

CHILDREN'S RIGHTS RESOURCES

Introduction





What's in this pack?

In this resource pack you'll find everything you need to introduce your class to the United Nations Convention on the Rights of the Child (UNCRC) through Roald Dahl's characters.

The activities are divided into three sections each one focusing on a different well-loved character: Matilda, Sophie and James.

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About the Children's Rights Resources

These resources were developed with feedback from teachers using Roald Dahl stories in different ways in urban/rural, mainstream/SEND, monocultural/multicultural classrooms across the UK. The resources use the United Nations Convention on the Rights of the Child (UNCRC) as a frame and the experiences of some of Roald Dahl's child heroes as opportunities for children to learn about themselves, their rights and their relationships with the people around them.

Sophie, Matilda and James grow up in unconventional families including adopted carers and insect friends. Roald Dahl's books show that families come in all shapes and sizes. This makes them fantastic stories to explore empathy, resilience and connection among other topics. Unpacking the stories of these unconventional child heroes can help children build their capacity to cope with challenging circumstances.



Preparing to use the Children's Rights Resources

Sophie, Matilda and James experience difficult circumstances such as bullying, stereotyping and physical abuse. Although their stories, and these resources, also include wonderful examples of empathy, kindness and courage, it is possible that some of the difficult topics featured could lead to emotive discussions in the classroom.

These resources contain advice to help you to work through challenging discussions, which starts with getting yourself prepared. Read the resources and the extracts from the stories and consider the personal circumstances of your children and the potential impact of these topics. Consider staff training in trauma-informed practice. Are you and your colleagues confident handling these topics in the classroom?



You'll see this icon next to activities that might need prior thinking about. It refers you to further support within the resources.





Here are some starting points to help you prepare

- **Explore the issues as a class** — It's important to facilitate discussion with the children on concerns arising from the stories and activities. Make any issues part of the teaching and create opportunities for children to reflect on them.
- **Establish boundaries** — Referring to school anti-bullying charters (or creating your own using these resources) will help you to set ground rules and to establish mechanisms to tackle any difficulties that arise. Explain how language of the past may not be acceptable now and how it can be challenged.
- **Creating a safe environment** — Providing a safe and supportive space for children to absorb and process challenging topics is vital. Create support structures for students to discuss their concerns during and after lessons and make children aware of how to ask for help where they need it.
- **Creating discussion around the themes** — Spend time working through the events in the stories, the issues they raise and the range of emotions they evoke. This should help to enrich understanding of children's rights and the responsibilities of adults to protect them.
- *We recommend these resources created by Unicef and Oxfam:*
 - <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620473/gd-teaching-controversial-issues-290418-en.pdf>
 - <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/introducing-the-crc/>

Prior knowledge of the stories and characters

Testing the resources in a wide range of classrooms across the UK showed that these resources were most successful when the majority of children had some prior knowledge with the stories and characters – through reading the books *Matilda*, *The BFG*, and *James and the Giant Peach* or watching films based on these Roald Dahl stories. Please consider this when preparing to use the resources.





Who are the Children's Rights Resources for?

These resources have been created with and for busy teachers. They are designed to:

- Provide flexible activities with editable presentations, differentiated worksheets and supporting notes.
- Be interdisciplinary and cover Literacy, British Values, Citizenship and PSHE.
- Be suitable for UNICEF Rights Respecting Schools and for schools looking to learn more about the UN Convention on the Rights of the Child.
- Contain learning activities, tools and resources to explore different aspects of the UN Convention on the Rights of the Child

We have designed the resources for teachers of Year 3, 4, 5 and 6, but since Roald Dahl is studied by a range of year groups, the activities have not been assigned to specific curriculum levels. We haven't been prescriptive about how long an activity should take so that teachers may work their way through all the activities for one of three characters over a half term or mix and match different bite-sized activities, for example.



How teachers have used these resources

Here are some of the ways Y3 to Y6 teachers used the resources during our classroom testing.

