

Rights Respecting School Family Group Activities Autumn Term 2024-25

| Date | Lesson | Key Objectives | Lesson Title |
|----------|--------|---|--|
| 06.09.24 | 1 | <p>To familiarise members of each Family Group with each other.</p> <p>To create a Family Group Agreement for each meeting.</p> <p>To create a Family Group display/poster representing each member of the group.</p> <p>To discuss why we have met as a group.</p> | <p>Welcome to your Family Group!</p> <p>Our Family Group Agreement</p> |
| 13.09.24 | 2 | <p>To know what Fairtrade is and why it is important.</p> <p>To celebrate 30 years since Fairtrade products first hit the shelves.</p> <p>To know that there are 17 Global Goals that work together like a jigsaw.</p> <p>To think about ways in which we can be the best that we can be and make a difference to the world and farmers.</p> | Fairtrade 30 th Birthday |
| 20.09.24 | 3 | <p>To know why we have Jeans for Genes day.</p> <p>To find out what a genetic disorder is.</p> <p>To reflect on the importance of charities and ways that we can help and be thankful.</p> <p>To understand that all children have the right to special care and support if they are disabled.</p> <p>To know that all children have the same rights.</p> | Jeans for Genes Day |
| 04.10.24 | 4 | <p>To know that it is World Mental Health Day on 10th October.</p> <p>To be able to suggest ways to look after your physical health.</p> <p>To be able to suggest ways of looking after your mental health.</p> <p>To reflect upon your own mindfulness and ways to improve this.</p> | World Mental Health Day |
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Assessment of Learning



| Understanding | Skills | Attitudes |
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| <p>Developments in children's understanding of human rights issues are indicated by a capacity to</p> <ul style="list-style-type: none"> • make appropriate use of human rights vocabulary (e.g., needs, wants, respect, rights); • recognise issues relating to human rights and responsibility in everyday scenarios; • identify situations which illustrate conflicts of human rights; • provide examples of and talk about the promotion and protection of human rights. | <p>Developments in children's skills in exploring human rights issues are indicated by an ability to</p> <ul style="list-style-type: none"> • listen respectfully; • communicate ideas and perspectives clearly; • work collaboratively in groups; • propose solutions to human rights conflicts and problems; • engage in class discussions and debates. | <p>Developments in children's attitudes in exploring human rights issues are indicated by an ability to</p> <ul style="list-style-type: none"> • identify attitudes which may be limiting or prejudicial; • identify changes in their own attitudes; • reflect on their own attitudes to the ideas and opinions of others; • display tolerance to others whose attitudes differ from their own; • recognise the link between attitudes and actions. |

Lesson 1

Welcome to your Family Group! Our Family Group Agreement.



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| Key Objectives: | To familiarise members of each Family Group with each other. To create a Family Group Agreement for each meeting. To create a Family Group display/poster representing each member of the group. To discuss why we have met as a group. |
| CRC Articles: | CRC Article 12: All children have the right to be listened to, give their opinions and be taken seriously. CRC Article 24: All children have the right to the best possible health. CRC Article 29: All children have the right to be the best they can be. |
| Links to Global Goals: | Global Goals: 3, 4 |
| Links to SMSC: | Moral Development: Understanding the consequences of behaviour and actions. |
| Links to British Values: | Individual Liberty |

Resources:

06.09.24 PPT

A6 pieces of plain paper - these could be shaped to represent your animal.

Resources to decorate- pencils, felt tips

Starter: Speaking and Listening

Warm up discussion: Can you spot the 10 differences between the pictures?

Work through PPT:

Children to sit in a circle, if possible, or so that everyone can see each other.

Welcome all children to their Family Group and introduce new members. Why have we joined together today?

Why do you think we are together with people from different classes (your 'family' in school)?

Consolidate with the children that our school is a Gold Rights Respecting School, and that we are going to continue to meet in our groups regularly to discuss children's rights in our school, our community and all over the world. We will learn more about children's rights, discuss how we will respect them and think about how we can help other children get their rights.

Remind children of the different Family Groups in school.

Explain the reward voucher system for rights respecting behaviour - children to be awarded rights respecting cards for respecting rights. They should collect these in their Family Group 'packet' in the classroom and then bring them to Family Groups when they meet. The total number of cards for each group should be written on a post-it and put on the shelf at the front of the hall before assembly so that the group with the highest total can be rewarded.

Create a Family Group Charter, e.g.:

In our Rabbits Group we are going to...

- **respect** and praise each other
- listen carefully to the speaker
- be kind, caring and polite
- work as a team and get involved
- play together and have fun

On the A6 paper children should draw themselves for the Family Group display.

Plenary/reflection:

Slide 17: Cultural Development (SMSC reflection)

Slide 18: Individual Liberty (British Values)

Reading recommendations:

Slide 19: Please share the Reading Recommendations list linked to today's theme: Family Groups. This is now included to continue to raise the profile of reading for pleasure.

Lesson 2

Fairtrade 30th Birthday



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| Key Objectives: | To know what Fairtrade is and why it is important. To celebrate 30 years since Fairtrade products first hit the shelves. To know that there are 17 Global Goals that work together like a jigsaw. To think about ways in which we can be the best that we can be and make a difference to the world and farmers. |
| CRC Articles: | CRC Article 12: All children have the right to be listened to and to be taken seriously. CRC Article 24: All children have the right to clean water and healthy food. CRC Article 27: All children have the right to proper housing, food and clothing. CRC Article 28: All children have the right to a good quality education. |
| Links to Global Goals: | Global Goals: 11, 12, 15 |
| Links to SMSC: | Moral Development: Understanding the consequences of behaviour and actions. Cultural Development: Respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities |
| Links to British Values: | Individual Liberty |

Resources:

13.09.24 PPT

Different leaf templates- these will be used to create a school display.

