

CHILDREN'S RIGHTS RESOURCES

James





What's in this pack?

Nasty Beasts — activity 1	3
Nasty Beasts — activity 2	14
Nasty Beasts — activity 3	19
Champions of Kindness — activity 1	24
Champions of Kindness — activity 2	32
A Wonderful Welcome	45



James



CHILDREN'S RIGHTS RESOURCES



Nasty Beasts — activity 1

James' Rights



Activity overview

James' Rights

Comprehension

Class discussion

Focus: the start of the story

Themes: Children's Rights, Empathy, Loneliness, Mental Health and Wellbeing

Activity instructions

1. Read aloud **Extract 1** and **Extract 2**.
 - Class discussion: How does it make you feel reading about James' life at the start of the story? How do you think James feels?
2. Show the **Rights Champion Resource**. Ask the children:
 - Which rights have been taken away from James in this part of the story? (Right to play, right to care, rights for Looked After Children, right to live in a safe place, protection from punishment, right to a name, right to have friends.)
 - Highlight in the text all the examples where James doesn't have his rights as a child respected. (Blank and highlighted extract provided.)
 - If you've read the whole story: What other rights does James miss out on? (Education, knowing his rights, having to work/being taken advantage of, not given food.)
 - **Rights Champion Checker**: James should have all of his rights respected but which one would make the biggest difference to him? Discussion in pairs.

Consider potential triggers around loss, bullying or abuse – use Teachers' notes to aid discussion.



Slides and worksheets

Extract 1: James and the Giant Peach.
Chapter 1. Page 5

Worked example on page 9

Extract 2: James and the Giant Peach.
Chapter 2. Page 7

Worked example on page 11

Rights Champion Resource. Page 13



Nasty Beasts — activity 1



Extract 1: *James and the Giant Peach*. Chapter 1

Here is James Henry Trotter when he was about four years old.

Up until this time, he had had a happy life, living peacefully with his mother and father in a beautiful house beside the sea. There were always plenty of other children for him to play with, and there was the sandy beach for him to run about on, and the ocean to paddle in. It was the perfect life for a small boy.

Then, one day, James's mother and father went to London to do some shopping, and there a terrible thing happened. Both of them suddenly got eaten up (in full daylight, mind you, and on a crowded street) by an enormous angry rhinoceros which had escaped from the London Zoo. Now this, as you can well imagine, was a rather nasty experience for two such gentle parents. But in the long run it was far

nastier for James than it was for them. Their troubles were all over in a jiffy. They were dead and gone in thirty-five seconds flat. Poor James, on the other hand, was still very much alive, and all at once he found himself alone and frightened in a vast unfriendly world. The lovely house by the seaside had to be sold immediately, and the little boy, carrying nothing but a small suitcase containing a pair of pajamas and a toothbrush, was sent away to live with his two aunts.

Their names were Aunt Sponge and Aunt Spiker, and I am sorry to say that they were both really horrible people. They were selfish and lazy and cruel, and right from the beginning they started beating poor James for almost no reason at all. They never called him by his real name, but always referred to him as "you disgusting little beast" or

"you filthy nuisance" or "you miserable creature," and they certainly never gave him any toys to play with or any picture books to look at. His room was as bare as a prison cell.



Continued...



Nasty Beasts — activity 1



Extract 1: *James and the Giant Peach*. Chapter 1

They lived – Aunt Sponge, Aunt Spiker, and now James as well – in a queer ramshackle house on the top of a high hill in the south of England. The hill was so high that from almost anywhere in the garden James could look down and see for miles and miles across a marvellous landscape of woods and fields; and on a very clear day, if he looked in the right direction, he could see a tiny gray dot far away on the horizon, which was the house that he used to live in with his beloved mother and father. And just beyond that, he could see the ocean itself – a long thin streak of blackish-blue, like a line of ink, beneath the rim of the sky.

But James was never allowed to go down off the top of

that hill. Neither Aunt Sponge nor Aunt Spiker could ever be bothered to take him out herself, not even for a small walk or a picnic, and he certainly wasn't permitted to go alone. "The nasty little beast will only get into mischief if he goes out of the garden," Aunt Spiker had said. And terrible punishments were promised him, such as being locked up in the cellar with the rats for a week, if he even so much as dared to climb over the fence.

The garden, which covered the whole of the top of the hill, was large and desolate, and the only tree in the entire place (apart from a clump of dirty old laurel bushes at the far end) was an ancient peach tree that never gave any peaches.

There was no swing, no seesaw, no sand pit, and no other children were ever invited to come up the hill to play with poor James. There wasn't so much as a dog or a cat around to keep him company. And as time went on, he became sadder and sadder, and more and more lonely, and he used to spend hours every day standing at the bottom of the garden, gazing wistfully at the lovely but forbidden world of woods and fields and ocean that was spread out below him like a magic carpet.





Nasty Beasts — activity 1



Extract 2: *James and the Giant Peach*. Chapter 2

It all started on a blazing hot day in the middle of summer. Aunt Sponge, Aunt Spiker, and James were all out in the garden. James had been put to work, as usual. This time he was chopping wood for the kitchen stove. Aunt Sponge and Aunt Spiker were sitting comfortably in deck-chairs nearby, sipping tall glasses of fizzy lemonade and watching him to see that he didn't stop work for one moment.

....

Poor James was still slaving away at the chopping-block. The heat was terrible. He was sweating all over. His arm was aching. The chopper was a large blunt thing far too

heavy for a small boy to use. And as he worked, James began thinking about all the other children in the world and what they might be doing at this moment. Some would be riding tricycles in their gardens. Some would be walking in cool woods and picking bunches of wild flowers. And all the little friends whom he used to know would be down by the seaside, playing in the wet sand and splashing around in the water...

Great tears began oozing out of James's eyes and rolling down his cheeks. He stopped working and leaned against the chopping-block, overwhelmed by his own unhappiness.

"What's the matter with you?" Aunt Spiker screeched,

glaring at him over the top of her steel spectacles.

James began to cry.

"Stop that immediately and get on with your work, you nasty little beast!" Aunt Sponge ordered.

"Oh, Auntie Sponge!" James cried out. "And Auntie Spiker! Couldn't we all - please - just for once - go down to the seaside on the bus? It isn't very far - and I feel so hot and awful and lonely..."

"Why, you lazy good-for-nothing brute!" Aunt Spiker shouted.

"Beat him!" cried Aunt Sponge.

Continued...



Extract 2: *James and the Giant Peach*. Chapter 2

"I certainly will!" Aunt Spiker snapped. She glared at James, and James looked back at her with large frightened eyes.

