

Legal Literacy – Child Rights

Child Friendly Rights

Poster: <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Group		
STUDENT A		Teacher
STUDENT B	Article 27	Griffindor
STUDENT C	Article 28	Ravenclaw
STUDENT D	Article 40	Slytherin
STUDENT E	Article 12	Hufflepuff

Materials needed:

Sorting Hat

Paper printed house badges

Harry Potter scarves

Floor cones

Timings:

12.00 – 12.05: Introduction

12.05 – 12.15: Stand Up / Sit Down – asking the children using the child friendly rights language which rights they think are important.

12.15 – 12.25: Sort groups and start activity

12.25 – 12.40: Circle discussion

12.40 – 12.50: If we have time fill in an extra version of stand up/sit down or real life scenarios of rights being infringed

12.50 – 13.00: Closing talks and say goodbye

Main Activity: (See Harry Potter Role Play for exact details)

- i. The students will pick a card out of the hat to randomly assign their houses
- ii. STUDENT A would start teaching – we will set a small teaching project
- iii. STUDENT A will then send STUDENT C's group out of the room
- iv. The teacher will then tell STUDENT B's group to sit on the floor in a small space set out on the floor
- v. STUDENT B will then say that her pencil has been stolen and that someone from STUDENT D's group must have stolen it, which all groups and teacher agree with
- vi. Teacher will then make STUDENT D's group stand facing the wall as punishment for the pencil
- vii. STUDENT E's group are told they cannot talk at all

Debate:

Each group including their group leader will discuss how it felt to not have the right they were deprived of so the other groups can understand how it feels.

Stand Up/Sit Down Rights:

- i. Article 12 – To give your opinion
 - a. “you have been told that a certain Dark wizard has returned from the dead’, ‘he wasn’t dead’ said Harry angrily, ‘but yeah, he’s returned!’ ‘Mr Potter you have already lost your house ten points do not make matters worse for yourself’ said Professor Umbridge in one breath without looking at him. ‘As I was saying, you have been informed that a certain Dark wizard is at large once again. This is a lie’
 - b. Professor Umbridge told Harry that what he was saying was a lie and therefore wasn’t allowed his own opinion
- ii. Article 15 – to choose your own friends – set up groups as long as it isn’t harmful
 - a. “By order of the high inquisitor of Hogwarts, all student organisations, societies, teams, groups and clubs are henceforth disbanded
 - b. Groups were no longer allowed
- iii. Article 19 – protected from being hurt or mistreated
 - a. “Dudley’s favourite punching bag was Harry”
 - b. Dudley was always hitting Harry
- iv. Article 27 – right to food, clothing, safe place to live – should not be disadvantaged
 - a. Uncle Vernon waited until Piers was safely out of the house before starting on Harry. He was so angry he could hardly speak. He managed to say, “Go -- cupboard -- stay -- no meals, ”
 - b. His cousin Dudley had two bedrooms whilst Harry lived in the cupboard under the stairs and would get no meals if he did anything wrong.
- v. Article 28 – right to good quality education
 - a. “Where’s my letter?” said Harry, the moment Uncle Vernon had squeezed through the door. “Who’s writing to me?” “No one. It was addressed to you by mistake, ” said Uncle Vernon shortly. “I have burned it. ” “It was not a mistake, ” said Harry angrily, “it had my cupboard on it.
 - b. Not allowing Harry to receive his letter inviting him to study at Hogwarts
- vi. Article 30 – practice your own culture, language and religion or any you choose
 - a. “WHAT HAVE I TOLD YOU ABOUT SAYING THE ‘M’ WORD IN OUR HOUSE? I WARNED YOU! I WILL NOT TOLERATE MENTION OF YOUR ABNORMALITY UNDER THIS ROOF!”
 - b. The Dursely’s did not allow Harry to talk about magic in the house.
- vii. Article 37 – punishment in a cruel or harmful way
 - a. “Harry placed the point of the quill on the paper and wrote: I must not tell lies. He let out a gasp of pain. The words had appeared on the parchment in what appeared to be shining red ink. At the same time, the words had appeared on the back of Harry’s right hand, cut into his skin as though traced there by a scalpel”
 - b. The lines Professor Umbridge made Harry do, used a quill which cut his hand whilst writing them.
- viii. Article 40 – right to legal help and fair treatment in the justice system
 - a. “It has already become the practice to hold a full criminal trial to deal with a simple matter of underage magic”
 - b. When Harry was put on trial for underage use of magic he was given a full criminal trial similar to a murderer

