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OUTRIGHT

Speak out on children's rights

CHILDREN'S ACTIVITY PACK

Take a trip with Paddington™ to discover and celebrate the 30th birthday of the UN Convention on the Rights of the Child



**FOR EVERY CHILD
IN DANGER**

unicef 
UNITED KINGDOM

OUTRIGHT

Speak out on children's rights

Unicef UK
1 Westfield Avenue
London E20 1HZ

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Hello there,

I am delighted OutRight is here again and even happier to see that your school or organisation is taking part too! OutRight is a campaign **for** children, **by** children, that helps them to promote and protect children's rights in the UK and around the world.

2019 is the 30th anniversary of the UN Convention on the Rights of the Child and at Unicef we think that's something to celebrate. This year, OutRight will empower children and young people to speak out and share their views on children's rights issues in their local communities and more widely, with Paddington's support.

Children and young people taking part in OutRight will:

- Learn about their rights
- Learn how the Convention was created and the difference it's made for children
- Think about what is still to be done to make sure that rights are put into practice for **all children**
- Use their voices, calling on decision-makers to take action on the child rights issues they think are most important

We will keep in touch over email during the campaign, letting you know how things are going and telling you about other exciting opportunities. Please don't hesitate to get in touch if you have questions about any of the activities or resources, and to share the successes the children and young people you work with are having!

If you are a **Unicef UK Rights Respecting School**, all the activities in the pack will help your school or college achieve the outcomes described in Strand C of the Rights Respecting Schools Award, which focuses on participation, empowerment and action. Children and young people will play an active role in their own learning, and speak out on their rights and those of other children and young people.

If you have any questions, please contact us at outright@unicef.org.uk or call our Supporter Care team on **0300 330 5580**.

I can't wait to hear to see and hear what the children and young people you work with get up to. Good luck!

Jess Bool

Youth Strategy Lead at Unicef UK



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GET YOUR OUTRIGHT CERTIFICATE

Taking our key campaign actions, and sharing evidence of your participation, will mean your school or organisation is entitled to receive the OutRight certificate.

If you're a Rights Respecting School, all activities in this pack will help your school meet Strand C outcomes at Silver and Gold. You can use the OutRight certificate as evidence for Strand C.

Contact us by post or via email:

Post: **Jessica Bool, OutRight, Unicef UK, 1 Westfield Avenue, London E20 1HZ**

Email: outright@unicef.org.uk



INTRODUCING OUTRIGHT

EXPLAINING OUTRIGHT TO COLLEAGUES, CHILDREN AND YOUNG PEOPLE

OutRight is Unicef UK’s youth campaign that empowers children and young people to speak out about the importance of children’s rights.

A campaign by children, for children, OutRight is a celebration of the UN Convention on the Rights of the Child, the anniversary of which falls on 20 November, World Children’s Day.

This time OutRight focuses on the 30th anniversary of the Convention. Children and young people are encouraged to:

- Learn about their rights
- Learn how the Convention was created and the difference it’s made
- Think about what is still to be done to make sure rights are put into practice for all children
- Use their voices, calling on decision-makers to take action on the child rights issues they think are most important

For further information about OutRight, visit unicef.org.uk/rights-respecting-schools/outright/

To learn more about how Unicef is encouraging children to speak out, claim their rights and lead the way to the world they deserve, go to:

<http://unicef.uk/JustaKid>

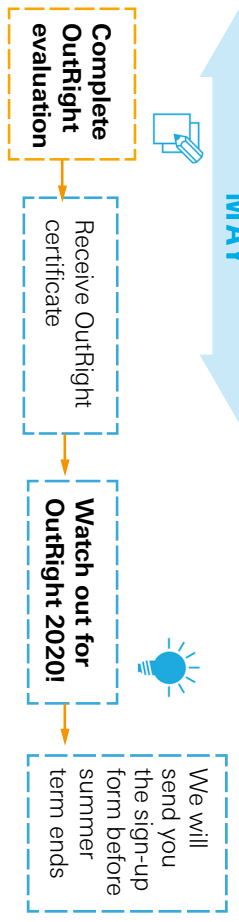
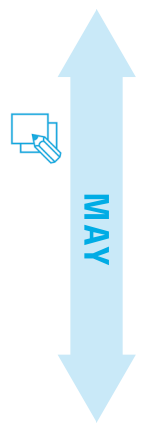
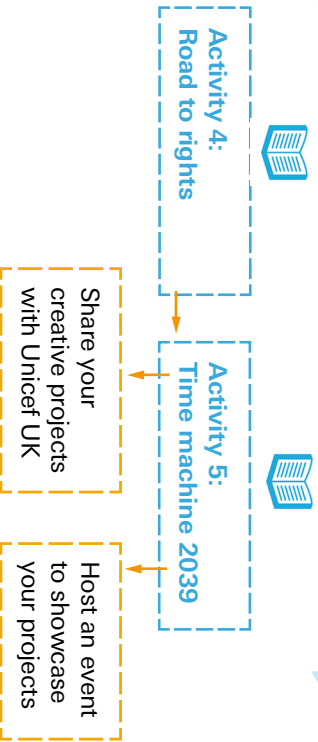
For more information about Unicef’s plans for World Children’s Day, visit unicef.org/world-childrens-day

This welcome video and presentation should be useful in helping to start the conversation with the children and young people you work with:

<https://www.unicef.org.uk/rights-respecting-schools/outright-resources/>

TIMELINE

THIS SUGGESTED TIMELINE CAN HELP YOU STRUCTURE YOUR CAMPAIGN ACTIVITIES



OUTRIGHT

Speak out on children's rights

BACKGROUND READING FOR TEACHERS AND FACILITATORS

This year OutRight starts with children exploring their own rights in their daily life and speaking out for what they believe in.

This year is an important year: it is the 30th birthday of the UN Convention on the Rights of the Child.

But today children and young people around the world are realising that despite world leaders agreeing to the rights of every child 30 years ago, there is still much more to do.

So they're taking charge. They are standing up for their rights: their right to health, their right to education, their right to life, survival and development. Their right to the world, and the future they, and children like them everywhere, deserve.

We want to encourage the children and young people you work with to join them.

The activities in this pack help children learn about their rights within the Convention, and how it has worked in action in the UK and internationally over the past 30 years. The activities will also empower the children you work with to take steps to ensure their voices are heard by key political decision-makers, like your local MP, your local councillor, or the Prime Minister.

It's an exciting time to get involved. The UK is changing. We have new leadership, new priorities and a new direction. At Unicef UK we want to make sure children's rights are at the top of the new Government's agenda and that the voices of children and young people are listened to.