"I shall beat you later on in the day when I don't feel so hot," she said. "And now get out of my sight, you disgusting little worm, and give me some peace!"

James turned and ran. He ran off as fast as he could to the far end of the garden and hid himself behind that clump of dirty old laurel bushes that we mentioned earlier on. Then he covered his face with his hands and began to cry and cry.





Nasty Beasts — activity 1

Worked example



Extract 1: *James and the Giant Peach*. Chapter 1

Here is James Henry Trotter when he was about four years old.

Up until this time, he had had a happy life, living peacefully with his mother and father in a beautiful house beside the sea. There were always plenty of other children for him to play with, and there was the sandy beach for him to run about on, and the ocean to paddle in. It was the perfect life for a small boy.

Then, one day, James's mother and father went to London to do some shopping, and there a terrible thing happened. Both of them suddenly got eaten up (in full daylight, mind you, and on a crowded street) by an enormous angry rhinoceros which had escaped from the London Zoo. Now this, as you can well imagine, was a rather nasty experience for two such gentle parents. But in the long run it was far

nastier for James than it was for them. Their troubles were all over in a jiffy. They were dead and gone in thirty-five seconds flat. Poor James, on the other hand, was still very much alive, and all at once he found himself alone and frightened in a vast unfriendly world. The lovely house by the seaside had to be sold immediately, and the little boy, carrying nothing but a small suitcase containing a pair of pajamas and a toothbrush, was sent away to live with his two aunts.

Their names were Aunt Sponge and Aunt Spiker, and I am sorry to say that they were both really horrible people. They were selfish and lazy and cruel, and right from the beginning they started beating poor James for almost no reason at all. They never called him by his real name, but always referred to him as "you disgusting little beast" or

"you filthy nuisance" or "you miserable creature," and they certainly never gave him any toys to play with or any picture books to look at. His room was as bare as a prison cell.



Continued...



Nasty Beasts — activity 1

Worked example



Extract 1: *James and the Giant Peach*. Chapter 1

They lived – Aunt Sponge, Aunt Spiker, and now James as well – in a queer ramshackle house on the top of a high hill in the south of England. The hill was so high that from almost anywhere in the garden James could look down and see for miles and miles across a marvellous landscape of woods and fields; and on a very clear day, if he looked in the right direction, he could see a tiny gray dot far away on the horizon, which was the house that he used to live in with his beloved mother and father. And just beyond that, he could see the ocean itself – a long thin streak of blackish-blue, like a line of ink, beneath the rim of the sky.

But James was never allowed to go down off the top of

that hill. Neither Aunt Sponge nor Aunt Spiker could ever be bothered to take him out herself, not even for a small walk or a picnic, and he certainly wasn't permitted to go alone. "The nasty little beast will only get into mischief if he goes out of the garden," Aunt Spiker had said. And terrible punishments were promised him, such as being locked up in the cellar with the rats for a week, if he even so much as dared to climb over the fence.

The garden, which covered the whole of the top of the hill, was large and desolate, and the only tree in the entire place (apart from a clump of dirty old laurel bushes at the far end) was an ancient peach tree that never gave any peaches.

There was no swing, no seesaw, no sand pit, and no other children were ever invited to come up the hill to play with poor James. There wasn't so much as a dog or a cat around to keep him company. And as time went on, he became sadder and sadder, and more and more lonely, and he used to spend hours every day standing at the bottom of the garden, gazing wistfully at the lovely but forbidden world of woods and fields and ocean that was spread out below him like a magic carpet.





Nasty Beasts — activity 1

Worked example



Extract 2: *James and the Giant Peach*. Chapter 2

It all started on a blazing hot day in the middle of summer. Aunt Sponge, Aunt Spiker, and James were all out in the garden. James had been put to work, as usual. This time he was chopping wood for the kitchen stove. Aunt Sponge and Aunt Spiker were sitting comfortably in deck-chairs nearby, sipping tall glasses of fizzy lemonade and watching him to see that he didn't stop work for one moment.

....

Poor James was still slaving away at the chopping-block. The heat was terrible. He was sweating all over. His arm was aching. The chopper was a large blunt thing far too

heavy for a small boy to use. And as he worked, James began thinking about all the other children in the world and what they might be doing at this moment. Some would be riding tricycles in their gardens. Some would be walking in cool woods and picking bunches of wild flowers. And all the little friends whom he used to know would be down by the seaside, playing in the wet sand and splashing around in the water...

Great tears began oozing out of James's eyes and rolling down his cheeks. He stopped working and leaned against the chopping-block, overwhelmed by his own unhappiness.

"What's the matter with you?" Aunt Spiker screeched,

glaring at him over the top of her steel spectacles.

James began to cry.

"Stop that immediately and get on with your work, you nasty little beast!" Aunt Sponge ordered.

"Oh, Auntie Sponge!" James cried out. "And Auntie Spiker! Couldn't we all - please - just for once - go down to the seaside on the bus? It isn't very far - and I feel so hot and awful and lonely..."

"Why, you lazy good-for-nothing brute!" Aunt Spiker shouted.

"Beat him!" cried Aunt Sponge.

Continued...



Worked example

Extract 2: *James and the Giant Peach*. Chapter 2

"I certainly will!" Aunt Spiker snapped. She glared at James, and James looked back at her with large frightened eyes.

"I shall beat you later on in the day when I don't feel so hot," she said. "And now get out of my sight, you disgusting little worm, and give me some peace!"

James turned and ran. He ran off as fast as he could to the far end of the garden and hid himself behind that clump of dirty old laurel bushes that we mentioned earlier on. Then he covered his face with his hands and began to cry and cry.





Nasty Beasts — activity 1

Rights Champion Resource



Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: [unicef.org.uk/what-we-do/un-convention-child-rights](https://www.unicef.org.uk/what-we-do/un-convention-child-rights).



Nasty Beasts — activity 2

Feelings and Emotions Tracker



Nasty Beasts — activity 2



Activity overview

Feelings and emotions tracker

Worksheet activity

Vocabulary

Focus: the start of the story

Themes: Overcoming Challenges,
Understanding the range of
Emotions, Resilience, Mental
Wellbeing

Activity instructions

1. Provide copies of **Emotions Graph A** worksheet:

- At the beginning of the story, James experiences lots of challenges. Ask children to plot James's emotions in the lead up to discovering the peach on the **Emotions Graph A** worksheet (worked example provided to help model the activity - **Emotions Graph B**).

