

Look at what children's rights are

Discuss these

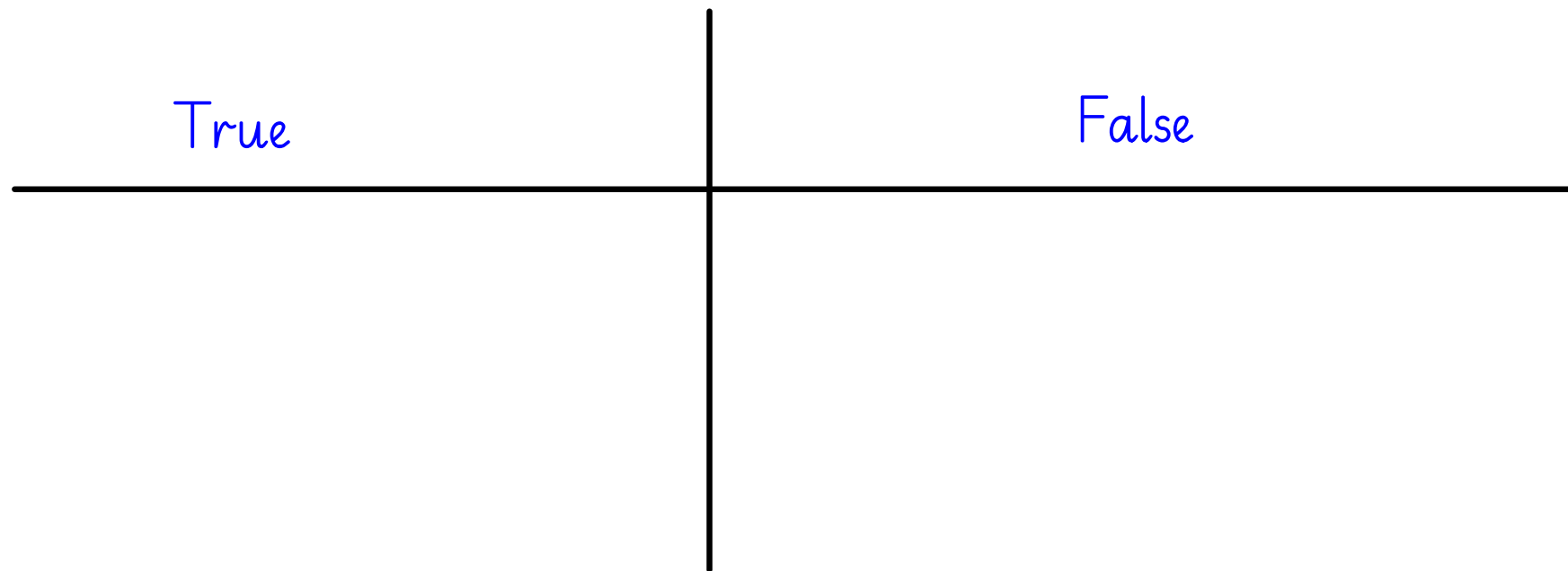
Impact

When can and should we use them?

Monday 23rd April 2018

Ob: To investigate what our rights are

In small groups, have a go at putting the correct rights that children have and the ones that are not true into two piles.



Food for all?



Have a small group discussion about what you have just seen, can you link it to any of our rights?

DEFINING IN CONTEXT



CIRCLE MAP

Themes

Support

Equality/Fairness

Food

Theme chosen

Food

Questions to discuss

Do we all need the same amount of food or do some people need more/less?

How can we keep it fair, if not all of the food is grown in the same places?

2nd Lesson

Ob: To investigate actions and their consequences

What is an action?

What is a consequence?

What happened next?

Action	Consequence?
My friend told me a joke...	
My brother hit me really hard...	
I stayed out later than my Mum said I could....	
I walked my elderly neighbour's dog to help out...	
I ran across the road without thinking...	
Another student called me names...	
I got an award for effort in school...	

Equal Rights, Equal Respect



Positive consequences

2 pieces of A3 paper - 2 writers

Negative consequences

Which is good (positive) or bad (negative)?

Action...	Consequence?
My friend told me a joke...	It made me laugh.
My brother hit me really hard...	I felt upset and hurt.
I stayed out later than my Mum said I could....	I worried my mum, and I got into trouble.
I walked my elderly neighbour's dog to help out...	I felt good because my neighbour was happy.
I ran across the road without thinking...	I caused an accident.
Another student called me names...	I felt really upset.
I got an award for effort in school...	I felt proud and happy.

Equal Rights, Equal Respect



Harry smashed a window

What are the consequences of this?

Harry has seen his elderly next-door neighbor fall and has smashed his neighbors window to enter into the house to help him.

Now what are the consequences?

Chn then were quite baffled by the second part of this element.

Chn realised that they had to disagree with each other, but that it wouldn't mean that they couldn't remain friends (a question that concerned a couple of the children in class).

Chn were mainly stumped as to whether it was right or wrong and then freely chose to discuss what it meant if an act or consequence was right or wrong.

Further discussions came about around whether an act is intrinsically wrong or right, or whether in some circumstances this can be disregarded.