

Primary Level SPHE Video Workshop

What is this resource?

This resource was developed by the Participation and Rights Education Unit in the Ombudsman for Children's Office. It is designed to raise awareness of children's rights and the Ombudsman for Children's Office among primary school pupils. It contains a video presentation and accompanying notes for the teacher. The video is presented by a member of the Participation and Rights Education team. It's extremely easy to use!

What can it be used for?

This resource can be used by primary school teachers. It has links to the SPHE primary curriculum. The video can be played in class and paused for the students to carry out the activities. The integrated activities can run across a few lessons. It can also be assigned as a home learning tool and includes activities that can be used at home to allow for blended learning arrangements.

What do I need?

This resource is a video workshop, so you will need a computer and projector with speakers or an interactive white board so the presentation can be played to the class. If you would like to integrate stickers and rights posters into your class then please email education@oco.ie and we can post some out to your school. You can also download a [rights poster](#) from our website. Some of the activities require specific materials outlined below:

- **Activity 1 Needs and Wants:** requires 'Important stuff' on page 9 from [Setting-our-sights-on-rights](#) (NYCI).
- **Activity 2 When children don't get their rights Pop Quiz:** requires slides from the video presentation and the answers are in the notes.
- **Activity 3 Rights used throughout the day:** requires rights stickers and resource sheet which accompanies this presentation called Rights Throughout the Day. You can contact education@oco.ie and we can post the stickers out to your school, you can download [rights poster](#) from the OCO website.
- **Activity 4 The Exclusion Game:** requires sheet of sticky dots in 3 different colours and a bag of sweets (adapted from [NYCI activity](#)).
- **Activity 5 Design a poster for an inclusive youth club:** requires paper and markers (adapted from [NYCI activity](#)).
- **Activity 6 Wishing tree:** requires art materials, paper, markers to craft a tree or use old magazines and glue to make a collage of a tree, pre-cut leaves and blue tac or you can plant a tree. Click on the link for template for leaves [Printable stencils](#) and you can research [wishing trees across cultures](#)
- **Activity 7 Moulding your rights – Make a stop motion video:** This activity requires:
 1. tablet or smartphone with a stop motion animation app ([Stop Motion studio](#) is a free app for tablets, iPhone, or android devices)



ombudsman do leanaí for children

2. plasticine/clay or Lego figures
3. cardboard
4. paper and pencil to create a storyboard
5. 'Rights Throughout the Day' work sheet with rights stickers from activity 3. Click on link for [a storyboard template](#) (adapted from [NYCI activity](#)).

Curriculum and Links and Integration

The following section outlines the curriculum links to primary level SHPE and the COVID-19 Wellbeing Toolkit.

Broad objectives from the SPHE Primary Curriculum linked to this presentation

- be self-confident and have a positive sense of self-esteem
- develop and enhance the social skills of communication, co-operation, and conflict resolution
- make decisions, solve problems, and take appropriate actions in various personal, social and health contexts
- begin to identify, review, and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions
- develop some of the skills and abilities necessary for participating fully in groups and in society
- appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious, and social groups
- promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

SPHE Portfolio

Outputs from some of the activities below for example 'Design an inclusive youth club poster' and the 'Moulding your rights' activity could be included in the pupil's SPHE portfolio.

We welcome pupils to share their work with our team. You can email education@oco.ie

Well-being after COVID19

In this presentation we invite pupils to express their views on what COVID19 was like for them and how their rights were affected. This linked to the Wellbeing Toolkit for primary schools here:

<https://www.gov.ie/en/publication/0722b-wellbeing-resources/#wellbeing-toolkits-for-schools>

We urge the teacher to use the pupil voice booklet page 49 and how it relates to Article 12, the voice of the child. It may provide valuable information to the teacher about their strengths and needs which is helpful in selecting strategies to support the young person.

Teacher Notes to accompany video workshop

Segment 1: Children's rights and the role of the OCO

Hello everyone, my name is Ger and I work for the Ombudsman for Children. Ombudsman is a funny word isn't it? Well it's a Swedish word, and it can be split into two parts. 'Ombuds' means defender of rights. 'Man' stands for mankind or everyone. Now you might be asking yourself what the Ombudsman for Children is, well we have two big jobs, we work

- to promote the rights and welfare of children living in Ireland.
- and take complaints about services for children.