2. Ask children to share their graphs and discuss:

- Do all the graphs look the same? How do James's emotions go up and down?
- Stretch: Label the graph with more complex adjectives that describe his feelings and emotions at each stage.
- Does James have other people to talk to or to help him at each stage of the story? How do you think this makes him feel?
- **Rights Champion Checker:** Are there rights to protect children from dealing with challenges like this on their own? Class discussion using the **Rights Champion Resource**.

Extension Activity:

- Have you ever experienced a challenging situation? How did you get through it? Draw out: other people were kind, my friends/adults helped me, said nice things to me.
- Use the **Emotions Graph A** worksheet to plot a challenging event in your life and the events leading up to it and afterwards. Think about the people that helped you along the way and how each event made you feel.

Slides and worksheets

Emotions Graph A. Page 16

Emotions Graph B. Page 17

Rights Champion Resource. Page 18



Nasty Beasts — activity 2

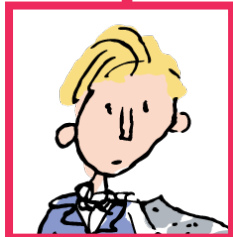
Emotions Graph A



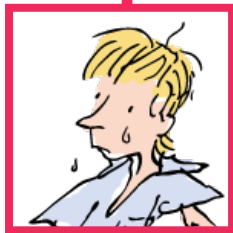
Excited



Happy



Okay/Not sure



Sad

A horizontal sequence of seven empty square boxes connected by a red line, intended for recording observations during the activity.



Nasty Beasts — activity 2

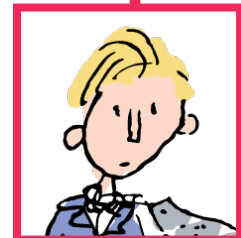
Emotions Graph B



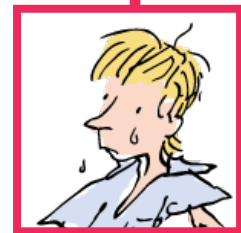
Excited



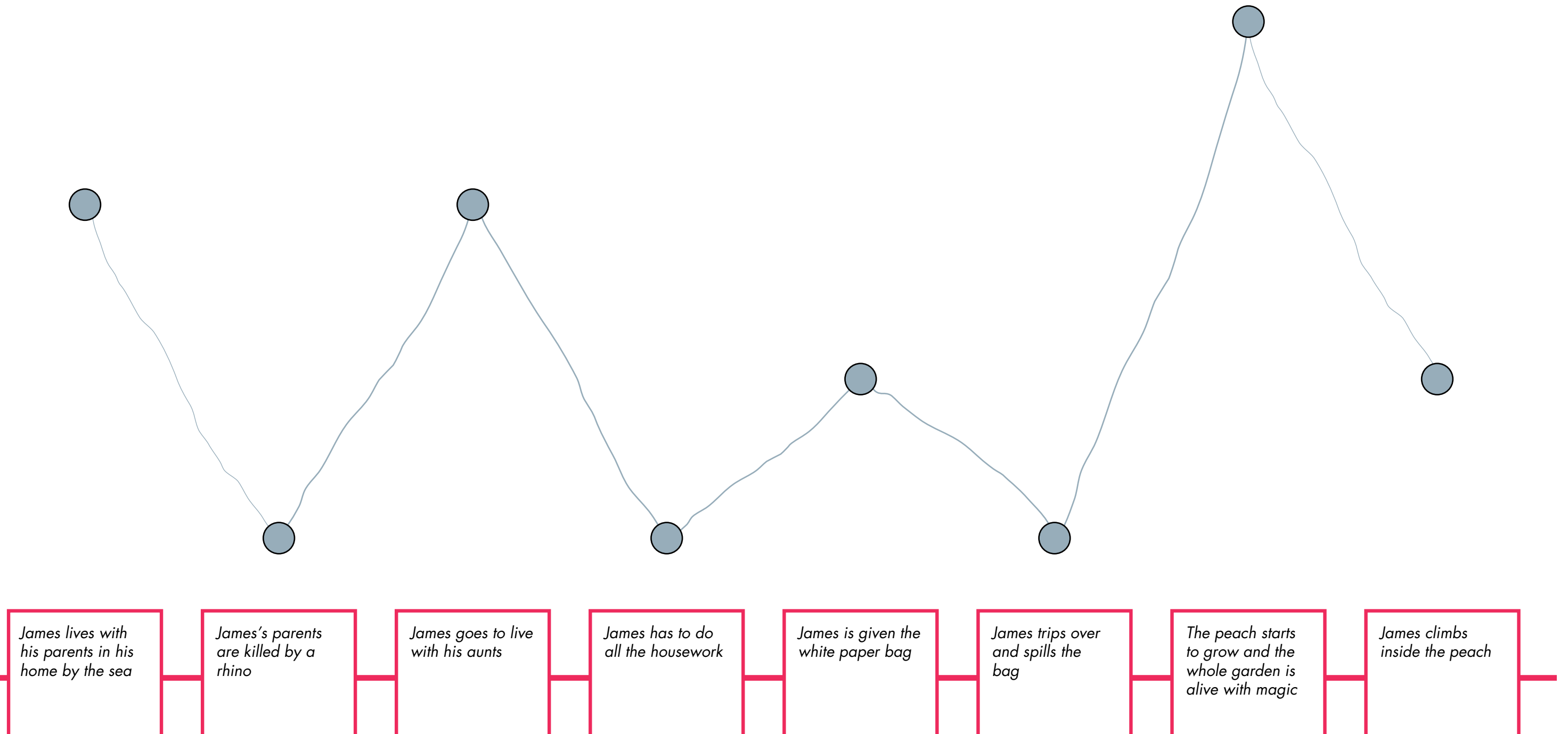
Happy



Okay/Not sure



Sad





Nasty Beasts — activity 2

Rights Champion Resource



Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: [unicef.org.uk/what-we-do/un-convention-child-rights](https://www.unicef.org.uk/what-we-do/un-convention-child-rights).



Nasty Beasts — activity 3

Spiky Speakers and Silky Speakers



Nasty Beasts — activity 3



Activity overview

Spiky Speakers and Silky Speakers

Comprehension
Class discussion

Themes: Kindness, Respect,
Resilience

Activity instructions

1. Show **Spiky Speakers** page and **Silky Speakers** page. Ask the children to:
 - Compare the different ways James is spoken to by his aunts and by the creatures he meets .
 - Have you ever been spoken to by adults in this way by adults before? How did it make you feel? Did you ask anyone for help?
 - **Rights Champion Checker:** There are rights that relate to kindness and being kind. Which right(s) protect children from being treated by adults in a cruel way? Discussion in pairs using the **Rights Champion Resource**.
 - In pairs, discuss and then role play: How do you like to be spoken to?
 - Class discussion: Which words, phrases, thoughts and feelings were the most common?

