CHILDREN'S RIGHTS RESOURCES

Matilda



THE ROALD DAHL MUSEUM AND STORY CENTRE

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Meaningful Connections — activity 1

Matilda's Rights

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Activity overview

Matilda's Rights
Class discussion
Shared reading
Comprehension

Themes: Mental health and wellbeing, Empathy, Children's Rights

Activity instructions

1. Share the **Rights Champion Resource**. Ask the children to think about Matilda's story and answer the following questions:

- are all of Matilda's rights respected in this story?
- How does reading these rights make you feel?
- ***Rights Champion Checker:*** Matilda should have all of her rights respected but she doesn't. Which ones would make the biggest difference to her?

2. Show on screen the **Matilda's Connections Web.**

- Class discussion: run through each character and remind yourselves who they are and how they are connected to Matilda.

3. Choose one of the **Matilda – Characters & Quotes slides** to show. Ask the children to:

- Read the extracts and think about how each character makes Matilda feel - capture as many adjectives as possible.
- ***Rights Champion Checker:*** Which right(s) protect children from being spoken to by adults in a harmful way? Class discussion using the **Rights Champion Resource**.

Consider potential triggers around supportive families - think about positive connections with friends, teachers and role models.



Slides and worksheets

Rights Champion Resource. Page 5

Matilda's Connections Web. Page 6

Matilda - Characters & Quotes A & B.
Pages 7 and 8

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Rights Champion Resource

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

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Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

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Matilda's Connections Web



Mrs Phelps



Mr and Mrs Wormwood



Miss Trunchbull





Michael



Bruce Bogtrotter



Books



Miss Honey

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Characters and Quotes A

During the first week of Matilda's visits, Mrs Phelps had said to her, 'Does your mother walk you down here every day and then take you home?'

'My mother goes to Aylesbury every afternoon to play bingo,' Matilda had said. 'She doesn't know I come here.'

'But that's surely not right,' Mrs Phelps said. 'I think you'd better ask her.'

'I'd rather not,' Matilda said. 'She doesn't encourage reading books. Nor does my father.'

'But what do they expect you to do every afternoon in an empty house?'

'Just mooch around and watch the telly.'

'I see.'

'She doesn't really care what I do,' Matilda said a little sadly.

Mrs Phelps and Matilda.
Chapter: The Reader of Books



Within a week, Matilda had finished Great Expectations which in that edition contained four hundred and eleven pages. 'I loved it,' she said to Mrs Phelps. 'Has Mr Dickens written any others?'

'A great number,' said the astounded Mrs Phelps. 'Shall I choose you another?'

Over the next six months, under Mrs Phelps's watchful and compassionate eye, Matilda read the following books:

- *Nicholas Nickleby* by Charles Dickens
- *Oliver Twist* by Charles Dickens
- *Jane Eyre* by Charlotte Brontë
- *Pride and Prejudice* by Jane Austen
- *Tess of the D'Urbervilles* by Thomas Hardy
- *Gone to Earth* by Mary Webb
- *Kim* by Rudyard Kipling
- *The Invisible Man* by H. G. Wells
- *The Old Man and the Sea* by Ernest Hemingway
- *The Sound and the Fury* by William Faulkner
- *The Grapes of Wrath* by John Steinbeck
- *The Good Companions* by J. B. Priestley
- *Brighton Rock* by Graham Greene
- *Animal Farm* by George Orwell



It was a formidable list and by now Mrs Phelps was filled with wonder and excitement...

***Mrs Phelps**. Chapter: The Reader of Books*

'Did you know', Matilda said suddenly, 'that the heart of a mouse beats at the rate of six hundred and fifty times a second?'

'I did not,' Miss Honey said smiling. 'How absolutely fascinating. Where did you read that?'

'In a book from the library,' Matilda said. 'And that means it goes so fast you can't even hear the separate beats. It must sound just like a buzz.'

'It must,' Miss Honey said.

'And how fast do you think a hedgehog's heart beats?' Matilda asked.

'Tell me,' Miss Honey said, smiling again.

'It's not as fast as a mouse,' Matilda said. 'It's three hundred times a minute. But even so, you wouldn't have thought it went as fast as that in a creature that moves so slowly, would you, Miss Honey?'

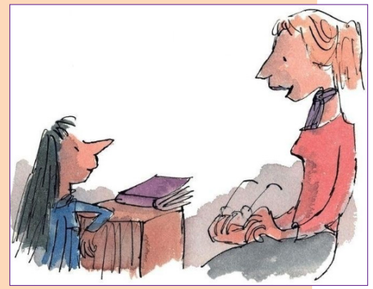
'I certainly wouldn't,' Miss Honey said. 'Tell me one more.'

