

## The Butterfly Effect

# Human Rights & Lives

Age	Activity Summary	Resources
5-6	Discuss our favourite things.	'Our Favourite Things' PowerPoint.
6-7	Create a self-portrait showing what really matters to us.	Recycled paper and pens.
7-8	Play the 'What Living Things Need' card matching game.	'What Living Things Need' card game and rules.
8-9	Exploring Maslow's Hierarchy of Needs.	Maslow's Hierarchy of Needs Pyramid, blank and completed versions.
9-10	Create a poster about The Rights of the Child.	Search for the Rights of the Child online for a child friendly version.
10-11	Create a class charter outlining rights and responsibilities	Search for the Rights of the Child online for a child friendly version.
11-12	Role play activity exploring the difference between Equality and Equity.	Equality vs Equity cartoon

### Teachers Notes:



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## We are learning...

that, while I am unique, I have things in common with other people.



## We can now...

confidently discuss my likes and dislikes and understand that these can be the same, or different to my friends.



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## Activity

We are all different and yet we often have lots of things in common with others. These things can be the same for people all around the world. Watch the PowerPoint and talk about your favourite things using the slides. Does anyone else in your group or class have the same favourite things?

## Digital / At Home Version

Complete the activity in the same way using a video call.

## Additional Challenge

Think of some additional categories to discuss the group's favourites in.

## Additional Support

Provide a list of examples from which the pupils can select their favourite.

## Resources

Our Favourite Things PowerPoint/sheet.



## Suggested Follow-On Activities

Draw pictures of your favourite things and create a class display. Share your favourite things with your partner school and see if anyone else has the same things in common.

## UN Sustainable Development Goals

[Goal 1: End poverty in all its forms everywhere](#)

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[Goal 6: Ensure access to water and sanitation for all](#)

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## We are learning...

about ourselves and what really matters to us.

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## We can now...

describe what really matters to us and explain why. Consider if these are there are things that matter to people all over the world.



## Activity

We all have things that really matter to us. These might be family, friends, pets, hobbies, places, foods and many more! Challenge; think of the three things that matter most to you in the world. Draw a small self-portrait with these three things in the background. Do you think the things that matter to you are the same as the things that matter to others all over the world? Why?

## Digital / At Home Version

Complete the activity in the same way and submit a digital copy.

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## Additional Challenge

Ask the pupils to write titles underneath the pictures to work on literacy skills.

## Additional Support

Provide a list of examples of things the pupils may want to include in their pictures.

## Resources

Recycled paper and pens.

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## Suggested Follow-On Activities

Post your completed self-portraits online using the hashtag #STEAMatJacobs. We want to show how each of us are connected by shared, common values.

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## We are learning...

what living things need to grow and be healthy.



## We can now...

explain what things are essential for all living things to stay alive and grow.



## Activity

All living things need certain things to grow and be healthy. Can the pupils think what they are? Play the 'What Living Things Need' card matching game to see if you can get a whole 'set' of things that a living thing needs to survive.

## Digital / At Home Version

Rather than playing the card game, cut out images from old newspapers and magazines to create a poster showing what all living things need to survive.



## Additional Challenge

Think: do living things only need physical things to survive or are other things important. For example, do living things need love?

## Additional Support

Work in pairs to play the game.

## Resources

'What Living Things Need' Card game and Rules.



## Suggested Follow-On Activities

Write a guide on caring for another living thing.



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## We are learning...

that people all have needs that have to be met in order to be happy.

## We can now...

use Maslow's Hierarchy of Needs to explain what a person needs in order to achieve their full potential.



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## Activity

There are certain basic things we all need to be happy and creative. In a journal in 1943 a psychologist called Abraham Maslow theorised the things that a person needs to be able to reach their full potential. Follow the instructions on the PowerPoint and discover the needs that Maslow believed should be in place to meet a person's full potential.

## Digital / At Home Version

Complete the PowerPoint slides on their own devices from home.

## Additional Challenge

Try applying the theory to the pupil's own lives. What happens when they feel hungry; are they able to concentrate and be creative?

## Additional Support

Work in pairs to complete the activity.

## Resources

Maslow's Hierarchy of Needs Pyramid Blank and Completed Versions. (Can be completed digitally or on the board.)



## Suggested Follow-On Activities

Write a description of your ideal day. How would it start? What would you have for breakfast? How much sleep would you have? Would you see or speak to anyone special? etc.

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## We are learning...

about the UN Convention on the Rights of the Child.

## We can now...

understand what the Rights of the Child are and try to raise awareness about them with others.



## Activity

The Universal Declaration of Human Rights was signed on the 10th December 1948 and, it was followed, on the 20th November 1989 by the Declaration on the Rights of the Child. It set out, for the first time, a list of children's rights that were to be universally upheld. Article number 42 says that 'Everyone Must Know Children's Rights'. Why do you think this is? Design a poster telling young people about their rights. This can be on paper, or digitally. Plan how can you get this information out to a wider audience; for example, the school website or Facebook page?

## Digital / At Home Version

Complete the activity in the same way using a digital device at home.

## Additional Challenge

Divide the class into groups and assign specific articles to each group for discussion.

## Additional Support

Support the discussions using teaching tools including Thinking Time, No Hands Up etc.

## Resources

Search for the Rights of the Child online for a child friendly version.

## Suggested Follow-On Activities

Each group designs a small poster to explain their article(s) using words and images. Place all the finished designs together to form a tapestry, together illustrating what the Declaration of the Rights of the Child means. Share online using the hashtag #STEAMatJacobs.

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## We are learning...

that human rights also come with responsibilities.



## We can now...

understand that rights come with responsibilities and provide some examples of what these are.



## Activity

The UN Convention on the Rights of the Child was signed in 1989 and laid out a set of rights that all children, all over the world, have. However, in order to make sure every child has access to the same rights, it's also important that we all also meet our certain responsibilities too. For example, if all children have the right to an education, it is their responsibility to study and attend the education they are provided. It is also the responsibility of everyone in the world to make sure the rights of others are upheld. Create a class charter outlining the rights you should expect within the classroom, as well as the responsibilities you have. This can be displayed on the wall.

## Digital / At Home Version

Complete the activity digitally at home.

## Additional Challenge

Create a version for the wider school.

## Additional Support

Work in mixed ability pair to complete the activity.

## Resources

Search for the Rights of the Child online for a child friendly version.

## Suggested Follow-On Activities

Further explore each article of the Convention by writing a 'Responsibility' for each 'Right'. For example, I have the right to be loved and protected, and I have the responsibility to love and protect others. Share your work using the hashtag #STEAMatJacobs

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## We are learning...

the difference between equality and equity.

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## We can now...

Explain why equality doesn't always mean the same thing as equity.



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## Activity

The idea of all people having equal rights is well accepted. However, does everyone need to be given the same help to be equal? Explore the cartoon. How might each character feel in the scenario? Which solution is best? Use a role play activity to act out the perspectives of each of the characters.

## Digital / At Home Version

Rather than a role-play activity, can you write a thought bubble for each character showing what they are thinking.

## Additional Challenge

Apply this thinking to Carbon Targets across the world. Is it fair for every country to have the same targets, even those that are less economically developed? Why?

## Additional Support

Work in groups, rather than as a class, for the role-play activity.

## Resources

Equality vs Equity Cartoon. (Can be shown on the board)



## Suggested Follow-On Activities

Think about some real-world situations where this applies. Perhaps within the school? Are there any times where you felt a situation was made unfair by people all being treated the same. How could the situation be managed differently next time? Write a short story or draw a comic book to tell the story.

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