



# CLIC PSE Lesson Plan - KS4

## Moral & Spiritual Development – Your Rights

## Outline & Requirements

### Broad topic/title for lesson:

What are my rights to freedom of thought, belief and religion?  
UNCRC Articles 14 & 30.

### Key stage or student group:

KS4

### Time needed

1 hour

### Quick description

To raise students' awareness of United Nations Conventions on the Rights of the Child, in particular Articles 14 & 30 and to create an advertising poster/presentation for young people of their age range group about UNCRC.

Developing thinking	✓	Developing number	
Developing communication	✓	Working with others	✓
Developing ICT	✓	Improving own learning	✓

### Link to DCELLS PSE Framework for 7 to 19 year olds in Wales

#### 1. Active Citizenship

#### Intended specific learning outcomes:

Learners should have opportunities to:

- » develop respect for themselves and others
- » value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights

#### And to understand

- » local and global contemporary issues and events

### 2. Moral and Spiritual Development

Learners should have opportunities to:

- » consider questions and issues

#### And to understand

- » how beliefs and values affect personal identity and lifestyle
- » the factors involved in making moral judgements
- » the range of values and principles by which people live

### Materials, resources and preparation needed:

IT facilities  
Coloured markers  
A1 paper



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## Moral & Spiritual Development – Your Rights

### Method:

#### Lesson starter: (5mins)

- » Ask students in small groups to come up with their own definition of YOUR RIGHTS and discuss why it is important to have rights
- » Ask students if they can remember some of the Children’s Rights and Human Rights. Jot their answers on the board
- » Rights – your privileges, entitlements, what you can do legally or morally

#### Introduction: (5mins)

- » Explain that human rights are universal guarantees protecting individuals and groups against actions that affect their freedom and human dignity. Everyone has rights, protected by law and they cannot be taken away
- » As children and young people there are also additional rights to protect you and ensure you get the best opportunities in life
- » These additional rights were developed by the United Nations are detailed in something called the UNCRC - United Nations Convention on the Rights of the Child

#### Activities (45mins):

- » Ask students to go to CLIC site and watch 10min DVD by Funky Dragon about the history of UNCRC. You may wish to select which part to watch according to learners <http://www.cliconline.co.uk/en/info/law-rights/> <http://www.funkydragon.org/en/fe/page.asp?n1=1036&n2=1853>
- » Ask the students to visit the CLIC website > Info> Law & Rights> Your Rights> Children’s Rights <http://www.cliconline.co.uk/en/info/law-rights/your-rights/childrens-rights/> to look at the UNCRC articles. A useful summarised version can also be viewed/downloaded from: [www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)
- » Divide the students into groups and give them flipchart paper and marker pens

#### Article 14 (freedom of thought, belief and religion):

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right

#### Article 30 (children of minorities):

Every child has the right to learn and use the language and customs and religion of their family whether or not these are shared by the majority of the people in the country where they live

- » What it means to have these rights: ask the students to look at Articles 14 & 30 and discuss/reflect on what their understanding is of the articles and what it means to have these rights. They can write their interpretations on flipchart paper.
- » What it means to not have these rights: using the internet, find one or two example(s) where children and young people from other countries were deprived these rights
- » **Feedback:** Ask groups to feedback their examples and interpretations. Facilitate discussion about how they feel about these articles
- » **Create:** Ask students to create an advertising poster (using A1 flip chart or photoshop) or a power point presentation to raise the awareness of these rights among young people of their age range. Ask groups to present these to class.

#### Plenary (5mins):

- » Summarise key themes and points of students’ reflections and investigations. Sign-post to other sources of information, advise and support.

#### Tips, suggestions and additional resources:

CLIC’s Law & Rights section:  
<http://www.cliconline.co.uk/en/info/law-rights/>

