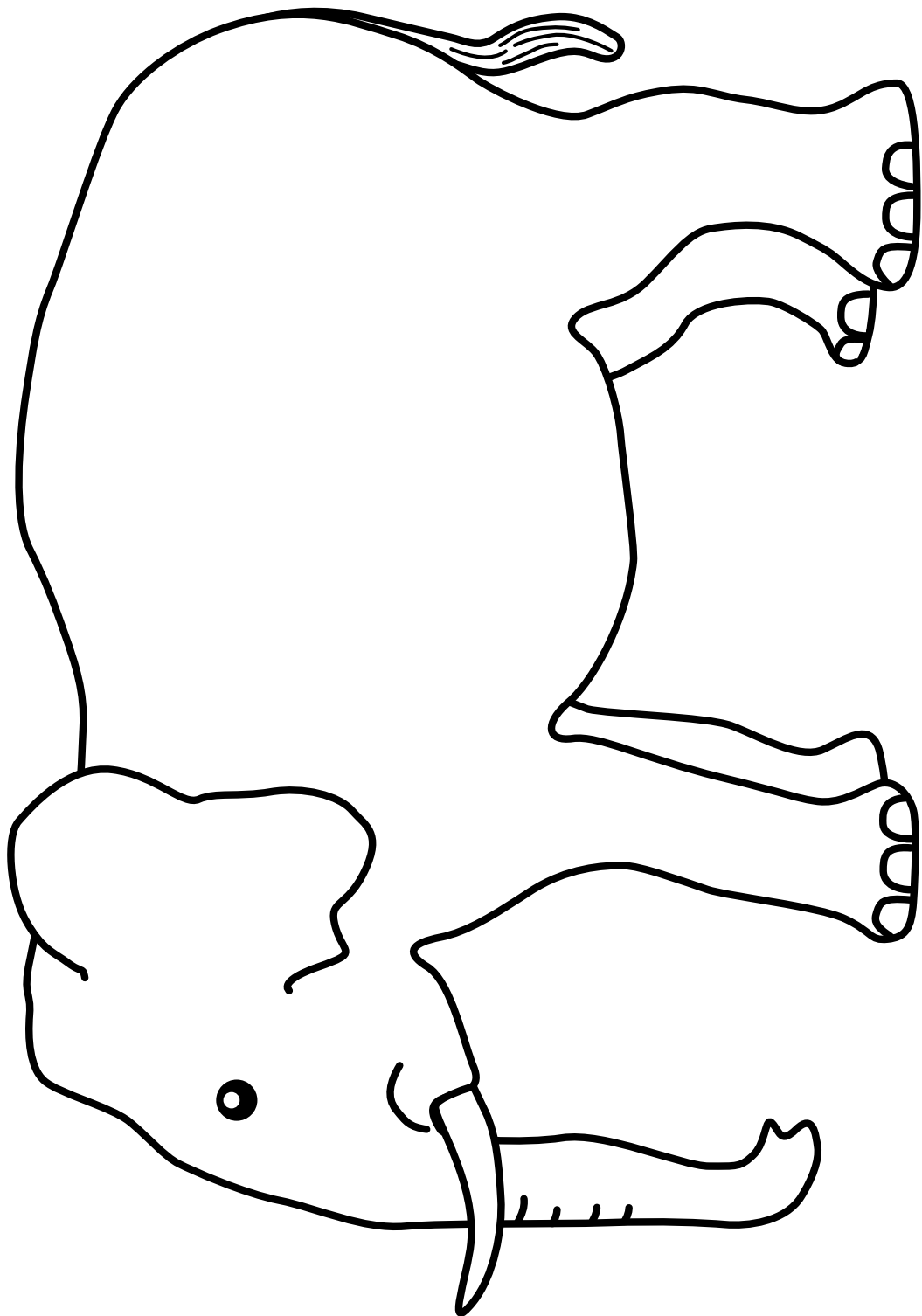
Now we have a riddle, because they'd all landed on the same thing. What was it?

(Wait for suggestions from the children, and then put up picture of elephant.)