'A horse,' Matilda said.

'That's really slow. It's only forty times a minute.'

This child, Miss Honey told herself, seems to be interested in everything. When one is with her it is impossible to be bored. I love it.

***Miss Honey and Matilda**.*
Chapter: A New Home



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Characters and Quotes B

"Occasionally one comes across parents who take the opposite line, who show no interest at all in their children, and these of course are far more worse than the doting ones. Mr and Mrs Wormwood were two such parents. They had a son called Michael and a daughter called Matilda, and the parents looked upon Matilda in particular as nothing more than a scab."

Mr and Mrs Wormwood. *Chapter: The Reader of Books*

"Mr Wormwood: 'Of course you looked! You must have looked! No one in the world could give the right answer just like that, especially a girl! You're a little cheat, madam, that's what you are! A cheat and a liar!'"

Mr Wormwood. *Chapter: Arithmetic*



"'Don't you ever stop reading?' he snapped at her.

'Oh, hello, Daddy,' she said pleasantly. 'Did you have a good day?' 'What is this trash?' he said, snatching the book from her hands.

'It isn't trash, Daddy, it's lovely. It's called The Red Pony. It's by John Steinbeck, an American writer.

Why don't you try it? You'll love it.'

'Filth,' Mr Wormwood said. 'If it's by an American it's certain to be filth. That's all they write about.'



'No, Daddy, it's beautiful, honestly it is. It's about…'

'I don't want to know what it's about,' Mr Wormwood barked. 'I'm fed up with your reading anyway. Go and find yourself something useful to do.' With frightening suddenness he now began ripping the pages out of the book in handfuls and throwing them in the waste-paper basket.

Matilda froze in horror. The father kept going. There seemed little doubt that the man felt some kind of jealousy. How dare she, he seemed to be saying with each rip of a page, how dare she enjoy reading books when he couldn't? How dare she?"

Mr Wormwood and Matilda. *Chapter: The Ghost*

"'It makes me vomit,' she went on, 'to think that I am going to have to put up with a load of garbage like you in my school for the next six years. I can see that I'm going to have to expel as many of you as possible as soon as possible to save myself from going round the bend.'

She paused and snorted several times. It was a curious noise. You can hear the same sort of thing if you walk through a riding-stable when the horses are being fed. I suppose,' she went on, 'your mothers and fathers tell you you're wonderful. Well, I am here to tell you the opposite, and you'd better believe me. Stand up, everybody!'"



Miss Trunchbull.
Chapter: The Weekly Test

"Squashing a bad girl is like trying to squash a bluebottle. You bang down on it and the darn thing isn't there. Nasty dirty things, little girls are. Glad I never was one."

Miss Trunchbull. *Chapter: The Trunchbull*

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Meaningful Connections — activity 2

Matilda's Connections Web

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Activity overview

Matilda's Connections Web
Worksheet activity
Composition
Vocabulary

Themes: Respectful and Trusting Relationships, Kindness, Respect

Activity instructions

1. Share **Matilda's Connections Web.** Ask children to write:

- The names of people Matilda has connections with and adjectives or expressions to describe how each person makes Matilda feel.

Extension activity:

- Draw a red line for a negative or complicated connection and a green line for a positive connection. Discuss the children's choices of colour - what about trickier characters like Matilda's brother. Did you give them a red or green line? Why? Consider Matilda's relationship with her brother? It might not be the best, but is that his fault?

2. Focusing on the *positive connections* Matilda has, ask the children to write down:

- The activities they do together and how they help each other feel better.
- Other things Matilda has a connection with that make her feel less lonely? Books, special places like the library and Miss Honey's cottage?
- Summary discussion: Does Matilda and Miss Honey's friendship make you think about someone in your life? What would your connections web look like?

Extension activity:

- Think about the other characters in the story - create a connections web for Miss Honey… or if you really want to stretch the children, ask them to create one for Mr Wormwood or Miss Trunchbull to explore their relationships with other characters.

Slides and worksheets

Matilda's Connections Web. Page 11

Consider potential triggers around close friends / family - think about positive connections through activities & hobbies.

