Researcher 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? [child’ name removed]

Participant 0:00:09

There were five.

Researcher 0:00:16

Yeah absolutely…and that is where the right to protect people from harm isn’t it? [child’s name removed]

Participant 0:00:26

To be heard

Researcher 0:00:27

To be heard, fantastic. The right to be heard. [Child’s name removed]

Participant 0:00:31

To respect.

Researcher 0:00:31

Definitely mutual respect, most important.

Participant 0:00:37

To listen

Researcher 0:00:39

To listen, absolutely, fantastic [child’s name removed]

Participants 0:00:41

We have a right to [inaudible], we have a right to have shelter.

Researcher 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 [recording appears to skip] unconditional for you, ok. Do you remember what the word unconditional means?

Participants 0:01:36

[in unison] No

Researcher 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… [recording appears to skip] 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.

Participants 0:02:39

[in unison] Yeah

Researcher 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

Researcher 0:11:18

I think one thing that was very clear was that you know [recording skips] actually [inaudible] in your mouth…you guys…[inaudible]

Participant 0:11:27

…talk about the rights… [inaudible] we have the whole time.

Researcher 0:11:32

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

[recording seems to skip – inaudible] 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 inaudible]. 0:12:04 – 0:13:50

Researcher 0:13:50

Does anyone want to say, what was the video was discussing, what was the film discussing? [child’s name removed]

Participant 0:13:58

It was like helping us learn more about our rights and doing it and doing it to respect [inaudible].

Researcher 0:14:10

Right, so fantastic. So, we are thinking about, ok…the rights of the children in the school, fantastic. [child’s name removed]

Participant 0:14:16

They were talking about showing [recording appears to skip]

Researcher 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 [recording appears to skip again] …adults…[inaudible] 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. [child’s name removed]

Participant 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.

Researcher 0:15:07

Absolutely, absolutely. [child’s name removed]

Participant 0:15:08

I think it is about [recording appears to skip]

Researcher 0:15:14

Yes, treated equally, equally, and fairly [child’s name removed]

Participant 0:15:16

[recording appears to skip] They were giving a message to everyone….[recording appears to skip]

Researcher 0:15:24

Yes, yes, so children and it is good thing you actually said that [child’s name removed]. 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. [recording appears to skip]

Participant 0:15:47

Children are picking it up…..

Researcher 0:15:49

Yeah you are absolutely right. [child’s name]

Participant 0:15:53

I thought one, it was like, it was like [recording appears to skip]…always pick up…

Researcher 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, [recording appears to skip]…unfortunately, some children have to work to make money, for their family [recording appears to skip] …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?

Participant 0:17:26

Duty Bearers

Researcher 0:17:27

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

Participant 0:17:31

[in unison] Duty Bearers

Researcher 0:17:33

And why are we called Duty Bearers? [Child’s name removed]

Participant 0:17:34

To give children rights?

Researcher 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 [child’s name removed]?

Participant 0:17:48

To access their rights [recording appears to skip]

Researcher 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 [name of class removed]. As children, you are born with rights, it is inherent.

What is it?

Participants 0:18:11

[in unison] Inherent

Researcher 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 [recording appears to skip] umm…indivisible, what is the definition? …Indivisible, I think this is what cannot be divided, cannot be separated from each other. It does not mean that [recording appears to skip] …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…

Classroom assistant 0:21:33

For medical

Researcher 0:21:34

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

Classroom assistant 0:21:51

Water bottles

Researcher 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 [recording appears to skip]. 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

Researcher 0:24:12

So, [child’s name removed] had a good suggestion from the video, what was that?

Participant 0:24:17

About the [recording appears to skip]

Researcher 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 [child’s name removed]. Was there something you wanted to share with us? Do you want ot thin about it?

Participant 0:24:49

Me and [child’s name removed] were thinking about…[recording appears to skip]

Researcher 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. Anyone else want to share [children’s names removed]?

[recording appears to skip on a regular basis making it hard to clearly transcribe content]

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?

Participant 0:26:12

We can make a sale!

Researcher 0:26:13

A sale of what? Cake?

Participant 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!

[recording appears to skip]

Researcher 0:26:25

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

[recording appears to skip on a regular basis making it hard to clearly transcribe content]

Participant 0:26:53

We can also sell books.

Researcher 0:26:56

I wonder who is going to buy them?

Participant 0:27:00

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

Researcher 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 [inaudible]…I was also just thinking is that you know some of these places where…. [recording appears to skip on a regular basis making it hard to clearly transcribe content]… raise hope basically …and the families…or we can do something about that [recording appears to skip on a regular basis making it hard to clearly transcribe content].