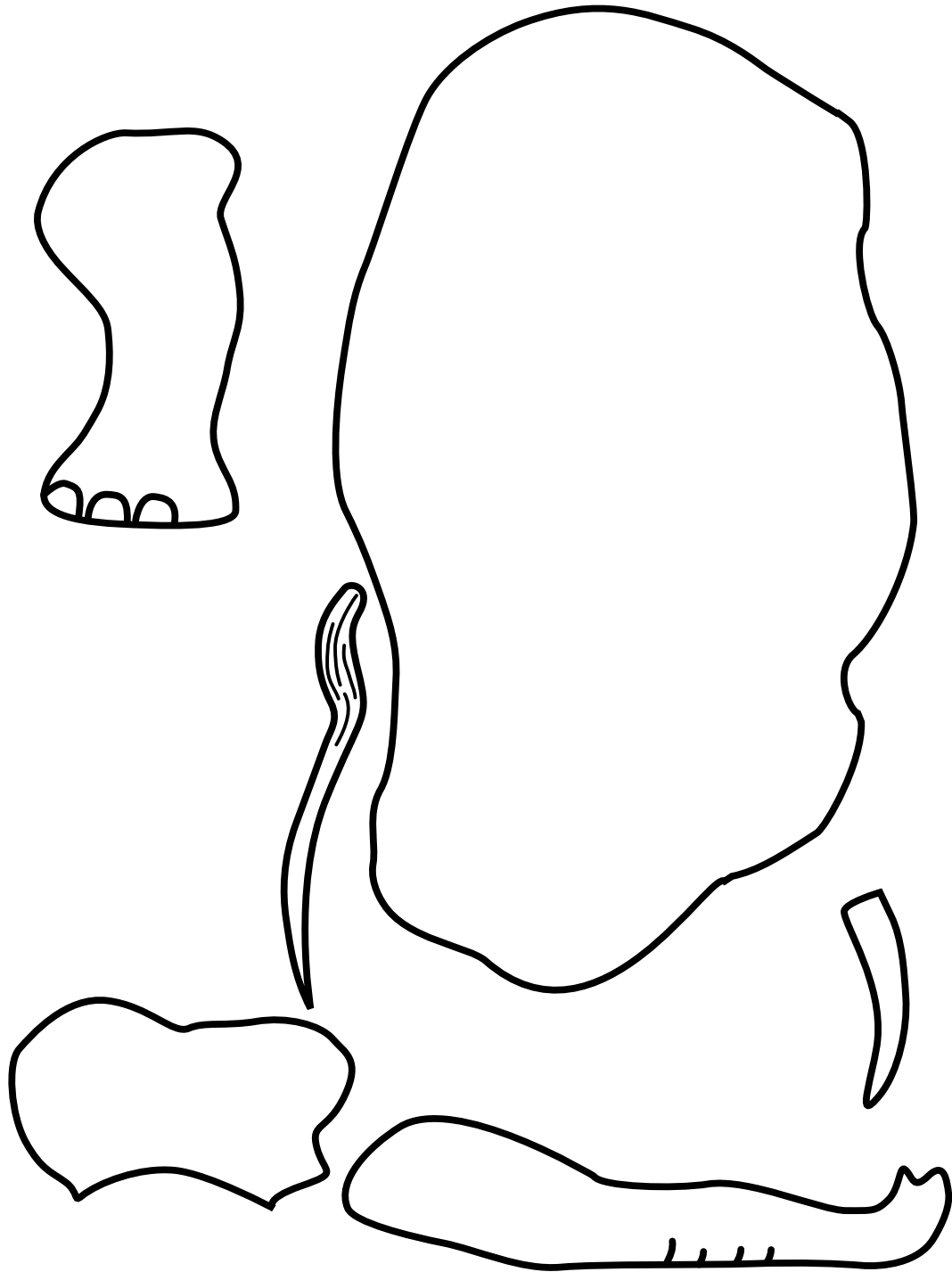


Complete Elephant





Parts of Elephant





Traditional Story

This is a story told in different countries, in slightly different ways, but it always has the same meaning.

Once upon a time there was a group of people who had been travelling for a long, long, time. They were very tired, but most of all, they were very hungry. They had no food left, and they wanted to find somewhere where they could get a meal. At last, in the distance, they saw a big house.

“Perhaps we can get some food there,” said the travellers, and they hurried on until they reached the house.

They knocked at the door, and waited. Eventually the door opened and a man invited them in. “What do you want?” he asked.

“We have come a long way,” said the travellers, “and we are very hungry. Please could you spare us a little food?”

“Certainly,” replied the man, “there is plenty of food here. Follow me.” He led the hungry group into a room. In the middle of the room was a huge table, laden with many bowls of food. The travellers could not believe their eyes!

“You can eat as much of this food as you like,” the man told them, “but you must only eat with these chopsticks.” He gave each person a pair of chopsticks. They were not, however, ordinary chopsticks. They looked as if they belonged to a giant – they were as long as a broom-handle!

The hungry travellers started to try and eat the delicious-looking food on the table, but try as they might, they could not get any food into their mouths with the huge chopsticks.

The man watched them to make sure they only used the chopsticks, and as he watched them, he felt sad, because they could not find a way of eating the food.

Do you know the answer?



Diversity



Background information

Young children are often regarded as being very egocentric, but they are interested in other people. They are quick to notice, and comment on, differences. Many parents, for example, may recall embarrassing experiences when their offspring have loudly exclaimed, “Look at that fat lady!” or, “Look at that man’s funny clothes!” Adults are much more wary about mentioning differences, for fear of making mistakes and causing offence.

Diversity, equality and discrimination are issues that need to be addressed with young children, as they are part of their everyday life. How many times do we hear the cry “It’s not fair!” in our homes, schools and nurseries? Children have a keen sense of justice and equality, but still often need encouragement to extend this to others rather than just protecting their individual rights.

Several Articles in the UN Convention on the Rights of the Child address diversity and equality issues and it strongly supports each child’s right to their individuality:

- Article 2 states that “the Convention applies to everyone, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.”
- Article 14 states that children have the right to “think and believe what they want and to practise their religion . . .”
- Article 30 recognises the importance of culture, saying that “children have a right to learn and use the language and customs of their families . . .”
- Article 29 addresses children’s responsibility in these matters, stating that they should be taught to “respect . . .their own and other cultures.”

(See page 74 for a summary of the Convention.)

The activities in this section aim to:

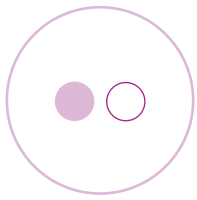
- Celebrate diversity.
- Look at similarities and differences amongst people.
- Consider the meaning and effects of discrimination.
- Raise self-esteem, as children look at who they are.
- Encourage children to respect and value themselves and each other.

The activities are adaptable for use with all age groups. They can be used in topics such as Myself, and Festivals. The activities also work well in Circle Time when issues of self-esteem or discrimination may need particular attention.

Whilst, as stated with all First Steps activities, it is desirable if the introductory activities (pages 12 – 13) have been used, this section of activities can stand alone.

For other resources on Diversity see page 79.





Learning Objectives

- To explore issues of equality.
- To celebrate, respect and value diversity.
- To develop positive self-image, and self-esteem.

Materials

- Photographs 1, 2, 3, 6.