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Matilda's Connections Web



Mrs Phelps



Mr and Mrs Wormwood



Miss Trunchbull





Michael



Bruce Bogtrotter



Books



Miss Honey

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Meaningful Connections — activity 3

My Connections Web

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Activity overview

My Connections Web
Mind-mapping
Poem/letter writing
Composition
Class discussion
Worksheet Activity

Themes: Developing and maintaining healthy relationships, Coping strategies, Claiming your rights as a child

Activity instructions

1. Share the **My Connections Web** worksheet**.** Ask children to write:

- Your name in the centre.
- The names of the people you have a positive connection with, the people you trust and the people you feel you can ask for help.
- Adjectives to describe how each person makes you feel. What activities do you do together? How do you help each other feel better?

Extension activity:

- Matilda had a connection to books. What other things do you have connections with that make you feel better?
- Class discussion: Why is having positive connections to other people important? How do friends and meaningful connections help? What is a 'meaningful' connection? How can we communicate well with people we care about?
- Allow children to add missing details or people they might not have thought of to their worksheet as you discuss.

2. Revisit the **Rights Champion Resource.**

- Who does Matilda turn to in the story to help her claim her rights as a child? (Friends - stand up against bullies, Miss Honey, friendship and support, helped Matilda to choose her own friends and find a family to care for her.)
- ***Rights Champion Checker:*** Do you know how to ask for help if your rights or the rights of your friends aren't being met?

Extension activity:

- Ask the children to pick one person from their web.
- Think about how you know them, how long you've known them and how you met. How would you describe them in three words?
- Write, draw or create a poem about how they help you feel better or a letter of appreciation to the person.

Slides and worksheets

My Connections Web. Page 14

Rights Champion Resource. Page 15

Consider potential triggers around close friends / family - think about positive connections through activities & hobbies.

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My Connections Web

Me

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Rights Champion Resource

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Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

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Safe Spaces — activity 1

Matilda's Visits

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Activity overview

Matilda's Visits
Class discussion
Vocabulary
Comprehension
Speaking & listening

Themes: Being Safe, Fairness, Personal Freedoms & Children's Rights.

Activity instructions

1. Ask children to think about the word 'safe'.

- In pairs, create a list of all the places and spaces where children should feel safe (home, school, park, library).
- Discuss responses as a class. What are the things that make it feel safe? (the people there - friends, staff, family, the environment, it's warm, it has comfy seats and feels welcome) Organise answers into two columns (one about people, one about the environment).
- ***Rights Champion Checker:*** Explore the **Rights Champion Resource** with your class. A lot of the Rights cover safety. Which Right(s) are designed to keep children safe?
- Why is it important for children to have safe spaces? When you feel safe and your rights are met, it makes you feel happier and it's easier for you to enjoy parts of life like learning and playing. It also makes it easier for you to help other people.

2. Show **Matilda's Visits Illustrations.** Ask the children to think about all the different places Matilda visits in the story and answer the following questions:

- What happens to Matilda in each of these spaces? Who does she meet? How does she feel? Are they safe /dangerous? What makes them safe/dangerous? Think about the vocab gained from exploring the Children's Rights Poster (exploitation, punishment, cruelty, neglect).
- Which of these places did you have on your 'safe places' list? (home, school, library).
- ***Rights Champion Checker:*** Do any places or spaces match with particular rights? Does Matilda enjoy the rights that she should have in those places?
- Summary discussion: Where do you think Matilda feels most safe? What are the things that make her feel safe there?

Slides and worksheets

Matilda's Visits Illustrations. Page 18

Rights Champion Resource. Page 19

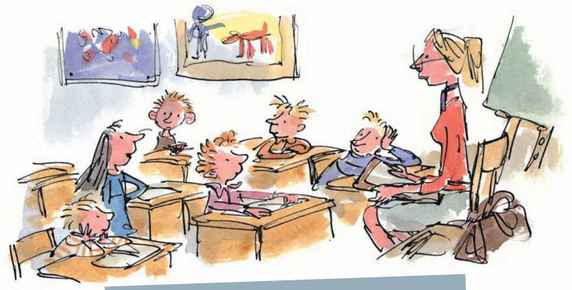
Consider different home environments, past and present experiences when discussing safe & unsafe places.

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Matilda's Visits Illustrations



The library



Miss Honey's classroom



The Wormwoods' living room



Matilda's bedroom





Miss Honey's cottage



The school playground

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Matilda



Safe Spaces — activity 1

Rights Champion Resource

CHILDREN'S RIGHTS RESOURCES

THE ROALD DAHL MUSEUM AND STORY CENTRE

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Safe Spaces — activity 2

My Safe Space

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Activity overview

My Safe Space
Class discussion
Listening
Composition
Drawing & design activity
Poem writing activity

Themes: Being Safe, Fairness, Personal Freedoms & Children's Rights.