Slides and worksheets

Spiky Speakers. Page 21

Silky Speakers. Page 22

Rights Champion Resource. Page 23



Nasty Beasts — activity 3

Spiky Speakers



"Shut up, you little twerp!...It's none of your business!"

"Stop that immediately and get on with your work, you nasty little beast!"



"Why, you lazy good-for-nothing brute!"

(James and the Giant Peach, Chapter 2)

"Could I please have something to eat... I haven't had anything all day."



"No! ...We're too busy to make food! We are counting our money!"



(James and the Giant Peach, Chapter 8)



Nasty Beasts — activity 3

Silky Speakers



Glow-worm: "Welcome, my dear boy, welcome - and goodnight!"

Grasshopper: "We've been waiting for you all day long... We thought you were never going to turn up. I'm glad you made it."

Centipede: "Cheer up, my boy, cheer up!"

Ladybird: "You mustn't be frightened... We wouldn't dream of hurting you. You are one of us now, didn't you know that? You are one of the crew. We're all in the same boat."

(Glow-worm: Chapter 13, Grasshopper, Ladybird and Centipede: Chapter 11)



Nasty Beasts — activity 3

Rights Champion Resource



Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: [unicef.org.uk/what-we-do/un-convention-child-rights](https://www.unicef.org.uk/what-we-do/un-convention-child-rights).

James



CHILDREN'S RIGHTS RESOURCES



Champions of Kindness — activity 1

Uniquely Marvellous Friends



Activity overview

Uniquely Marvellous Friends

Comprehension

Shared reading

Poetry reading & writing activity

Presenting

Themes: Celebrating difference,
Kindness, Tolerance, Respect

Focus: the end of the story

Activity instructions

1. Show **Extract 3** and **Extract 4**. Ask the children:

- How does James feel in the extract you've just read? Which part of the story is the extract taken from? How has James's life changed?
- Why does James describe it as the "most marvellous thing that ever happened" on **Extract 3**?
- How is James treated at this stage of the story? How is he spoken to? How have his feelings towards his insect friends changed?

2. Show **Extract 5**. Ask the children:

- How does James feel about his friends at the end of the story?
- Read **Extract 5** as a class. Why has James created the poem? (To share with the world how kind, talented and clever his friends are, so they can find jobs and so people don't judge them by how they look. Draw out the fact that James finds positive things to say, even about the characters who are very different from the local New Yorkers.)

- Provide copies of **The Nicest Creatures in the World** for the children to complete and use the **Personality Traits** to help with vocabulary if you need it.
 - What talents and positive qualities does James highlight about each creature? (James uses adjectives to describe his closest friends, but minor characters are portrayed in less detail so children will need to 'read between the lines.')
 - **Rights Champion Checker:** How has James claimed his rights and how have his friends helped him? (Surrounded by people who care about him, chosen his own friends, safe place to life, having fun and being happy.)
3. **Uniquely Marvellous Poems:** Create a poem with two rhyming lines about each person in your group.
- Think about the qualities and talents that make each person 'uniquely marvellous.'
 - Ask children to share their poems and reflect. Draw out the fact that everyone has something uniquely marvellous about them, it's important to try and find that quality in people, even if they aren't in your immediate friendship group.

Slides and worksheets

Extract 3, James and the Giant Peach,
chapter 38. Page 26

Extract 4, James and the Giant Peach,
chapter 39. Page 27

Extract 5, The Nicest Creatures in the
World, chapter 28. Page 28

Personality Traits. Page 30

The Nicest Creatures in the World
Worksheet. Page 31



Extract 3: *James and the Giant Peach*, chapter 38

// The procession was moving slowly along Fifth Avenue when suddenly a little girl in a red dress ran out from the crowd and shouted, "Oh, James, James! Could I please have just a tiny taste of your marvellous peach?"

"Help yourself!" James shouted back. "Eat all you want! It won't keep forever, anyway!"

No sooner had he said this than about fifty other children exploded out of the crowd and came running onto the street.

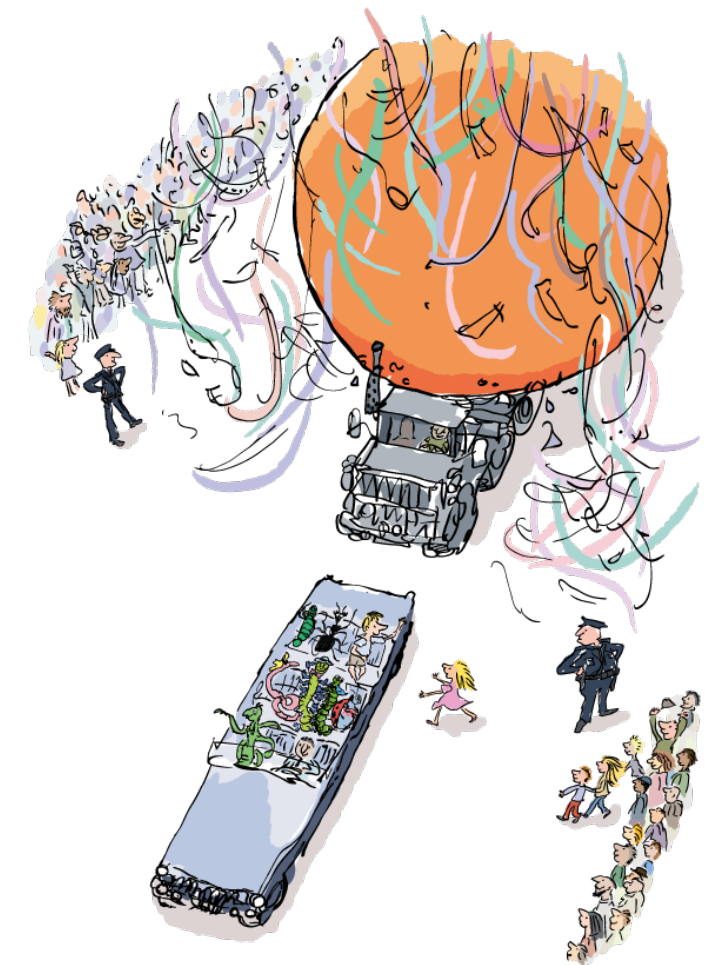
"Can we have some, too?" they cried.

"Of course you can!" James answered. "Everyone can have some!"