Segment 2: Learning Goals

Today we will be learning about:

- The work of the Ombudsman for Children's office
- Children's rights and the UNCRC
- How the OCO protects and promotes children's rights.

Teacher option: You can watch an additional video about the work of the OCO by copying and pasting the following link: <https://vimeo.com/203146364>

Segment 3: What are children's rights?

So, what are children's rights? Well, children's rights are all the things that you need to survive and develop to be the best person you can be. There are few important things to remember about your rights:

1. You are born with children's rights
2. Children's rights apply to all children; it doesn't matter if you are black or white or a person with a disability or Muslim or Christian or gay or straight all children have all their rights!
3. No one can take your rights away from you
4. All your rights are important! It's not just enough to have water or food, you need to be able to play and express yourself, you need all your rights!

Pause presentation for activity!

Activity 1: Needs and Wants

Aim: Explore the difference between needs and wants

Materials: requires 4-5 large sheets of flipchart paper, 'Important stuff' page 9 from [Setting our sights on rights](#) (NYCI)

Time: 10 mins

Instructions:

- Get a few large flipchart sheets and divide students into the pods they sit in into groups of 2-3 or whatever the number of students in a pod.
- Get them to divide the page down the middle with a column. On one side put wants and the other side put needs.
- Using the resource 'Setting our sights on rights' use page 9 'Important stuff' as a guide to ask the class some of the things they want right now.
- Get them to write down what they **want** under the wants column.
- Introduce the concept of needs are they the same as wants? Why not?
- Now ask the class to write down what they **need** in the column under needs

Discussion

- Do they really need everything in the needs section? What could they survive without?



- Can they confirm on the difference between a want and a need?
- Is there anything on the list that is a want and not a need?
- Should all countries have a list of needs for everyone? They do - it's called the UNCRC, it contains a list of rights for children.

Return to presentation!

Segment 4: The UNCRC

By now you are probably thinking that it would be a good idea if all these rights were written down somewhere, well don't worry they are! The United Nations Convention on the Rights of the Child, or the UNCRC for short, is a document that lists all the rights that children have. It is an International agreement which means that countries agree to sign up to it. Ireland signed up to the UNCRC in 1992. This means that the Irish Government recognises that children have special rights and promises to protect these rights and make these rights real. The UNCRC lists every right that children under 18 have, and you all have 42 rights!

That's quite a lot of rights to talk about so I am going to tell you about **4** important ones to remember, which are called the General Principles:

All different all equal: Remember ALL children have rights no matter who they are, what colour their skin is, who they love – whatever!

Being alive: You have the right to grow into an adult – so that's why we give you vaccinations, make sure you eat healthily and exercise!

Best interest: All adults should do what is best for you. Sometimes adults acting in your best interest or doing what is best for you may mean you have to do something you don't want to do, like homework for example.

Having a say: You have the right to express your opinions and use your voice! Adults don't have to do what you say but you should be listened to on things that matter to you. Children might express their views through play or art and it is up to adults to make sure these things are available to them. For example, you should be allowed to join a student council so that you can have some say in how your school is run.

Teacher option: You can watch an additional video about the UNCRC by copying and pasting the following link: <https://vimeo.com/255272758> (The Learning Alliance)

Activity 2: When children don't get their rights Pop Quiz

So now we are going to look at some children that don't have their rights and then we are going to do a pop quiz to guess the right they should have.

Teacher note: you may want to pause after each stick figure to let the children guess the right

What do you think is happening in this picture?

1. The child is not able to go to school.

The child should be able to go so to school because all children have the right to an education!

What do you think is happening in this picture?

2. This child is sick.

The child needs to see a doctor because all children have the right to health care

What do you think is happening in this picture?

3. This child has nowhere to play because the swings are broken.

All children have the right to rest and play! It's just as important as any of your other rights

Pause presentation for activity!

Activity 3: Rights throughout the day

Aim: To recognise how much rights are enjoyed in children's daily lives.

Materials: Sheet of rights stickers for each student (contact education@oco.ie for rights stickers).
Worksheet download PDF document attached with this presentation 'Rights throughout the Day'.

