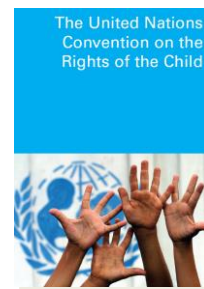


Recognising and Realising Children's Rights

Participant Booklet 2

Recognising Children's Rights



Introductory Activity

In small groups, introduce yourself, say a bit about your context
Discuss a time fairly recently when you felt your own or someone else's rights were infringed in any way, what were the circumstances around this, what was the impact?



Film 1 – Why are rights important

Body of Rights

WANTS

NEEDS

WANTS



Film 2 – How rights can support equity and equality



Activity – Realising Rights Today

Can you think of some real life examples either within school life or in the local community where children's rights may still be infringed in some way?

Think about them in terms of:

- How children are supported and provided for?
- How children are protected?
- How children participate in wider society?

Discuss how this right might be restored

Film 3 – How can schools and communities support children's rights

Film 4 – Recognising children’s rights today – A case study

Use your article summary sheets to help you.

- Watch film clip
- Identify which rights are engaged or are in jeopardy?
- Discuss what might a rights-based approach look like for this young person

Film 5 – The Journey

Film 6 – The Role of the Children and young people’s commissioner

Activity 8 – Education Landscape

In what way does the education landscape provide opportunities for children’s rights to be realized?

Article Activity A

Use your participants booklet or the articles cards to help you rate the articles in terms of those you think are most important.

What rights do you feel are essential for children and which ones do you feel are less important?

Article Activity B

Sort all the articles in to the 3 P’s. Take turns to describe an article and discuss which domain it promotes.

PROVISION	PROTECTION	PARTICIPATION

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Article Activity C

Take a few of the rights and discuss where they sit with regard to the general principles..

Article 2 – Without discrimination	Article 3 – Best interests of the child	Article 6 – survival and development	Article 12 – respect for the views of child

Articles – some conclusions

What have you learned about the articles through these sorting and discussion activities?

Activity – Exploring values

In small groups discuss,

Part 1

- What are the core values in your school?
- How do staff share their values and use these to inform their practice?
- How does a rights based agenda help inform your values?

Part 2

- If I was to walk into your classroom, what would I see, hear, feel that would show your professional values in action, particularly in relation to rights?
- If you asked your students to write down 5 words describing how it feels to be in your classroom, what would they write down?

Film 7 – Vision, values and aims

Film 8 – Bubbles not balloons

Film 9 - Education Youth Summit, East Lothian

Activity – Realising children’s rights

- Think about a specific approach/intervention/improvement plan priority in your setting and discuss how you think that this might fit with the articles from UNCRC
- How can the links with the articles be made more evident (to both the duty-bearers and to children/young people to help empower them to claim their rights?)

Film 10 – Realising Children’s rights

Film 11 – Making the links with learning and teaching

Activity – Self evaluation

In small groups, look at the self-evaluation checklist and framework for implementation – identify one next step you will take in your setting to take forward the rights based agenda.

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