The children jumped up onto the truck and swarmed like

ants all over the giant peach, eating and eating to their heart's content. And as the news of what was happening spread quickly from street to street, more and more boys and girls came running from all directions to join the feast. Soon, there was a trail of children a mile long chasing after the peach as it proceeded slowly up Fifth Avenue. Really, it was a fantastic sight. To some people it looked as though the Pied Piper of Hamelin had suddenly descended upon New York. And to James, who had never dreamed that there could be so many children as this in the world, **it was the most marvellous thing that had ever happened.**

By the time the procession was over, the whole gigantic fruit had been completely eaten up, and only the big brown stone in the middle, licked clean and shiny by ten thousand eager little tongues, was left standing on the truck.





Champions of Kindness — activity 1



Extract 4: *James and the Giant Peach*, chapter 39

And all you had to do any day of the week was to go and knock upon the door, and the door would always be opened to you, and you would always be asked to come inside and see the famous room where James had first met his friends. And sometimes, if you were very lucky, you would find the Old-Green-Grasshopper in there as well, resting peacefully in a chair before the fire, or perhaps it would be the Ladybird who had dropped in for a cup of tea and a gossip, or the Centipede to show off a new batch of particularly elegant boots that he had just acquired.

Every day of the week, hundreds and hundreds of children from far and near came pouring into the City to see the marvellous peach stone in the Park. And James Henry Trotter, who once, if you remember, had been the saddest and loneliest little boy that you could find, now had all the friends and playmates in the world. And because so many of them were always begging him to tell and tell again the story of his adventures on the peach, he thought it would be nice if one day he sat down and wrote it as a book. So he did. And that is what you have just finished reading.





Extract 5: The Nicest Creatures in the World, chapter 38

// “My friends, this is the Centipede, and let me make it known
He is so sweet and gentle that (although he’s overgrown)
The Queen of Spain, again and again, has summoned him by phone
To baby-sit and sing and knit and be a chaperone
When nurse is off and all the royal children are alone.”
 (“Small wonder,” said a Fireman, “they’re no longer on the throne.”)

“The Earthworm, on the other hand,”
Said James, beginning to expand,
“Is great for digging up the land
And making old soils newer.
Moreover, you should understand
He would be absolutely grand

For digging subway tunnels and
For making you a sewer.”
(The Earthworm blushed and beamed with pride.
Miss Spider clapped and cheered and cried,
“Could any words be truer?”)

“And the Grasshopper, ladies and gents, is a boon
In millions and millions of ways.
You have only to ask him to give you a tune
And he plays and he plays and he plays.
As a toy for your children he’s perfectly sweet;
There’s nothing so good in the shops —
You’ve only to tickle the soles of his feet
And he hops and he hops and he hops.”
 (“He can’t be very fierce!” exclaimed
The Head of all the Cops.)

“And now without excuse
I’d like to introduce
This charming Glow-worm, lover of simplicity.
She is easy to install
On your ceiling or your wall,
And although this smacks a bit of eccentricity,
It’s really rather clever
For thereafter you will never
You will NEVER NEVER NEVER
Have the slightest need for using electricity.”
(At which, no less than fifty-two
Policemen cried, “If this is true
That creature’ll get some fabulous publicity!”)

Continued...



Champions of Kindness — activity 1



Extract 5: The Nicest Creatures in the World, chapter 38

“And here we have Miss Spider
With a mile of thread inside her
Who has personally requested me to say
The she’s NEVER met Miss Muffet
On her charming little tuffet —
If she had she’d NOT have frightened her away.
Should her looks sometimes alarm you
Then I don’t think it would harm you
To repeat at least a hundred times a day:
‘I must NEVER kill a spider
I must only help and guide her
And invite her in the nursery to play.’”
(The Police all nodded slightly,
And the Firemen smiled politely,
And about a dozen people cried, “Hooray!”)

“And here’s my darling Ladybird, so beautiful, so kind,
My greatest comfort since this trip began.
She has four hundred children and she’s left them all behind,
But they’re coming on the next peach if they can.”
(The Cops cried, “She’s entrancing!”
All the Firemen started dancing,
And the crowds all started cheering to a man!)

“And now the Silkworm,” James went on,
“Whose silk will bear comparison
With all the greatest silks there are
In Rome of Philadelphia.
If you would search the whole world through
From Paraguay to Timbuctoo
I don’t think you would find one bit
Of silk that could compare with it.

Even the shops in Singapore
Don’t have the stuff. And what is more,
The Silkworm had, I’ll have you know,
The honour, not so long ago,
To spin and weave and sew and press
The Queen of England’s wedding dress.
And she’s already made and sent
A waistcoat for your President.”
(“Well, good for her!” the Cops cried out,
And all at once a mighty shout
Went up around the Empire State,
“Let’s get them down at once! Why WAIT?”)





Champions of Kindness — activity 1

Personality Traits



Responsible	Lazy	FRIENDLY
Timid	Adventurous	SHY
DARING	LOVING	Boisterous
Impulsive	RESERVED	BOSSY
WITTY	Energetic	Cheerful

HONEST	Brave	Mischievous
Happy	THOUGHTFUL	Demanding
Leader	Conceited	Kind-hearted
INTELLIGENT	Excitable	Vain
Compassionate	Gentle	WILD
Proud	Courageous	Serious
Funny	SAD	Selfish
UNSELFISH	Considerate	IMAGINATIVE



Champions of Kindness — activity 1

The Nicest Creatures in the World



In the poem, James compliments his friends on their talents and skills and describes them in a positive way.

Read the poem carefully and write your ideas here.

Out of all the creatures, who do you think is James's best friend?