Unicef UK is asking the UK Government to join us and prioritise the rights of all children, now and in the future. We want children and young people to lead this, make their voices heard, and tell us what they want and need to enable them to thrive.



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That means making sure that children's rights are at the heart of every decision that the UK Government and devolved administrations make, locally, nationally and internationally. That means protecting measures already in place that support children's rights internationally, for example an independent Department for International Development and the aid budget.

We know that you believe in the rights of every child. At this important moment, the 30th birthday of the Convention, join Unicef UK's mission to make sure that potential is realised for every child everywhere.

BACKGROUND READING FOR TEACHERS AND FACILITATORS

WHAT CAN THE UK GOVERNMENT DO?

Join us to ensure that our new Prime Minister and the Government commit to putting children and their right to thrive, survive and claim their rights at the heart of what they do over the next three years. The Government can do this by prioritising legislation, policies and spending decisions that put the rights of children and young people front and centre.

But the UK Government needs to hear from children and young people about what really matters to them. So now it's your turn. Let your local decision-makers know what matters to children and young people.

HOW CHILDREN AND YOUNG PEOPLE CAN TAKE ACTION

No one is better placed to champion children's rights than children and young people themselves, which is why it's so important that they are supported to speak out on the issues that affect them and that they are heard by key decision-makers at every level. While it is the responsibility of duty-bearers to make sure that children's rights are met, children and young people can help protect and promote their rights themselves as well, through the activities and actions in this pack.

OutRight empowers children and young people to speak out about their rights, inspires them to stand up for the rights of others, and strengthens their knowledge and understanding of the Convention.

For further information on the UN Convention on the Rights of the Child, please have a look at some of these resources:

[unicef.org/QUB-UNCRC](https://www.unicef.org/QUB-UNCRC)

[unicef.org.uk/UNICEFs-Work/UN-Convention](https://www.unicef.org.uk/UNICEFs-Work/UN-Convention)

Please always make sure you watch any video content and view any external sites we include to make sure you are happy before sharing with the group.

If the children and young people you are working with would like to get more involved, please get in touch. We would love to tell you about additional opportunities!

You can find more ideas and tools for children and young people to use in our Youth Advocacy Toolkit:

[unicef.org.uk/YouthAdvocacyToolkit](https://www.unicef.org.uk/YouthAdvocacyToolkit)

There are some great examples of children and young people using their voices to speak out on issues that matter to them. Why not have a look?

Voices of Youth is a Unicef blogging platform: [voicesofyouth.org](https://www.voicesofyouth.org)

Hear Me is a new podcast series from the BBC: [unicef.org.uk/HearMe](https://www.unicef.org.uk/HearMe)

The World's Largest Lesson is all about the Global Goals and another way to support children to take action. This year it encourages children to shape the world they want to see. You can find lots of information as well as their free resources here:

<http://www.unicef.org/WorldsLargestLesson>

SHARE WHAT THE CHILDREN AND YOUNG PEOPLE TAKING PART IN OUTRIGHT ARE DOING

We are always really excited to see and hear how you and the children and young people you work with are getting involved our campaigns! It really helps us to fulfill our mission to promote children's voices. There are lots of ways to do this:

- You can e-mail us at outright@unicef.org.uk
- Post things to us at OutRight, Unicef UK, 1 Westfield Avenue, London E20 1HZ
- If your policies permit you to do so, do record consent and share photos and messages on social media using the hashtags **#OutRight #mylifemyrights #childrights**

 @UNICEFuk_action  @unicef_uk

WHAT IS CAMPAIGNING?

Campaigning, activism, advocacy, influencing, speaking up, raising your voice, protesting...

All of the above sit under the umbrella of 'change' and how people can achieve the changes they want to see in their community, their country or across the world.

Essentially, campaigning is about taking specific, organised actions to influence those in power to bring about a positive change.

WHY CAMPAIGN?

Children and young people have an important role to play in campaigning to create change. Their voices matter and they have the right to say what they think.

Campaigning on issues that affect them can make a real difference to children and young people in the UK and around the world. By signing petitions, making videos, writing blogs, speaking to their local representatives and local newspapers, young people can show those in power just how much they care about children around the world.

SPREADING THE WORD

Word of mouth is a very powerful tool: why not try one of these actions?

- Challenge the children and young people you work with to tell five others about what they've learned about the UN Convention on the Rights of the Child. Telling cousins, siblings or friends who go to different schools or live in different areas is a great way to raise awareness.
- Create a short presentation about the work you're doing in your school or organisation on the Convention to share with other schools or youth groups in your area. You could even invite your local councillors or MP too.



UN Convention on the Rights of the Child: [Article 12](#)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.



CONTACTING DECISION-MAKERS

Members of Parliament

The UK is split into 650 areas, or constituencies. Each constituency is represented by a Member of Parliament (MP). An MP's job is to represent the people in their constituency in Parliament on both national and local issues.

Members of the Scottish Parliament and Assembly Members

If you are in Scotland or Wales then your group should also contact your Member of the Scottish Parliament (MSP) or Member of the Welsh Assembly (AM). Many issues affecting child rights are devolved so the respective governments can and should take action.

Local councillors

You can also contact the decision-makers who represent you at your local council. Local councillors are elected to represent their constituents on a range of local issues and can play an important role in ensuring services (things like education, policing, transport) support you and your community.

HOW SHOULD I GET IN TOUCH?

Before you contact your decision-maker, it is important to think carefully about what you're asking them to do:

- Politicians like it when you come to them with a clear plan of action for what you would like them to do. It's great to be passionate about an issue but you also need to have an idea of what the solution to the problem is and how they can help you achieve that solution.

HOW DO I FIND OUT WHO THEY ARE?

To find out who your MP, MSP, AM or local councillor is, simply type your school or organisation's postcode into the search box on the following websites:

MPs

unicef.uk/FindYourMP

MSPs

unicef.uk/FindYourMSP

AMs

unicef.uk/FindYourAM

Local councillors

unicef.uk/Councillors

(or visit your local council's website, which can be easily found with any search engine).

- For example, you might want your decision-maker to raise the profile of your issue. They could do this by raising the issue with a Government Minister or speaking about it in a debate. You might want a politician to seek a change to the law or their political party's approach to an issue.

WHAT IS CAMPAIGNING?

When you are clear on the above, you can follow these simple steps:

Step 1: Write a letter or email to your decision-maker explaining your request (it's always best to address them as Ms or Mr). You might want to invite them to visit your school and see the work you have been doing. As part of this, remember to include why this issue or visit is important to you. Make sure you remember to make it clear that you are a constituent (a person who lives in the area they represent). It is also really helpful to try and make the request as local as possible – remember, it's the decision-makers' job to represent the concerns of local people. It might also be a good idea to mention your age or class year; as a young person you have a powerful voice and decision-makers are often inspired and encouraged to hear from you!