Using the resources across the curriculum:

"I used the Matilda resources as part of a PSHE carousel day for three classes, starting with Meaningful Connections, then Safe Places and finishing with Learning Journey."

'I used them in PSHE to generate discussion and as also part of their writing curriculum, linking my PSHE lessons and English Plan together. They worked really well for Y4 upwards when children start to become more independent thinkers.'

"The activities were great for those 15 minute start of the day or after a break, bite-sized activities to get kids started, get kids thinking or to help break up a day."





Using the resources to explore bullying, stereotypes, being unkind or judgemental:

"The stories and resources are a great way to discuss conflict resolution, bullying and inclusion and how to approach, work through and resolve issues in the classroom. Real life examples of bullying, being unkind or judgemental about appearances are too raw."

"I have refugee children, looked after children and unconfident children in my class so I did read through the tips, tools and guidance notes. In the end I didn't have any issues using the resources, but I would definitely recommend teachers do some prior reading of the activities if they have children who might be affected by the issues the resource raises."



"The resources are great for Anti-Bullying Week and assemblies. We are going to use the poster in our class assembly, it's a great visual for generating activities and discussion beyond the rights resources and across the school and curriculum."

Using the resources to explore rights and responsibilities:

"The poster was brilliant, the children loved picking out the rights. The children related very well to the poster activities and it gave us an accessible frame through which to explore some very important, but challenging topics like war, refugees, abuse and neglect and discrimination."

"I learnt so much about the children through the resources, about where they lack confidence, where they feel safe and unsafe, about their lives at home, about how they view and exercise their rights as children. The resources unlocked very useful and interesting conversations."

