

# FIRST STEPS

Activities to explore human rights with 3-5 year olds

A resource from **Amnesty International**

# Introduction

## About this resource

We believe that human rights education is important at all ages. That is why our education resources span from Early Years to adult education.

This handbook is designed to support teachers to introduce human rights to children aged 3-5. It's the perfect starting point to engage children in discussion and raise awareness of their own rights in a fun and interactive way. They can learn how to build relationships, become responsible, manage their moods, develop a 'feelings vocabulary', make good choices, solve problems, and feel that they and others belong.

In *First Steps* there are five themed lesson plans, each focusing on relevant articles proclaimed in the Universal Declaration of Human Rights. They aim to build knowledge and understanding of human rights in young children

Each lesson plan contains three activities (including games, music and movement, art, stories and photography) and extension work, together with directions for the teacher on how to use them. The aims are explained at the start of each activity.

At the back, you will find resource sheets. Please photocopy and adapt these activities to suit the needs and interests of your class.

We hope this resource will enable you to explore human rights with children in your class, and enjoy creative discussions in ways that have a positive and lasting impact.

When using these lessons, we recommend that you download a summary of the Universal Declaration of Human Rights for reference at [www.amnesty.org.uk/udhr](http://www.amnesty.org.uk/udhr)

In addition, you can download more free teaching resources on a range of human rights issues and order free posters for your school from our website [www.amnesty.org.uk/resources-schools](http://www.amnesty.org.uk/resources-schools)

## 5 lesson themes



### FEELINGS

- The right to have our own thoughts and ideas
- The right to make up our own minds and to share our ideas with others
- The right to be treated fairly

### RELATIONSHIPS AND BELONGING

- The right to play with our friends
- The right to join in or not
- The right to belong

### CHOICES AND VOICES

- The right to believe in and express our own ideas and way of life
- The right to participate

### WELL-BEING

- The right to be looked after
- The right to enjoyment
- The right to rest and relax
- The right to peace

### BODIES

- The right not to be hurt
- The right to feel safe and be free



## Lesson 1

# Feelings

## About this lesson

Helping children identify and express their feelings is vital. They go through so many emotions in one day, it's hard to keep up. Often they are not even sure what they are feeling. Through these activities, children will explore a range of feelings and develop a vocabulary to name and express them. The children will begin to realise that feelings are normal and are a part of us.

### HUMAN RIGHTS CONTEXT

Children will explore articles from the Universal Declaration of Human Rights. Articles 1, 7, 17 and 19 are linked with feelings. The activities show we all have the right to feelings, and a voice that should be heard. The concept of fairness and sharing is also introduced.

#### ***It's OK to have feelings and I can name them***

##### **Article 1**

We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way

#### ***I understand when something isn't fair***

##### **Article 7**

The law is the same for everyone. It must treat us all fairly

#### ***I know it's kind to share, take turns and let everyone play***

##### **Article 17**

Everyone has the right to own things and to share them. Nobody should take our things from us without good reason

#### ***My ideas are important and I am listened to***

##### **Article 19**

We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people

### INCLUDED IN THIS RESOURCE

- Three activities
- **Resource Sheet 1** Feeling Words
- **Resource Sheet 2** Feeling Faces

### LEARNING ACTIVITIES

Each activity will take around 10 minutes and is best carried out in small groups. The activities follow on but can also be taught separately.

It may be useful to download the Universal Declaration of Human Rights simplified version for reference

[www.amnesty.org.uk/udhr](http://www.amnesty.org.uk/udhr)

Print out *Resource Sheet 1 Feeling Words* to use with each activity. It's a list of words that describe different feelings. Read through it. Circle words the children use regularly and confidently, and note any you think would be useful for them to learn as a next step. Also add new words to the list. It will help them extend their 'feelings vocabulary'.

Throughout the day/week, discuss individual emotions or class moods you spot. Check the children agree with your definition. For instance: When you took the toy away from Amelia, I thought you looked cross – what do you think? How do you think Amelia felt when this happened?

# Feeling faces



## You'll need

- Hand-held safety mirrors (optional)
- **Resource Sheet 1** Feeling Words (one copy for teacher)

## Aim

To name and describe feelings by creating different facial expressions (Articles 1, 19).

### WHAT TO DO

Ask the children to look in the mirror and make sad/happy faces (pair the children up if you have no mirrors). Encourage them to make a face to express fear and anger too.

Now seat the children in a circle. Explain that you are going to make other faces – puzzled, surprised, shy, worried. Can they name the emotion depicted? When do these feelings occur? For instance:  
*A friend pushes you. Happy or sad?*  
*You need to go to bed early. Happy or sad?*  
*You have a new babysitter. Shy, excited or nervous?*

### TEACHER NOTES

Encourage and affirm their ideas. Use signs, for example Makaton symbols or thumbs up/down/sideways. It encourages inclusiveness, as all children can immediately respond. Link discussions to Articles 1 and 19 of the Universal Declaration of Human Rights and emphasise that they have the right to their feelings and to share them with people.

Sad

Scared



Happy

Puzzled

Angry

Worried



## Lesson 1 Feelings Activity 2

# I feel happy, I feel sad

### Aim

Building on Activity 1, the children will learn how to name their own feelings – and other people's (Articles 1 and 19).

### You'll need

- Resource Sheet 1 Feeling Words (one copy for teacher)
- Resource Sheet 2 Feeling Faces (print out one set to show class)
- Squares of card, crayons (for children to make their own feeling faces), a bowl (to put the faces in)

### WHAT TO DO

Ask the children to draw some of the faces they made in Activity 1, eg happy, sad, puzzled, scared. Put these in a bowl. Students can pick one or two out and recreate the faces on the cards.