Introduction

Children either work in groups with adult support, or choose one or two pairs to stand in front of the whole group and look at each other.

Ask the children to look at their partner, talk to each other, and to find:

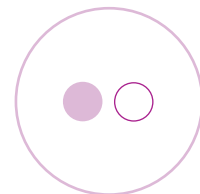
- Things that they can see that are the same about both, like physical features. For example: both have a nose, so that is something that makes them the same.
- Things they cannot see that are the same about both, for example: age, things they like, etc.
- Things that are different but similar, e.g. both have hair, but it is a different colour, length, etc.
- Take feedback from a few pairs at each stage.
- Discuss: there are lots of things that are the same about you all, but everyone is different too. There is nobody exactly the same as you – everyone is unique.

Activity

- Display the photographs so that everyone can see them all.
- Discuss the words 'same' and 'different'.
- Ask your children in what ways the children in the photographs are the same as them.
- Look again at the photographs and this time talk about the ways the children in the photographs are different from your children.
- Now ask, if these children came into the classroom would they like to play with us? Do they think they might like a drink, or a snack?
- So, are all children the same where ever they come from?

Conclusion

- Everyone is the same in some ways, but different in some ways.
- Everyone is unique.
- All children need the same things/have the same rights wherever they live, etc.
- The things that are different about each one of us make us who we are, and we can feel pleased about them – for ourselves, and for each other.



Additional activities

A) Circle Time

- Think about the person next to you – what is special about them? What are they good at?
- Go round circle with each child saying something nice about the child next to them.

B) Celebrating our differences

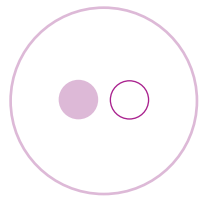
- Explain that they are going to play a game about the different things that make people who they are, e.g. being a boy/girl.
- Call out different categories, asking those children to stand up. After each statement, everyone else gives those children a clap.
- Go on to more specific things, e.g. age, hair colour, having a brother/sister, living in a house or flat, etc.
- Discuss that there were some things they got a clap for, and some things they clapped other people for. How did they feel when people clapped for them? How did they feel when they gave others a clap?
- Everyone can feel special, and help each other to feel special.

Conclusion

For all activities

- Everyone is the same in some ways, but different in some ways.
- Everyone is unique.
- All children need the same things/have the same rights, whatever they look like, wherever they live, etc.
- The things that are different about them make them who they are, and they can feel pleased – for themselves, and for each other.





Learning Objectives

- To explore aspects of the respect for “own and other cultures” stated in Article 29 of the UN Convention on the Rights of the Child. (See page 74 for a summary of the Convention)
- To develop positive self-image and self-esteem.
- To celebrate, respect and value diversity.

Materials

- ‘Cleversticks’ story (page 66).

Introduction

- If the introductory ‘Pack a Bag’ activity (page 13) has been used, remind the children of the ‘important things’/ rights they put in the bag. Ask them if all children should have those things.
- Discuss why all children have the same basic needs and the same rights. Further the discussion by considering ways in which children are all different.

Activity

Similarities and differences

Part 1

In pairs, leaving time for feedback on each point, ask the children to find:

- Things they can see that are the same about them both. For example: both have two eyes, a nose and a mouth; both are wearing black shoes, etc.
- Things they can see that are different, e.g.: hair colour, clothes, height, etc.
- Things they cannot see that they are both able to do, e.g.: write your name, count to twenty, etc.
- Things that one can do and the other cannot, e.g. swim, ride a bike, tie up shoes, etc.
- Discuss, “No-one is good at everything, but everyone is good at something.”

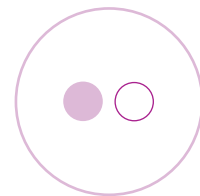
Part 2

- Read the “Cleversticks” story on the back of photograph 15, and show picture.
- Discuss the story. How might Ling Sung have felt in the first part of the story? How might he have felt at the end? What made the difference? Did you like the story? What parts did you like best/least?
- Discuss if this story reminds them of anything that has happened to them? Do they ever feel left out, or no good? How does it feel when they cannot do something that other people can?*
- Discuss if anyone is good at everything? What could they do about the things they find hard to do? What if someone else cannot do something that they can? Do they laugh at them?

Conclusion

As for following activities (page 63)

*Sensitivity will be needed in responding to answers to these questions – some children may raise issues requiring individual follow-up.



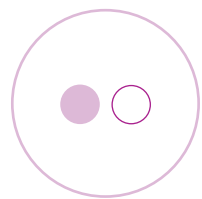
Additional activities to use with 'Cleversticks'

- Children create a picture or story about themselves doing something they are good at.
- Ask the children to think about the child next to them, and say something they have noticed that child is good at. Incorporate some of the things they identify in a class story based on Cleversticks.
- Find out about chopsticks. Who uses them? Does any child in your class use chopsticks? Can they bring them into class and demonstrate how they are used?
- This could lead into a discussion of cultural differences around food and ways of eating, e.g. some food is eaten with fingers, some with a spoon, some with a fork etc.
- Explore points from the story in greater depth as separate activities, for example: feeling left out; learning from each other.

Conclusion

For all activities

- Everyone is the same in some ways, but different in some ways.
- Everyone is special.
- No one is good at everything, but everyone is good at something.
- It is good to learn from each other.
- All children need the same things/have the same rights, whatever they look like, wherever they live, whatever they can or cannot do.
- The things that are different about people make them who they are, and everyone can feel pleased about those things – for themselves, and for each other.