Activity instructions

1. Ask the children to close their eyes and listen to the following questions…

- Imagine you are creating a safe, calm relaxing, welcoming and happy place for yourself. Where would it be? Who would be there? What would be there?
- Imagine yourself in your safe place. What does it look like? Is it warm or cold? Are you comfortable? What noises can you hear? What does it smell like?
- Is there a real place that feels like this for you?
- Discuss the responses as a class. Which features were the most common?

2. Provide **My Safe Place** worksheets for each child and ask them to draw their safe place on the worksheet and to label it using the words and descriptions they came up with in the listening activity.

- You could use the real place or an imagined place.
- Describe the safe space in three words.
- Write, draw or create a poem about your safe place.

Slides and worksheets

My Safe Place. Page 22

Consider different home environments, past and present experiences when discussing safe & unsafe places

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My Safe Space

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Safe Spaces — activity 3

Safe Spaces Campaign

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Activity overview

Safe Spaces Campaign
Class Discussion
Team work
Creating a Safe Space poster, campaign or charter

Themes: Being Safe, Kindness, Children's Rights, Adult's Responsibilities

Activity instructions

1. Show on screen the **United Nations Convention on the Rights of the Child** page and discuss with the children why it's important for children's basic rights and rights to safety to be protected.

- Do you have any charters in your school? Share examples of anti-bullying charters or other lists of rules / codes of conduct.
- Why are charters important and who do you think writes them? (They set out ground rules and expectations and are usually written by the people in charge, but we can all create charters - then we can all agree what we are signing up to! They are a good way to welcome people to a new country, school or class so people know what to expect from others and what is expected from them.)

2. Create a **Safe Space Charter.**

- In groups, ask children to write a list of all the ways your school helps children to feel safe and welcome.
- Can you think of anything else that could be done to make it feel safer and more welcoming? They may come up with lots of ideas, but explain that they need to agree on a top three ideas, commitments or statements to share with the class. Ask each group to present their top three.
- Create a poster featuring the commitment or statement to display in the classroom for new starters to feel welcome and safe.

Extension Activity:

- If the children are bursting with ideas, each child or group could create a **Safe Space Charter** to display in the classroom or wider school (using the ideas and suggestions formulated in the session and the Safe Space Charter template).

Slides and worksheets

United Nations Convention on the Rights of the Child. Page 25

Our Safe Place Charter. Page 26

Consider potential triggers around supportive friends & family - think about kind and helpful school staff and other role models.



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A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

unicef UNITED KINGDOM

ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org.uk/crc/crc-op

The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that contains 54 'articles', designed to protect the political, social, economic and cultural rights of every child.

Governments around the world are expected to work together to ensure children of all races, religions and abilities are be protected by these rights.

The first 42 'articles' explain all of the rights that all children under 18 should have. They cover:

- Rights about education
- Rights about being cared for
- Rights about identity, beliefs, respect and tolerance
- Rights about protection from punishment and cruelty
- Rights about the role of adults
- Right about having a fun, safe and healthy life

Articles 43 – 54 explain the work that adults in charge do to ensure that all children enjoy all of their rights.

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Our Safe Space Charter



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Learning Journeys — activity 1

Learning Detectives

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Activity overview

Matilda's Learning Journey
Class discussion
Comprehension
Composition
Group work
Learning detectives activity

Themes: Personal Freedoms, Empathy & Understanding, Resilience, Wellbeing & Confidence.

Activity instructions

1. Show on screen the quote on **Learning Detectives Challenge**.

- Use slide to introduce the next activity where the children become learning detectives and piece together evidence to discover Matilda's learning journey.
- As a class, discuss the first 2 x Learning Detective questions together: Ask the children …so if it isn't her mother or father, Who does Matilda learn things from? and Where does Matilda learn things? Use the **Matilda's Visits Illustrations** and **Matilda's Connections Web** Slides to remind the class of all the different places and people Matilda learns from in the story.
- Start to record your answers on the **Learning Detectives** worksheet.

2. Each group is now going to take a different detective question each. Provide groups with copies of the following Characters & Quotes Slides (to help stimulate discussion):

  - ☐ **Characters & Quotes A**: How does Matilda learn?
  - ☐ **Characters & Quotes C**: Why do you think Matilda falls in love with learning?
  - ☐ **Characters & Quotes B**: When does Matilda learn the biggest lessons?
  - ☐ **Characters & Quotes C**: What are the most important things Matilda learns in the story?

- Summary discussion: Ask each group to present their findings to the rest of the class.
- Complete the **Learning Detectives Challenge** using your own ideas and write or draw Matilda's learning superpowers.