Discuss how people look when they feel a particular emotion. Smile when happy, frown when angry, eyes low when shy. This will help them understand the connection between feelings and self-expression.

Print out the faces from *Resource Sheet 2 Feeling Faces*. Show them to the class. Ask: What is that person in the picture feeling? How can you tell? Discuss their reasoning.

Ask the children to remember a time that they felt that way, or ask them to act out how they or other people look when you feel like this. 'This is how I look when I'm feeling angry/afraid/lonely/worried'.

As appropriate to your class, also talk about:

- what you should do if you see someone feeling like that;
- how we all have the right to express our feelings and talk to other people about them (further explored in Activity 3).
- how we have the right to make our own minds up about how we feel and what we think.

### EXTENSION WORK

Talk about the variety of words that have a similar meaning, for example the word sad is similar to miserable, upset, hurt, down and unhappy. *Resource Sheet 1 Feeling Words* will help you with this part of the task.



# Feelings are ok



## You'll need

- **Resource Sheet 1** Feeling Words (one copy for the teacher)
- **Resource Sheet 2** Feeling Faces (print out one set to show the class)

## Aim

To explore the children's own feelings and how they change from day to day, moment to moment (Articles 1, 7, 17 and 19).

### WHAT TO DO

In a circle, ask the children to pull a face to express how they're feeling right now. If needed, use *Resource Sheet 2 Feeling Faces* as a prompt.

Ask one child to stand up and finish one of the following sentences:

- 'I am happy when...' (I'm playing/drawing/with my mum)
- 'I am sad when...' (I feel left out/have to go to bed/can't see my dad before bedtime)
- 'I feel angry/proud/brave/frustrated when...'

If other children agree with the statement as well then they can change places with each other. The last child to change stays in the centre and finishes another sentence. If this is too challenging, the children can clap their hands if they agree or make a smiley face.

### LINK TO FAIRNESS

Give your class an example of a time when you felt some of the feelings above – or situations when we might feel certain emotions. Is it fair to have those feelings? If we are not being treated fairly, what face might we make? How is this a feeling? Link to Articles 7 and 17 and discuss how we have a right to be treated fairly and what this might look like.

### THROUGHOUT THE DAY

Help your children to put feeling words into context when they are experiencing a heightened emotional moment. For example, you might say, 'You are really excited about that game' or 'You feel frustrated with this puzzle right now'.

### OTHER IDEAS

- **Using a spinner**  
Print pictures representing feeling words and paste on a spinner board. Ask a child to spin it, identify the feeling it points to, and talk about a time he or she experienced the feeling.
- **Feeling while reading**  
During story-time, stop periodically and ask the children what a character is feeling.

## EXTENSION WORK FEELINGS BEAN BAG

### Aim

To further explore feelings (Articles 1, 7, 17 and 19).

### You'll need

- Balloons
- Uncooked rice
- Funnel
- **Resource Sheet 1** Feeling Words (one copy for teacher)

### What to do

Insert funnel into the top of the balloon, pour in rice. When the balloons are full, draw faces on them using a permanent marker pen to represent the emotions of happy, sad, angry, surprised.

The teacher can complete this in advance or as a class.

Sitting or standing, ask the

children to throw, pass or roll the balloons to each other. When they receive it, they should name the feeling on the balloon and make the face. You could ask: What's another word to express that feeling (refer to *Resource Sheet 1 Feeling Words*)? How do you feel when you see someone making a feeling face? What would you do if someone is feeling sad?

### Teacher notes

This activity links to Articles 1, 7, 17 and 19. How do we feel giving something we've made to another child? Is it fair if we have to give something to someone if we don't want to? How do we feel seeing someone else making a feeling face? What do we do if someone is feeling sad?

## Lesson 2

# Relationships and belonging

## About this lesson

Feeling like you belong is something we all strive for – it develops a child's sense of security and interdependence. Through these activities, children explore how they belong to different groups such as the class, family, friendship and where they live. The children will think about how they belong and what is special about it.

### HUMAN RIGHTS CONTEXT

These activities will ask children to explore articles 15, 16, 20 and 29 from the Universal Declaration of Human Rights. They show we all have the right to belong to a class and a family, and that supportive, respectful relationships are at the heart of this. Children will also develop an understanding that the basis for a peaceful world is where you can learn to work and play cooperatively.

***I belong to a group, and I can name the special people in my life***  
**Article 15**

We all have the right to belong to a country

***I can choose who I marry and have my own children***  
**Article 16**

Every grown up has the right to marry and have a family if they want to

***I can make and be friends. We can play together or on our own***  
**Article 20**

We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to

***I try to look after, listen to and make sure my friends are happy***  
**Article 29**

We all have a duty to other people, and we should protect their rights and freedoms

### INCLUDED IN THIS RESOURCE

- Three activities
- **Resource Sheet 3** Letter for Parents/Carers
- **Resource Sheet 4** All Kinds of Families

### LEARNING ACTIVITIES

Each activity will take around 10 minutes. They follow on but can also be carried out separately.

It may be useful to download the Universal Declaration of Human Rights simplified version for reference  
[www.amnesty.org.uk/udhr](http://www.amnesty.org.uk/udhr)



# I belong in my family

## Aim

To identify the important people who love and care for them in their lives, and understand that they belong to a family that is unique and special (Articles 15, 16).