I know it is nothing to do with children’s rights,

Participant 0:28:55

But we are helping others

Researcher 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.

Participant 0:29:04

It show’s we are kind

Researcher 0:29:04

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

Participants [in unison] 0:29:08

Respect!

Researcher 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, [recording appears to skip] …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 [name of class removed]. If no other class decides, then it’s absolutely fine, we [name of class removed] might be able to do something like that.

So, what do you think; so how about this? [writing on the board], ‘donate toys wrapped [inaudible discussion with assistant] …. ok, now [class name removed], 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 [inaudible]; I think a few of us are 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 [recording appears to skip making it hard to clearly transcribe content] … [inaudible comment from participant]. 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 [name of class removed], get your maths books out.

[general classroom chatter]

Researcher 0:34:30

[name of the class removed]. I am really disappointed that many of you are not keeping your pencils, your rubbers, your [inaudible] properly and keep on asking [inaudible] [general classroom chatter]

Researcher 0:35:42

Right [name of class removed], please don’t leave from your spaces yet, because I am going to be moving some children. [name of classroom assistant removed], ‘I have just realised the tables outside…I need you to tidy that up’. Right, do you have the sheets I gave, for most of you, do you have the sheets I gave you yesterday?

Participants 0:36:06

[muffled in unison] Yeah

Researcher 0:36:07

Right, for those of you who have it, I want you to go outside, ok. [names of children removed], now outside please. Take your equipment, take your pencil case…now daily curriculum children, can I ask all the children who take the curriculum to go sit down on these two tables. [general movement]. Right, now, you have been given a sheet, right?

Participants 0:37:32

Yeah, no [mixed response]

Researcher 0:37:32

You know the sheets I gave you yesterday, no, I am not talking about the back ones, I am talking about these ones, you know the ones…I don’t want you to stick back in...

How many times [child’s name removed] have I told you to pay attention to what I am saying? How many times [child’s name removed]....why did you did this? Did I tell you to do this? Draw your line in the middle and get on with your work. How disappointing [child’s name removed].

General background classroom chatter 0:38:43 – 0:40:40

Researcher 0:40:35

[child’s name removed] You need to come here and finish off what you did yesterday. Have you got your sheet with you? Well, carry on with it then.

I expect all of the calculations to be laid out properly, ok. I want you to start…not start, I want you to finish off your…not finish off how do you solve it?

Participants 0:41:03

Columns

Researcher 0:41:05

[child’s name removed] you don’t do the questions in the sheets, copy the questions in your book and do it in your book…[inaudible] stick it in, date it and solve it. Right, on this table, on these two tables, I am going to give you one of these and we are going to do [inaudible], so pass them on please ...no pass to them.

General inaudible classroom chatter various participants 0:41:10 – 0:45:33

Researcher 0:45:33

Ok, right [name of class removed], ready? Ok, so, what is happening behind me know? Right you two are having a fight with each other. Stop…. [inaudible]

Participant 0:45:49

When we hand them out and when we have them, are we cutting them?

Researcher 0:45:58

[child’s name removed] Can you cut all of them, I did not have enough time to cut them? Cut all of them for me please?

Researcher 0:46:15

Looking, this group of children, look at me…looking [child’s name removed]…looking. Oh, my goodness, you lot, what are you like?

Participant 0:46:45

What?

Researcher 0:46:45

What! Do you know how long it has taken me to get your attention?

Participant 0:46:50

No?

Researcher 0:46:50

Forever! Right, stop talking back to me, ok. Can I ask you to use your counters and your frame… [child’s name removed], you listening? Listening, to show me… A frames do this… [inaudible]…it’s the plastic. Why has that come out? Put that inside the plastic, it shouldn’t come out from the plastic. It should not have come out of the plastic. [general chatter amongst the group]

Have you done that? You can use the red, you don’t have to worry about what it says, you can use the red.

Participants 0:48:16

Or you can use your hands.

Researcher 0:48:16

I don’t want you to use your, I want you to use the 10’s and 1’s. [child’s name removed] is getting some more 10’s and 1’s.

Participant 0:48:29

Miss, is the answer 10?

Researcher 0:48:30

I don’t want you to call out any answer without actually showing me you have worked it out… thank you my dear, can you keep one and one over there…and one over here. Don’t call out to me, don’t shout out to me. I don’t want to hear you shouting out.

Have you got these?

Participant 0:48:55

Yes

Researcher 0:49:18

You know what, I don’t want this! Both of you are going to be missing your play. You have got to get along with each other; if you don’t like to work with each other…tough! You are in the same group, the same class. Understood? Understood?

Participant 0:49:50

[inaudible mumble]

Researcher 0:49:50

Yes, who?

