

LEADS
YEAR OF
CULTURE **2023**

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Children's Day: Reimagined



Your Rights, Your Voice – Teacher Resource Pack

About this pack

This pack was produced by Leeds2023 in partnership with Child Friendly Leeds, to accompany the Children’s Day: Re-imagined tour to schools for KS2, in December 2023

The content of the pack is designed for KS2 learners and follows elements of the Citizenship curriculum.

Background notes to read first before starting the activities

In these 4 lessons you might want to refer to your PHSE charter (or similar).

3 activities have a ‘finished early’ additional tasks section. There are 3 different options: a verbal task; a drawing task; a written task. It is up to you how these are used, i.e. whether the teacher or child picks which to do.

Resources

Each activity has an instruction sheet. Some activities have an additional resource sheet. Additional resources (scissors, paper, pens, colouring equipment) are required, depending on the activity.

Additional resources

As part of the Children’s Day: Re-imagined tour to schools in December 2023 you will have also received a powerpoint and song files to our original Children’s Day song, “Hear Us!” composed by Emily Levy.

About Children’s Day: Reimagined:

Inspired by the past and reimagined for the future, Children’s Day 2023 was a city-wide celebration of the children of Leeds, taking place in Roundhay Park on 14 July, creatively led by Fevered Sleep in collaboration with their Young Creatives (twelve 8-14 year olds from across the city.)

About Leeds 2023:

Leeds 2023 is a city-wide celebration of the culture of Leeds. Leeds will be a furnace of creativity all year, as the whole city lets culture loose and shows off its artistic strength in a programme that features major new commissions with world-renowned artists alongside celebrations of everyday creativity. From dance to design, art to architecture, poetry to pop, sculpture to sport, grassroots community theatre to performances in the city’s varied venues, Leeds is set to be centre stage of the UK’s cultural scene.

Activity 1 – Rights of the Child

This activity involves a selection of the 54 Rights of the Child and interpreting pictures to match the Right to the scenario.

UN Convention of the Rights of the Child (UNCRC): Article 42 (knowledge of the rights)

Curriculum links: to take part in making and changing rules, to know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences

Activity 2 – Child Friendly Leeds 12 Wishes

The Child Friendly Leeds 12 Wishes were written in 2022, based on the ideas and suggestions of 80,000 children and young people in Leeds. They represent the top 12 most important issues for children in Leeds – however, they are not in order of importance. The task is for children to put them in order but with them all being important, it will require careful thought and justification.

UNCRC: Article 2 (non-discrimination), Article 3 (best interests of the child), Article

Curriculum links: articulate and justify answers, arguments and opinions, to talk and write about their opinions and explain their views on issues that affect themselves and society, to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences

Activity 3 – Children's Day: Reimagined

This is based on an activity done for the LEEDS 2023 'Children's Day: Reimagined' event which took place in July 2023. Ask children to think of an issue that they care about, imagine they will attend an event where they can show others what they think about it, and then create a banner they could hold. Optional:

- Have children carry out a research task into their chosen topic.
- Role-play the event in your school. For additional oracy, you could allocate some children as members of the press and have them ask those holding banners questions about their cause.

UNCRC: Article 13 (freedom of expression), Article 17 (access to information from the media)

Curriculum links: participate in discussions, presentations, performances, role play, improvisations and debates, articulate and justify answers, arguments and opinions, to research, discuss and debate topical issues, problems and events, to talk and write about their opinions and explain their views on issues that affect themselves and society

Activity 4 – Raise Your Voice

In this activity you might start by generating a bank of answers for the question:

'What are the important issues for children and young people in Leeds today?'

Ask children to pick an issue to bring to a class or group debate. Have the debate.

Optional:

- carry out a vote (linking to British Values) to determine the top issue in the class, after the debates.
- take the issue to your school council.

UNCRC: Article 12 (respect for the views of children), Article 13 (freedom of expression)

Curriculum links: participate in discussions, presentations, performances, role play, improvisations and debates, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, consider and evaluate different viewpoints, attending to and building on the contributions of others, gain, maintain and monitor the interest of the listener(s), to research, discuss and debate topical issues, problems and events, to talk about their opinions and explain their views on issues that affect themselves and society


Activity 1 – Rights of the Child

What to do

1. Cut along the dotted lines.
2. Read the Rights of the Child (we have picked 5 from the 45).
3. Look at the pictures and match the right to the picture.

Finished early?