## You'll need

- Resource Sheet 3 Letter for Parents/Carers (one per child)

### To make a photo display of 'families':

- Laminator and laminating pouches, or cards and sticky backed plastic
- Blu-Tack or Velcro strips

## POINTS TO NOTE

Getting to know a child means learning about their family and background too. Be sensitive of the child's culture and traditions.

## WHAT TO DO

Adapt and send home *Resource Sheet 3 Letter for Parents/Carers*. Activities 1 and 2 will look at different types of families and children will need help from parents and family members.

Ask the children: Who are your important people? Ask them to bring in a photo of a family member or other people special to them. Pets and toys included! If they cannot print one, you could offer to print a digital photo for them.

Make a display called 'Families'. Laminate the photos or stick on card and cover with sticky backed plastic. Stick up with Blue-Tack or Velcro. The display should be low level so the children can take their photo off the wall to talk to you about them. Use the photo display to support Activity 2.

## LET'S TALK

As a group or individually, take the time to talk to each child about their photo:

- Who is in the photo?
- Talk about different family words such as: Mother, father, sister, brother, grandmother, and so on.
- Why are they special?
- How are they part of the family?
- Where do they live?
- What kind of things do you do with them?
- How do they make you feel?
- How do they show their family how they feel?

This will help them understand what it means to belong within a group of people (Articles 15 and 16).

## TEACHER NOTES

Children should be supported to understand that all families are different but each family is valued and everyone has a right to belong to a family. Encourage the children to consider their rights within this context. For example, when they grow up they may want to get married and have their own family. This is their right as set out in the Universal Declaration of Human Rights.





# Here we are!

## Aim

To support the children to think about what it means to belong to a family, and to show and celebrate all the different kinds of family in our community. To show every family is valued equally.

### POINTS TO NOTE

If children in your class have been adopted, bereaved, orphaned or are going through a family break up, discuss with parents/carers first about how this topic can be approached.

### READING ABOUT FAMILY

- *So Much* by Trish Cooke and Helen Oxenbury. It illustrates the extended family including aunts, cousins and so on.
- *Families, Families, Families!* by Suzanne Lang and Max Lang. It explores different kinds of families.
- *The Family Book* by Todd Parr. It celebrates the diversity of family groups.
- *The Great Big Book of Families* by Mary Hoffman and Ros Asquith. It explores the diversity of families in different contexts, for example holidays and food.
- *Tell Me Again About the Night I was Born* by Jamie Lee Curtis. It explores ideas of being in an adopted family.

### WHAT TO DO

Carefully select one of the books and read to the class. As you read, stop to highlight different members of the family introduced, or point out differences in families. Then in groups of three to five, ask:

- Who is in this family?
  - Are all families the same?
  - How are families different? In what way?
  - What people do you have in your family?
  - What makes your family special?
- Emphasis here is on listening and discussion.

Tell the children you will be creating a class book about families. Each of them will contribute a page celebrating the people special to them.

To support this, use the photos from the display they made in Activity 1. Also, show and discuss each picture from *Resource Sheet 4 All Kinds of Families*. Highlight families are different and unique.

Hand out paper and pens, and ask each child to draw a picture on their page.

## You'll need

- One of the suggested books as appropriate to your class
- **Resource Sheet 4 All Kinds of Families** (print one set to show the class)

### To make a class book about families:

- A4 paper
- Colouring pencils/pens

To give them ideas on what to draw, ask:

*Who is in their family?*  
*Do they have brothers and sisters?*  
*Can they use one word to describe their families?*  
*What does family mean to them?*

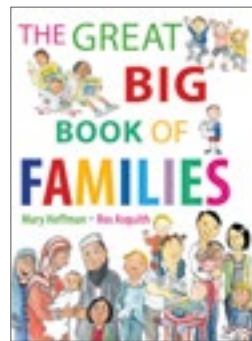
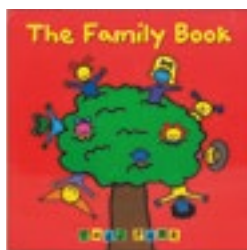
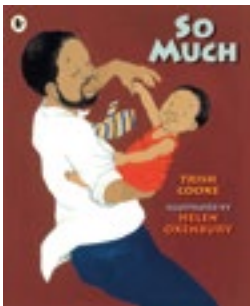
Draw out ideas about love, taking care of one another, being helpful and supportive. You are highlighting differences, but also talk about similarities eg all like to hug and enjoy special days together and can help each other to be strong.

Talk about times they feel they belong in their family – mealtimes, birthdays, when everyone watches a movie together or they go bike riding, when they laugh or need a cuddle.

Talk to each child about his or her picture. Scribe their comments at the bottom.

Combine all the drawings to create a class book called 'Our Families' and put it on display. If time allows, ask the children to talk about their page during show and tell.







# I belong in my class

## Aim

To support the children to think about the groups they belong to – specifically their school community and friendships. To teach that every member of the group is unique and important (Articles 15, 20, 29).

### WHAT TO DO

Explain to the children that you all belong to the same group – your class. How can you tell? You gather here each day/ maybe wear a uniform/ class name.

It's a nice feeling, belonging. Why? You're never alone. You may feel important and safe. It makes you feel you matter. Invite suggestions of their own.

Explain that you're going to make a 'belonging tree'. It will have photos of everyone in the setting, including the adults, on it.

Put everyone's name in a bag, including all adults. Ask each child to pull a name out and take a photo of that person's face. Print them all out – no bigger than 5cm square.

