# Know Your Rights Group Activity Plan



## Introduction

This activity has been developed and delivered by Derwen College with their Student Union Board as part of their commitment to raising awareness of people's rights. Derwen College have contributed to the KASiSN Know Your Rights Task and Finish Group and they are sharing this session plan for others to use.

### **Objectives:**

- Introduce service users/students to concept of rights
- Increase awareness of what rights are and how they may be beneficial
- For service users/students to produce a poster/resource that will promote their rights to others (staff, visitors, family)

### **Resources:**

(Optional) Laminated cards with examples of rights written on and wants written on.

### Flipchart/whiteboard

Notes	Resources	Timings
<ul> <li>Ask group if they know what a 'right' is?</li> <li>Discuss rights using examples written on cards, draw out the difference between a 'right' a 'want'. <ul> <li>e.g. it is my 'right' to be treated with dignity and respect. I might 'want' to go on holiday every year, but this is not a right.</li> </ul> </li> <li>(optional) sorting activity with laminated 'rights' and 'wants' cards. As a group, sort into two piles – rights</li> </ul>	Laminated rights and wants cards (optional)	15 mins
	<ul> <li>Ask group if they know what a 'right' is?</li> <li>Discuss rights using examples written on cards, draw out the difference between a 'right' a 'want'. <ul> <li>e.g. it is my 'right' to be treated with dignity and respect. I might 'want' to go on holiday every year, but this is not a right.</li> <li>(optional) sorting activity with laminated 'rights' and</li> </ul> </li> </ul>	<ul> <li>Ask group if they know what a 'right' is?</li> <li>Discuss rights using examples written on cards, draw out the difference between a 'right' a 'want'.         <ul> <li>e.g. it is my 'right' to be treated with dignity and respect. I might 'want' to go on holiday every year, but this is not a right.</li> <li>(optional) sorting activity with laminated 'rights' and 'wants' cards. As a group, sort into two piles – rights</li> </ul> </li> </ul>

A		4.5
Activity 1	• As a group, list all of the rights that they can think of.	15 mins
	• Can the group rank the rights in order of which are the	
	most important to them.	
	<ul> <li>Can they agree on a top 3</li> </ul>	
	<ul> <li>Draw out why these rights are important – what</li> </ul>	
	would it look like if these rights were not being	
	respected?	
	• What could they do if they felt that rights weren't	
	respected?	
Activity 2	Either:	15 mins
	1. Design a poster that will promote rights to any one	
	that visits the service.	
	2. Review the Keeping Adults Safe in Shropshire Know	
	Your Rights Document, and discuss where this should	
	be displayed within the service.	
	Summarise discussion:	5 mins
Plenary	We all have rights, and these help to keep us safe.	5 111113
Fieldiy		
	In order for rights to be effective, we need to make sure	
	that we know what they are and that we know what to do	
	if they are not being respected.	
	What could we do if we felt our rights were not being	
	respected? Who could we talk to?	
	Draw out appropriate channels within service.	