Step 2: Arrange the meeting. Decision-makers are often very busy and they receive a lot of emails, calls and letters so you might have to wait a little while for a response. If you haven't heard back within three weeks, you might want to call their office to follow-up with them and arrange a time for the visit or meeting.

Step 3: Make sure you are well-prepared in advance and have a clear plan of how you want the visit or meeting to go. It's also important to remember to be personal and polite – explain clearly why you feel strongly about this issue and even if you disagree with your decision-maker's approach, it is important to remain calm so you can explain your position clearly and ensure your voice is heard.

Remember to ask the decision-maker questions about their work and their views, which might help you build a good relationship with them. And finally, make sure you say thank you for their time at the end of the visit or meeting. You might also want to take a picture with them and use this to remind them of the actions they may have promised to take on your behalf.

Who has the power to change the issue you are campaigning on?

The UK Government has the power to put children's rights at the heart of all its work. Your group can share its views with the Government to help make sure that children's voices are listened to and acted upon. By meeting their local MP and telling them about their concerns about issues that affect them, children and young people can help us build support to prioritise their rights.

Invite your MP / MSP / AM / local councillors to visit your school or group

An effective way of raising your concerns with your MP is to tell them in person. Your group could write to your MP and invite them to a school assembly, lesson or group meeting where children can show them the work they have done through OutRight. In your group's invitation letter, make sure you remember to tell your MP about the event you are inviting them to and what they will see. Your group could also offer to show them the work they have produced, explain what they've learned and how it made them feel. When your MP visits, children can also ask them questions about what they think about children's rights and how your MP is going to help their campaign.

TOP TIPS

- MPs like to receive invitations in plenty of time. A visit will usually take place on a Friday as that's when MPs go back to their local areas. When they visit, your group can tell them personally what issues are important to you.
- Ask your MP to contact the Prime Minister to highlight child rights issues that matter to you. Then ask them to let you know once they have written or spoken to the Prime Minister and to share his response.
- Ask your MP to continue to support your group's campaign by speaking about it in a debate, or by asking a question to the Prime Minister or relevant Minister.

INTRODUCTION

The starter and learning activities that follow have been created to help children gain a better understanding of the UN Convention on the Rights of Child and their rights.

Starter activities are designed to introduce the topic of children's rights and the Convention. The learning activities build on one another in a series that develops understanding. All activities can be adapted for the learning needs and styles of the young people you are working with and the setting in which they are taking part.

Join the global World Children's Day Takeover

Children can also help protect and promote child rights by joining other children and young people around the world in a World Children's Day Takeover! In preparation for 20 November, encourage children to take the lead. Encourage them to plan and deliver a whole school assembly or whole youth club event, sharing the work they've created and what they have learned about the Convention, telling other children what they can do to protect themselves and/or take action too.

Please record and share content on the day if you can and encourage the children and young people you work with to invite your local MP, their parents, Chair of the PTA or other local decision-makers if they want to as well, to really make sure that their voices are heard on this issue in their local area. If they invite their MP, please let us know so we can support if needed.

Celebrating children and young people's achievements

We will send you a link to an online feedback form in Spring 2020 so that you can tell us how you and the children and young people who took part in this year's OutRight got on. Once we've received your feedback we will be able to send you your certificate and ensure everyone's contribution is recognised.



MEET PADDINGTON™

This year OutRight is once again fronted by Paddington. Paddington is not afraid to stand up for things he believes in, and his kindness, tolerance and openness to other cultures make him the perfect champion for children at Unicef.

Together they will discover more about the UN Convention on the Rights of the Child, celebrating its 30th birthday and learning about children's rights.

Find out more about Paddington's story below.

PADDINGTON'S STORY

There was once an explorer from the Geographer's Guild of London who visited the green forests of Peru, where he discovered an intelligent species of bear.

The explorer became friends with the bear family, Pastuzo, Lucy and their nephew and told them all about London, where he said they would always be welcome. When the explorer leaves Peru he gives Pastuzo his hat as a gift.

One day a big earthquake strikes the bear's home. While searching for his Uncle, his nephew finds only his hat and Uncle Pastuzo is presumed dead.



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With nowhere to live Lucy plans to move into the home for retired bears and she encourages her nephew to seek a new life in London. As her nephew prepares to depart for London on a ship, he says his last goodbye to his Aunt Lucy and checks he has all the marmalade supplies he needs for his journey.

The young bear finally arrives in London but people are not as friendly as he thought they would be and he has nowhere to go. The Brown family find him alone at Paddington Station with a label around his neck which says quite simply 'Please look after this bear. Thank you.'

The Browns decide to name the small bear Paddington, after the station where he was found, and they invite him to live with them.

Paddington has never lived in a house before and there is a lot to learn about his new home in London, which is quite different to the one he left in Peru. Paddington quickly becomes part of the family and meets new friends in London.

Paddington writes to his beloved Aunt Lucy to let her know he is happy and has found a new home with the Brown family.

STARTER ACTIVITY A

IS THAT RIGHT? CHILD RIGHTS QUIZ

AIM

Children will explore their rights and the UN Convention on the Rights of the Child. This starter activity sets the framework for further discussion of children's rights.

WHAT YOU'LL NEED

- Is that right? child rights quiz
- Is that right? answer sheet and facilitator discussion guide
- Pen or pencils
- Poster paper
- Child-friendly summary of the Convention: <http://unicef.uk/UNConvention>

HOW TO PREPARE

Print a copy of the 'Is that right?' quiz for each child. Review the answer sheet and facilitator discussion notes. Prepare a written copy of articles 12, 17, 24 and 28 of the Convention on poster paper or a white board to act as a reminder of these rights during the OutRight activities.

MAKE IT INTERACTIVE: HANDS UP FOR YOUR RIGHTS

Instead of a straightforward quiz, this activity can be completed interactively. Ask the children to gather in a circle. Read the yes/no statements from the quiz out loud one by one. When a statement is right, children raise both of their hands in the air. When a statement is not right, children keep their hands in their lap. If children are unsure, they may raise one hand. After reading the questions, discuss with children their understanding of the right and why they have their hands up or down.