Now in small groups, ask the children to create leaves for the tree. Hand out pieces of card/thick paper. Each child should choose a colour, paint one of their hands and make a hand print. Once dry, cut around the hand print to create their leaf, and stick their photo to it. If they can, ask them to write their names on the back, or support them to do this. Hole punch and tie with ribbon to hang on the tree.

Either use the branches and pot of stones to create a 3D tree, or use the brown tissue/crepe paper to create a 2D tree shape on a display wall.

During group time, ask the children if they can see their leaf. Highlight how every leaf is unique and special – like them, no two are the same. Discuss how we all belong to our group and we have special friendships in the group. As members of our group we all look after one another. How?

Talk about what it means to be a good friend. How should they behave towards each other? Ideas might include sharing, listening to others, being helpful, respecting different ideas, kindness. Scribe these ideas on to additional leaves to add to the belonging tree.

### TEACHER NOTES

Use this activity to enable children to understand that they are the holder of rights. Children should be encouraged to understand that they belong (Article 15). Emphasise that they have a right to meet and play with their friends (Article 20). Sometimes children may prefer to work or play on their own. They also have the right to have their opinions listened to. With rights come responsibilities and children should be supported to understand that they should protect the rights and freedoms of the other children in the group (Article 29).

## You'll need

### To make a 'belonging tree':

- Digital camera and means of printing photos
- Name cards (in a bag)
- Paint, brushes, thick paper or card
- Hole punch
- Ribbon or string
- Branches in plant pot with stones or brown tissue/crepe paper to create tree trunk and branches

### EXTENSION WORK

As appropriate for your class, further develop awareness of their rights to belong and explore responsibilities to others in the group. This will make them consider their role to look after, listen to and make sure their friends are happy. Using the belonging tree, pose the following questions:

- **We all have the right to belong to our group.** How can we make sure all our friends feel included?
- **We all have the right to meet and play with our friends.** When other children don't include you in games, how do you feel? How can we make sure that everyone feels included?
- **We all have the right to play on our own and not join in.** Do you always want to play with one another? Can you think of a time when you wanted to play on your own and didn't want to join in an activity? How did you tell the other children without hurting their feelings?

We have a responsibility to protect the rights and freedoms of our friends. Do you listen to your friends? How do you look after them? Make them feel happy?

These ideas can be scribed onto extra leaves and added to the belonging tree.



# Choices and voices

## About this lesson

Children have a right to be heard – it gives them a sense of confidence and identity. Through these activities, children will understand that their views are important and they can make decisions for themselves. The children will also learn how to express their thoughts.

### HUMAN RIGHTS CONTEXT

These activities will ask children to explore Articles 1, 19, 21 and 27 from the Universal Declaration of Human Rights. They will show we all have the right to have, express and share ideas, and we all have the right to our own way of life and to live in a democracy. Children will be encouraged to express their own views, share them in a variety of ways and to make decisions in groups. They will experience the power of their voice.

***I have my own ideas. All voices count and are taken seriously***  
**Article 1**

We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way

***I can say what I think and share my ideas***  
**Article 19**

We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people

***I can take part in decisions and say what happens in my nursery***  
**Article 21**

We all have the right to take part in the government of our country

***I have choices and can have a say in what happens in my life***  
**Article 27**

We all have the right to our own way of life

### INCLUDED IN THIS RESOURCE

- Three activities
- **Resource Sheet 2** Feeling Faces

### LEARNING ACTIVITIES

Each activity will take around 10 minutes. They all follow on (and are not stand alone).

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# I enjoy, I don't enjoy



## You'll need

- Digital cameras and means of storing/printing photographs
- Voice recorder
- Large paper, pens, pencils, junk, glue, paint, scissors

## Aim

To support the children to think about what they like and don't like in their setting, and to begin to express their views (Articles 1 and 19).

### WHAT TO DO

In a circle or in small groups, ask the children what they enjoy and don't enjoy in class. What are their favourite spaces? (Library, cookery area, garden, swings). Favourite activities? (Counting, drawing, bringing in toys). Is there anywhere they don't like to go? Or things they don't like to do?

You could ask them to close their eyes and think of something that they really enjoy doing in class and

why. Encourage them to complete the sentences...

What I like most about our class is... because...

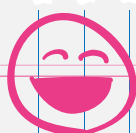
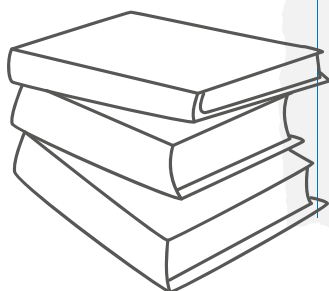
What I don't enjoy is... because...

Give them time to share their thoughts in groups of no more than four, perhaps showing you the areas and activities they mentioned.

Next, ask them to draw pictures to illustrate what they were talking about (they could also take

photographs, make models or do a voice recording). Tell them you will come around to scribe their words to explain what their picture is showing.

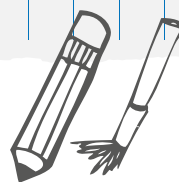
Talk about each child's contribution. Set this discussion in the context of human rights, particularly Articles 1 and 19. Encourage them to think about themselves as holders of rights, and I have a right to say what I think and share my ideas.



I LIKE  
reading  
sandpit  
music  
drawing  
jigsaws



I DON'T LIKE  
running  
counting  
tidying



# Having your say



## You'll need

- Models, drawings, photos and recordings from Activity 1
- Large paper, glue, scissors, pens, pencils
- **Resource Sheet 2** Feeling Faces (one set for teacher)

## Aim

To extend the children's ability to express their own views and make up their own minds about what they like and don't like in their setting (Articles 1 and 19).