Learning Objectives

- To explore aspects of the respect for “own and other cultures” stated in Article 29 of the UN Convention on the Rights of the Child. (Summary pages 74).
- To develop positive self-image and self-esteem.
- To celebrate, respect and value diversity.
- To explore the meaning of discrimination.

Materials

- A bag of sweets – enough for one per child.
- A small, interesting picture or object, e.g.: a holiday postcard, an ornament or piece of jewellery.

Introduction

- If the introductory activity, ‘Pack a Bag’, has been used, remind the children of the important things/Rights they put in the bag, and ask them if all children should have those things.
- Ask children to look at each other. Is anyone exactly the same as you? No. Why? Because you/everyone is unique.
- Discuss differences. What things make each one of us different? Do they enjoy being different, or do they like to be the same as everyone else?
- Discuss similarities. Everyone is unique, but is there anything that is the same about everyone? Discuss how all children are the same because they all have the same rights to certain essential things.

Activity

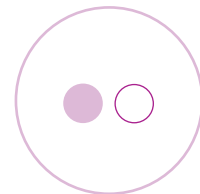
NB: This activity has two sections. They can be used as a whole or on separate occasions, but it is important to use, and to make a link between, both parts.

Part 1 A positive view of differences

- Explain to the children that they are going to think about the things that make them who they are.
- Ask them to stand up if you say something that applies to them. Start with general categories, e.g. boy/girl, age; then move on to more specific things, e.g.: hair colour, people who live in a house/flat, people who wear glasses, etc. When each group stands, those still sitting give them a clap.
- Discuss how it felt to be clapped. How did it feel to give others a clap? Talk about feeling good about themselves, and valuing things about other people.

Conclusion

As for Additional Activities (page 65).



Part 1 A negative view of differences

- Refer to some of the categories used in Part 1 of the activity, and discuss whether children always use differences in a way that makes people feel special?
- Identify groups, as before, who are then excluded from certain things. For example: pass round a photograph, but only allow fair-haired children to see it, or let only six-year olds take a sweet from a bag.
- Discuss: How did it feel to be in the group that was left out?
How did it feel to be able to do something, when other people were left out?
Is it fair?
Should the colour of their hair make any difference to what they are allowed to do?
Can they think of anything like that which has happened to them, or something they have seen happen to others?
- Explain that this is called discrimination, sometimes people are not allowed to do something for reasons that are not fair.

Conclusion

As for Additional Activities - see below.

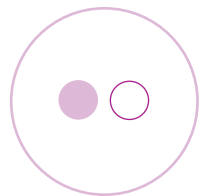
Additional activities

- Role-play using children's examples of discrimination or scenarios of your choice.
- Re-enact the story stopping at different points to discuss how different characters might be feeling.

Conclusion

For all activities

- All children have the same rights, whatever they look like, wherever they live, etc.
- Everyone is unique, but also have many things in common.
- Differences between people make everyone unique, and individuality is something for everyone to celebrate.
- Differences should not be reasons for leaving people out.



Cleversticks

Ling Sung started school on Monday, but on Wednesday morning he decided he didn't want to go any more.

There were too many things the others could do that he couldn't. Terry could tie up his shoes, and Manjit could write her name, and everyone gave them a clap, but when Ling Sung tried he just couldn't get it right.

Ling Sung didn't want to go to school ever again. He wanted to do the things he liked doing. He wanted to watch the clowns in the park, or go to the pool with his Mum, or bath his baby sister.

But the next day there he was at school again. At biscuit time everyone gave Anis a clap because he could tie up his overall all by himself. Ling Sung tried but he couldn't even manage the apron with Velcro tabs. He was fed up with clapping other people for the things they could do. Why couldn't he be good at something too?

Ling Sung started fiddling with two long paintbrushes that had not been put away. He wasn't looking when the biscuits came round. He nearly dropped his plate and his biscuits broke in pieces. Ling Sung put both the brushes in one hand and chopsticked the biscuit pieces into his mouth – the way he ate at home.

Miss Smith suddenly clapped.

“Look everyone! Look what Ling Sung can do! Isn't that clever?”

No one else could use chopsticks, but Ling Sung knew just how to hold the chopsticks, and how to hold his plate close to his mouth. When he was small it had been hard to do, but now he didn't even think about it. Everyone wanted him to show them how to do it. Ling Sung helped the teachers too.

Then Ling Sung got the others to show him how to do their best things. Manjit helped him with his writing, Terry showed him how to do his laces, and Anis did up Ling Sung's apron for him.

Ling Sung couldn't wait to tell his dad when he met him from school, that he could do something for the others to clap.

“A real cleversticks!” his dad said.

Safety

Background information

Children are vulnerable, and rely on the adults in their lives to protect them from potential hazards and dangers. Children also need education and guidance in order to take some responsibility for their own safety. They can, however, find themselves in dangerous situations because of factors beyond their control, or because adults who provide protection fail them.

Several Articles in the UN Convention on the Rights of the Child are about the child's right to protection:

- Article 36 is wide-ranging, affirming the child's right to protection ". . . from any activities that could harm their development."
- Article 19 recognises that children need protection "from violence, abuse and neglect . . ."
- Article 32 states that "Government should protect children from work that is dangerous or might harm their health or their education."

(See page 74 for a summary of the Convention.)

This section attempts to explore some of these difficult issues with young children. The activities aim to help children consider:

- What being safe means for them.
- The things they might need protection from.
- The different experiences of children in various situations around the world.

These activities have been developed as the PSHE component linked to topics such as:

- "The Great Fire of London", where children were in danger, as they frequently are today.
- "Jack and the Beanstalk" - Jack put himself in danger, just as children today may unwittingly put themselves in dangerous situations.
- Personal Safety topics.