Sorting Hat Song

STUDENT A - *Oh you may not think I'm pretty,
But don't judge on what you see,
I'll eat myself if you can find
A smarter hat than me.*

STUDENT A - *You can keep your bowlers black,
Your top hats sleek and tall,
For I'm the Hogwarts Sorting Hat
And I can cap them all.*

STUDENT A - *There's nothing hidden in your head
The Sorting Hat can't see,
So try me on and I will tell you
Where you ought to be.*

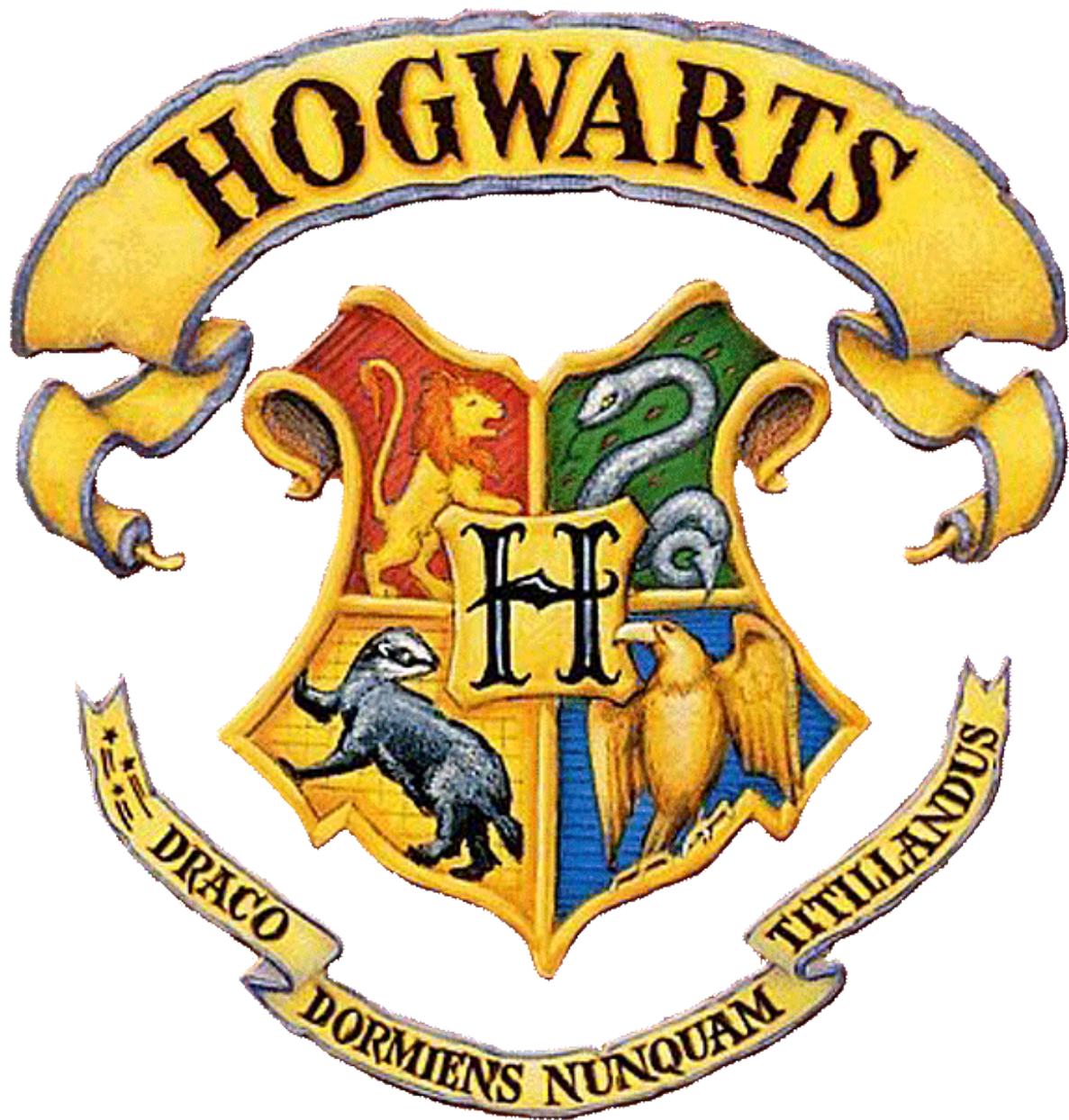
STUDENT B - *You might belong in Gryffindor,
Where dwell the brave at heart,
Their daring, nerve, and chivalry
Set Gryffindors apart;*