Slides and worksheets

Learning Detectives Challenge. Page 29

Matilda's Visits Illustrations. Page 30

Matilda's Connections Web. Page 31

Learning Detectives Worksheet. Page 32

Characters and Quotes. Pages 33 to 35

Consider potential triggers around supportive friends & family - think about kind and helpful school staff and other role models.



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Learning Detective Challenge

Matilda is a very lucky girl. She has wonderful parents who have already taught her to multiply lots of numbers. Was it your mother, Matilda, who taught you?"

"No, Miss Honey, it wasn't."

"You must have a great father then. He must be a brilliant teacher."

"No, Miss Honey," Matilda said quietly. "My father did not teach me."

Chapter: Miss Honey





If her family haven't taught her, how has Matilda learnt the things she knows? We are going to find out!

We are going to be Learning Detectives and piece together all the evidence to discover Matilda's learning journey.

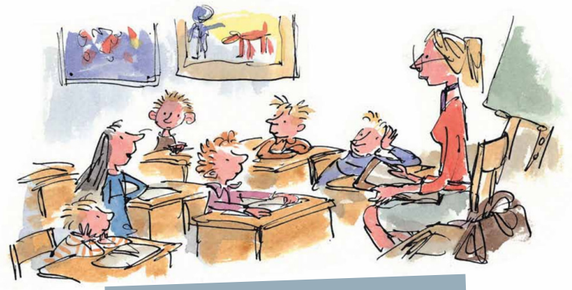
- ★ How does Matilda learn?
- ★ Why do you think Matilda falls in love with learning?
- ★ Who does Matilda learn things from?
- ★ When in the story does Matilda learn the most important things?
- ★ What are the most important things Matilda learns in the story?
- ★ Where does Matilda learn things?

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Matilda's Visits Illustrations



The library



Miss Honey's classroom



The Wormwoods' living room



Matilda's bedroom





Miss Honey's cottage



The school playground

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Matilda's Connections Web



Mrs Phelps



Mr and Mrs Wormwood



Miss Trunchbull





Michael



Bruce Bogtrotter



Books



Miss Honey

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Learning Detectives Worksheet

WHO does Matilda learn things from?



WHAT are the most important things Matilda learns in the story?

HOW does Matilda learn?

WHY do you think that Matilda falls in love with learning?

WHERE does Matilda learn things?

WHEN does Matilda learn the biggest lessons?

Matilda's i#ncredible learning superpowers are:

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Characters and Quotes A

During the first week of Matilda's visits, Mrs Phelps had said to her, 'Does your mother walk you down here every day and then take you home?'

'My mother goes to Aylesbury every afternoon to play bingo,' Matilda had said. 'She doesn't know I come here.'

'But that's surely not right,' Mrs Phelps said. 'I think you'd better ask her.'

'I'd rather not,' Matilda said. 'She doesn't encourage reading books. Nor does my father.'

'But what do they expect you to do every afternoon in an empty house?'

'Just mooch around and watch the telly.'

'I see.'

'She doesn't really care what I do,' Matilda said a little sadly.

Mrs Phelps and Matilda.
Chapter: The Reader of Books



Within a week, Matilda had finished Great Expectations which in that edition contained four hundred and eleven pages. 'I loved it,' she said to Mrs Phelps. 'Has Mr Dickens written any others?'

'A great number,' said the astounded Mrs Phelps. 'Shall I choose you another?'

Over the next six months, under Mrs Phelps's watchful and compassionate eye, Matilda read the following books:

- *Nicholas Nickleby* by Charles Dickens
- *Oliver Twist* by Charles Dickens
- *Jane Eyre* by Charlotte Brontë
- *Pride and Prejudice* by Jane Austen
- *Tess of the D'Urbervilles* by Thomas Hardy
- *Gone to Earth* by Mary Webb
- *Kim* by Rudyard Kipling
- *The Invisible Man* by H. G. Wells
- *The Old Man and the Sea* by Ernest Hemingway
- *The Sound and the Fury* by William Faulkner
- *The Grapes of Wrath* by John Steinbeck
- *The Good Companions* by J. B. Priestley
- *Brighton Rock* by Graham Greene
- *Animal Farm* by George Orwell



It was a formidable list and by now Mrs Phelps was filled with wonder and excitement...

Mrs Phelps. *Chapter: The Reader of Books*

'Did you know', Matilda said suddenly, 'that the heart of a mouse beats at the rate of six hundred and fifty times a second?'