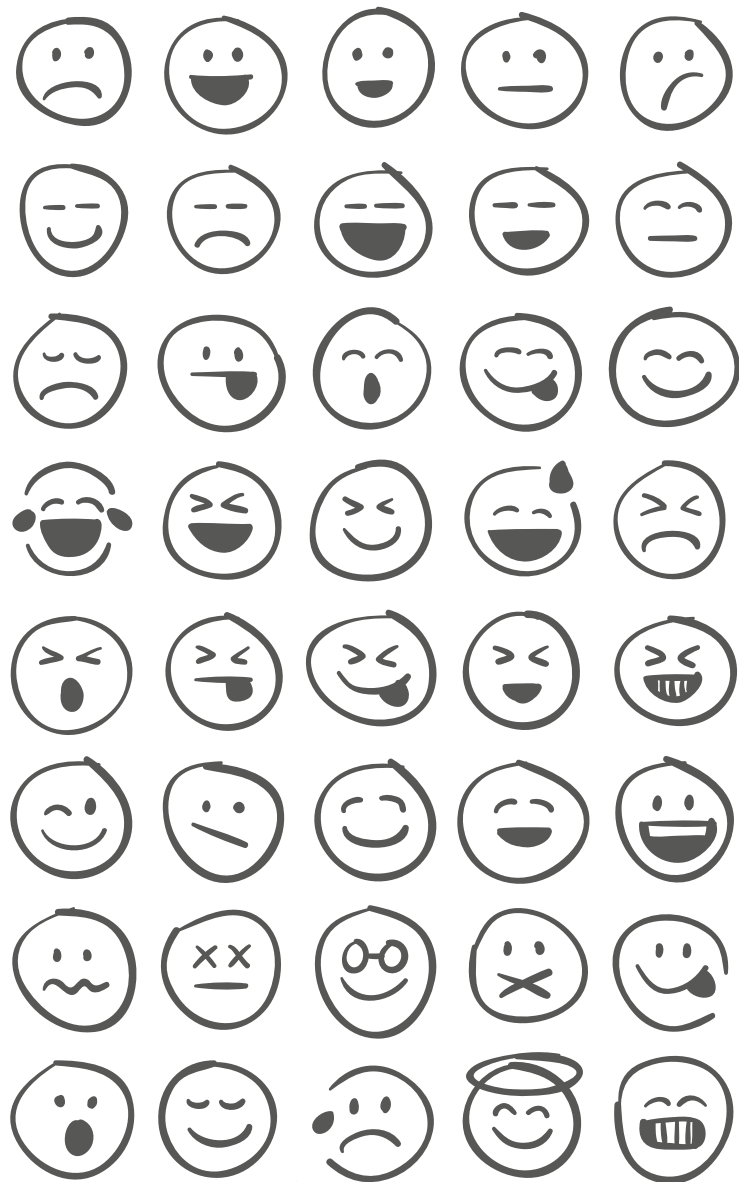
### WHAT TO DO

Remind the children of what they made or drew in Activity 1 to express their likes and dislikes of the activities and spaces in class.

Make a big diagram of your setting – explain that you are going to illustrate their favourite and least favourite areas.

Print out *Resource Sheet 2 Feeling Faces*. Discuss the different expressions and how they might relate to how they feel about each area of the diagram. Agree on which faces should go where. Get them to draw, cut out and stick the faces in relevant areas of the diagram on their own.

Remind the children about Articles 1 and 19, and 'I have the right to my own thoughts and ideas'.



# Your voice, your choice

## Aim

To explore the decision-making process – working together and recognising everyone has a valid opinion that should be valued equally. To encourage children to have their say on the decisions that affect their lives and to develop an understanding of how they can influence what happens in their setting.

### WHAT TO DO

In a circle, ask:

- Who makes decisions?
- Why them?
- What decisions do you get to make for yourselves at home and in school? (What to wear? Eat? Read? Where to go? What to do?)
- What decisions have you made for yourselves since you got up this morning?
- Do adults listen to what you have to say about things that affect you?
- What decisions would you like to make?

Give personal examples to help the children think of decisions they have made. For example: Last night I decided to go swimming; I wore my favourite outfit this morning. You could also point out some of the decisions you have seen the children make.

Show the diagram from Activity 2 and discuss the favourite areas, unused areas, activities and resources they like and dislike. Are there differences between what the boys and girls thought? Or any other groups?

Explain that you are now putting them in charge of making a change to their setting. Emphasise that each person has a part to play in the decision-making. Everyone's voice counts.

So, what do you think would make your class better? If you had 'free choice' time, what would you choose? Ask them for reasons for their choice.

The change could include:

- Reorganising an area that the children aren't using
- Adapting the facilities of an area
- Choosing a new activity to add to the day, or the topic for circle time
- Thinking about equal access for all children in all areas

If there are a few suggestions, can the children think of a fair way to decide which one to choose? Do you need to vote on it? (See extension work). This shows them that they have to make a choice and compromise. Make the change! If appropriate, ask the children to help do it.

Talk about the result and how you came to the final decision. Importantly, emphasise compromise and everyone having a valid opinion. Remind the children about:

- Article 1, and I have my own ideas. All voices count;
- Article 21, and I can take part in decisions and say what happens in my nursery.

## You'll need

- Diagram of your setting from Activity 2

### TEACHER NOTES

Younger children may focus on areas and activities (concrete experiences). It may be interesting to support older children to share their views on more abstract experiences such as routines within the day and ways of involving their parents/carers in the setting.