STUDENT E - *You might belong in Hufflepuff,
Where they are just and loyal,
Those patient Hufflepuffs are true
And unafraid of toil;*

STUDENT C - *Or yet in wise old Ravenclaw,
if you've a ready mind,
Where those of wit and learning,
Will always find their kind;*

STUDENT D - *Or perhaps in Slytherin
You'll make your real friends,
Those cunning folks use any means
To achieve their ends.*

STUDENT A - *So put me on! Don't be afraid!
And don't get in a flap!
You're in safe hands (though I have none)
For I'm a Thinking Cap!*





Hogwarts School
of Witchcraft and Wizardry

Mr. Harry Potter
The Cupboard under the Stairs
4 Privet Drive
Little Whinging, Surrey

Dear Mr. Potter,

We are pleased to inform you that you have been accepted at Hogwarts School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment.

Term begins on September 1. We await your owl by no later than July 31.

Yours sincerely,

Minerva McGonagall

Minerva McGonagall
Deputy Headmistress



Harry Potter Role Play

Characters needed: Teacher, one student representing the each of the houses of Hogwarts = 5 people

Teacher comes into the classroom and reads the acceptance letter (see legal literacy document)

Teacher – “I have 4 students with me today, one from each of the houses of Hogwarts; Griffindor, Ravenclaw, Hufflepuff and Slytherin. Would you like to meet them?”

Griffindor, Ravenclaw, Hufflepuff and Slytherin - representing each house walks in and does gives out a small speech about the house.

Teacher- silence, you all need to learn to get along!

Teacher – “I think it is time to play our first game, what do you think?”

Play stand-up/sit-down game (see legal literacy document)

Griffindor – “The students seem to be very well behaved do you think we should treat them to the sorting hat and see what house they belong to?”

Bring out the sorting house and read through the song (see legal literacy document)

The children come up and pick a house card from the hat and become part of that house.

Main activity now commences:

Teacher - “Griffindors you are not allowed to sit here. You must stand together there in that really small space and I don’t want to see you step outside of those cones”

HufflePuff - “But”

Teacher - “Silence! I didn’t say could talk and say what you feel and I don’t expect to hear another word from you Hufflepuffs”

Griffindor- “Someone stole my book; I think the Slytherins did it!”

Teacher- “Slytherin, you are always doing something mischief. You must go and face the wall for stealing Grinffindors books”

Teacher – “Finally, silence we can now start to learn how to cast spells.”

Ravenclaw- “Oh, I can’t wait to start to learn this. I already started to read and practice. Everybody take out your wands.”

Teacher - “Ravenclaws, silence. You are not allowed to learn this. Please exit the classroom.”

Teacher - start teaching.....

2 mins later

Teacher goes out and gets Ravenclaw and brings them back in

Teacher – “Griffindor why are you standing so close together? Please sit normally.”

Teacher – “Hufflepuff I haven’t heard a word from any of you. You are allowed to say what you like to say as long as it does not hurt anyone.”