Time: 10 mins

Instructions:

- Give each student a sheet with rights stickers and the resource sheet 'Rights throughout the Day'.
- Ask them to put the rights stickers where they think they fit throughout the day for example the right to food in the morning. Encourage them to try to use as many of the stickers as they can so even though they will eat a few times during the day they can just use that sticker once.
- Use other rights stickers throughout the day for example right to play in the evening etc.
- Ask the children to show the different rights that they exercise during the day and that is important they have these rights.
- Ask them do they think every child gets to enjoy those rights?

Activity 4: The Equality Game

Aim: To enable participants to explore the right to be treated equally and encouraging empathy and solidarity with others.

Time: 30 mins

Materials: Sticky dots in 3 different colours and a bag of sweets. Please note this game should also adhere to social distance guidelines, this is not a suitable to use in small spaces.

Instructions:

- Divide participants into three groups. Place a dot on the forehead of each participant: Red for one group, Green for another and Blue for the third.
- Tell participants that Greens are in charge now. Give them chairs to sit on and sweets.
- Tell the Reds that they must stand together with their noses touching one wall and not to look around or talk.
- Tell the Blues that they must do exactly what the Greens say. You can give the Greens some suggestions for instruction such as hop on one leg, do press ups, make animal noises pretend to be elephants.
- Repeat with the Blues being the ones having all the power, the Reds doing exactly what the Blues following the Blues instructions and the Greens with their noses against a wall.
- Repeat with the Reds having all the power, the Greens having to do exactly what the Reds say and the Blues with their noses against the wall.
- Bring the group back together in a circle. Ask all participants to remove the dots from their head and to shake out their arms and legs taking deep breaths.

Issues for discussion and questions: It is important to ensure students shake out any anger built up in the game and can discuss how the game made them feel.

- How did each student feel at each stage of the game?
- Does this game reflect how people of different groups are treated in Ireland?
- What right did they feel was taken away from them?
- In what ways are people excluded and how does it affect them?
- What other groups in Ireland experience exclusion?

Activity 5: Optional at home activity

Aim: To think about what is necessary to make a club inclusive



Time: 20 mins

Materials: Paper and markers

Instructions:

- Tell the pupils to imagine they are forming a new youth club.
- Each pupil has to develop a poster with a promise for the new youth club to promote the rights and inclusion of children from a wide variety of backgrounds.

Return to presentation

Segment 6: How does the OCO promote and protect children's rights?

Now that you know about your rights how does the OCO work to protect your rights? Well, we work to make sure that you know about your rights by having workshops for children and presentations like this one. We also have a website called www.oco.ie/itsyourright which is full of information about rights for children and has a video game called Rights Runner. This a fun way to test how much you know about Children's rights!

Segment 7: Taking complaints to protect children's rights

The other ways the OCO protects children's rights are:

- We take complaints made by, or on behalf of children against public services.
- So, what are public services?
- Public services are any organisation that is given money by the government. For example, schools and hospitals, or any other government department.
- We provide or give a free complaints service. We do not take sides. We want to find out what has happened to a child and, if necessary, how can it be fixed.

I am going to tell you a story now about how we were able to help one child when her mother made a complaint to our office. Her name is Emily.

Segment 8: Emily's Case Study

Emily was a six-year-old wheelchair user. She had grown out of her old wheelchair and needed a new one. Emily's mother had tried to get a new wheelchair from the Health Service but was told again and again that there was no money to buy one. When the OCO contacted the Health Service they told us that the demand for things like wheelchairs far exceeds the budget available. In Emily's area there were 132 children waiting for wheelchairs and other essential equipment. Although Emily was high priority there was still not enough money to buy her new chair. After we got involved Emily got her new wheelchair as the Health Service made savings in other areas. This was good news for Emily but there were still other children waiting to long for equipment. From this story you can see it is important that people or children make complaints to the OCO because if they don't know about a problem that is affecting a child the office cannot help them.

Segment 9: What have you learned?