### EXTENSION WORK

With older children, introduce the idea of voting. If there are conflicting requests for change, carry out a survey of how many children want what and tally up the results. This will introduce them to the ideas of democracy and majority decisions, taking turns and respecting our friends' opinions. Alternatively, set up a voting booth or do a simple show of hands for the top three most popular options.





## Lesson 4

# Well-being

## About this lesson

A number of factors contribute to a child's sense of personal well-being, including having a home, eating well, access to healthcare, and opportunities for play, hobbies and rest. Through these activities, children will learn the importance of relaxing, and what they need for a good life. These ideas will be explored through imagination, music, movement, arts and stories.

### HUMAN RIGHTS CONTEXT

These activities will ask the children to explore Articles 22, 24, 25 and 28 from the Universal Declaration of Human Rights. It will introduce the concept of rest and play and why it's important. It also raises ideas of what protection and rights are especially needed by children.

#### ***I can enjoy music, art, craft and sport***

##### **Article 22**

We should all be allowed to enjoy music, art, craft, sport and to make use of our skills

#### ***I can have time to play and relax***

##### **Article 24**

We all have the right to rest from work and to relax

#### ***I can have a happy home with enough to eat and wear, and a doctor if I'm ill***

##### **Article 25**

We all have the right to a good life, with enough food, clothing, housing and healthcare

#### ***I can have peace and quiet when I need it***

##### **Article 28**

We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world

### INCLUDED IN THIS RESOURCE

- Three activities
- **Resource Sheet 5** Visualisation

### LEARNING ACTIVITIES

Each activity will take around 15 minutes. They follow on but can also be carried out separately.

It may be useful to download the Universal Declaration of Human Rights simplified version for reference

[www.amnesty.org.uk/udhr](http://www.amnesty.org.uk/udhr)

# Calm down!



## Aim

To illustrate the importance of being relaxed and what this feels like (Articles 22 and 24).

### WHAT TO DO

In a circle, ask how the children feel when they wake up. Tired or wide-awake? And at the end of a busy day?

Explain that you are going to play some music which they can dance to in any way they wish to. They may want to move fast or slow, run, lie down, dance on the spot.

Start with some soft and soothing music. After a few minutes, change to a fast high-energy loud tune. Keep changing the pace. End with a lively and loud marching piece of music and encourage the children to jump, run, spin... until they are out of breath!

Now ask them to lie down quietly with their eyes closed. Put some gentle, restful music on. Read out *Resource Sheet 5 Visualisation* asking the children to imagine that they are in their special place. Once calm and relaxed, bring them back to the circle/carpet/chairs. How do you feel? How did you feel for each type of music?

Encourage a discussion about their rights to rest and relax. Ask about times they needed lots of rest (when ill or busy) and how resting makes them feel (calm and happy).

### PROMPT QUESTIONS

- What did it feel like to move slowly/fast?
- Which did you enjoy most?
- How did you feel when imagining your special place?
- How would you feel if you couldn't rest when tired?

Encourage them to use the language of rights, eg 'I have the right to rest when I am tired'.

## You'll need

### For a visualisation lesson:

- Music system, eg smart phone, CD player, iPod, laptop
- Music of different types, pace and tempo. For instance, quiet and calm classical, fast-paced loud rock, a lullaby, music from a variety of countries and cultures
- A large space for free movement
- **Resource Sheet 5** Visualisation (one copy for teacher)



# Peace and quiet

## Aim

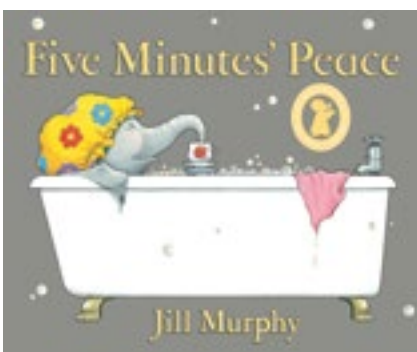
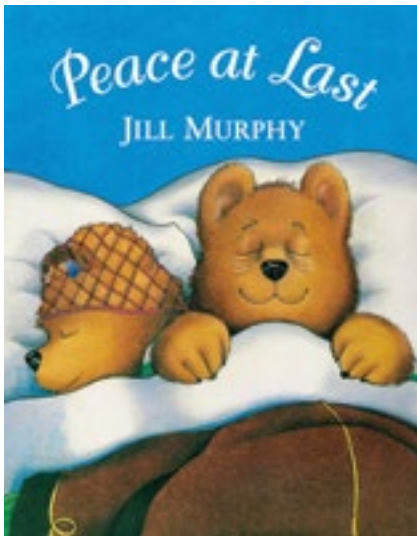
To develop awareness of why we need times of activity and times of peace and quiet.

## You'll need

- *Peace at Last* by Jill Murphy
- *Five Minutes' Peace* by Jill Murphy
- Musical instruments (drums, symbols, bells, maracas, rain stick, castanets, bells, tambourine)

### WHAT TO DO

As a class, read one or both of the books (below). Discuss the pictures and the story. Read the title of the books. Explain that peaceful means calm and quiet.



### PEACE AT LAST DISCUSSION POINTS

- I wonder why Mr Bear is tired! What has he been doing? What makes you tired?
- What keeps Mr Bear awake? List the noises.
- Where does he try to sleep? Look through the pictures again to support this.
- Have you ever slept on the floor/chair, in the kitchen/garden/car? Discuss how Mr Bear would have felt doing this.
- How do you feel when you are really tired? What noises keep you awake?
- What sounds can you hear now and would they keep you awake?