1. Give each child a copy of the 'Is that right?' quiz, explaining that the purpose of the quiz is to test their knowledge about child rights. For children who may not be familiar with children's rights, you could distribute a copy of the summary of the Convention along with the quiz and allow the children to take the quiz 'open note' as they search the document for the answers.
2. Give children approximately 10 minutes to complete the quiz (more or less may be given depending on time available and the level of the group's knowledge of the topic).
3. Review the answers with the group using the answer sheet and discussion notes. Ask the children to mark their own work or switch with another child.
4. Explain that the Convention is a list of 54 articles that outline the rights that the UK Government and governments around the world have agreed that all children (all young people under the age of 18) should have. The first 42 articles set out the rights that are for all children, the rights-holders, no matter their ethnicity, gender, religion, language, abilities, or any other status. Articles 43-54 describe how adults and governments must work together as duty-bearers to fulfill their obligation to make sure that children's rights are put into practice.
5. Draw children's attention to articles 12, 17, 24 and 28 (posted where children can see them). Ask children to take turns reading out each of the highlighted articles out loud. Explain that articles 12 and 17 are linked to the rights we are expressing through OutRight to access information and express our opinions, while articles 24 and 28 teach us that children have the rights to good health and education. Help children make the link between articles 12 and 17 and the concept of why understanding and sharing their opinions through OutRight is important. Of course, all the articles in the Convention are important and if you and your group want to focus on others you can still do this through OutRight.

STARTER ACTIVITY A IS THAT RIGHT?

RIGHTS SUMMARY

This year, OutRight focuses on four articles set out in the Convention.

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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 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, 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 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 28 (rights 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.



STARTER ACTIVITY A

IS THAT RIGHT? CHILD RIGHTS QUIZ



1. When a young person reaches the age of 16, they are no longer considered to be a child. Is that right? YES NO
2. The rights that each child has are decided by the government where they live. Is that right? YES NO
3. The UN Convention on the Rights of the Child was written 30 years ago, so it's out of date and not important for modern times. Is that right? YES NO
4. All children in the world have a right to health, education, and protection. Is that right? YES NO
5. Children have a right to information that is important for their health and well-being. Is that right? YES NO
6. The UK Government must listen to the voice of a child and take the opinion of a young person seriously even if they are not old enough to vote. Is that right? YES NO
7. All children in the UK are guaranteed the right to use the internet to access information. Is that right? YES NO
8. The UK has signed the UN Convention on the Rights of the Child, and this means that the articles are part of the UK law. Is that right? YES NO
9. All children have the rights to be loved, to be happy and to have friends. Is that right? YES NO
10. Health, education and free speech are the most important rights, while the other rights in the Convention are not as important. Is that right? YES NO

STARTER ACTIVITY A

QUIZ ANSWER SHEET AND DISCUSSION NOTES

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- 1. When a young person reaches the age of 16, they are no longer considered to be a child.**
NO – The Convention considers anyone below the age of 18 a child. Article 1 defines a child, and everyone under the age of 18 has all the rights listed in the Convention.
- 2. The rights that each child has are decided by the government where they live.**
NO – The lives of children may look different in every country, but children’s rights outlined in the Convention apply to all children no matter where they live. The only country that has not ratified the Convention is the USA, yet children’s rights are still recognised there.
- 3. The UN Convention on the Rights of the Child was written 30 years ago, so it’s out of date and not important for modern times.**
NO – The Convention took years to develop before it was adopted by the UN in 1989. While what is written in the Convention hasn’t changed, the Convention as a whole is a living document that adapts to the new realities that children face in modern times. There are regular reviews, called General Comments, that are used to share information and good practice about how governments should implement different rights, and three optional protocols have been added.
- 4. All children in the world have a right to health, education, and protection.**
YES – The Convention guarantees children’s rights under the four categories of survival, participation, protection and development. A child’s right to health is protected under article 24. A child’s right to education is under the category of development and is protected under articles 28 and 29.
- 5. Children have a right to information that is important for their health and well-being.**
YES – Article 17 says that children have the right to receive information that is important to their well-being. It also says that adults should help children find and understand the information that they need. Article 24 says that children have the right to access the information they need to stay well.
- 6. The UK Government must listen to the voice of a child and take the opinion of a young person seriously even if they are not old enough to vote.**
YES – The Convention protects a child’s freedom of expression. According to articles 12 and 13, every child must be free to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously, as long as they are within the law.
- 7. All children in the UK are guaranteed the right to use the internet to access information.**
NO – Having access to information is a right, however having access to the internet to get this information is not a guaranteed right. Article 17 says that 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.
- 8. The UK has signed the UN Convention on the Rights of the Child, and this means that the articles are part of the UK law.**
NO – The UK signed and ratified the Convention in 1991, but that doesn’t make it part of UK law: the Convention is not directly applicable in a court of law. Despite this, the UK Government has to send a report to the UN every five years about the status of children’s rights in the UK. If the UK was to incorporate the Convention, it would become legally binding for the UK.
- 9. All children have the rights to be loved, to be happy and to have friends.**
NO – Being loved, being happy and having friends are all very important for children, but these are not rights that are listed in the Convention’s 54 articles. Feelings cannot be a legal requirement, therefore the articles in the Convention help provide the conditions, resources, protections and freedoms that a child needs to grow up feeling happy and loved. Article 15, for example, ensures children the right to meet with other children.
- 10. Health, education and free speech are the most important rights, while the other rights in the Convention are not as important.**
NO – Health, education and free speech are very important rights, however no right is more important than another. A key aspect of the Convention is that it must be considered as a whole, and all rights are connected.

STARTER ACTIVITY B

HAPPY BIRTHDAY, UN CONVENTION ON THE RIGHTS OF THE CHILD!

AIM

Children join Paddington to learn how and why the UN Convention on the Rights of the Child was developed and consider the importance of its 30th anniversary.

This year Paddington spoke to a child rights expert about how the Convention was created and what it means for all children everywhere. Read the interview below to see what he found out: there will be some comprehension questions afterwards.

WHAT YOU'LL NEED

- Happy Birthday, UN Convention on the Rights of the Child Q&A
- Unicef history of child rights: unicef.uk/ChildRightsTimeline
- Video to introduce the Convention: unicef.uk/QUB-UNCRC
- Discussion guide
- The bunting template provided
- Marker pens
- String to hang the bunting
- Child-friendly summary of the Convention: <http://unicef.uk/UNConvention>

HOW TO PREPARE

Review the Q&A with Laura Lundy, the discussion guide and Unicef's history of child rights. Prepare materials for children to decorate the birthday bunting.

PART 1:

HAPPY BIRTHDAY, UN CONVENTION ON THE RIGHTS OF THE CHILD Q&A

1. Explain that the rights we learned about in Starter Activity A are all part of the UN Convention on the Rights of the Child. This is a document jointly agreed to by nearly every country in the world that outlines all the rights that governments need to protect so that children can live happy, healthy lives.
2. Share that this year is a very important year for the Convention because it will be 30 years old. In OutRight we are celebrating this 30th birthday and the promises that the Convention sets out for children.
3. Invite the children to sit in a circle to learn about the birthday of the Convention. Ask children to take turns reading the interview, and to listen for comprehension. Let the children know they will be asked some questions on this afterwards!
4. Using the discussion questions, guide children to explore why the 30th birthday of the Convention is important. Encourage them to begin to think about how the Convention has had an impact on the lives of children in the UK and around the world.