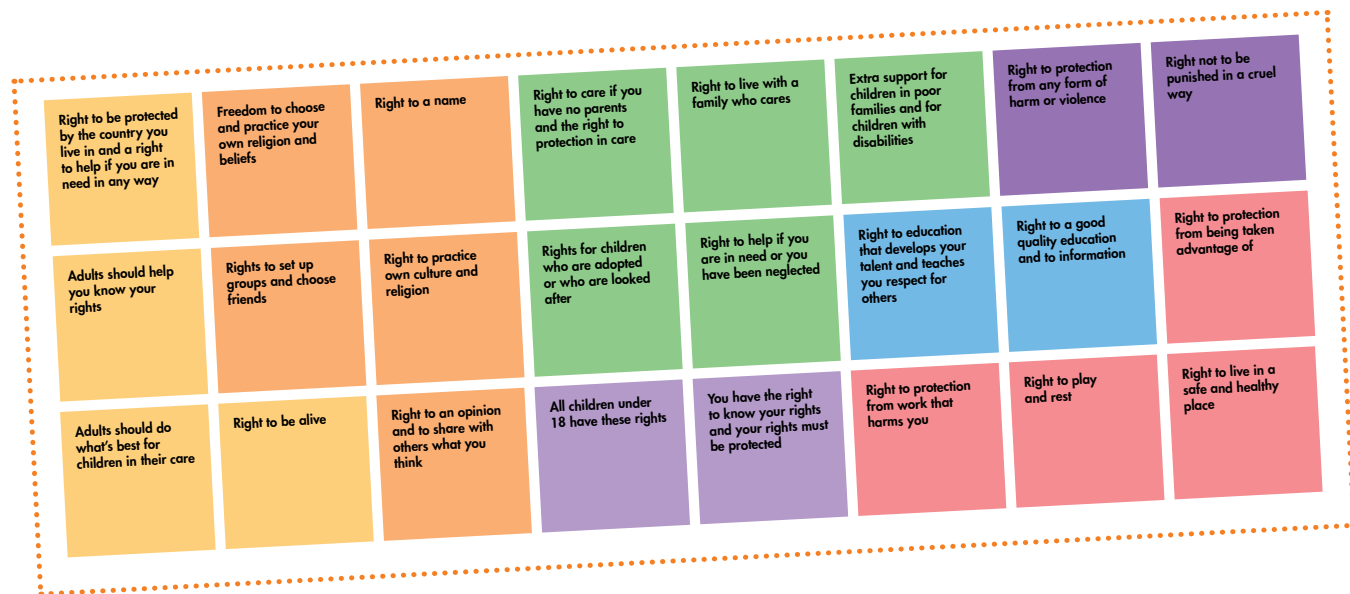


Rights Champion Checker Resources

Rights Champion Checker activities run throughout this set of resources. They are designed to support learning about the United Nations Convention on the Rights of the Child (UNCRC). The activities include learning about rights, learning through rights and learning about campaigning for rights – children claiming their own rights and speaking out on behalf of others. You may find the following two resources useful when completing these activities.

Rights Champion Resource

The activities in this resource focus on the 20 or so rights that occur most often in the three featured Roald Dahl stories. This selection of children's rights, freedoms and duties on adults to support children, is presented in the Rights Champion Resource which accompanies each activity.



UNCRC Rights Poster

The UNCRC covers these rights and more across 54 'articles' in the full Convention document. The complementary UNCRC Rights poster at A1 size summarises the 42 Articles which describe children's rights (Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights).

How do I order a poster for my classroom?

Digital versions to show on screen can be downloaded from our website, but you can also order a free A1 poster to display in class from learning@roalddahlmuseum.org



Activities relate to some, but not all of the rights shown on the poster. We recommend teachers familiarise themselves with all of the rights before displaying the poster as children may have questions about some Articles which mention issues such as trafficking, war and exploitation, for which these resources do not have specific activities.

More information can be found on the UNICEF UK website unicef.org.uk/what-we-do/un-convention-child-rights



Children's Rights Resources at a Glance

Child Hero	Learning Activities	Downloadable resources
Matilda	<p>Children explore the connections Matilda has to the other characters, the safe and unsafe spaces she encounters and the people, places and events she learns her greatest lessons from. They learn about kindness, difference, wellbeing, resilience and personal freedoms.</p> <p>They map their own meaningful connections, explore their own learning journeys and superpowers and create a class charter to ensure their classroom is a safe place.</p>	<ul style="list-style-type: none"> • Full resources (PDF)
James	<p>Children explore the different ways James is spoken to in the story, how he deals with his changing feelings and how James' friends help him to claim his rights as a child. They learn about kindness, diversity, wellbeing, understanding and justice.</p> <p>They plot their own feelings and emotions graphs, create kindness poems and campaign to create a welcoming classroom for new arrivals..</p>	<ul style="list-style-type: none"> • Full resources (PDF)
Sophie	<p>Children explore the unlikely friendship between Sophie and the BFG and learn about stereotypes and why we shouldn't judge people by their appearance. They learn about kindness, diversity, celebrating difference, empathy and justice.</p> <p>They debate the human rights issues that Sophie and the BFG discuss, create speeches fit for a queen and design rights- championing, super-sidekick characters.</p>	<ul style="list-style-type: none"> • Full resources (PDF)
Other links and resources	<p>If you have enjoyed teaching about rights, you could think about becoming a UNICEF Rights Respecting School.</p> <p>To learn more about the United Nations Convention on the Rights of the Child (UNCRC) or to download a digital version of the Roald Dahl UNCRC Rights Poster, use the links on the right.</p>	<ul style="list-style-type: none"> • Download poster (PDF) • More on UNCRC Children's Rights (link) • More on rights respecting schools (UNICEF) (link)