### FIVE MINUTES' PEACE DISCUSSION POINTS

- Why did Mrs Large want five minutes of peace?
- What happens when she tries to take refuge in the bath? (Use the pictures as prompts)
- How is her quiet time shattered?
- Did she enjoy listening to Lester play *Twinkle, Twinkle Little Star* and to Laura reading *Little Red Riding Hood*?
- Where did she go next to try to get some peace?
- Did she get some?

Hand out the musical instruments. Ask the children to play them loudly. Now quietly. What's the loudest sound? Tell them to make as much noise as possible until you hold your hands up. How loud was it? What sounds would keep them awake? Ask them to imitate the sounds – Bang! Crash! Smash! Boom!

Talk about noise and peace and the children's own experiences. Do you like noise or quiet? Why? Are there times when it is good to have peace and quiet? (Feeling tired, frustrated? Need time to think? Just been zooming around at a party or playing Chase?).

Talk about the different ways of describing peace and quiet, eg chill, relax, put your feet up, unwind.

You may want to ask the children to draw or paint pictures of 'peace and quiet' and what it means to them. If time allows, talk through their responses.

End by talking about how important it is to have quiet times, and not to be rowdy when other people need calm and quiet. What would you do if you wanted it to be quiet but the noise wouldn't stop? How would you feel (cross, upset, angry)? In the context of human rights, remind them of Article 28, and 'I have the right to peace when I need it.'

# The good life



## Aim

To encourage an understanding of what all children need to live a healthy, happy life and develop their personalities to the full (Articles 22 and 25).

## You'll need

### To make a collage:

- Large pieces of paper (one per child)
- Paint, scissors, glue
- Collage pictures (provide lots of choice, and images portraying a range of lifestyles)

## WHAT TO DO

Ask the children what they need in order to have a good life. Check they understand what this means with questions such as: What do we need when we are hungry and thirsty? What do we need if we are cold? Or ill?

Now support them to make a collage on a large piece of paper. Ask them to draw a picture of themselves in the middle. They can include other family members/ special people. Next, they can cut pictures from old magazines or draw things that they need (food, water, books, clothes, houses, doctors, music, football, etc) and stick them down. Help them label the pictures.

## TEACHER NOTES

As they are creating their collage, invite conversations about what they've come up with in their picture. Remind them of Article 25, and encourage them to think about and use the language of their rights, for instance 'I have the right to food when I'm hungry' and 'I have the right to medicine when I'm ill'.

## EXTENSION WORK

Take the children outside. Consider a trip to the local park or woods if no outdoor space is available. Take a bear or another cuddly toy with you, and build a story around it.

Maybe bear is lost. Is bear tired or hungry? What does bear need? Encourage the children to find ways to meet these needs (building a shelter and finding leaves as blankets).

Remind the children that bear has the right to live somewhere. He has the right to food and to feel warm and safe.

If time allows, follow this up with drawings or models of the shelter.



## Lesson 5

# Bodies

## About this lesson

Helping children have control over their bodies and what happens to them is so important. These activities encourage children to understand the power of 'No!', and to have the confidence to see their bodies as belonging to them. Learning will develop awareness of leading a safe and fulfilled life.



### HUMAN RIGHTS CONTEXT

Articles 3, 4, 5 and 22 from the Universal Declaration of Human Rights are linked through the theme of bodies. These activities show we all have the right to be looked after, have a home and enough money to live on. They also introduce our right to live a life free from slavery and torture.

#### ***I should feel happy and free***

##### **Article 3**

We all have the right to life, and to live in freedom and safety

#### ***I can't make people do things for me. We should work together***

##### **Article 4**

Nobody has the right to make us a slave. We cannot make anyone else our slave

#### ***Nobody should hurt me***

##### **Article 5**

Nobody has any right to hurt us or to torture us

#### ***I should have a home and a doctor if I feel ill***

##### **Article 22**

We all have the right to a home, to have enough money to live on and medical help if we are ill

### INCLUDED IN THIS RESOURCE

- Three activities

### LEARNING ACTIVITIES

Each activity will take around 15 minutes. They follow on but can also be carried out separately.

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# Yes I want it, no I don't



## You'll need

- Soft items to throw (balls, socks, teddies)

## Aim

To show it is OK to say 'yes' and 'no' at certain times, and you are well within your rights to refuse an unreasonable request (Articles 3, 4 and 5).

### WHAT TO DO

In a circle, discuss what we say yes and no to, eg holding an adult's hand when crossing a road because it's safe, but not always wanting to hold hands at other times.

Ask children to roll or throw soft items from one child to another. The thrower needs to call out the name of the child they're aiming at first, who can say 'Yes' and hold out their hands to catch it, or 'No' and cross their arms.

Discuss why some children said yes and some said no. Clarify that it is OK to say no if they didn't want to do it. Link their responses to feelings. Did they say no because they felt uncomfortable or nervous? Explain that saying yes and no is often an indicator of what we like or don't like.

### TEACHER NOTES

Children will develop an understanding of their bodies belonging to them. Reassure them that sometimes we feel like saying yes and sometimes no. If appropriate, talk about Articles 3 and 5, and we have a right to live in safety, and nobody has the right to hurt us.



# All pulling together



## You'll need

- A large rope
- A piece of heavy furniture that can be moved (a desk, chair, wooden box)

## Aim

To introduce the idea and benefits of everyone working together as a group.

