**ACTIVITY: discussion of the UNCRC.**

Teacher 0:00:01

Today we are going to be talking about Children’s Rights, ok. Now you know…what do you remember, what do you know of Children’s Rights? M1

M1 0:00:09

There were five.

Teacher 0:00:16

Yeah absolutely…and that is where the right to protect people from harm isn’t it? F1

F1 0:00:26

To be heard

Teacher 0:00:27

To be heard, fantastic. The right to be heard. F2

F2 0:00:31

To respect.

Teacher 0:00:31

Definitely mutual respect, most important.

M2 0:00:37

To listen

Teacher 0:00:39

To listen, absolutely, fantastic M2

Child 0:00:41

We have a right to [a home, unclear) we have a right to have shelter.

Teacher 0:00:54

Yes, they do, don’t they? Ok. I will give you all a chance to say something ok and to remind yourselves about your rights, we have our charter in our classroom, that helps to remind… remember the rights you signed up to, the rights you have within, you know, your…as a child you have certain rights. It is not only school related, but remember it is universal, ok. It is something that you have, it is unconditional for you, ok. Do you remember what the word unconditional means?

Children 0:01:36

[in unison] No

Teacher 0:01:36

Without condition. It doesn’t mean ‘oh yeah, if you are very good then you get right; no, you are born with your rights, ok. As a child, you….it is for you. The adults who are duty bearers, ok, we signed up to make sure that you actually have your rights…to ensure you get your rights, ok. So, for example, it is your right to shelter, it is important that your parents obviously, provide you with shelter, but it is also important that the government, the country provides the shelter for you, ok.

So, I don’t know if you remember, I think was before the half term, Miss [teacher ’s name removed] did some videos of some of you and the rights ambassadors.

Children 0:02:39

[in unison] Yeah

Teacher 0:02:40

And then what Miss [teacher ’s name removed] has gone she has made a video, a film of it and I am going to share the video with you. So, there you go there’s the film…so, this is a film that I would like you to watch…you are going to have to strain your ears to hear. I have watched a bit of it; not all of it. It is a bit loud at certain parts but let’s see ok. Then after we have watched this, let me know what you thought of it, and how you felt watching it and we will talk about some words that are important, ok.

[shows video] 0:03:35 – 0:11:12

Teacher 0:11:18

I think one thing that was very clear was that you know how to talk actually to put words in your mouth…you guys…can talk

F1 0:11:27

…talk about the rights… we have the whole time.

Teacher 0:11:32

Ah, that’s really interesting isn’t it. Beginning of the video…yeah families. How many of you feel sad seeing all that? It hurts doesn’t it. Thank you. What else, anything else?

What about the rights? What did they talk about in the video? Actually, you know what before telling me, how about this; why don’t you turn to the person next to you and tell them what did you think…what were they talking about in the video…off you go.

[group discussion]. 0:12:04 – 0:13:50

Teacher 0:13:50

Does anyone want to say, what was the video was discussing, what was the film discussing? M2

M2 0:13:58

It was like helping us learn more about our rights and doing it and doing it to respect the others

Teacher 0:14:10

Right, so fantastic. So, we are thinking about, ok…the rights of the children in the school, fantastic. F2

F2 0:14:16

They were talking about showing kindness

Teacher 0:14:20

About being kind to one another; definitely not fighting, and being quite sensible isn’t it? [recording appears to skip] That was a really key point in the video I think that came across …adults…have also to listen to each isn’t it. When you are talking about respect, and talking about showing respect, you have got to show respect to one another as well isn’t it. M3

M3 0:14:57

They were being kind [recording appears to skip]

They want to make sure that every, every, every child needs to learn how to be kind and respectful for other people.

Teacher 0:15:07

Absolutely, absolutely. M4

M4 0:15:08

I think it is about equality

Teacher 0:15:14

Yes, treated equally, equally, and fairly M5

F1 0:15:16

They were giving a message to everyone….

Teacher 0:15:24

Yes, yes, so children and it is good thing you actually said that F1.You know the first few images in the video showed children actually in very, very bad quality of life isn’t it. Not having showers, living with rubbish all around them

F1 0:15:47

Children are picking it up…..

Teacher 0:15:49

Yeah you are absolutely right. F2

F2 0:15:53

I thought one, it was like, it was like the rubbish …always pick up…

Teacher 0:16:00

Yeah, yes you are absolutely right, and it is you know…we are lucky our children in this school, in this country. You have shelter, ok, you have food, medical…in school you are protected, when you are at home you are protected, ok. In the roads we have crossings and crossing points…it is a lot better in the Western world for young children. In some countries]…unfortunately, some children have to work to make money, for their family. But like you they have a right to have an education, the right to go to school, their for right for information to have books.

Do you remember in the video there was a discussion or there was a talk about some words? Do you remember any of those words? As adults what are we? Do you remember the words?

M3 0:17:26

Duty Bearers

Teacher 0:17:27

Thank you, we are Duty Bearers; what are we?

Children 0:17:31

[in unison] Duty Bearers

Teacher 0:17:33

And why are we called Duty Bearers? M1

M1 0:17:34

To give children rights?

Teacher 0:17:40

Not to give, because we don’t give the rights to the children, this is something I am going to talk to you in a minute; why are we Duty Bearers F1

F1 0:17:48

To access their rights

Teacher 0:17:48

To access their rights. So, nobody can give you rights it is yours, you are born with it. It is inherent in you, ok; you are born with rights alright. As children, you are born with rights, it is inherent.

What is it?