1. Children's rights are human rights and are protected under the UN Convention on the Rights of the Child (UNCRC)
2. The UNCRC lists the 42 rights children have
3. The OCO works to promote and protect the rights of all children living in Ireland They do this through:
 - giving rights education workshops
 - offering a free complaints service

Segment 10: Contact the Ombudsman for Children's Office



There are a number of different ways to contact the Office:

Email: oco@oco.ie

Online complaint form: www.oco.ie/complaints/make-a-complaint/online-complaint-form/

Freephone :1800 20 20 40

Post: 52-56 Great Strand Street Dublin 1

Instagram: [@ombudsmanforchildren](https://www.instagram.com/ombudsmanforchildren)

Twitter: [@oco_ireland](https://twitter.com/oco_ireland)

Facebook: [@OCOIreland](https://www.facebook.com/OCOIreland)

Segment 11: Any Questions?

If you have any questions on this presentation you can contact us on email education@oco.ie or visit www.oco.ie.

Optional Extension Activities

Activity 6 Hopes and dreams for children in Ireland in the future

Aim: To create solidarity and empathy with other children living in Ireland. Links to the pupil voice notebook and the strand 'Myself and Others' in the SPHE curriculum.

Time: 20 mins

Materials: requires art materials, paper, markers to craft a tree or magazines and glue to make a collage of a tree and pre-cut leaves and blue tac or you can plant a tree. You can get [Printable stencils](#) to make the leaves.

Instructions: Research the history of [wishing trees across cultures](#) with the class. There is a long tradition of wishes in the form of ribbons and rags being hung on Hawthorn and Ash trees in Ireland.

- Discuss with the class ways to create your own physical wish tree in your classroom or school, by planting tree or by using art materials to craft a tree or make a collage of a tree.
- Print and cut out leaves.
- The pupils can add their leaves to the tree with a string or if there is a picture or collage of the tree, they can add their leaf with blue tac.
- Ask them to remember all the rights that they have learned about in the presentation.
- You can email education@oco.ie with photos of the tree with the wishing leaves.

Discussion:

- From the activities they completed earlier did they find out about some children living in Ireland that don't always get their rights?
- What would make Ireland a better place to live in for all children?
- Ask them to write one hope or wish on their leaf for the future of all the children in Ireland after COVID19.

Activity 7 Moulding our rights

Aim: To enable pupils to use digital media creatively to express themselves and to showcase the right most important to them.

Materials:

1. tablet or smartphone with a stop motion animation app ([Stop Motion studio](#) is a free app for tablets, iPhone, or android devices)
2. plasticine/clay or Lego figures
3. cardboard
4. paper and pencil to create a storyboard
5. 'rights throughout the day' work sheet with rights stickers from activity 3.
6. You can get [a storyboard template](#) to help create the story

What is stop motion animation?

Stop motion animation is a film making technique that makes inanimate objects appear to move on their own, a bit like [Wallace and Gromit](#).

To make it work:

- you place an object in front of a camera and snap a photo
- You then move the object a tiny bit and snap another photo.
- Repeat this process several times
- play back the sequence in rapid progression
- and the object appears to move fluidly across the screen.
- Here are some detailed instructions on how to create a [stop motion animation](#)

Instructions:

- Pick the right that you feel is most important to you and tell a story about how you use that right in your everyday life.
- Using the plasticine/clay or Lego figures and begin to mould the characters in your story giving them as much detail as you can.
- To focus the pupil's ideas, you can have them draft the story they would like to tell with a pencil and paper using the storyboard template.
- First, have them pick some characters. You can use the 'Rights throughout during the Day' sheets again with the stickers on it as a guide to focus the story.
- Paint/draw to create the background to your story and stick it to cardboard.
- Next place your tablet/phone on a steady surface so it does not move during the photos.
- Use a desk lamp for good lightning and film inside for continuity for light. Place the characters in the scene and take your first photo, then rearrange the characters to the next scene and take another photo. This continues until you have about 10 photos showing your story.
- Add to pupil's SPHE portfolio/send into us education@oco.ie

Further study

- What is the [OCO](#) (OCO)
- What is the [UNCRC](#) (OCO)
- Child Friendly List of all [articles under the UNCRC](#)
- What are [Children's Rights?](#) (Learning Alliance)
- What is the [UN?](#) (Amnesty International)