'I did not,' Miss Honey said smiling. 'How absolutely fascinating. Where did you read that?'

'In a book from the library,' Matilda said. 'And that means it goes so fast you can't even hear the separate beats. It must sound just like a buzz.'

'It must,' Miss Honey said.

'And how fast do you think a hedgehog's heart beats?' Matilda asked.

'Tell me,' Miss Honey said, smiling again.

'It's not as fast as a mouse,' Matilda said. 'It's three hundred times a minute. But even so, you wouldn't have thought it went as fast as that in a creature that moves so slowly, would you, Miss Honey?'

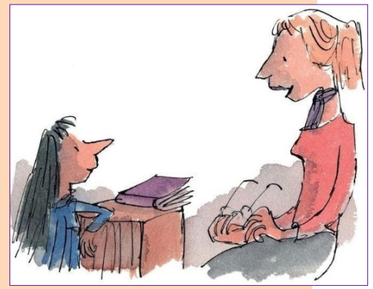
'I certainly wouldn't,' Miss Honey said. 'Tell me one more.'

'A horse,' Matilda said.

'That's really slow. It's only forty times a minute.'

This child, Miss Honey told herself, seems to be interested in everything. When one is with her it is impossible to be bored. I love it.

Miss Honey and Matilda.
Chapter: A New Home



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Characters and Quotes B

"Occasionally one comes across parents who take the opposite line, who show no interest at all in their children, and these of course are far more worse than the doting ones. Mr and Mrs Wormwood were two such parents. They had a son called Michael and a daughter called Matilda, and the parents looked upon Matilda in particular as nothing more than a scab."

Mr and Mrs Wormwood. *Chapter: The Reader of Books*

"Mr Wormwood: 'Of course you looked! You must have looked! No one in the world could give the right answer just like that, especially a girl! You're a little cheat, madam, that's what you are! A cheat and a liar!'"

Mr Wormwood. *Chapter: Arithmetic*



"'Don't you ever stop reading?' he snapped at her.

'Oh, hello, Daddy,' she said pleasantly. 'Did you have a good day?' 'What is this trash?' he said, snatching the book from her hands.

'It isn't trash, Daddy, it's lovely. It's called The Red Pony. It's by John Steinbeck, an American writer.

Why don't you try it? You'll love it.'

'Filth,' Mr Wormwood said. 'If it's by an American it's certain to be filth. That's all they write about.'



'No, Daddy, it's beautiful, honestly it is. It's about…'

'I don't want to know what it's about,' Mr Wormwood barked. 'I'm fed up with your reading anyway. Go and find yourself something useful to do.' With frightening suddenness he now began ripping the pages out of the book in handfuls and throwing them in the waste-paper basket.

Matilda froze in horror. The father kept going. There seemed little doubt that the man felt some kind of jealousy. How dare she, he seemed to be saying with each rip of a page, how dare she enjoy reading books when he couldn't? How dare she?"

Mr Wormwood and Matilda. *Chapter: The Ghost*

"'It makes me vomit,' she went on, 'to think that I am going to have to put up with a load of garbage like you in my school for the next six years. I can see that I'm going to have to expel as many of you as possible as soon as possible to save myself from going round the bend.'

She paused and snorted several times. It was a curious noise. You can hear the same sort of thing if you walk through a riding-stable when the horses are being fed. I suppose,' she went on, 'your mothers and fathers tell you you're wonderful. Well, I am here to tell you the opposite, and you'd better believe me. Stand up, everybody!'"



Miss Trunchbull.
Chapter: The Weekly Test

"Squashing a bad girl is like trying to squash a bluebottle. You bang down on it and the darn thing isn't there. Nasty dirty things, little girls are. Glad I never was one."

Miss Trunchbull. *Chapter: The Trunchbull*

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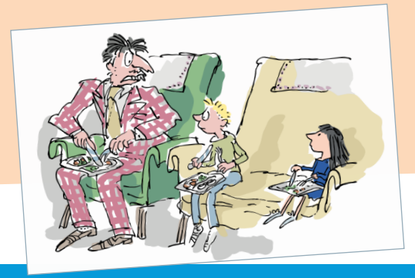
Characters and Quotes C

"What she needed was just one person, one wise and sympathetic grown-up who could help her."

***Matilda**. Chapter: The Second Miracle*

"Matilda longed for her parents to be good and loving and understanding and honourable and intelligent. The fact that they were none of these things was something she had to put up with. It was not easy to do so. But the new game she had invented of punishing one or both of them each time they were beastly to her made her life more or less bearable. Being very small and very young, the only power Matilda had over anyone in her family was brain-power."