Curriculum Links and Activity Overviews



Title	Overview	Cross Curricular Links	Learning Objectives	UNCRC Rights
<p>Meaningful Connections</p> <p>3 Activities</p>	<p>Children map the connections Matilda has with other characters, considering positive and negative relationships and Matilda's rights as a child. They think about kindness, difference, empathy, and understanding.</p> <p>They create their own meaningful connections web and create a letter or poem of appreciation for someone they have a positive connection with.</p>	<ul style="list-style-type: none"> • Literacy — Shared reading, Grammar, Writing for purpose and audience, Poetry • British Values — Mutual tolerance and respect for diversity — Who am I? Who are we? How do we live together? • PSHE & Citizenship <ul style="list-style-type: none"> ○ Families and the people who care for me / Healthy families ○ Respecting difference ○ Caring friendships ○ Respectful and trusting relationships / Improving relationships 	<ul style="list-style-type: none"> • I know why it's important to have strong, meaningful connections • I know my rights about the care I am entitled to from my friends and family • I know where to go when I need help or I am lonely • I have explored different ways to develop & maintain positive connections 	<ul style="list-style-type: none"> • Right to live with a family who cares • Right to protection from any form of harm or violence • Right to set up groups and choose friends
<p>Safe Spaces</p> <p>3 Activities</p>	<p>Children consider all the different places Matilda visits in the story and discuss the features of safe and unsafe places. They think about fairness, empathy, justice and personal freedoms.</p> <p>They design and label their own dream safe space and create a class charter to ensure their classroom is a safe space for all children.</p>	<ul style="list-style-type: none"> • Literacy - Writing for purpose and audience, Creative writing, Poetry, Vocabulary • Art & Design • British Values — Individual liberty — Understanding my rights and personal freedoms • PSHE & Citizenship <ul style="list-style-type: none"> ○ Being safe — recognise where they feel safe and unsafe ○ Online safety ○ Asking for help and report concerns 	<ul style="list-style-type: none"> • I can identify the difference between safe and unsafe places • I know how to ask for help if I need it • I know why it's important for my mental health and wellbeing to feel safe and welcome when I am learning • I have made suggestions about how the school could feel even safer and more welcoming for new children 	<ul style="list-style-type: none"> • Right to live in a safe and healthy place • Adults should do what's best for children in their care • Adults should help you know your rights



Title	Overview	Cross Curricular Links	Learning Objectives	UNCRC Rights
<p>Learning Journeys and Learning Champions</p> <p>5 Activities</p>	<p>Children explore what, where and how Matilda learns her greatest lessons in the story.</p> <p>They think about personal freedoms, empathy and understanding, resilience, wellbeing and confidence.</p> <p>They then consider their own learning style and map all the reading they do in a day and explore their own learning style, skills and superpowers.</p>	<ul style="list-style-type: none"> • Literacy — Comprehension, Shared reading, Creative writing, Composition, Writing for audience and purpose, Vocabulary • Art & Design • British Values — Individual liberty — Understanding my rights and personal freedoms — Developing my knowledge, self-esteem, and confidence • PSHE & Citizenship <ul style="list-style-type: none"> o Self respect and how this links to happiness o How hobbies, interests and participation are beneficial for health and wellbeing o Confidence in ability to achieve well and persevere even when encountering setbacks or when their goals are distant o Responding calmly and rationally to setbacks and challenges 	<ul style="list-style-type: none"> • I know why it's important for children to have a good education • I have imagined and designed my own dream space for learning • I know my rights to school, education and how I should be treated when I am in school • I have a better understanding of how I like to learn and the people, places and tools that help me to learn • I understand why it's important to respect the different ways other children learn • I have celebrated my own learning style, skills and superpowers 	<ul style="list-style-type: none"> • Right to education that develops your talent and teaches you respect for others • Right to a good quality education and to information • Right to play and rest • Right to an opinion and to share with others what you think