Learning Objectives

- To explore the child's right to protection "from any activities that could harm their development." Article 36, UN Convention on the Rights of the Child. (Summary pages 74.)
- To enable children to distinguish between safe and unsafe situations.

Materials

- Safe/Unsafe pictures, (pages 71 and 72) cut into individual pictures – one picture for each child.
- Whiteboard, or large sheet of paper for teacher to record children's ideas.

Introduction

- Recap on the introductory 'What's in the Bag?' activity, (page 12).
- Explain that now they will be thinking about something else that is really important for all children – being safe.
- Ask children what being safe means to them. Who helps to keep them safe? Where/when do they feel safe? Ask children to write or draw their ideas.

Activity

Give each child a picture, and ask them to:

- Move around, find other people with the same picture, and sit down in a group together.
- Decide together whether their picture shows children being safe or not.
- Tell the other groups what their picture is about, and whether it is a 'safe' or 'not safe' picture.
- Talk about why the children in some pictures are 'not safe', and how things could be changed to make them safe.
- Sort the pictures into piles of 'safe' and 'unsafe' pictures.
- Children may be able to act out their scenarios.

Conclusion

- All children should be kept safe.
- Children should do all they can to keep themselves safe.



Who is safe?

Year 1 and 2

Learning Objectives

- To explore the child's right to protection from:
 - "any activities that could harm their development";
 - "work that is dangerous or might harm their health or their education";
 - "violence, abuse and neglect. . ."

(Articles 36, 32, 19 – UN Convention on the Rights of the Child. Summary page 74.)

- To develop observation skills.
- To develop questioning skills.
- To enable children to compare their own experiences with those of others.

Materials

- Photographs 2, 3, 4, 5, 8, 10, 11, 12, 13,14.
- Self-adhesive stickers in two different colours, e.g. Post-its, one of each colour for each child.

Introduction

- Recap on the introductory 'Pack a Bag' activity (page 13).
- Explain that they will be thinking about another Right that cannot be packed in a bag – the right to be safe.

Activity

- Give each child a sticker of the first colour.
- Put photographs on tables around the room, so that children can move around, looking carefully at all the photographs, before deciding where to put their stickers.
- Children put their stickers on the photographs that shows a place where they think it will be safe for children.
- Discuss the places they have chosen and why they think these are safe places.
- Then give each child a sticker of the second colour and ask them to put it on the photograph which they think shows the least safe place.
- Discuss where they have put their stickers.
- Discuss who is responsible for children being safe when they play. Bring out that children themselves have a responsibility to try to play only where it is safe.

Conclusion

- Children have a responsibility to do all they can to keep themselves safe. They should always think hard about where they play.
- All children have the same rights, including the right to be safe, and protected from danger, but some children do still live and work in unsafe situations.



Additional activities

Materials

- Photographs 2, 3, 4, 5, 8, 10, 11, 12, 13, 14.
- Safe and unsafe pictures (pages 71 and 72).

Activities about safe places to play

- If children have not done the activity on page 69 they might need to do it.
- Lay the safe/unsafe pictures alongside the photographs.
- Ask children to put the photographs and pictures that show safe places to play together, and those that show unsafe places to play together.
- What do the safe places to play have in common?
- What do the unsafe places to play have in common?
- Discuss situations where children can make choices about their own safety, for example: where they cross the road, where they play, who they play with.
- Who makes places safe for children to play? Discuss.
- Do your children have enough safe places to play? At school, and where they live?
- If there are not enough safe places to play you could suggest the children tell someone, e.g. the local council or their MP – they could write a letter inviting someone to visit so they can tell them, or they could tell them in a letter.

An activity exploring the meaning of safety

Materials

- Photographs 1, 2, 3, 6, 9, 10, 11, 12, 13, 14, 15, 16
- Non-permanent stickers in two colours, e.g. Post-its, one for each child.

Activity

- Put photographs on tables around the room, so that children can move around, looking carefully at them all, before deciding where to put their stickers.
- Children use stickers to indicate photographs they feel show children who are safe and not safe. For example: children put their green sticker on a safe photograph and their red sticker on a photograph where they think children might not be safe. Explain that it is all right if there are both colour stickers on the same photograph, people can have different ideas about safety.
- Taking each photograph in turn, ask the children who put the stickers on it to explain why they think those children are safe/not safe. Hear both cases where there are stickers of both colours.
- Give background information about the photographs.

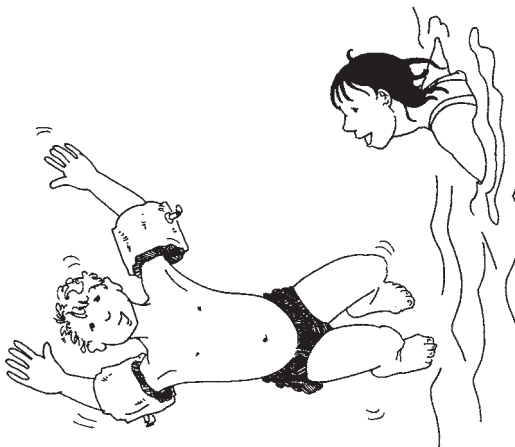
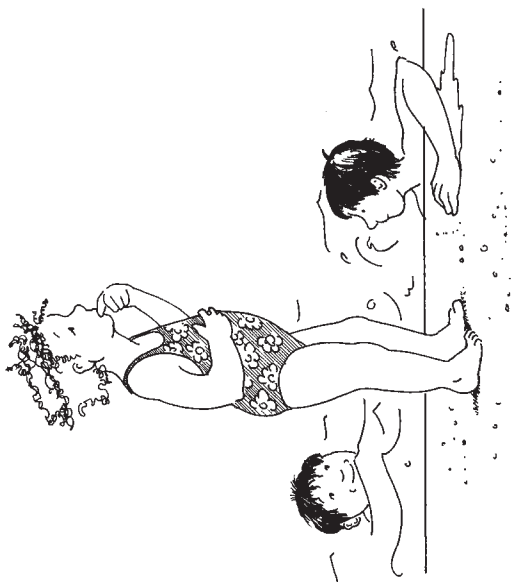
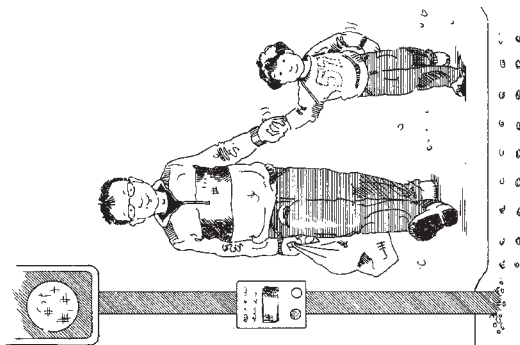
Conclusion