	Adjective	Talent and skills	Personality traits
Centipede			
Earthworm			
Grasshopper			
Ladybird			
Miss Spider			

James



CHILDREN'S RIGHTS RESOURCES



Champions of Kindness — activity 2

Kindness Champions



Activity overview

Kindness Champions

Class discussion
Shared reading
Comprehension
Composition
Vocabulary

Creating a Kindness
Calendar or Kindness
Charter activity

Themes: Kindness,
Children's Rights,
Tolerance, Empathy,
Anti-bullying

Focus: the end of the
story

Activity instructions

- Discuss 'kindness' with the children:
 - Ask children to think about the word kind - what does it mean, can they give examples of when other children in the class have been kind to them? Can they give examples of when adults at home or in school have been kind to them?
 - Explain to the children that when you are treated well and your rights are met, it makes you feel happier and it makes it easier for you to help other people and think about their feelings. Introduce the idea that kindness is learnt and can require effort.
 - Give each group, copies of either **Extract 3**, **Extract 4** or **Extract 5**. How does James treat the other characters (children and insect friends) in the text? How does he speak about them or speak to them? Highlight all the examples of kindness you can find in the extracts (blank and highlighted extract provided).
- Share the **The United Nations Convention on the Rights of the Child** slide and discuss with the class why it's important for children's basic rights and rights to care, education and happiness to be protected.
 - Do you have any charters in your school? Share examples of anti-bullying charters or other lists of rules / codes of conduct.
 - Why are charters important and who do you think writes them? They set out ground rules and expectations and are usually written by the people in charge, but we can all create charters - then we can all agree what we are signing up to! They are a good way to welcome people to a new country, school or class so people know what to expect from others and what is expected from them.
- Create a **Kindness Charter**
 - In groups, ask children to write down as many 'ways to be kind' they can think of.
 - They may come up with lots of ideas, but explain that they need to agree on a top three to share with the class.
 - Ask each group to present their top three.
 - Each child, pair or group to write and illustrate an act or article to go onto the charter / calendar.
 - Extension Activity: If the children are bursting with ideas, each group could create a **Kindness Charter** or each child could create a **Kindness Calendar** (using their top 12 kindness acts to go on the calendar).

Slides and worksheets

Extract 3, James and the Giant Peach, chapter 38.
Page 34 *Worked example on page 38*

Extract 4, James and the Giant Peach, chapter 39.
Page 35 *Worked example on page 39*

Extract 5, The Nicest Creatures in the World, chapter 28.
Page 36 *Worked example on page 40*

The United Nations Convention on the Rights of the Child.
Page 41

Kindness Charter.
Page 42

Kindness Calendar.
Page 43



Extract 3: *James and the Giant Peach*, chapter 38

// The procession was moving slowly along Fifth Avenue when suddenly a little girl in a red dress ran out from the crowd and shouted, "Oh, James, James! Could I please have just a tiny taste of your marvellous peach?"

"Help yourself!" James shouted back. "Eat all you want! It won't keep forever, anyway!"

No sooner had he said this than about fifty other children exploded out of the crowd and came running onto the street.

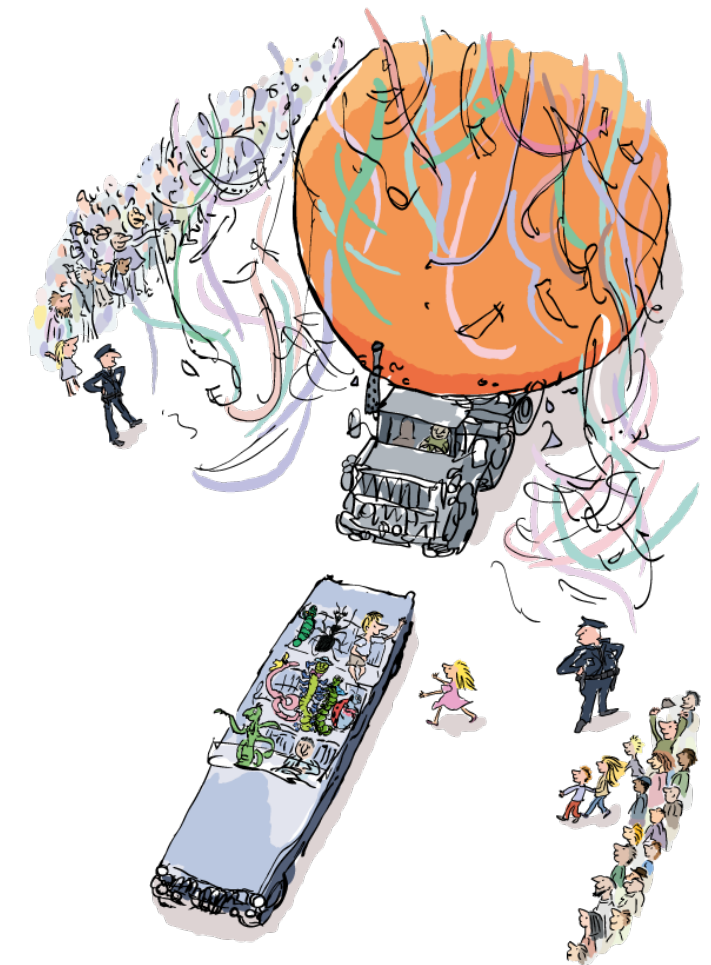
"Can we have some, too?" they cried.

"Of course you can!" James answered. "Everyone can have some!"

The children jumped up onto the truck and swarmed like

ants all over the giant peach, eating and eating to their heart's content. And as the news of what was happening spread quickly from street to street, more and more boys and girls came running from all directions to join the feast. Soon, there was a trail of children a mile long chasing after the peach as it proceeded slowly up Fifth Avenue. Really, it was a fantastic sight. To some people it looked as though the Pied Piper of Hamelin had suddenly descended upon New York. And to James, who had never dreamed that there could be so many children as this in the world, **it was the most marvellous thing that had ever happened.**

By the time the procession was over, the whole gigantic fruit had been completely eaten up, and only the big brown stone in the middle, licked clean and shiny by ten thousand eager little tongues, was left standing on the truck.





Champions of Kindness — activity 2



Extract 4: *James and the Giant Peach*, chapter 39

// And all you had to do any day of the week was to go and knock upon the door, and the door would always be opened to you, and you would always be asked to come inside and see the famous room where James had first met his friends. And sometimes, if you were very lucky, you would find the Old-Green-Grasshopper in there as well, resting peacefully in a chair before the fire, or perhaps it would be the Ladybird who had dropped in for a cup of tea and a gossip, or the Centipede to show off a new batch of particularly elegant boots that he had just acquired.

Every day of the week, hundreds and hundreds of children from far and near came pouring into the City to see the marvellous peach stone in the Park. And James Henry Trotter, who once, if you remember, had been the saddest and loneliest little boy that you could find, now had all the friends and playmates in the world. And because so many of them were always begging him to tell and tell again the story of his adventures on the peach, he thought it would be nice if one day he sat down and wrote it as a book. So he did. And that is what you have just finished reading.





Extract 5: The Nicest Creatures in the World, chapter 38

// “My friends, this is the Centipede, and let me make it known
He is so sweet and gentle that (although he’s overgrown)
The Queen of Spain, again and again, has summoned him by phone
To baby-sit and sing and knit and be a chaperone
When nurse is off and all the royal children are alone.”
 (“Small wonder,” said a Fireman, “they’re no longer on the throne.”)

