

EduTrend Contents

W4C · CIVICS & CITIZENSHIP · PRIMARY

Class Charter

Agree rights and responsibilities together

Ages 7–10	Level: Foundation	60 minutes	Groups of 4 · up to 30	Activity 01

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 01 · AT A GLANCE

Class Charter

Pupils sort picture cards into wants and needs, learn that every child has rights, and link each right to a responsibility. Groups propose charter statements, the class votes, and everyone signs the final charter.

Learning outcomes

By the end of the session pupils can:

- explain the difference between a want, a need and a right;
- link a right to a matching responsibility;
- take part in a fair discussion and vote;
- explain why agreed rules help a community.

KEY WORDS

right · responsibility · need · want · rule · fair · vote · charter · community

CURRICULUM LINKS

Citizenship and PSHE: rules, rights and responsibilities. UN Convention on the Rights of the Child. C3 Framework, Dimension 2: Civics.

1	2	3	4	5	6
NOTICE	**LEARN**	**LISTEN**	**DISCUSS**	**DECIDE**	**ACT**
What is the issue?	Rights and rules	Hear every view	Weigh the evidence	Vote or agree	Make a difference

Materials (per group)

- Set of 16 picture cards (food, water, school, toys, phone, home, play, games console and so on)
- Two sorting hoops or sheets: wants and needs
- Sticky notes
- Voting tokens or dots
- Large paper for the charter
- Worksheets 1, 2 and 3

Before the session

- Print and cut the picture cards.
- Prepare a child-friendly summary of five rights from the UN Convention on the Rights of the Child, such as the rights to education, play, safety, health and to be heard.
- Prepare a large sheet headed “Our Class Charter”.
- Plan how the vote will work (for example three dots each).

SAFETY

Discussions about needs can touch on hardship at home. Keep examples general and do not ask pupils about their own circumstances.

ACTIVITY 01 · SESSION PLAN

Step by step

The key moment is linking each right to a responsibility we all share.

Time	What happens	Say or ask
0–10 min Hook	Imagine a new island with no rules. What would people need?	*"What must everyone have to live well?"*
10–20 min Sort	Groups sort cards into wants and needs and explain choices.	*"Could you live without this?"*
20–30 min Rights	Introduce five rights children have everywhere.	*"Who makes sure children get these rights?"*
30–45 min Charter	Groups write one right and its matching responsibility on sticky notes.	*"If I have the right to learn, what must I do?"*
45–60 min Vote and sign	Class votes on the top statements; everyone signs the charter.	*"Was our vote fair? Why?"*

CHALLENGE CARD (print or copy onto the board)

Create a class charter of five rights and responsibilities that everyone agrees with, using a fair vote.

ACTIVITY 01 · FACILITATOR NOTES

The citizenship in brief

Needs are things everyone must have to survive and grow, such as food, water, safety and education. Rights are promises that every child should have these things. The UN Convention on the Rights of the Child, agreed in 1989, sets out 54 articles describing children's rights.

Rights come with responsibilities: if everyone has the right to be safe, everyone has a responsibility not to hurt others. Agreeing rules together, and giving everyone a voice, makes people more likely to keep them. Article 12 of the Convention gives children the right to have their views heard in decisions that affect them.

Common ideas to listen for

- "Rights mean I can do whatever I want." Rights come with responsibilities to respect others' rights.
- "Rules are made by adults to stop children having fun." Good rules protect everyone and can be agreed together.
- "A vote is fair if my side wins." A fair vote gives everyone an equal say.

Adapting the activity

Support

Use eight picture cards and sentence strips: "I have the right to… so I will…".

Stretch

Compare the class charter with the school rules and suggest one change to the school council.

WORKSHEET 1

Wants or needs?

Name: _____ Class: _____ Date: _____

Sort each card and explain one choice.

My sorting

Card	Want or need?	Why?

WORKSHEET 2

Rights and responsibilities

Match each right with a responsibility.

Rights and responsibilities

I have the right to...	So I have a responsibility to...

WORKSHEET 3

Our charter

Think about the vote.

The statement I voted for and why

Why is it important that everyone agreed?

How I will keep the charter

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Distinguishes wants, needs and rights	Links rights to responsibilities	Takes part fairly in a vote

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Class Charter is a sample activity from the EduTrend Contents W4C Civics & Citizenship programme (primary, level: foundation). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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