***Matilda**. Chapter: Arithmetic*



"The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village."

***Matilda**. Chapter: The Ghost*

"From then on, Matilda would visit the library only once a week in order to take out new books and return the old ones. Her own small bedroom now became her reading-room and there she would sit and read most afternoons, often with a mug of hot chocolate beside her. She was not quite tall enough to reach things around the kitchen, but she kept a small box in the outhouse which she brought in and stood on in order to get whatever she wanted. Mostly it was hot chocolate she made, warming the milk in a saucepan on the stove before mixing it. Occasionally she made Bovril or Ovaltine. It was pleasant to take a hot drink up to her room and have it beside her as she sat in her silent room reading in the empty house in the afternoons. The books transported her into new worlds and introduced her to amazing people who lived exciting lives."



***Matilda**. Chapter: The Ghost*

"By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of four, she could read fast and well and she naturally began hankering after books. The only book in the whole of this enlightened household was something called Easy Cooking belonging to her mother, and when she had read this from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.



'Daddy,' she said, 'do you think you could buy me a book?'

'A book?' he said. 'What d'you want a flaming book for?'

'To read, Daddy.'

'What's wrong with the telly, for heaven's sake? We've got a lovely telly with a twelve-inch screen and now you come asking for a book! You're getting spoiled, my girl!'

***Mr Wormwood**. Chapter: The Reader of Books*

"You seemed so far away," Miss Honey whispered, awestruck.
'Oh, I was. I was flying past the stars on silver wings,' Matilda said. 'It was wonderful.'

***Miss Trunchbull.** Chapter: The Trunchbull*

"And don't worry about the bits you can't understand. Sit back and allow the words to wash around you, like music."

***Miss Phelps.** Chapter: The Reader of Books*

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Learning Journeys — activity 2

Learning My Rights!

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Activity overview

Learning My Rights!
Class discussion

Themes: Children's Rights, Fairness, Personal Freedoms

Activity instructions

1. Remind class of what they found out about Matilda's learning journey during the Learning Detectives activity. Introduce the following idea: Matilda does a great job… to discover learning for herself at such a young age, but it doesn't really seem fair though, does it?

- Ask the children about what is not fair about Matilda's learning journey. Use **My Rights to School** to help discussion.
- Which of these rights does Matilda not enjoy? Which does she enjoy?
- ***Rights Champion Checker:*** Explore the **Rights Champion Resource** with your class. Can you find right(s) about education and access to learning? Articles 28 and 29 are not only there to protect children's rights to education, but they also protect your right to having a really good quality education.

Slides and worksheets

My Rights to School. Pages 37 and 38

Rights Champion Resource. Page 39

Consider potential triggers around supportive friends & family - think about kind and helpful school staff and other role models.

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My Rights to School

Attending school

The United Nations Convention on the Rights of the Child (UNCRC) was written to ensure every child is given the right to grow up happy, healthy and safe. **Article 28** and **Article 29** explain your rights about learning and school.

Matilda wasn't sent to school on time because her parents "weren't very concerned one way or another about their daughter's education and had forgotten to make the proper arrangements in advance". However, school is a really important part of life because it gives children a chance to learn things and to make friends. Not being able to go to school could have a negative effect on a child because they could miss out on the chance to learn and have fun with other people their age, like Matilda missed out before she went to school.

Matilda found her own way to learn by going to the library, but she shouldn't have had to do this by herself! Her parents - Mr and Mrs Wormwood - should have registered Matilda so that she could begin school on time, and so should all parents, guardians and carers.

How you should be treated at school

Matilda's school uses shocking ways to discipline the children. Bruce Bogtrotter is forced to eat all of a giant cake and Miss Trunchbull swings little girls around by their plaits and locks naughty children in 'The Chokey'.

Cruel punishments are never okay and Article 19 explains that children must never be harmed at school or anywhere else. Children should be looked after and kept safe by parents, guardians and teachers.

Your school would never use extreme methods of punishment like this, but teachers do have the right to take action if a child isn't behaving correctly in school. **Article 19** says that any discipline must respect a child's 'human dignity' and children should never be bullied or humiliated by adults.

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My Rights to School

Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them



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Rights Champion Resource

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: unicef.org.uk/what-we-do/un-convention-child-rights.

Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

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Learning Journeys — activity 3

My Learning Journey

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Activity overview

My Learning Journey
Learning journey mapping activity
Composition
Drawing & designing

Themes: Resilience, Wellbeing & Confidence, Hobbies & Participation.