PART 2:

PREPARE TO CELEBRATE

1. To set the celebratory tone for OutRight, invite children to create birthday bunting to decorate the activity room.
2. Distribute the bunting triangles cut from card stock among the children with art materials. Using the summary of the Convention, have children pick 30 of the 54 articles that they feel are the most important promises to them, and write one article on each of the triangles until all are decorated. Share that the significance in choosing 30 articles is to remind us of the 30th birthday.
3. String together the bunting and hang as a celebratory decoration.

Option: If there is an existing celebration tradition that the class or group observe for someone's birthday, consider how this can be adapted.

HAPPY BIRTHDAY, UN CONVENTION ON THE RIGHTS OF THE CHILD: Q&A WITH LAURA LUNDY

Q. What exactly is the UN Convention on the Rights of the Child? It sounds very official – what is it and why is it important for children to learn about it?

It's a summary of world governments' promises to children everywhere about what they are entitled to and how they should be treated – in other words, their rights.

It is just as important to learn about the Convention today as it was 30 years ago – maybe even more so. There are still children in every country who are not enjoying their rights and many challenges facing children. For example, children who are on the move due to conflict and natural disaster often do not get to go to school.

Children need to learn about their rights so they can make sure they have them, and governments need to be reminded of the promises they made to children and held responsible for these.

Q. Did children have rights before the Convention?

Of course! Children are humans and have all the rights set out in other laws that came before the Convention in 1989. But what is special about the Convention is that it sets out what is needed for children to fully enjoy their rights in everyday life.

Q. Where did the Convention come from? Why did we need it?

People have been arguing that children should have their own rights for most of the last 100 years. In 1979, Poland pushed for a special Convention just for children and after 10 years of discussions, we finally got the UN Convention on the Rights of the Child!

It was needed since children are often more vulnerable than adults because of their age, size or status and they often are not given any say in the decisions that are made about them.

Q. When did people realise that children needed rights?

A few hundred years ago philosophers thought children did not have any rights as they belonged to their parents as property! The first people to really push the idea that children should be rights-holders were Janus Korczak, a children's author who ran an orphanage in Poland, and Eglantyne Jebb, who founded the children's charity Save the Children.

World War I and World War II made people realise human rights and children's rights were important. A lot of people were treated very badly during this period and it was important to make sure nothing like that happened again. Eglantyne Jebb began her work because of how many children she saw suffering after World War II.

Q. Who helped create the Convention and decide what should be in it? Was it just adults or did children have a say too?

The Convention was created by the world's governments after lots and lots of discussion about what to include. As you can imagine, it was quite difficult for so many different people to agree on exactly what should be included, and some bits that people thought were too controversial were left out.

Children were not involved – which is disappointing and a bit odd since the Convention is the first human rights law to say that children should be given a say in all decisions affecting them!

Q. What does Unicef have to do with the Convention?

Unicef stands for the 'United Nations International Children's Emergency Fund' and began its work in 1946 to provide emergency food and healthcare to children and mothers in countries that were devastated by World War II. Today it works in over 190 countries to protect the rights of every child, no matter where they live.

Unicef is the only organisation that is mentioned in the Convention as being able to provide expert advice on children's rights. Unicef uses the Convention to help it to focus on particular areas of children's rights and to see how much children's rights have improved, or got worse, over time.



Laura Lundy is Professor of Children's Rights at Queen's University Belfast

Q. How has life changed for children since the Convention was created?

This depends a lot on what has happened in different countries around the world. But we can definitely say that because of the Convention, children are much less likely to be out of school, to be punished by being hurt or killed, and to live in institutions (like orphanages).

The Committee on the Rights of the Child (a group of experts who make sure governments are fulfilling the promises they made to children in the Convention) works hard to review progress in child rights in each country and encourage governments to do better. For example, the Committee made sure the UK Government stopped keeping children in adult prisons.

Q. Some children around the world still face lots of challenges. How does the Convention help them?

It is certainly true that children around the world still face lots of challenges – did you know that 5.4 million children die every year before their 5th birthday, from diseases that can be prevented?

But the Committee on the Rights of the Child makes sure that the world's governments know how to tackle the issues like these. Next year it will help make sure children's rights are respected when they are online and using computers – an issue that did not exist when the Convention was written (on a typewriter) in 1989!

Importantly, the Convention gives children a voice to demand that governments and leaders fulfil the promises they made to children. It is so important that World Children's Day is celebrated on 20 November every year – the date that governments agreed to the Convention.



**HAPPY BIRTHDAY, UN
CONVENTION ON THE
RIGHTS OF THE CHILD:**

DISCUSSION QUESTIONS

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1. What were some of the important things going on in this period of history when the idea of child rights was being developed?
2. In the interview, what is the earliest date that you can remember? What was happening that year?
3. Where were the children living that Janus Korczak worked with?
4. When did we get the first UN Convention on the Rights of the Child and how long did it take?
5. What did the UN Committee on the Rights of the Child stop the UK Government from doing?
6. Why do you think it is important that the Convention was written?
7. If the Convention is 30 years old, why do you think it is still important for children today?

ACTIVITY 1

DOOR TO THE PAST

AIM

Children explore what life was like for children before the Convention was established in 1989.

WHAT YOU'LL NEED

- Interview prompts
- Props for role play presentation

HOW TO PREPARE

Become familiar with the interview prompts to lead children in the development of a questionnaire.

Consider if there may be any child or children in the group without an adult to interview and match them with someone or pair them with another child if necessary.

PART 1: INVESTIGATING THE PAST

1. Explain that as part of the 30th birthday celebration for the Convention, we want to explore what life was like before it was adopted by the UN in 1989. We will do so by talking to people they already know who may have been children or even adults in 1989, such as their parents, teachers, grandparents, aunts, uncles or other trusted people in their community.
2. Ask children to think about what kinds of questions they might ask someone to learn about life before 1989. Using the interview prompts and articles 12, 17, 24 and 28 as a reference, get children to create their own questionnaire considering: How was education different? How did they access information or healthcare? Did today's adults know about their rights when they were children? For younger children, this could be a pre-written/fill-in-the-blank questionnaire. For older children, this could be a question list that they use to complete an oral interview like a journalist.