- All children have the same rights, including the right to be safe, and protected from danger, but some children do still live and work in unsafe situations.
- Each child has a responsibility to do all they can to keep themselves safe.



Safe/Unsafe pictures

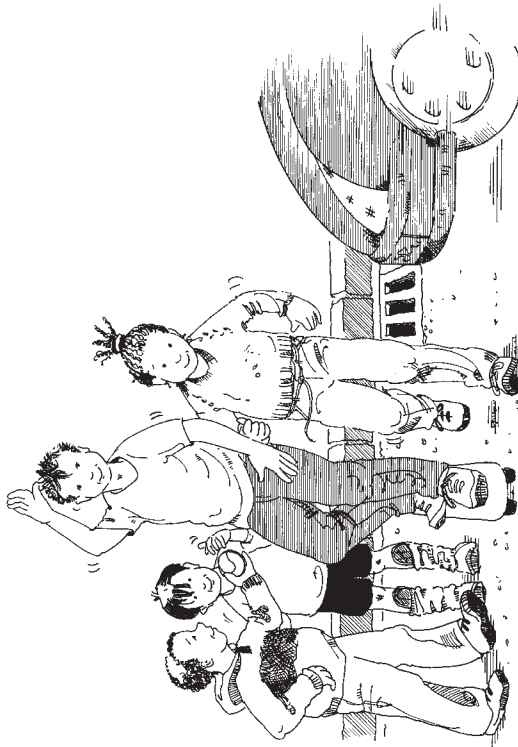
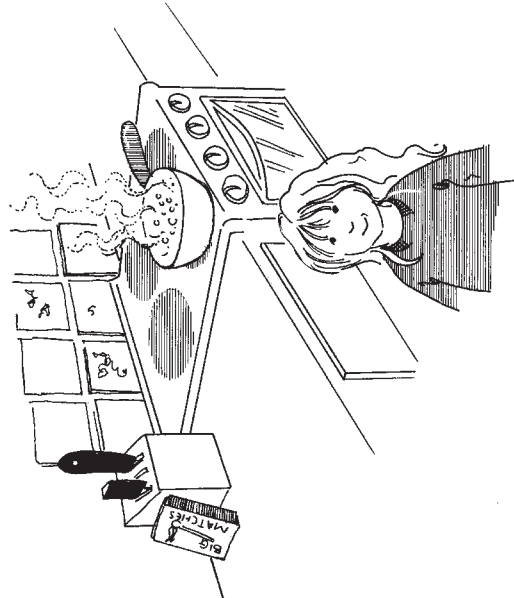
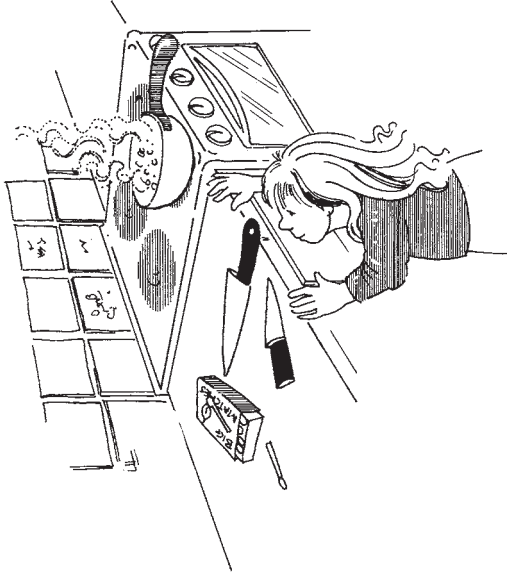
Am I safe?





Safe/Unsafe pictures

Am I safe?



The United Nations Convention on the Rights of the Child

The Convention on the Rights of the Child recognises that children have special needs that have to be provided for them by adults and governments. Having these basic needs met is the right of every child, and if met will allow every child in the world to develop to their full potential. All United Nations member countries took part in drafting the convention.

The Convention was adopted by the United Nations General assembly on 20 November 1989. By 1991 it had been ratified by all but two countries in the world (Somalia and the United States of America), making it the most universal statement on rights. By ratifying the Convention governments agree that the rights it contains are ones they are committed to implementing for all children in their country.

The Convention on the Rights of the Child contains 54 Articles. The first 42 of these describe children's specific rights, which fall into the four broad categories of survival, development, protection and participation in society. The remaining Articles address issues of implementation.

Summary of the UN Convention on the Rights of the Child for young children

Articles 1 & 2

All children throughout the world have these rights.

Article 6

Children have a right to live.

Articles 7 & 8

Children should have a name.

Article 9

Children should live with their parents or someone who cares for them.

Article 12

Children should be listened to and be able to say what they think about things.