Teacher - “Slytherin, why are you facing the wall? Please come and join us.”

A clear, written outline of the aims and objectives of the workshop (max. 50 words)

- ✚ To give the children the opportunity to feel what it would be like if one of their fundamental human rights were taken away from in a safe environment.
- ✚ To make the children understand that they are protected by fundamental human rights and to teach them some of the important ones.
- ✚ To understand the difference between what they need and what they want.

A brief explanation of the subject matter of the workshop and the sources that you have drawn on in researching this area of law (max. 250 words)

Human rights are the basic things we need in order to live with dignity, develop and reach our potential, including such rights as food, shelter, education and right to express ourselves and be free from violence and abuse.

We decided to pick Human Rights as our topic to present as a workshop because we felt it underpinned all the other workshop ideas and general areas of law. After the workshop we hoped the children would have a basic understanding of principles of human rights, how important these rights are to them and how rights and responsibilities are interlinked.

When creating our workshop we took advice from the school head teacher who believed the human rights topic was an important topic for the children to learn about and therefore we set about sourcing the necessary information. We sourced most of our information from was the United Nations Convention of the Rights of the Child (UNCRC) where we found there to be 54 articles. We compared the UNCRC to the Human Rights Act 1998 which protects both adults and children within the UK to see if there were any specific differences

We chose 10 important articles to talk to the children about as we felt these were necessary to the development of the children's knowledge of human rights and for use in everyday life, which we took directly from the UNCRC.

An outline of the workshop, giving details of the planned activities, the timings and any props that are needed. This should be drafted on the basis that a group of people could pick up this outline and run a workshop, based on the instructions that it contains (no word limit)

See enclosed items:

1. Sorting Hat & 4 scarves (Slytherin, Hufflepuff, Ravenclaw & Gryffindor)
2. Harry Potter Role Play
3. Legal Literacy Document
 - a. Formalities and timings of workshop
 - b. Hogwarts Logo
 - c. Hogwarts Acceptance Letter
 - d. Hogwarts House crests
 - e. Sorting Hat Song

An explanation of anything that you have changed, or would recommend changing, as a result of running your workshop in school (max. 500 words)

After doing the workshop in the school we found that the children were much more intelligent than we gave them credit for and knew a lot about the topic we were discussing although they did not know that there is law that protects these rights. If we were to do the workshop again we would make it more challenging and focus on the specific articles rather than the main principles. We think it might be interesting for the children to understand the history of human rights, to know why they came to be protected by law, how human rights are applied presently and the future. We could relate human rights to other countries including Malala Yousafzai, who was shot for going to school. We felt that to improve the understanding this workshop should be extended at least 30 minutes so that all tasks can be completed but also to allow all important areas to be covered.

We felt that the tasks allowed us to understand the level of knowledge the children of that age group knew but it is not something we would take into a future workshop. We felt the process by which we created the groups using the Harry Potter sorting hat worked really well but that the children should be in the groups for longer so they could really identify with their group for when their right is taken away from them. To be sorted, the children had to pick a piece of paper out of the sorting hat which had the crest of their house on it, but due to the number of these we had we had to take these from the children and in future we think it would be nice if they could keep those.

We would approach both of these issues by changing the structure of the workshop so the children are sorted into their houses before the first task commences and that a second task is included into the workshop after we have taken away one of their rights to enable the children to reflect on the removal of that right but in an objective way.

The new first task instead of the stand-up/sit-down task would get the students in the houses lead by their prefect (student running the workshop) to determine whether the laminated article rights we have given them are real rights found on the UNCRC or rights we have made up. This task can be tailored to the age group of those being taught as you can use well known or obscure rights depending on their academic ability.

The second task would re-enforce the taking away of a right by giving them a picture of a person who has had the specific right which was taken away from that group taken away. They will also have lots of different emotion/feeling cards which they will use to explain how they think that person will feel which could also be presented to the other groups in the class.

A group materials contribution sheet