3. Have pupils identify adults they might interview, and give them an appropriate amount of time, based on their age and skill, to complete the interview activity. Encourage children to take written notes or to ask permission to make a video or audio recording of their interviewee. This activity can be completed in pairs.
4. As an optional part of the activity, have children collect an artifact or take a photo from at least one of their interviews that helps to tell the story of life before 1989. Children can present this artifact in a show-and-tell or save it to incorporate into Part 2 of this activity.

PART 2: PRESENTING LIFE FOR CHILDREN PRE-1989

1. Split children into small groups of 3-4. Ask children to share the most interesting things they learned from their interviews.
2. Using information gained from their interviews, have children create a 2-5 minute role play of the life of a child in the 1980s (or any year they learned about based on their interviews). If children have participated in the optional activity of gathering an artifact, encourage them to incorporate the artifact(s) they've collected into their role play. For larger groups, consider assigning one of the topic areas of health care, education, access to information or children's voice as the theme of their role play. As an alternative to creating a role play in groups, children could complete the activity individually by creating a journal entry, story, or picture about a year before 1989.
3. Following the role play, encourage children to discuss what they learned about how their life as a child may be similar or different from the childhood of their parents in relation to the four articles we highlighted earlier (12, 17, 24 and 28). What are some challenges the children face today that were not challenges faced by their parents when they were children? (e.g. climate change, social media bullying).

ACTIVITY 1 DOOR TO THE PAST

INVESTIGATING THE PAST: INTERVIEW PROMPTS

General questions

- How old were you in 1989?
- Where did you live during your childhood?
- What was a typical day like for you when you were a child?
- When you were a child, what things were important to you to have a good childhood?
- Can you think of something you worried about when you were a child?

How was education different in your childhood?

- What was it like for you to go to school? How did you get there?
- What was a normal day of school like in your childhood?
- How many years of school did you complete?
- Did all of the children in your family go to school?
- What was different about your school experience compared with school today?



Iraq, 1989. A child stands amidst rubble caused by bombing raids

© UNICEF/UN0284125/Schneider

What was access to information like when you were a child?

- How did your family keep track of the news when you were a child?
- Are there any major news events that you remember from your childhood? Where were you and how did you learn about them?
- How did you keep in touch with your friends as a child?

What was access to health care like when you were a child?

- What were the common illnesses that existed during your childhood?
- Can you describe a time when you fell ill as a child?
- How is access to medical care different now than it was 30 years ago?

What rights did children have during your childhood?

- When you were a child did you know about child rights?
- What might have been different in your childhood if the Convention had already existed?
- How much were children encouraged to share their opinions with adults when you were a child?
- What did you do for play as a child?
- How old were you when you got your first job? What job was it?



ACTIVITY 2

CHILD RIGHTS TIMELINE

AIM

Children are aware of the history of child rights and the impact of historical events on the progress of rights. This activity establishes a framework for children to compare present and future states of child rights in further OutRight activities.

WHAT YOU'LL NEED

- Poster paper
- Marker pens
- Sticky tape or tacks to affix dates on the timeline
- Milestone events activity sheet

HOW TO PREPARE

- Prepare wall space or a bulletin board in the activity room that can be used throughout the course.
- Prepare the timeline or materials to make the timeline if children are creating it themselves.
- Review key dates in child rights history (unicef.uk/ChildRightsTimeline) and the milestone events activity sheet.
- Cut the milestone events out of the activity sheet.

PART 1: TIMELINE MAPPING

1. Prepare a large timeline and fix it to a wall in the activity room or, alternatively, have the children use art materials to create and decorate a blank timeline in three sections. Label each section from left to right 'Past' 'Present' and 'Future'. Place the timeline in an area where it can be displayed and added to throughout the OutRight course.
2. Ask children if they remember the important day that we are celebrating in this year's OutRight activities (introduced in Starter Activity B). Have a child mark this day as the 30th Birthday of the Convention in the middle of the 'Present' section of the timeline.
3. Ask children 'If the Convention is 30 years old this year, what year was it adopted?' and have a child mark 1989 for this in the 'Past' section of the timeline.
4. Have children recall any additional dates or milestone events they remember from the Happy Birthday, UN Convention on the Rights of the Child starter activity and mark these on the timeline.
5. Ask children if they can think of any other milestone events in history in the UK, the EU, or even around the world, that may have affected children and children's rights either positively or negatively.
6. As a prompt, hand out clippings of individual dates/events from the milestone events activity sheet. Beginning with the earliest date, have children read out the event listed on their clipping, then pin or pen this date to the timeline. For each event ask children why they think this is important to the history of children's rights. For older children with access to the internet for research, consider giving only the information about the milestone event without the date listed and give them five minutes to find the date and discover why it is significant.
7. Once all of the dates are on the timeline, ask children if they notice anything interesting about the timeline. Can they point to times in history when the well-being of children may have improved and/or declined? Why do think this may have happened?
8. Explain that the timeline will remain on the wall in the activity space throughout the OutRight course, and the group will continue to add dates and a 'Future' section to the timeline as the course progresses.

ACTIVITY 2 CHILD RIGHTS TIMELINE

TIMELINE ACTIVITY SHEET: MILESTONE EVENTS

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<p>20 November 1989 UN Convention on the Rights of the Child adopted by the United Nations</p>	<p>20 November 2019 30th birthday of the Convention and World Children's Day</p>
<p>1918 World War I ends</p>	<p>1922 BBC founded and begins radio broadcasts</p>
<p>1936 BBC begins television broadcasts</p>	<p>1939–1945 World War II</p>
<p>1946 Unicef founded</p>	<p>1948 Universal Declaration of Human Rights drafted</p>
<p>1948 NHS is founded in the UK</p>	<p>1954 Unicef becomes a permanent branch of the UN</p>
<p>1959 UN adopts the Declaration of the Rights of the Child</p>	<p>1983 Birth of the internet</p>
<p>1989 Fall of the Berlin Wall</p>	<p>1990 World Summit for Children</p>
<p>1991 UK ratified the Convention</p>	<p>1993 European Union founded</p>
<p>2000 Two optional protocols adopted to the Convention protecting children from exploitation and involvement in armed conflict</p>	<p>2004 Facebook founded</p>
<p>2011 Third optional protocol adopted allowing the right for children to submit complaints</p>	<p>2012 Olympics held in London</p>
<p>2014 Malala wins the Noble Peace Prize</p>	<p>2015 Somalia and South Sudan ratify the Convention, making it the most widely accepted UN resolution</p>
<p>2016 The UN adopts the Sustainable Development Goals as global agenda to end poverty by 2030</p>	<p>2016 UK signs the Paris Agreement, a global commitment to tackle climate change</p>

ACTIVITY 3

CHILD RIGHTS TODAY

AIM

Children recognise the current state of child rights in the UK and the power of using their voice for change. Children commit to contributions they can make personally and together to improve the rights of children in their local and/or national community.