Article 13

Children should be able to find out things.

Article 14

Children should be able to worship as they wish.

Article 15

Children should be able to meet together and have friends.

Article 19

Children should be safe from harm. No child should be hurt by a grown-up or a child.

Article 23

Children in need of special care should get it.

Article 24

Children should have clean water, food that is good for them, a clean place to live and good health care.

Article 28

Children should be able to go to school.

Article 31

Children should be allowed to play.

Article 32

Children should not be allowed to do dangerous work.

Article 36

Children should be protected from activities which stop them from growing up in a healthy, happy way.

Article 42

Everyone, children and adults, should know about Children's Rights.



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 each child.

Article 4

Governments should make these rights available to children.

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

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 8

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

Article 9

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

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.

Article 11

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

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

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.

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.

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24

Children have the right to good quality health care and to clean water, nutritious food and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

Children 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.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 32

The Government should protect children from work that is dangerous, or might harm their health or their education.

Article 33

The Government should provide ways of protecting children from dangerous drugs.

Article 34

The Government should protect children from sexual abuse.

Article 35

The Government should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.



Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children under 16 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42

The government should make the Convention known to all parents and children.

A Universal Declaration of Human Responsibilities

Children's rights are a special case because many of the rights laid down in the Convention on the Rights of the Child have to be provided by adults or the state.

However, the Convention does also refer to the responsibilities of children, in particular to respect the rights of others, especially their parents (Article 29).

Here are some suggestions of the responsibilities that could accompany rights.

- If every child, regardless of their sex, ethnic origin, social status, language, age, nationality or religion has these rights then they also have a responsibility to respect each other in a humane way.
- If children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a responsibility not to bully or harm each other.
- If children have a right to a clean environment then they also have a responsibility to do what they can to look after their environment.
- If children have a right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others.
- If all children have a right to a full life, then they should also lend help to the needy, the disadvantaged, and the victims of discrimination so they can also enjoy this right.
- If children have a right to freedom of thought, conscience and religion, children also have the obligation to respect other's thoughts or religious principles.

Derived from a Universal Declaration of Human Responsibilities, by an organisation called World Goodwill, composed of ex-heads of state.

Acknowledgements

Wake up World!

The following extracts were taken from *Wake Up, World!* By Beatrice Hollyer published by Frances Lincoln Ltd in association with OXFAM, © Frances Lincoln 1999.

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Page 30 Taken from “Time to Eat!”

Page 44 Taken from “Playtime!”

Our Wide World

Our Wide World, Activity Posters for 4-7 year olds. Published by Save the Children, ISBN 1 87032 267 3. Contact Customer Services 01752 202301

Pages 25, 32, 34, 41, derived from *Our Wide World*

Cleversticks

Page 66 Text taken from *Cleversticks* by Bernard Ashley, published by Harper Collins Publishers Ltd

Resources

The following list gives information on the resources most used and recommended in the First Steps project for exploring Children’s Rights and Responsibilities with young children.

General

Wake Up World, by Beatrice Hollyer – This book, with lovely photographs, follows eight children from around the world through a typical day. An excellent way of delivering inter-cultural education. Published by Frances Lincoln and Oxfam. ISBN:0-7112-1484-0.

Your World, My World– A pack based on *Wake Up World*, containing 24 A4 colour photographs, an A1 poster, and a teacher’s book with classroom activities. Published by Oxfam. ISBN: 1 870727 81 9.

Primary Topic Poster Packs – A series of packs, each comprising 1 x A1 poster, 6 x A3 posters, and teacher’s notes with activity ideas. Brings a global perspective to topics. Packs on Cities; Food; Homes; Shops and Markets; Transport; Water. Published by Oxfam.

Discovery Flaps series. These “lift the flap” books are particularly good for early years, helping children to see the way children around the world experience common things in different ways. Four

titles: *Come home with us!*; *Come and eat with us!*; *Come and play with us!*; *Come and ride with us!* Published by Child’s Play International/Oxfam.

ISBN:0 85953 791 9;

0 85953 792 7;

0 85953 793 5;

0 85953 794 3.

Available as a set with teacher’s notes.

Our Wide World – A pack with 4x A2 colour posters, stories and activities, giving a global perspective on food, homes, health, and water. Published by Save the Children. ISBN: 1-870322-67-3.

United Nations Convention on the Rights of the Child

The UN Convention on the Rights of the Child– full text, with background information. Free from UNICEF.

Children’s Rights and Responsibilities – A leaflet summarising the Convention and including a section on “Whose Responsibility?” Free from UNICEF.

For Every Child– A hardback book with beautiful illustrations, and simple text covering fourteen of the most pertinent rights. Published by Hutchinson in association with UNICEF. ISBN: 0-09-176815-2.

Family

Loving by Ann Morris. This small book uses lovely photographs and simple text to show commonality of family life in different cultures.

Published by Mulberry books. ISBN: 0-688-13613-3. (This is an American book, if you have difficulty obtaining it from usual suppliers, try Letterbox Library – see page 80)

My Mother is Weird by Rachna Gilmore. Mum has a bad day - good for exploring family relationships and responsibilities with year 2. Published by Ragweed Press (Canada) ISBN: 0-920304-83-4 (Try Letterbox Library – see page 80)

Mama, Do you Love Me? By Barbara M. Josse – A little Inuit Indian girl tests her mother's love. Good for year R and 1. Published by Chronicle Books, San Francisco. ISBN: 0-87701-759-X (Available from Letterbox Library –see page 80)

Families – Pack comprising colour photographs, and stories (told by the children themselves) of the family life of four children from different parts of the world. Includes a teacher's book, with activities based on the children's stories. Published by Save the Children. ISBN:1-8418-009-0.