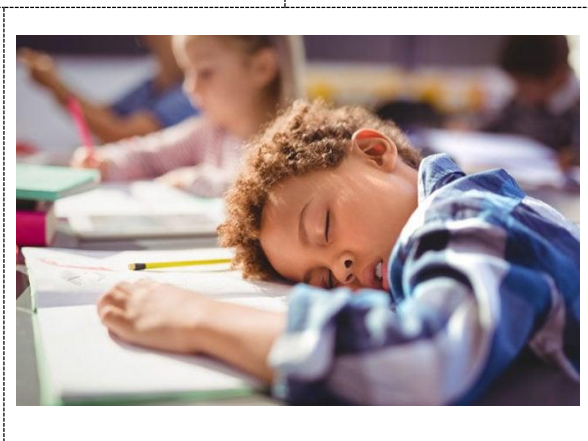
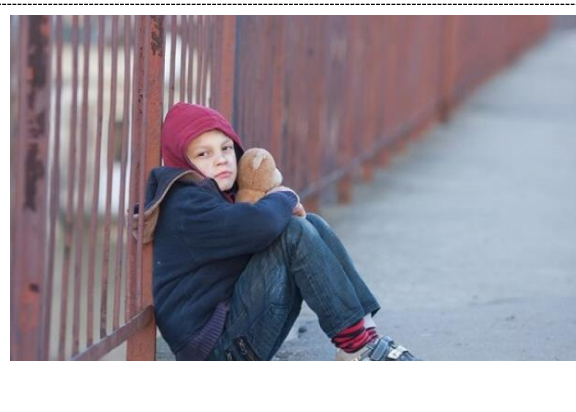
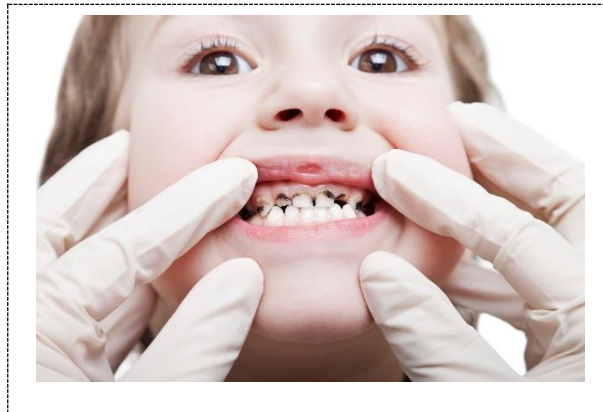
 Discuss each picture. Is the child's right being respected, or not? How could the situation be fixed so that all the children are having their rights met?

 Draw and label a sketch of who is responsible for making sure the child is being treated fairly and with respect in each picture.

 Pick one of the rights.
Write a list of rules that must be followed so that this Right will be met for all children. Start each rule 'People must...'.
Do different people (parents/teachers/friends) need different rules?

Activity 1 resource sheet

<p>Nobody is allowed to punish you in a cruel or harmful way.</p>	<p>The right to play and to rest.</p>	<p>The right to food, clothing and a safe place to live.</p>	<p>The right to health care services, clean water and nutritious food.</p>	<p>The right to practice your own culture, language and religion.</p>
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Activity 2 – Child Friendly Leeds 12 Wishes

What to do

1. Cut out the 12 wishes to create 12 separate pieces.
2. Read each wish.
3. Move the pieces of paper to put the wishes in order, from **most important to least important**.
4. Compare answers with another person/group in a discussion.

Use the sentence stems in your discussions:

I think this wish is important because...

I think this wish is the most important because...

I think this wish is the least important because...

This wish is a top priority because...

This wish links to my life because...

This wish was hard to rank because...

This wish was easy to rank because...

Finished early?



Try and convince someone else to change their order by giving your reasons.



On the back of each wish, draw something people in Leeds could do, to make things better for children and young people. For example, on the back of Wish 2 you could draw a new park.



Improve the wishes. You could change the wording, add more words to the existing wishes or even add a completely new one. Write down your ideas.


Activity 2 resource sheet

1. 

Children and young people know how and where to get support for their mental health and wellbeing if they need it.

2. 

Children and young people have safe spaces to play, hang out and have fun.

3. 


Children and young people express their views, feel heard and are involved in decisions that affect their lives.

4. 

Differences are celebrated in Leeds so children and young people feel accepted for who they are. They do not experience bullying and discrimination.

5. 

