TEACHER GUIDE

Children's Rights

A class lesson for 3rd to 6th Class



TIME	CLASS LEVEL	GROUPING	REQUIRED MATERIALS	OPTIONAL
30–40 minutes	3rd to 6th Class	Pairs	Presentation, one sorting mat and one set of 12 cards per pair, pencils, scissors if preparing the cards	Blu Tack or reusable adhesive. Laminating for repeated use.

Teachers can cut and prepare the cards beforehand. Children do not need to cut during the lesson. Print pages 2 and 3 at Actual size (100%).

LEARNING INTENTION

We are learning to understand children's rights, tell the difference between rights and wants, and explain why rights matter.

SUCCESS CRITERIA

- I can recognise some important children's rights.
- I can explain the difference between a right and a want.
- I can share my thinking and listen to others.

LESSON SEQUENCE: 30–40 MINUTES

5–8 min	10–12 min	8–10 min	5–7 min	2–3 min
Introduction and discussion	Rights card sorting	Partner discussion	One Right. One Action.	Sharing and reflection
Slides 1 to 6	Slide 7	Slide 7	Slide 8	Slide 8

DIFFERENTIATION

- Read cards aloud if needed. Pupils can point, talk or write.
- Start with fewer cards if helpful.
- Older pupils justify their answers more deeply.
- Extension: Does being fair always mean giving everyone exactly the same thing?

ANSWER GUIDE FOR THE 12 CARDS

Clearly linked to rights

Clean water (Art. 24), An education (Art. 28), A safe place to live (Art. 27), Having your views heard (Art. 12), Healthcare (Art. 24), Time to play (Art. 31), Being safe (Art. 19)

Good for discussion

A mobile phone, A birthday party, New runners, Toys, Your idea

- A child does not automatically have a right to a particular phone, toy or party.
- These can link to broader rights: information, communication or play.
- Suitable footwear can be necessary (clothing, Art. 27), but a particular pair of new runners is a want.
- NOT SURE is a temporary discussion area. Encourage children to explain their uncertainty and reconsider cards after discussing the relevant rights.

SAFEGUARDING

Do not ask pupils to share difficult personal experiences. Keep talk general or hypothetical. Follow school safeguarding procedures if concerns arise.

Sources: UNICEF child-friendly UNCRC; Irish Government UNCRC information. Rights information adapted from the UN Convention on the Rights of the Child. Anokha Learning is not affiliated with UNICEF.

Rights Talk

You can change your mind after discussing a card. Use any empty space to write or draw.

Read each card. Talk with your partner. Decide where it belongs.

A RIGHT	NOT SURE	A WANT

PUPIL PAGE

Crochet Sorting Cards

Your teacher may prepare these cards before the lesson.



Clean water



A mobile phone



An education



A birthday party



A safe place to live



New runners



Having your views heard



Toys



Healthcare



Time to play



Being safe

Your idea

1 Cut on the dashed lines. **2 Place cards in the boxes on your mat.** **3 Talk, move them and change your mind.**

Print at Actual size (100%), not Fit to page.

PUPIL PAGE

Think, Talk, Take Action

Name _____

Partner _____

1 Talk About It



1. Which card was hardest to decide on? Why?



2. Can something be a need for one child but a want for another? Give an example.



3. Does being fair always mean giving everyone exactly the same thing?

What I learned from our talk



2 One Right. One Action.



Which children's right would you like more people to understand?

What could our class or school do to help respect that right?

Our class could

so that