Work through PPT:

Slide 10:

Fairtrade Fortnight is our annual celebration of all things Fairtrade, whilst raising awareness for the need for fairer trade to support farmers in lower income countries. This year is an extra special Fairtrade Fortnight because we are celebrating 30 years of the Fairtrade movement in the UK. Whether you are a pupil, teacher, shopper or politician, we can all be the change this Fairtrade Fortnight, by joining the global Fairtrade movement to change trade for the better. 30 years of Fairtrade sales have meant a lot to farmers, giving them more power and driving real change in their communities.

Slide 12:

Talk about Fairtrade farmers and how Fairtrade has impacted their lives. Dabilla is a Fairtrade cocoa farmer in Côte d'Ivoire. He has been a cocoa farmer for over 30 years. Farmers who grow the cocoa we love can earn as little as 80p per day. It's just not enough to meet their basic needs. But with Fairtrade, Dabilla's gets a Fairtrade Minimum Price for his cocoa and a Fairtrade Premium with which his community was able to build a school, canteen and install a water pump. Most of Dabilla's children attended this school.

Dabilla tells us:

'I did not have the chance to continue my studies, but with Fairtrade and our plantations, I can pay for the children's studies. This is my pride, because the children are the future.'

But every day, farmers around the world tell us it's harder than ever to grow the products we love - like bananas and chocolate - because of unfair trading practices and the impacts of climate change. Without Fairtrade, farmers in lower income countries can't afford to put food on the table, send their children to school, cover their farm costs, and adapt to the changing climate. This year, we are asking everyone to 'Be the Change'.

It's more than just being aware. It's about an active choice to support Fairtrade farmers and workers around the world, wherever possible, to ensure they can earn a fairer wage. When you choose Fairtrade, you help ensure farmers receive a fairer price for what they grow. When you choose Fairtrade, farmers can give their kids the opportunities they deserve. When you choose Fairtrade, farmers can unite in the fight against climate change.

Activity:

Work through the provided PPT.

Watch videos, when clicked video should load.

In small groups/pairs have a discussion and look at their choice and consequence.

(Answers in notes on slide).

Write a promise on a leaf, be as creative as you like!

Plenary/reflection:

Slide 23: Moral Development (SMSC reflection)

Slide 24: Cultural Development (SMSC reflection)

Slide 25: Individual Liberty (British Values reflection)

Reading recommendations:

Slide 26: Please share the Reading Recommendations list linked to today's theme:

Fairtrade. This is now included to continue to raise the profile of reading for pleasure.

Lesson 3

Jeans for Genes Day



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| Key Objectives: | To know why we have Jeans for Genes Day. To find out what a genetic disorder is. To reflect on the importance of charities and ways that we can help and be thankful. To understand that all children have the right to special care and support if they are disabled. To know that all children have the same rights. |
| CRC Articles: | CRC Article 23: All children have the right to special care and support if they are disabled. CRC Article 24: All children have the right to the best possible health. CRC Article 29: All children have the right to be the best that they can be. |
| Links to Global Goals: | Global Goals: 3 |
| Links to SMSC: | Moral Development: Understanding the consequences of behaviour and actions. |
| Links to British Values: | Mutual Respect |

Resources:

20.09.24 PPT

Work through PPT:

Work through the provided PPT.

Watch video of an example story- when clicked, the video should load.

Remind children of Jeans for Genes Day and the reasons why we were raising money. Remind the children of Article 23: All children have the right to special care and support if they are disabled.

Explain that jeans can come in all different shapes, sizes and shades of blue! Explain what genes are.

Activity:

Slide 19: In small groups/pairs, children to have a discussion focused on being thankful.

Plenary/reflection:

Slide 20: Moral Development (SMSC reflection)

Slide 21: Mutual Respect (British Values reflection)

Slide 22: Global Goals

Reading recommendations:

Slide 26: Please share the Reading Recommendations list linked to today's theme: Jeans for Genes. This is now included to continue to raise the profile of reading for pleasure.

Lesson 4

World Mental Health Day



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| Key Objectives: | To know that it is World Mental Health Day on 10th October. To be able to suggest ways to look after your physical health. To be able to suggest ways of looking after your mental health. To reflect upon your own mindfulness and ways to improve this. |
| CRC Articles: | CRC Article 24: All children have the right to the best possible health. CRC Article 13: All children have the right to say what they think and be listened to. CRC Article 12: All children have the right to be heard. CRC Article 19: All children have the right to be safe. |
| Links to Global Goals: | Global Goals: 3 |
| Links to SMSC: | Moral Development: Understanding the consequences of behaviour and actions. |
| Links to British Values: | Individual Liberty |

Resources:

04.10.24 PPT

Template- What makes me happy

Template- Mindfulness colouring

Coloured pencils/felt tips

Work through PPT:

Work through the PPT provided.

Warm up discussion: Mindfulness Word Search

Discuss some of the key vocabulary linked to the Family Groups lesson today

Remind children about World Mental Health Day (10.10.24) and the reasons why we have this awareness day. The aim of the day is to help people learn about mental health and understand what it is and how they can look after it. World Mental Health Day also encourages people to talk about their feelings.

Activity:

Slide 14:

1. Think about three things which would make you happy and would help your own mindfulness. Write these in the thought bubbles on your sheet.
2. Listen to the music and take some time to complete some mindfulness colouring.

Plenary/reflection:

Slide 15: Moral Development (SMSC reflection)

Slide 16: Individual Liberty (British Values reflection)

Slide 17: Global Goals

Reading recommendations:

Slide 19: Please share the Reading Recommendations list linked to today's theme: World Mental Health Day. This is now included to continue to raise the profile of reading for pleasure.