Everyone takes more action to protect the environment from climate change.

6. 

Children and young people can travel around the city safely and easily.

7. 

Children and young people know about different things to do and places to go across the city. They enjoy different cultural experiences including art, music, sport and film.

8. 

Leeds is a city that reduces the impact of poverty and helps families who need it.

9. 

Children and young people have the support and information needed to make healthy choices. They have opportunities for regular physical activity.

10. 

All children and young people are in learning settings that meet their needs.

11. 

Young people have access to a wide range of work experience, employment and volunteering opportunities.

12. 

Leeds is an inclusive city for children and young people with special educational needs and disabilities.

Activity 3 — Children’s Day

Children from primary schools across Leeds wrote slogans and made banners expressing their hopes, fears and dreams for the future which they displayed in Roundhay Park on LEEDS 2023 Children’s Day: Re-imagined in July 2023. Here are some examples of what the banners said:

Save the earth	Black Lives Matter
Save the rainforest	Let forests breathe fresh air
Don't be violent	Stop War
Stop Litter	While we have power, oceans cower
Stop poaching animals, poach eggs	Stop Discrimination
Stop Deforestation	Save the animals
Rights for all kids	Equal pay for all
No Stereotyping	Stop Violence
Refugees are welcome	Stop Racism

Ask children: If you were to make your own protest banner, what would it say?

What to do

1. Think of an issue that is important to you (for example: stopping racism, deforestation, animal cruelty) and imagine you will go to an event and hold up a banner to raise awareness of this issue.
2. Think about a message you would like to spread. Short and powerful messages are best. Sometimes people make their messages rhyme, so they can chant them in rhythm (a bit like a poem).
3. Create a banner for the message. The banner should be eye-catching and the message should be bold and clear.

Finished early?



Explain your chosen 'issue' to your someone else in your class.



Draw a picture of what the community would look like if your issue was solved.



Write a letter to your local MP to explain your banner and why it's important.

Activity 4 – Raise Your Voice

What issues are important for children and young people in Leeds today?

Imagine that your school council are going to pick one issue to focus on this year and that they are trying to decide what it should be.

What to do

1. Pick an issue that you think is the most important for your community.
2. Imagine you are going to have to convince the school council that yours is the most important issue and that they should pick yours and no-one else's.
3. Think of 3 main reasons why you think that it is the most important issue.
4. Think of 1 or 2 actions that the school council could take to improve on the issue.
5. Get ready to debate your ideas!

Use the sentence stems in your discussions:

I think this is an important issue for our school community because...

This is the most important issue because...

I agree with some of your points, but I believe my issue is more important because...

If the school council pick my idea, then...

This would make a real difference to...

The other issues can wait, mine needs to be chosen now because...

Additional Resources

12 Wishes

12 wishes blog pages – [Child Friendly Leeds 12 Wishes \(wearechildfriendlyleeds.com\)](https://wearechildfriendlyleeds.com/leeds-child-friendly-wishes)
[Leeds' Child Friendly Wishes](https://wearechildfriendlyleeds.com/leeds-child-friendly-wishes)

Children's Rights/Human Rights

[United Nations | Peace, dignity and equality on a healthy planet](#)
[Universal Declaration of Human Rights](#)
[Rights of the Child](#)
[Founding Members - UN Membership - Research Guides at United Nations Dag Hammarskjöld Library](#)
[Children's Rights: What is the UNCRC? - BBC Bitesize](#)

Children's Day

[Children's Day in 1951](#)
[Children's Day in 1939 - British Pathé \(britishpathe.com\)](#)
[History of Leeds Childrens Day Festival - Leeds Rhinos Foundation](#)
[The Next Chapter - Lence | LEEDS 2023 - YouTube](#)
[The Magical City – Studio Bokehgo | LEEDS 2023 - YouTube](#)

Curriculum links

[Primary National Curriculum – English](#) (page 7-8)
[KS2 Citizenship curriculum](#)
[Debating and presenting information - English - Learning with BBC Bitesize - BBC Bitesize](#)

Credits

Children's Day: Reimagined was commissioned and produced by LEEDS 2023. Supported by National Lottery Community Fund, Arts Council England, Foyle Foundation and FirstBus.

This resource pack was commissioned by Leeds 2023 and created by Rowan Beaumont, in partnership with Child Friendly Leeds.

Children's Day: Re-imagined Credits:

Creative Leads – Fevered Sleep
Composer – Emily Levy

