## HRiE logoSpecial Person

 (Adapted from Canadian Child Care Federation Resource Sheet #63, ‘Respecting Children’s Rights in Practice’. Download this resource from http://www.cccf-fcsge.ca/publications/resourcesheets\_en.html)

### Rationale

Developing an appreciation of difference and an anti-discriminatory mindset in children, whereby they realise that every person is different and deserves respect regardless of who they are.

#### Te Whāriki

Content linking this activity to Te Whāriki coming soon.

#### Human Rights

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| --- | --- | --- |
|  | UDHR Articles | UNCRoC Articles |
| Freedom from discrimination | UDHR 2 | CRC 2 |
| Right to life | UDHR 3 | CRC 6,37 |
| Right to security | UDHR 3 | CRC 19 |
| Freedom from torture or cruel, inhuman or degrading treatment | UDHR 5 | CRC 37 |
| Right to equality before the law | UDHR 7 |  |
| Right to a nationality | UDHR 15 | CRC 7 |
| Freedom of thought, conscience and religion | UDHR 18  | CRC 14 |
| Freedom of opinion & expression | UDHR 19 | CRC 13,17 |
| Rights of children with disabilities |  | CRC 23 |

### Activity

#### Type of activity

Discussion, thinking, getting to know each other.

#### Preparation

Put children into thinking/discussion groups.

#### Materials

None

#### Time Frame

Unspecified, depends on level of discussion

#### Activity steps

Help children think about ways they are special in group discussion by using these sentence starters:

* I am special (because I am me).
* You are special (because you are you).
* I am special (because I have a baby sister).
* You are special (because you have a bed in two houses).
* I am special (because I can tie my shoes).
* You are special (because you wear glasses).

#### Guidelines

Activity can work well with older students talking the younger children through the activity or teachers assigned to each group.

#### Extension

Teachers or older students can collate ideas on posters and children can illustrate why they are special.