See also Global Topics and Wake Up World– listed above

Food

See Come And Eat With Us – Oxfam Discovery Flaps, Primary Topic Posters, Wake Up World, and Our Wide World - details above.

Homes

Homes –Photo-pack – the activities are aimed at older children (6-12), but the photographs are very good to use with any age. Looks at families and homes in East Malaysia, North-west China, and traveller families in Scotland. Published by Save the Children. ISBN: 1-870322-29-0.

Doorways –Photo-pack - the activities are aimed at older children, but the photographs, and teacher's information are very useful. Published by Save the Children.

Come Home With Us -Oxfam Discovery Flaps – see above.

See also Wake Up World, Our Wide World, and Primary Topic Posters –details above.

Play

Songs, Games, Stories from Around the World -A book and audio tape containing games from 14 different countries, requiring little equipment or preparation. Published by UNICEF. ISBN: 1 871 440 06 8.

Ebele's Favourite by Ifeoma Onyefulu. This book, with lovely colour photographs, is a story incorporating songs and instructions for playing several African games. Published by Frances Lincoln. ISBN: 0-7112-1471-9.

See also resources for Co-operation

Water

Water: Clean Water– a right for all. This pack contains 12xA4 colour photographs, 10 pupil information sheets, and a teacher's book with photocopiable activities. It enables children to look at the importance of water and the experiences of people in other places. Published by UNICEF. ISBN: 1 871440 10 6.

Global Issues: Water – a right or a commodity? – this booklet features case studies and material from Viet Nam and Ghana, both countries where water is polluted at source by fluoride. A role play activity asks young people to prepare a presentation on water supply. Published by UNICEF UK.

Also see listings for Wake Up World, Our Wide World, and Primary Topics Posters.

Co-operation

Co-operative Games– a booklet introducing the idea of co-operation through games. Produced by Peace Pledge Union. (Available from Oxfam)

Games, Games, Games 3 – A selection of 250 co-operative games for different age groups. Produced by Woodcraft Folk. (Available from Oxfam)

Parachute Games – A collection of games to play with a parachute, teaching co-operativeskills. Produced by Peace Pledge Union. (Available from Oxfam)

Abena and the Rock – A story from Ghana showing how working together can solve a problem. Published by Tamarind Books. ISBN: 1-870516-08-7



Diversity

Something Else by Kathryn Cave – This story is suitable for year 1 or 2, and is good for looking at similarities and differences and discrimination. Published by Puffin Books. ISBN: 0-14-054907-2.

This Is Our House by Michael Rosen – A story with humorous illustrations, showing how children can discriminate against each other. Published by Walker Books. ISBN:0-7445-6020-9.

All Kinds of People by Emma Damon. This pop-up and flap book, with humorous illustrations is an attractive resource for celebrating diversity in the early years. Published by Tango Books. ISBN: 185707 067 4.

Cleversticks by Bernard Ashley – This story is excellent for exploring diversity from the abilities aspect, illustrating that “no-one is good at everything, but everyone is good at something.” Published by HarperCollins. ISBN:0-00-663855-4.

Useful contacts and addresses:

UNICEF resources can be ordered online from the Education Resource shop at: www.unicef.org.uk/store/education
Or order by phone: 0844 801 2413
Post: UNICEF, PO Box 300,
Wetherby, LS23 7XN
Email: unicef@capita.co.uk

Oxfam resources can be ordered from:
Oxfam, CITF2/A, c/o BEBC Distribution,
PO Box 1496, Parkstone, Poole, Dorset,
BH12 3YD
Phone: +44 (0)1202 712933.
Fax: +44 (0)1202712930.
E-mail: Oxfam@bebc.co.uk

Save the Children resources can be ordered from:
Save the Children Publications,
c/o Plymbridge Distributors Ltd, Estover
road, Estover, Plymouth, PL6 7PY
Phone: +44 (0)1752 202301.
Fax: +44 (0)1752202333
E-mail: orders@plymbridge.com

Action Aid resources can be ordered from:
Action Aid, Chataway House, Leach
Road, Chard, Somerset, TA20 1FA
Phone: 01460 62972. Fax:01460 67191.
E-mail: mail@actionaid.org.uk

WaterAid resources can be ordered from:
Supporter Services, WaterAid,
47-49 Durham Street, London, SE11 5JD
Phone: 0845 6000 433

Letterbox Library:
Supplies a good range of multi-cultural,
non-sexist children's literature.
71 – 73 Allen Road, London N16 8RY
Phone: 020 7503 4801.
Fax: 020 7503 4800
Website: www.letterboxlibrary.com
Email: info@letterboxlibrary.com

UNICEF Rights Respecting School Award (RRSA)
This nationwide award scheme promotes the UN
Convention on the Rights of the Child as the
basis for enhancing teaching, learning, ethos,
attitudes and behaviour. The Award programme
is complementary to the Healthy Schools Award
and Eco Schools and can form part of a
programme to build a positive school ethos.
Find out more online: www.unicef.org.uk/rrsa

First Steps was an early years project by Hampshire Development Education Centre

This book, with its 15 accompanying A3 colour photographs, makes the methodology of the project available to all.

First Steps introduces young children to the basic rights of all children.

Use of this resource will help practitioners bring a global perspective to exploring those rights, and the responsibilities that accompany them, with the young children in their care.

The Feely Bag and relevant objects is the methodology used to help introduce young children to the basic rights contained in the UN Convention on the Rights of the Child, in a concrete way.

Activities are designed for whole class or group work, and differentiated for:

- Pre-school/nursery, reception (3 - 5 years)
- Year 1 (5 - 6 years)
- Year 2 (6 - 7 years).