### WHAT TO DO

Attach the rope to the object, and ask one child to pull it (they shouldn't be able to!). Gradually increase the number of children pulling until the object moves. Celebrate their success.

Discuss how one person couldn't pull the object on their own – more and more people were needed to help.

Remind the children of Article 4, and the idea that we should all help and not expect other people to do things for us (not make anyone our slave).

Comment on how good everyone felt when they worked together to pull. Point out how watching one person struggling on their own made everyone want to help. Again emphasise Article 4, and we can't force people to help us but we can all work together to achieve our goals.

### KEY VOCABULARY WORD

**Slave:** someone who is the property of someone else and has to do what they want.



# Where we live and what we do

## Aim

To think about where we live and who does different jobs in the home (Article 4 and 22).

## You'll need

- Large pieces of paper (one per child)
- Mark making tools
- Cleaning materials (brushes, dusters, dustpans, washing cloths)

### WHAT TO DO

Hand out a large piece of paper to each child. Ask them to draw a large floor plan/the rooms where they live. Ask them to identify the function of each room.

When children are drawing the rooms, be sensitive to their circumstances. Mark each room's functions clearly.

As a group discuss: What needs to be done to keep it clean and tidy? For instance, washing up in the kitchen, making beds, cleaning the bath, putting clothes in the wash.

Which parts do the children help to clean and tidy? Does it get done quicker if they help? Talk about how you shouldn't expect someone to do everything for you.

Look at the different cleaning materials. Who uses them? In which rooms? Ask children to draw them into their picture.

### TEACHER NOTES

Base discussions around Article 22, and we all have the right to a home.

Emphasise the importance of helping each other. This links with Article 4 and we don't have the right to force anyone to do work for us.

### EXTENSION WORK

Encourage children to manage their own toileting and handwashing and set up systems that allow them to do this independently and with privacy. This applies to putting their coat on and off, even though it takes longer! It teaches them how to be able to care for themselves.

#### They flip, you zip

One way of putting on their coat is to ask the children to lay the coat on the floor with the zip facing up and to stand at the hood. Next, the child puts their arms into the sleeves and flips it over their head. This 'trick' means they're not chasing their sleeves round in circles.





# Where we live and what we do

## EXTENSION WORK DOCTOR AND HOSPITAL ROLE PLAY

In a circle, discuss the work of a doctor or nurse. Get a sense of what the children's medical experience is.

Explain that you are all going to set up a doctor's surgery/hospital A&E department role play area. What should be in it? Doctor's sign, bed, chair, blankets, bandages, plasters, white coats, plastic bottles for medicine, medical instruments, charts, pens etc.

Set up an area and let the children build around it. You could include soft animals and dolls as patients. Ensure that girls and boys have the experience of being in the doctor and nurse roles.

Talk about how seeing a doctor is free and how children don't need to pay for their medicine in this country. It's not like that everywhere in the world.

As they play, they are learning about Article 22, and the importance of healthcare and access to it.

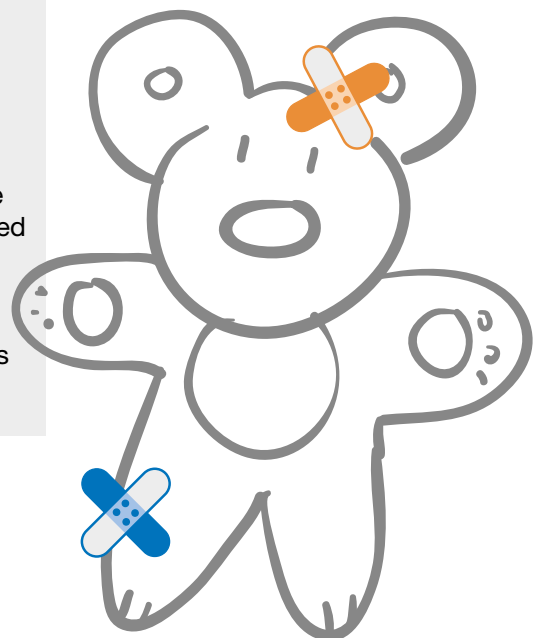
### Teacher notes

This is an open-ended activity that brings in all areas of the curriculum. It can be a sustained shared thinking activity that extends over a period of time and responds directly to children's own experiences and ideas. In this way their voice is valued and their contributions acted on.

Let the children choose how they participate. Some may not want to be a patient and be examined by other children. If appropriate, link this to Articles 3 and 5, and we have the right to feel safe and looked after and nobody has the right to hurt us.

### Artwork

Let children paint or colour a teddy bear outline. Provide plasters and let the children place them on the drawing. Ask children to tell you how the teddy bear got hurt. An extended discussion could touch upon Article 5 and no one has the right to hurt us but if we are ill sometimes that's what happens to make us better.



# It is better to light a candle than to curse the darkness

The Chinese proverb which inspired Peter Benenson who founded Amnesty International in 1961

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If you require this document in an alternative format please contact

Tel 020 7033 1777

Email [sct@amnesty.org.uk](mailto:sct@amnesty.org.uk)

## **Amnesty International UK**

Human Rights Action Centre

17-25 New Inn Yard

London EC2A 3EA

+44 (0) 20 7033 1777

[sct@amnesty.org.uk](mailto:sct@amnesty.org.uk)

## **Northern Ireland**

+44 (0) 28 9064 3000

[nireland@amnesty.org.uk](mailto:nireland@amnesty.org.uk)

## **Scotland**

+44 (0) 844 800 9088

[scotland@amnesty.org.uk](mailto:scotland@amnesty.org.uk)



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