Activity instructions

1. Now the children have explored Matilda's learning journey, they can use **My Learning Journey** to explore how and where they like to learn.

- Children to write their name in the centre and to answer the questions on the sheet:
  - Who do I enjoy learning things from?
  - Where do I do my best learning?
  - Why is learning important to me?
  - When did I last learn something fascinating?
  - What is the most important thing I've ever learnt?
  - How do I like to learn?
  - What is my learning superpower?

2. My Dream Space for Learning: Using all of the information they have recorded, ask the children to design their dream space for learning:

- Where is it? What is made from? Is there anyone or anything inside? What can you learn there?

Extension Activity:

- To really get the children thinking about all the different places we learn in and people and experiences we learn from, challenge them to spend 24 hours recording all the learning they do in 24 hours. Different groups could focus on a different aspect of learning - for example: all the reading they do in a day (reading street signs, ingredients, text messages), all the number activities they do in a day (bus numbers, buying shopping, dividing people into groups).

Slides and worksheets

My Learning Journey. Page 43

Consider potential triggers around supportive friends & family - think about kind and helpful school staff and other role models.

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My Learing Journey

WHO do I enjoy learning things from?

WHAT is the most important thing I've ever learnt?

ME

HOW do I like to learn?

WHY is learning important to me?

WHERE do I do my best learning?

WHEN did I last learn something fascinating?

My incredible learning superpowers are:

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Learning Champions — activity 1

Magical Matilda

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Activity overview

Magical Matilda
Class discussion
Vocabulary
Composition

Themes: Resilience, Wellbeing & Confidence, Hobbies & Participation.

Activity instructions

1. Read this quote to the children:

- Roald Dahl once said "*Having power is not nearly as important as what you choose to do with it*".
- Class discussion: What do you think he meant? Who are the most powerful characters in the story?
- Does Matilda have any power in the story? What sort of powers does she have? *Amazing reading skills and quickly adding up numbers, moving things with her mind.*
- How does she use her powers? *To play tricks, to be naughty.*

2. Focus on Matilda's most magical superpower - her mind. What does Matilda choose to do with her superpower? It helped her play tricks on the mean characters to teach them a lesson and it helped her escape in her head on magical adventures.

- Provide blank **Matilda's Learning Superpowers** worksheets for the children to complete or show on screen the worked example as an introduction to the next activity where the children will explore their own learning superpowers

Slides and worksheets

Matilda's Learning Superpowers. Page 46

Matilda's Learning Superpowers: Blank. Page 47

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Matilda's Learning Superpowers

Superhero name

Magical Matilda

Adjectives used to describe me

Tiny, brave, fearless, ally, lonely, kind
passionate, caring, supportive, friendly, magical
intelligent, tiny, little girl, cheeky

Unique skills and superpowers

Using my intelligence to defeat big bullies
Moving things with my mind
Playing cheeky tricks to teach people a lesson
Really good imagination
Adding up numbers super-fast
Reading books for grown-ups

What I look like



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Matilda's Learning Superpowers: Blank

Superhero name

Adjectives used to describe me

Unique skills and superpowers

What I look like



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Learning Champions — activity 2

My Learning Superpowers

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Activity overview

My Learning Superpowers
Class discussion
Composition
Vocabulary
Superhero character creating activity

Themes: Resilience, Wellbeing & Confidence, Hobbies & Participation.

Activity instructions

1. Remind the children of the **Magical Matilda** discussion/ activity and then lead into the following discussion:

- Matilda's most magical superpower was her mind. What's yours? What are you super amazing at?
- When you are doing your absolute best learning, using all your power, how does it make your brain or body feel? You could be learning to ride a bike or to run faster than you've ever run before…
- If you had a unique learning superpower, what would it be? Running fast, making speeches, adding up numbers quickly, inventing characters…
- Remind the children of the Roald Dahl quote: "*Having power is not nearly as important as what you choose to do with it*". What would you choose to do with this superpower?

2. Provide copies (or show on screen) **My Learning Superpowers** worksheets and challenge the children to create a superhero character. Guide them through the following questions.

- ***Rights Champion Checker:*** Which Children's Right would your character fight hard to defend?
- What is your character name? Are you magical like Magical Matilda?
- What superpowers do you have and how are you going to use them?
- Present your characters to the class.
- Reiterate the importance of having all different types of learners in a class and people in the world, everybody has different skills and part of us having a good education is adults helping us to find these superpowers and skills.

Slides and worksheets

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Consider different learning abilities & styles and all the different superpowers - in the classroom and outside.

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