Researcher 0:49:51

Use that to do help to do that now, to do this. [child’s name removed], Use the [inaudible] You don’t need to use the counters. Look, you don’t need the counters, put them away. You don’t need the counters, put the counters and everything else away.

Researcher 0:50:55

Right solve this quickly, get the equipment and start working on it. Are you listening? Are you listening to what I have said? Give me that!

23 plus 14 write that number sentence. Right you can do that yourself… [child’s name removed] can do his himself, you do yours as well [inaudible]

I don’t know what is going on with you, no, you have to look after your pencil. You need to look everywhere on your table if you have the pencil. I don’t know where they are [child’s name removed]. You need to look after it…don’t tell me, sort it out. What do you think? What is that calculation?

You first, what number is this?

Participant 0:52:55

10

General classroom chatter [inaudible]

Researcher 0:53:32

Right, now we can write it like this [child’s name removed], looking? We can write it like this, or we can write it….

Participant 0:53:43

Backwards

Researcher 0:53:43

Not backwards but…… [writing on the board]… in columns and [inaudible]… your books are not showing me…

Participant 0:53:54

Miss, that’s for our homework…. [inaudible]

Researcher 0:53:56

I know because I am the one who has given you the work [child’s name removed]. I know what you have to do and what you are doing. You need to pay attention. As soon as I gave you the calculator you did not know what you’re were doing. So, please don’t tell me ‘Oh, that is my homework and I did this’, but you haven’t actually shown me here. When you start to show me then I will know that you have actually learnt what to do ok.

Participant 0:54:30

[inaudible]

Researcher 0:54:34

Sorry?

Participant 0:54:34

[inaudible]

Researcher 0:54:37

So, you don’t have to add 10’s and 1’s [inaudible], 1’s you can [inaudible]…2 ten’s and 1 ten. 3 1’s and 4 1’s. Ready for the next one?

Participants 0:54:49

[in unison] Yes

General classroom chatter, some inaudible.

Researcher 0:56:31

So, what is the answer?

Participants 0:56:33

66

Researcher 0:56:33

So, 3 one’s and 3 one’s make?

Participants 0:56:39

6

Researcher 0:56:42

4 ten’s and 2 ten’s….

Participant 0:56:48

[shouts out] It makes 10!

Researcher 0:56:55

6. So, it makes 66. Are you ready for the next one?

Researcher 0:58:03

Can I ask you to put all the 10’s and 1’s together? ….. Ok, so have a look at how you have done it and you tell me something about how you have done it [child’s name removed]. Guys, another two minutes. So, what did you do [child’s name removed]

Participant 0:58:42

I first put a 25 here and the other number, then I [inaudible]

Researcher 0:58:45

So, I want to show you what [child’s name removed] has done. Have a look at the one [child’s name removed]

Participant 0:59:12

I added them all up

Researcher 0:59:12

Umm, yeah. Have a look at what [child’s name removed] done, ok. Look what has she done on here? She has 25. Where is 25? Is that 25?

Participant 0:59:40

Nope

Researcher 0:59:40

Look at the board [child’s name removed], Is that 25? Yeah, and what she did is she put the other 10, that makes 35, yeah and then what she did is she added 5 more, to make this number…what number is this now?

Participants 1:00:08

40

Researcher 1:00:06

No, what number is this?

Participants 1:00:11

10

Researcher 1:00:11

10, thank you. So, when [children’s names removed] are not looking. So, no, no wait, so when you have 10 1’s, what you do if you exchange that 10 1’s for another 10 ok and then add on the extra 2. So, what answer will you get?

Participants 1:00:45

42…that’s what I said

Researcher 1:00:47

Ok, you did say 42, but what you all were doing was you was counting all of these 1’s, ok. You were counting all of these 1’s together like this.

Participant 1:01:00

But I did it a different way

Researcher 1:01:03

You did it like this? You did it like this, you can see that on the board; there’s 10, 20, 30, 31, 2, 3 4, 5, 6, 7, 8, 9, 10. So that’s 30 plus another 10 makes?

Participant 1:01:19

40!

Researcher 1:01:19

40, 41, 42. Instead of making it complicated for you….

Participant 1:01:33

Miss, when I count up to 10, [inaudible] I get 10.

Researcher 1:01:35

You’re right [child’s name removed], when you count up to 10, you can get another, 10. You can exchange it. What is it called?

Participant 1:01:48

Exchange… you have to take away the 1’s and then do the 10’s.

Researcher 1:01:55

Absolutely [child’s name removed]. What we’ll do is we will practice this on Monday; so, from Monday onwards, we will practice this, ok. [name of class removed] it is time to tidy up.

[End of transcription]