

1. Thinking about Children's Rights in Scotland and Malawi

Aims

- ▶ To explore rights and how we are supported to claim them.
- ▶ To reflect on our role in protecting and respecting our rights and the rights of others.

What you need

- Set of Rights cards for each group
– see page 3
- Set of Scenario cards for each group
– see page 4
- Thinking about Rights worksheet per pair
– see page 5

What to do

Give each group a selection of rights. Explain that the rights can be put into 3 categories: self, services and protection. Ask the groups to divide their cards into the 3 groups.

OR

Give each group a selection of **Rights cards**. Ask them to rank the rights in order of importance. Discuss with the groups how they made their selections using the teacher prompts below.

Give each group a set of **Scenario cards** and a worksheet per pair. Ask them to read the cards aloud, discuss which rights are affected in the scenario and ways the rights could be protected or respected. Then they can complete the worksheet in pairs.

Hold a feedback session using the reflection and evaluation points.

Teacher prompts

Was it difficult to group some of the rights?
Which ones and why?

Are there some rights which are more important than others?

These are a selection of rights. Can you think of any others which you think are important?

Reflection and evaluation

We all have rights and they can be protected and respected by us, our families, our communities and by laws. Can they think of any situations where they can make sure they respect the rights of others?

Children's Rights are an entitlement to all children all over the world. However, sometimes children's rights are denied or not met. Can the class identify times when rights are not met for children in their communities / Scotland / Malawi? Why might they not be met? Poverty and inequality are both significant factors in children's right not being met.



Every child has the right to education.

Every child has the right to life.

Every child has the right to a name and a nationality.

Every child has the right to be with their family or with those who will care for them best.

Every child has the right to enough food and clean water.

Every child has the right to an adequate standard of living.

Every child has the right to health care.

Every child with a disability has the right to special care and support.

Every child has the right to relax and play.

Every child has the right to privacy.

Every child has the right to meet their friends and join groups.

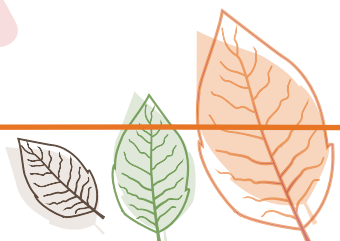
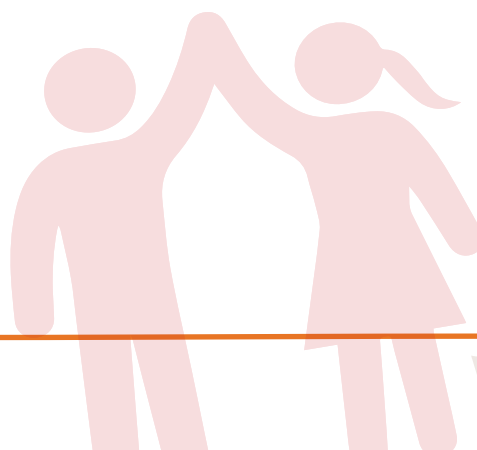
Every child has the right to be kept safe and not to be hurt or neglected.

No child should be used as cheap labour or as a soldier.

Children who break the law should not be treated cruelly.

Every child has the right to speak their own language and practise their own religion.

Every child has the right to say what they think and be heard.



Scenario cards

1. Jane lives with her Mum who is in a wheelchair. Jane often has to stay at home to help look after her as her Mum can't manage on her own.

2. Iris was doing well at school and wanted to become a doctor. However, since her father left to find work in the city, she has to stay at home and help with work on the farm.

3. Solomon lives in a village with his parents and 2 brothers and sister. They didn't have any mosquito nets and his baby sister got sick with malaria. They had to take her to the hospital 5 miles away. By the time they got there she was very ill and the doctor was unable to save her.

4. Tom and Ryan live with their mum and dad. They both have asthma and have to use an inhaler. Their parents both smoke in the house.

5. Lily and her brother David often get their own breakfast. They eat crisps and sweets. By the middle of the morning at school they find it hard to concentrate.

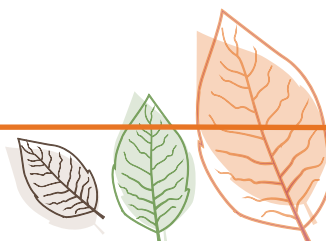
6. Tamandans has to walk to school: it is 3 miles away and takes her an hour. When she gets there she has a bowl of maize porridge. She has the same again when she gets home. She is small for her age.

7. A group of children in the P6 class often mess about and the teacher has to spend lots of time dealing with them.

8. Mercy and her mother walk to the river to fetch water for their family twice a day. Sometimes the family become sick as the water is not always clean.

9. Mark is 9 years old, and his mum insists on being in the same room as him when he is using the internet and checks what he is doing. Mark does not like this and they have many arguments.

10. The girls at St Mary's primary school are reluctant to go to school as they share the toilets with the boys and there are no locks on the doors.



Worksheet

Thinking about rights

Scenario number	Rights affected	How to protect and respect