WHAT YOU'LL NEED

- Present day timeline prompts
- Youth activist profiles printed or projected
- Two A6 cards for each child in the group
- Single hole punch
- String cut into 3-inch pieces (4 pieces per child)
- Markers for children to decorate cards
- Unicef 'Just a Kid' video: unicef.uk/JustaKid

HOW TO PREPARE

- Review present day timeline prompts and preview Unicef 'Just a Kid' video
- Prepare youth activist profiles – printed or projected
- Prepare two A6 cards for each child with a hole punch in each of the four corners and cut string into 3-inch pieces (enough for 4 pieces per child).



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PART 1: TIMELINE WARM-UP

1. Revisit the timeline from the previous activity. Share with the group that, despite the UN agreeing to the rights of every child 30 years ago, there is still a lot of work to be done for children in the UK and around the world. For example:
 - Children face many challenges in modern times that children 30 years ago didn't face, such as online bullying, climate change, mental health conditions and childhood obesity.
 - More countries are in civil wars or international conflicts than any other time since the Convention was written. Many children are among the millions of refugees from these conflicts.
 - Every year, 5.4 million children in the world die before age five. The majority of these deaths are from causes that are preventable.
 - In the UK, our government, leadership, priorities and direction are changing. This makes it a critical time for the UK Government to recognise and re-commit to children.
2. Using the present day timeline prompts, ask children to explore the current state of child rights in the UK and around the world, adding facts they discover to the timeline. For each fact, ask children if they think the situation is getting better for children, or if it is getting worse.
3. Lead children to the conclusion that there is still a lot of work that needs to be done in the UK and around the world for all children to be given the chance to survive and thrive. Remind children of article 12 about respecting the views of the child. Do they think there is anything that they as children can do to help put this into practice?

ACTIVITY 3 CHILD RIGHTS TODAY

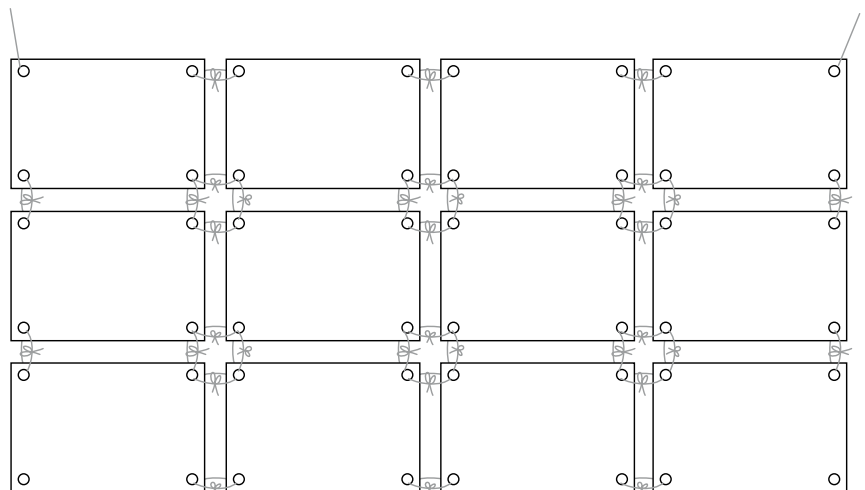
PART 2: YOUTH ACTIVIST PROFILES

1. Show the Unicef 'Just a Kid' video to the group: unicef.uk/JustaKid
2. Following the video, ask children to share their thoughts on the message. Have they heard of any of the young people they saw in the video? What surprised them?
3. Introduce the youth activist profiles of Greta Thunberg, Desmond Napoles, Muzoon Almellehan and Asean Johnson. Explain that these are just a few examples of young people in a generation of children that are calling loud and clear for change. For each profile have children discuss:
 - What is the issue or right that this young activist is focusing on?
 - How do you think these young activists got started? What might have been their very first action?
 - What ways could we as fellow young people help tell their story or support their movement?
4. Lead children in understanding that even though there are still many challenges faced by children in the present time, the voices of young people are important. There are actions children in the UK can take to help children around the world survive and thrive – even if you are 'just a kid'.



PART 3: TAPESTRY OF CHILDREN'S VOICES

1. Distribute two A6 cards to children. Instruct the children to hold the cards in landscape orientation.
2. Ask children 'What are the rights/issues that are relevant to you locally or personally in 2019?' 'What do you want to call on your own decision-makers to fix?'
3. On one A6 card have the children illustrate what change they would like to see for children.
4. With the second A6 card, ask children to consider one action they could take as a young person with a voice to influence this change. On the second card, have children draw a picture of themselves and write in their own words 'I will use my voice for ...'
5. Once children have completed the creative exercise with both of their cards, bring the group together and have them use the string to tie their cards together to create a large tapestry of rights that can hang on the wall.
6. Discuss with the children the idea that just like our tapestry, when everyone plays their own part, we can create something bigger. Ask children what are some things that they could do to use their voices together that might create a bigger impact?



Final tapestry will combine all cards together with string as above

ACTIVITY 3 CHILD RIGHTS TODAY

PRESENT DAY TIMELINE PROMPTS

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<p><u>There are more than 100,000 children without homes in the UK</u></p>
<p><u>Homeless is on the rise in every European country (except Finland), including the UK</u></p>
<p>1 in 4 children in the UK are growing up in poverty</p>
<p>71% of towns and cities in the UK have unsafe levels of air pollution</p>
<p>In the UK, obesity and mental health conditions among children are on the rise</p>
<p>1.6 million children in the UK go to a Rights Respecting School</p>
<p><u>More than half of children aged 11-16 in England and Wales have experienced bullying in school</u></p>
<p>1 in 3 people globally do not have access to clean water</p>
<p><u>4.5 billion people in the world do not have access to proper sanitation and good hygiene</u></p>
<p>Every year 5.4 million children in the world die before their 5th birthday</p>
<p>19 million children in the world have not been vaccinated against preventable diseases</p>
<p>41 million children around the world are currently affected by conflict or disaster</p>
<p>12 million girls around the world are married before their 18th birthday</p>
<p>63 million children of primary school age (typically aged 6-11 years) are not in school. Half of the children not in school are girls.</p>
<p>800 million people are affected by global hunger</p>

ACTIVITY 3 CHILD RIGHTS TODAY

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YOUTH ACTIVIST PROFILE:

GRETA THUNBERG

Greta Thunberg is a Swedish schoolgirl and climate activist. At age 15, Greta began protesting outside the Swedish parliament for immediate action to combat climate change.