“The Earthworm, on the other hand,”
Said James, beginning to expand,
“Is great for digging up the land
And making old soils newer.
Moreover, you should understand
He would be absolutely grand

For digging subway tunnels and
For making you a sewer.”
(The Earthworm blushed and beamed with pride.
Miss Spider clapped and cheered and cried,
“Could any words be truer?”)

“And the Grasshopper, ladies and gents, is a boon
In millions and millions of ways.
You have only to ask him to give you a tune
And he plays and he plays and he plays.
As a toy for your children he’s perfectly sweet;
There’s nothing so good in the shops —
You’ve only to tickle the soles of his feet
And he hops and he hops and he hops.”
 (“He can’t be very fierce!” exclaimed
The Head of all the Cops.)

“And now without excuse
I’d like to introduce
This charming Glow-worm, lover of simplicity.
She is easy to install
On your ceiling or your wall,
And although this smacks a bit of eccentricity,
It’s really rather clever
For thereafter you will never
You will NEVER NEVER NEVER
Have the slightest need for using electricity.”
(At which, no less than fifty-two
Policemen cried, “If this is true
That creature’ll get some fabulous publicity!”)

Continued...



Extract 5: The Nicest Creatures in the World, chapter 38

“And here we have Miss Spider
With a mile of thread inside her
Who has personally requested me to say
The she’s NEVER met Miss Muffet
On her charming little tuffet —
If she had she’d NOT have frightened her away.
Should her looks sometimes alarm you
Then I don’t think it would harm you
To repeat at least a hundred times a day:
‘I must NEVER kill a spider
I must only help and guide her
And invite her in the nursery to play.’”
(The Police all nodded slightly,
And the Firemen smiled politely,
And about a dozen people cried, “Hooray!”)

“And here’s my darling Ladybird, so beautiful, so kind,
My greatest comfort since this trip began.
She has four hundred children and she’s left them all behind,
But they’re coming on the next peach if they can.”
(The Cops cried, “She’s entrancing!”
All the Firemen started dancing,
And the crowds all started cheering to a man!)

“And now the Silkworm,” James went on,
“Whose silk will bear comparison
With all the greatest silks there are
In Rome of Philadelphia.
If you would search the whole world through
From Paraguay to Timbuctoo
I don’t think you would find one bit
Of silk that could compare with it.

Even the shops in Singapore
Don’t have the stuff. And what is more,
The Silkworm had, I’ll have you know,
The honour, not so long ago,
To spin and weave and sew and press
The Queen of England’s wedding dress.
And she’s already made and sent
A waistcoat for your President.”
(“Well, good for her!” the Cops cried out,
And all at once a mighty shout
Went up around the Empire State,
“Let’s get them down at once! Why WAIT?”)





Champions of Kindness — activity 2

Worked example



Extract 3: *James and the Giant Peach*, chapter 38

// The procession was moving slowly along Fifth Avenue when suddenly a little girl in a red dress ran out from the crowd and shouted, “Oh, James, James! Could I please have just a tiny taste of your marvellous peach?”

“Help yourself!” James shouted back. “Eat all you want! It won’t keep forever, anyway!”

No sooner had he said this than about fifty other children exploded out of the crowd and came running onto the street.

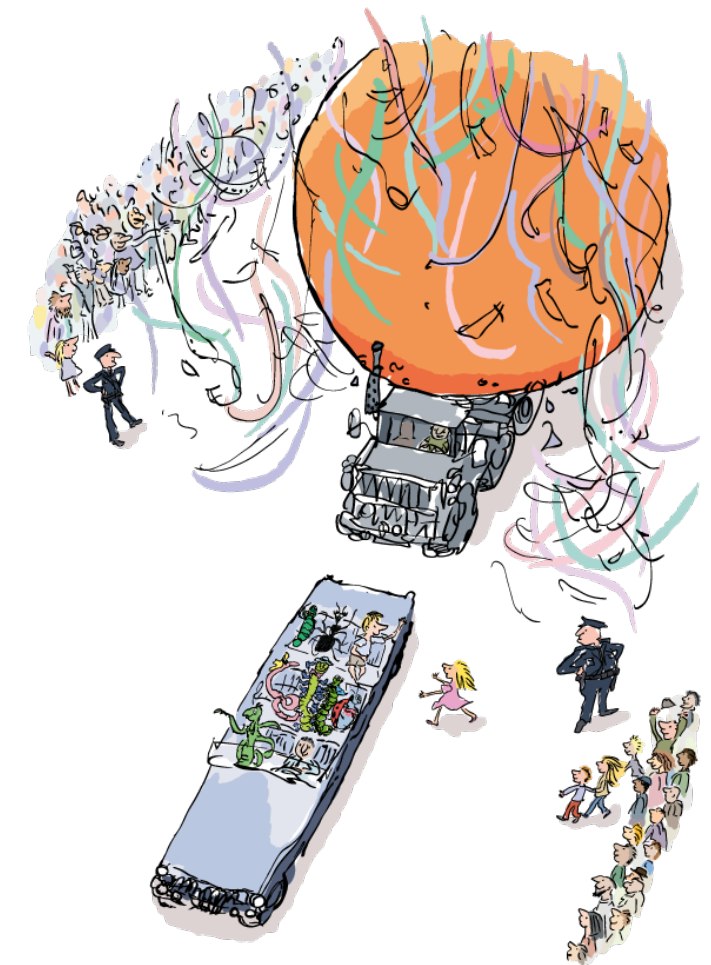
“Can we have some, too?” they cried.

“Of course you can!” James answered. “Everyone can have some!”

The children jumped up onto the truck and swarmed like

ants all over the giant peach, eating and eating to their heart’s content. And as the news of what was happening spread quickly from street to street, more and more boys and girls came running from all directions to join the feast. Soon, there was a trail of children a mile long chasing after the peach as it proceeded slowly up Fifth Avenue. Really, it was a fantastic sight. To some people it looked as though the Pied Piper of Hamelin had suddenly descended upon New York. And to James, who had never dreamed that there could be so many children as this in the world, **it was the most marvellous thing that had ever happened.**

By the time the procession was over, the whole gigantic fruit had been completely eaten up, and only the big brown stone in the middle, licked clean and shiny by ten thousand eager little tongues, was left standing on the truck.





Champions of Kindness — activity 2

Worked example



Extract 4: *James and the Giant Peach*, chapter 39

And all you had to do any day of the week was to go and knock upon the door, and the door would always be opened to you, and you would always be asked to come inside and see the famous room where James had first met his friends. And sometimes, if you were very lucky, you would find the Old-Green-Grasshopper in there as well, resting peacefully in a chair before the fire, or perhaps it would be the Ladybird who had dropped in for a cup of tea and a gossip, or the Centipede to show off a new batch of particularly elegant boots that he had just acquired.

