

Childrens' Rights and Voice and Teacher Wellbeing

Session 3
2023-4



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Learning Intentions

- To explore the ideas of child wellbeing and childrens' rights and teacher wellbeing and how this influences classroom practice



UN Convention on the Rights of the Child

- The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.
- Every child has rights “without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status” (Article 2).
- The Convention must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).
- We are the only organisation working for children recognised by the Convention.
- The Convention is also the most widely ratified human rights treaty in the world. All UN member states except for the United States have ratified the Convention. The Convention came into force in the UK in 1992.

Task

- Read the UN Convention on the Rights of the Child
- Give examples of how they can be utilized in a whole school and a class approach



Task

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/best-practice-case-studies/>

Read the Case Study from a Primary or Secondary School Setting

Research how do children's rights impact their wellbeing?

Further Task



Sort and justify 10 of the children's rights that they feel are the most important for their setting, and, justify why?



Use the UNCRC website to plan a lesson to introduce the rights to the children in a purposeful and contextual way



Carousel within a group and share a 'right' to plan and share a 'deep dive' to find authentic context as to how the right is relevant on a local, national and international level. Split into age appropriate to discuss.

Wellbeing: The PERMA model



Positive Emotions



Engagement



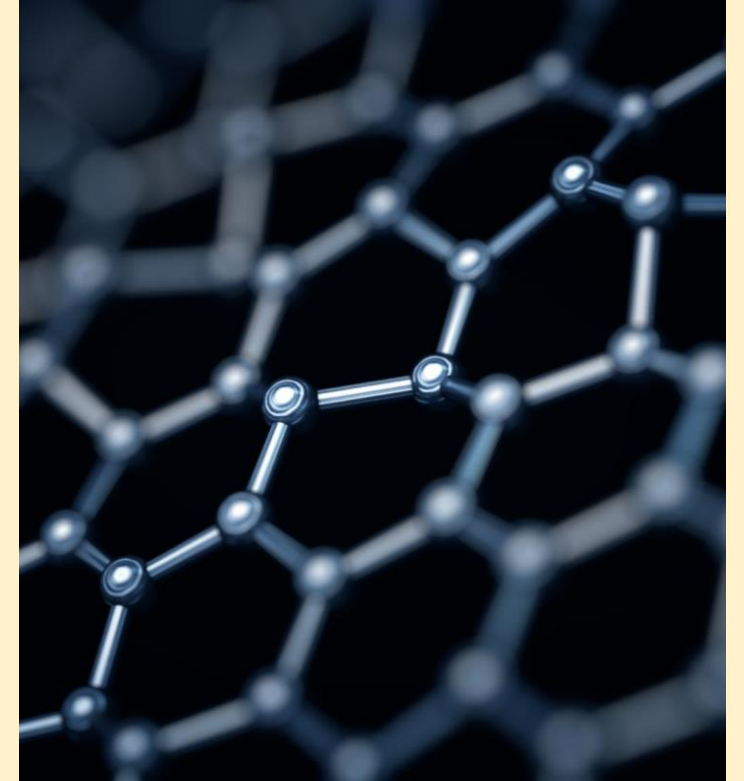
Relationships



Meaning



Accomplishments



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Transforming Education, Transforming Lives



Take the Test

- 24 Character strengths – quiz
- [Positive Psychology's Character Strengths | The Positivity Project \(posproject.org\)](https://posproject.org)

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References

- Crum, A. J., Salovey, P., & Achor, S. (2013). Rethinking stress: The role of mindsets in determining the stress response. *Journal of personality and social psychology*, 104(4), 716.
- Anna Freud Teaching Resources
- [Supporting staff wellbeing : Mentally Healthy Schools](#)
- <https://www.unicef.org.uk/rights-respecting-schools/ss-peter-and-pauls-catholic-primary-school/>