Title	Overview	Cross Curricular Links	Learning Objectives	UNCRC Rights
<p>Nasty Beasts</p> <p>3 Activities</p>	<p>Children explore James' challenging life at the beginning of the story and record his feelings on an emotions graph.</p> <p>They think about kindness, wellbeing, personal freedoms, empathy and understanding, fairness and justice.</p> <p>They think about their own rights as a child, how they overcome challenges in their own life and create a welcoming campaign for a mystery visitor to the class.</p>	<ul style="list-style-type: none"> • Literacy — Shared reading, Comprehension, Composition, Vocabulary, Grammar, Writing for purpose and audience, Creative writing • British Values — Rule of Law — Why do we have rules and how to they protect me? / Individual liberty — Understanding my rights and personal freedoms - Accepting responsibility for my own behaviour and contributing positively to school and wider society • PSHE & Citizenship <ul style="list-style-type: none"> o The impact of isolation, loneliness, bullying on health and wellbeing o Mental health and emotional wellbeing o Self-control and self-regulation strategies o Goal setting and confidence in ability to achieve well o Responding calmly and rationally to setbacks and challenges o Talking about their own and others' feelings and emotions o The range of emotions o How to judge appropriate and proportionate behaviour 	<ul style="list-style-type: none"> • I know why it's important for all children to have rights that protect them from harm • I know why it's important for my mental health and wellbeing to have time to play and have fun • I know why it's important to always try to choose kinds words when speaking to other children and adults • I know why it's important to talk about my emotions and how I am feeling • I have thought about how to make other children feel welcome and safe 	<ul style="list-style-type: none"> • Right to protection from harm or violence • Right to have a name • Right to live in a safe and healthy place • Right to play and rest • Right to protection from work that harms you • Right not to be punished in a cruel way
<p>Champions of Kindness</p> <p>2 Activities</p>	<p>Children explore James' life at the end of the story and the unique and wonderful friends he makes along the way.</p> <p>They think about kindness, fairness, tolerance, anti-bullying, empathy and understanding.</p> <p>They create poems that celebrate the uniqueness of their classmates and create a kindness calendar or charter for the classroom</p>	<ul style="list-style-type: none"> • Literacy — Poetry, Shared reading, Comprehension, Vocabulary, Grammar, Writing for purpose and audience • British Values — Rule of Law — Why do we have rules and how to they protect me? / Democracy — having my voice heard / Individual liberty — Accepting responsibility for my own behaviour and contributing positively to the school and society • PSHE & Citizenship <ul style="list-style-type: none"> o Bullying o Mental health and emotional wellbeing o Respectful and trusting relationships 	<ul style="list-style-type: none"> • I know why it's important not to judge people by the way they look • I have thought about the unique talents and qualities that make my classmates different from me • I understand why it's important to celebrate difference • I understand why it's important to have charters and rules to encourage people to be kind 	<ul style="list-style-type: none"> • Adults should do what's best for children in their care • Right to set up groups and choose friends • Right to live with a family who cares • Right to an opinion and to share with others what you think



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<p>A Wonderful Welcome</p> <p>1 Activity</p>	<p>Children explore the warm welcome James receives when he arrives in New York.</p> <p>They think about kindness, empathy and understanding, fairness and justice.</p> <p>They think about arriving in a new country and not speaking the language and create a welcoming campaign for a mystery visitor to the class.</p>	<ul style="list-style-type: none"> • Literacy — Vocabulary, Creative writing, Writing for purpose and audience • Art & Design • British Values — Rule of Law — Why do we have rules and how do they protect me? / Democracy — having my voice heard / Individual liberty — Accepting responsibility for my own behaviour and contributing positively to the school and society • PSHE & Citizenship <ul style="list-style-type: none"> o Families and the people who care for me / Healthy families o Respecting difference o Caring friendships o Respectful and trusting relationships / Improving relationships 	<ul style="list-style-type: none"> • I know why it's important for the school and classroom to feel safe and welcoming for all children • I have thought about how new children must feel starting school • I have made suggestions about how to improve the school 	<ul style="list-style-type: none"> • Right to live in a safe and healthy place • Right to practice own culture, language and religion • Right to set up groups and choose friends