Every day of the week, hundreds and hundreds of children from far and near came pouring into the City to see the marvellous peach stone in the Park. And James Henry Trotter, who once, if you remember, had been the saddest and loneliest little boy that you could find, now had all the friends and playmates in the world. And because so many of them were always begging him to tell and tell again the story of his adventures on the peach, he thought it would be nice if one day he sat down and wrote it as a book. So he did. And that is what you have just finished reading.





Champions of Kindness — activity 2

Worked example



Extract 5: The Nicest Creatures in the World, chapter 38

// “My friends, this is the Centipede, and let me make it known
He is so sweet and gentle that (although he’s overgrown)
The Queen of Spain, again and again, has summoned him by phone
To baby-sit and sing and knit and be a chaperone
When nurse is off and all the royal children are alone.”
 (“Small wonder,” said a Fireman, “they’re no longer on the throne.”)

“The Earthworm, on the other hand,”
Said James, beginning to expand,
“Is great for digging up the land
And making old soils newer.
Moreover, you should understand
He would be absolutely grand

For digging subway tunnels and
For making you a sewer.”
(The Earthworm blushed and beamed with pride.
Miss Spider clapped and cheered and cried,
“Could any words be truer?”)

“And the Grasshopper, ladies and gents, is a boon
In millions and millions of ways.
You have only to ask him to give you a tune
And he plays and he plays and he plays.
As a toy for your children he’s perfectly sweet;
There’s nothing so good in the shops —
You’ve only to tickle the soles of his feet
And he hops and he hops and he hops.”
 (“He can’t be very fierce!” exclaimed
The Head of all the Cops.)

“And now without excuse
I’d like to introduce
This charming Glow-worm, lover of simplicity.
She is easy to install
On your ceiling or your wall,
And although this smacks a bit of eccentricity,
It’s really rather clever
For thereafter you will never
You will NEVER NEVER NEVER
Have the slightest need for using electricity.”
(At which, no less than fifty-two
Policemen cried, “If this is true
That creature’ll get some fabulous publicity!”)

Continued...



Champions of Kindness — activity 2

Worked example



Extract 5: The Nicest Creatures in the World, chapter 38

“And here we have Miss Spider
With a mile of thread inside her
Who has personally requested me to say
The she’s NEVER met Miss Muffet
On her charming little tuffet —
If she had she’d NOT have frightened her away.
Should her looks sometimes alarm you
Then I don’t think it would harm you
To repeat at least a hundred times a day:
‘I must NEVER kill a spider
I must only help and guide her
And invite her in the nursery to play.’”
(The Police all nodded slightly,
And the Firemen smiled politely,
And about a dozen people cried, “Hooray!”)

“And here’s my darling Ladybird, so beautiful, so kind,
My greatest comfort since this trip began.
She has four hundred children and she’s left them all behind,
But they’re coming on the next peach if they can.”
(The Cops cried, “She’s entrancing!”
All the Firemen started dancing,
And the crowds all started cheering to a man!)

“And now the Silkworm,” James went on,
“Whose silk will bear comparison
With all the greatest silks there are
In Rome of Philadelphia.
If you would search the whole world through
From Paraguay to Timbuctoo
I don’t think you would find one bit
Of silk that could compare with it.

Even the shops in Singapore
Don’t have the stuff. And what is more,
The Silkworm had, I’ll have you know,
The honour, not so long ago,
To spin and weave and sew and press
The Queen of England’s wedding dress.
And she’s already made and sent
A waistcoat for your President.”
(“Well, good for her!” the Cops cried out,
And all at once a mighty shout
Went up around the Empire State,
“Let’s get them down at once! Why WAIT?”





A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (humane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflict)
Governments must not allow children under the age of 18 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

ARTICLE 43 (summary)
The Convention has 54 articles in total. Articles 40-54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).
For more information go to unicef.org.uk/ncrc

The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that contains 54 'articles', designed to protect the political, social, economic and cultural rights of every child.

Governments around the world are expected to work together to ensure children of all races, religions and abilities are protected by these rights.

The first 42 'articles' explain all of the rights that all children under 18 should have. They cover:

- Rights about education
- Rights about being cared for
- Rights about identity, beliefs, respect and tolerance
- Rights about protection from punishment and cruelty
- Rights about the role of adults
- Right about having a fun, safe and healthy life

Articles 43 – 54 explain the work that adults in charge do to ensure that all children enjoy all of their rights.

James



Champions of Kindness — activity 2

Our Kindness Charter

CHILDREN'S RIGHTS RESOURCES





James



Champions of Kindness — activity 2

Our Kindness Calendar

CHILDREN'S RIGHTS RESOURCES



January

February

March

April

May

June

July

August

September

October

November

December

James



CHILDREN'S RIGHTS RESOURCES



A Wonderful Welcome

A Wonderful Welcome



Activity overview

A Wonderful Welcome

Class discussion
Welcome poster activity
Speech writing activity
Team work
Composition
Presentation

Themes: Diversity, Celebrating
Difference, Contributing positively
to school and society

Activity instructions

1. Show **A Wonderful Welcome** page:
 - At the end of the story, the Mayor of New York makes a speech to welcome James and his friends to New York. Luckily for James, the peach landed in America, where most of the population speak English.
 - Class discussion: Can you imagine how different it would have been for James if the peach had landed in a country with a different language? Trying to fit in and make a life for yourself in a country where you don't speak the language is very tricky.
2. Ask the children to imagine the peach has landed in your playground. You don't yet know who is inside...
 - You don't know what language the mystery visitors speak. How many languages are spoken in your class? Can you find 'Welcome' in as many languages as you can?
 - You don't know what experiences the mystery visitors might have had along the way. What questions might you ask them?
 - **Rights Champion Checker:** Everyone has the right to feel cared for, welcome and safe in school. Can you plan a Wonderful Welcome ceremony for your guests? What food will you serve? What welcoming activities and games will you play? How will you make the classroom feel like a welcoming place?
 - Create a welcome poster using the different languages you have collected and a welcome letter to read out when your mystery visitors arrive.

Slides and worksheets

A Wonderful Welcome. Page 47

Rights Champion Resource. Page 48



WELCOME!





A Wonderful Welcome

Rights Champion Resource



Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: [unicef.org.uk/what-we-do/un-convention-child-rights](https://www.unicef.org.uk/what-we-do/un-convention-child-rights).