Children 0:18:11

[in unison] Inherent

Teacher 0:18:13

So inherent, it means you are born with it. [writing on the board] …unconditional, no conditions attached. Regardless of what you do or what you don’t do, you still have your rights. That means it is unconditional, ok. It is also, I don’t remember what inalienable means…I think inalienable means no one can take it away from you…let me check it…let me check it on... [spells word out]…inalienable means, it cannot be taken it away from you, ok. [writes word onboard]

If I sometimes…sometimes I say this isn’t it, ‘oh, yeah you , I am going to take away your rights’ isn’t it, stop you from accessing something…I am not a good Duty Bearer, if I stop you accessing your rights. It’s the same thing with all of you…you cannot take away your rights, you cannot take away each other’s rights, but you can stop others from access rights.

Sometimes we are horrible to each other, unkindly and disrespectfully to each other means you are stopping the right to respect…your right to respect or the rights to be respected. So, inherent means you are born with it, ok; unconditional means there are no conditions attached to it you get it whether you do something right or whether you do something wrong; make the right choice or the wrong choices, it doesn’t really matter, you still get your rights ok…you still have your rights.

Inalienable means it can’t be taken away umm…indivisible, what is the definition? …Indivisible, I think this is what cannot be divided, cannot be separated from each other. Universal, what does universal mean? What do you think?

So, all children regardless of where they are whether they are here in Britain, in England or in [name of school removed], or in India, in China or Japan or America or in a tiny, tiny little island in the world, all children have rights; so it’s universal, ok. The word is basically all.

So, the last bit I am going to do, so the video talked about what sort of things we did as an entity at the school; so, we fun raised for food bank, do you remember this? Yes, because we know that all children have the right to healthy food. We planted trees; do you remember? We raised money for…I can’t remember what we raised money for…

TA 0:21:33

For medical

Teacher 0:21:34

For medical yes, for Doctors without Borders remember, we also… what were the other things?

TA 0:21:51

Water bottles

Teacher 0:21:52

Water bottles, yes, water bottles. Books do you remember, all our old books we sent to Ghana to the children can access their right to education. What do we want to do next? What else can we do to help other children access their rights…talk partners, quickly.

Classroom discussion 0:22:09 – 0:24:10

Teacher 0:24:12

So M1 had a good suggestion from the video, what was that?

M1 0:24:17

About the different cultures

Teacher 0:24:18

About how to celebrate the fact that we are all from different cultures isn’t it. So, every child has the right to celebrate their culture; religion, language so that would ensure we did that wouldn’t it. Thank you M1. Was there something you wanted to share with us? Do you want to think about it?

F1 0:24:49

Me and [child’s name removed] were thinking about fundraising

Teacher 0:24:49

Oooh, fundraise or raise awareness; where did you hear the mountain gorillas are going to be extinct? I will put that down; I am going to add some more things. But what can we do…I know you say fundraise for all these things; how can we fundraise? What sort of things we can do to fundraise?

M4 0:26:12

We can make a sale!

Teacher 0:26:13

A sale of what? Cake?

M4 0:26:17

We can sell something, but I don’t know what we could sell….I have a big box of toys, we can sell that!

Teacher 0:26:25

But, but, but, that’s a really good idea that you guys have come up with.

F4 0:26:53

We can also sell books.

Teacher 0:26:56

I wonder who is going to buy them?

M5 0:27:00

How they going to buy them if they have no money?

Teacher 0:27:45

I am not rich. I don’t have lots of money. Do you have lots of money? Oooh. [general chatter amongst class]

Maybe we should think about doing something like school cards, Christmas cards…. that were on display last year. I was also just thinking is that you know some of these places where they raise hope basically …and the families…or we can do something about that. I know it is nothing to do with children’s rights,

M1 0:28:55

But we are helping others

Teacher 0:28:55

But you are helping others isn’t it and I think that is one thing as children you do very well is you help others isn’t it.

M1 0:29:04

It shows we are kind

Teacher 0:29:04

It is right to be kind and right to show….

Children [in unison] 0:29:08

Respect!

Teacher 0:29:05

Exactly. So maybe, we can think about something we can do maybe as a class or maybe as a school council…school counsellor…we can think about our community… we have been looking at orphanages haven’t we. We looked at an orphanage in one of the videos…maybe we should see if there is a home in [place name removed]; there are children in that home…we can think about how we could make their Christmas a little better. The toys that you were talking about, the toys you wanted to sell instead of selling maybe we can ask for a toy donation so we give them to the home….we can wrap it [classroom assistant]…exactly we can wrap it, and you know what we can do [class name removed], we can make Christmas wrapping to wrap the toys in it and then we can send it to them.

You have to donate loads of toys I am saying one small one; I am sure you have a small one toy that you don’t want…but listen let’s not get ahead with ourselves, let’s think about it a little more. I think it is a really lovely idea, ok and we can, we can … at the school council we can talk about it and maybe we arrange for that to happen and then that will have to happen like soon, ok. Alright, If no other class decides, then it’s absolutely fine, we might be able to do something like that.

So, what do you think; so how about this? [writing on the board], ‘donate toys wrapped’ .Ok, now so that was a really good discussion, ok. I like to get ideas off you, because these are some really nice ideas you have come up with. What I will do is send the suggestions to [name of teacher removed] and hopefully she will agree with some of them or she might have discussions authorised]; I think a few of us re going to have a school council meeting so we can talk about, you know what our next step, ok.

Right, fabulous, let’s get to learning. I think you know what, you are right, I think we did do that one. No, we didn’t do tents, we bought… we fundraised sorry? [inaudible response] … no it wasn’t computers, yeah, it was…we fundraised, we fundraised for computers, but we actually fundraised for mosquito nets. Anyway, right!

[End of transcription]