Title	Overview	Cross Curricular Links	Learning Objectives	UNCRC Rights
Smashing Stereotypes 3 Activities	Children listen to and explore the descriptions, looks and appearances of the BFG, the Giants and Sophie. They think about empathy and understanding, stereotypes, celebrating difference. They learn what stereotypes are and think about how the BFG and Sophie smash stereotypes in the story.	<ul style="list-style-type: none"> • Literacy — Shared reading, Comprehension, Vocabulary, Grammar, Composition • British Values — Mutual tolerance and respect for diversity — Who am I? Who are we? How do we live together? • PSHE & Citizenship <ul style="list-style-type: none"> ○ What a stereotype is and how stereotypes can be unfair, negative and destructive ○ Respecting difference 	<ul style="list-style-type: none"> • I understand it is wrong to be unkind to people that are different to me • I have learnt what a stereotype is and how stereotypes can be unfair, negative and destructive • I have thought about the ways I am unique and different and the rights that protect me from discrimination because of how I look, sound or behave or what I believe in 	<ul style="list-style-type: none"> • Right not to be discriminated against • Right to practice own culture, language and religion • Right to set up groups and choose friends
Bone Crunching Bully Beaters 2 Activities	Children explore the friendship between the BFG and Sophie. They think about kindness, bullying, difference, empathy and understanding, fairness and justice, celebrating difference. They create a Super Sidekick character that celebrates how they make a great friend, ally and supporter.	<ul style="list-style-type: none"> • Literacy - Shared reading, Comprehension, Vocabulary, Grammar, Writing for purpose and audience • Art & Design • British Values — Individual liberty — freedom of choice and the right to respectfully express views and beliefs in a safe environment / Mutual tolerance and respect for diversity — Who am I? Who are we? How do we live together? • PSHE & Citizenship <ul style="list-style-type: none"> ○ What a stereotype is and how stereotypes can be unfair, negative and destructive ○ Relationship education / Respectful and trusting relationships ○ Respecting difference ○ Caring friendships 	<ul style="list-style-type: none"> • I can celebrate the uniqueness of each individual and the power of being different • I can explore ways I am free to be me and I understand ways to help others to be free to be themselves • I have thought about my own qualities, skills and superpowers as a superhero and sidekick 	<ul style="list-style-type: none"> • Right to practice own culture, language and religion • Right to set up groups and choose friends • Defending the rights of all children



Title	Overview	Cross Curricular Links	Learning Objectives	UNCRC Rights
<p>Rights Champions</p> <p>3 Activities</p>	<p>Children explore the BFG's experience of bullying and discuss human rights and children's rights.</p> <p>They think about personal freedoms, empathy and understanding, celebrating difference, fairness and justice.</p> <p>They take part in a debate and create a speech fit for a queen about one of the UNCRC Children's Rights they strongly want to defend.</p>	<ul style="list-style-type: none"> • Literacy — Debating, Shared reading, Comprehension, Composition, Vocabulary, Grammar, Writing for purpose and audience • British Values — Democracy — having my voice heard / Mutual tolerance and respect for diversity — respecting different opinions and views / Individual liberty — Accepting responsibility for my own behaviour and contributing positively to the school & wider society / Rule of law — understanding the importance of rules & learning about right & wrong • PSHE & Citizenship <ul style="list-style-type: none"> o The knowledge and skills to make sound decisions o Active participation in the school and wider community o Considering the needs of others and practising service to others 	<ul style="list-style-type: none"> • I can identify different types of bullying and I know where to go for help if I need it or I see it happening to someone else • I understand why we need rules to stop bullying from happening in our school • I have written a speech defending a children's right I feel passionately about • I have shared my opinion in a debate 	<ul style="list-style-type: none"> • Freedom to choose and practice your own religion and beliefs • Right to an opinion and to share with others what you think • Right to protection from harm or violence • Right not to be discriminated against