Since 2018, Greta's movement, called 'Fridays for Future', has spread all over the world. Over 100,000 school children are now participating in organised school walkouts and climate strike events asking governments to take action on the climate crisis.

Greta has spoken at climate rallies in Stockholm, Helsinki, Brussels and London. In 2018 Greta addressed the UN Secretary-General at the United Nations climate change conference, COP24, about climate change, and in 2019 she was invited to join world leaders at the World Economic Forum in Davos.

Greta has been named one of the world's most influential teens by *TIME* magazine and was nominated by members of Norway's parliament for the Nobel Peace Prize.

Resources to learn more:

Fridays for Future:
fridaysforfuture.org

COP24:
unicef.uk/COP24Speech

Greta Thunberg's Ted Talk:
unicef.uk/GretaTedTalk

Greta on social media: [@gretathunberg](https://twitter.com/gretathunberg)

ACTIVITY 3 CHILD RIGHTS TODAY

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YOUTH ACTIVIST PROFILE:

DESMOND NAPOLES

Desmond Napoles, also known as 'Desmond is Amazing', is a 12-year-old LGBTQ+ (lesbian, gay, bisexual, transgender or questioning) advocate, outspoken gay youth, public speaker and drag-kid from New York City, USA.

From the age of 2, Desmond knew that he loved dressing up and performing in drag. With the support of his mother he made his professional debut in a music video at age 6, and over the past 6 years has become well known as a child performer. Desmond identifies as gay and states that he has been 'out' since a very early age.

As an advocate, Desmond's goal is to teach and encourage LGBTQ+ youth how to be themselves. He speaks about bullying and reminds others to 'pay haters no mind'. Desmond is an inspiration to many and a representation of hope for the future in an age where outdated gender stereotypes have become **damaging to boys' and girls' well-being**.

Desmond's message helps ensure that all children, regardless of their actual or perceived sexual orientation or gender identity, have the right to a safe and healthy childhood that is free from discrimination.

In 2018, Desmond was named in the 100 most influential people shaping youth culture by Dazed Magazine.

Resources to learn more:

Desmond on bullying:
[unicef.uk/DesmondNapoles](https://www.unicef.uk/DesmondNapoles)

Desmond on social media:
[@desmondisamazing](https://www.instagram.com/desmondisamazing)



YOUTH ACTIVIST PROFILE:

MUZOON ALMELLEHAN

After fleeing conflict in Syria with her family, Muzoon Almellehan lived in refugee camps for three years, including 18 months in Za'atari camp in Jordan before resettling in the UK.

While living in Za'atari, Muzoon saw half of the 40 girls in her class drop out of school to get married, a practice that increased after the war in Syria began, and more than 5 million left Syria as refugees.

In the camp Muzoon began working with Unicef to campaign for the rights of children, particularly girls, to have an education. Muzoon became known for trying to persuade parents to leave their children in refugee schools rather than making them marry early.

In 2017 Muzoon became the youngest Goodwill Ambassador to UNICEF at age 18.

Resources to learn more:

Muzoon's Unicef profile:
[**unicef.uk/MuzoonAlmellehan**](https://www.unicef.uk/MuzoonAlmellehan)

Dear Refugee letter:
[**unicef.uk/DearRefugee**](https://www.unicef.uk/DearRefugee)

Muzoon on social media:
[**@muzoonrakan1**](https://twitter.com/muzoonrakan1)

ACTIVITY 3 CHILD RIGHTS TODAY

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YOUTH ACTIVIST PROFILE:

ASEAN JOHNSON

When Asean Johnson was 9 years old, the primary school in his minority community of Chicago in the USA was going to be closed due to lack of funding. Even though Asean was just a grade 4 student, he knew that the city's plan to close 54 schools was bad for children. He believed local government should be supporting education and investing in the local schools and children.

Asean began campaigning and calling out local politicians, including the Chicago mayor and the Chicago Board of Education, with the rallying cry 'Education is a right, that is why we have to fight.' Asean understood that education is a right, not a privilege for all children — particularly in his community where the educational attainment of African American children is lower than that of other children.

Asean went on to be the youngest speaker at the 50th Anniversary of the March on Washington, and later spoke against gun violence at the People's March for Public Education and Social Justice rally in Washington, D.C – another issue that affects his local community.

Asean challenges other young people to get more involved in their schools and communities, and to not be afraid to speak out. He is currently 14 years old.

Resources to learn more:

Chicago School Closings rally:
[unicef.uk/AseanJohnson](https://www.unicef.org/aseanjohnson)

People's March for Public Education and Social Justice rally in Washington, D.C:
[unicef.uk/PeoplesMarch](https://www.unicef.org/peoplesmarch)



ADVOCACY ACTION 1

Write to a local decision-maker in your area about the child rights issue children care about in their own lives or in their community.

Once the children and young people you are working with have learned about the Convention and how it impacts on them, why not ask them to identify an issue they'd like to change in their life, or the lives of other children in their local community? When they've identified the problem and worked out who has the power to fix that problem (e.g. their local MP, local councillor, or even their teacher), they can write to them using our **template letter**. This guides them to ask the decision-maker what they can do to bring about the change the children are looking for.

ACTIVITY 4

ROAD TO RIGHTS

AIM

Children consider child rights from a global perspective, and recognise actions that cause the realisation of rights for every child to move forward.

WHAT YOU'LL NEED

- Photo activity sheet printed or projected
- Printed copies of game board and game card activity sheets
- Markers to decorate/design game board
- Pen to write blank game cards
- Small items to use as game markers
- The World's Largest Lesson: <https://www.globalgoals.org>

HOW TO PREPARE

- Set up the activity room to project images, or alternatively print copies of the photos from the activity sheet for small groups to review.
- Prepare a printed game board, or materials to make a game board, and one set of sample game cards and blank game cards for each group.



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PART 1: THINKING GLOBALLY ABOUT CHILD RIGHTS

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1. Project the images from the child rights around the world photo activity sheets where all the children can see them. Alternatively, split the children into small groups and distribute a printed set of images to each group.
2. Ask children to look carefully at each image and read the captions. Children should consider what they think the lives of the children in the photo are like. Children decide if they think the rights of the children in the image are being respected. If time permits, have children use the summary of the Convention from Starter Activity A to identify to which right/article the image is related to.
3. Facilitate discussion with the children around the photo set, focusing on child rights in different places around the world. Ask children, 'What differences do you see between your childhood in the UK and these images and stories?' 'What do you think adults and governments could be doing better to help these children?'
4. Referring to key world events on the timeline (specifically natural disasters, wars, political conflicts), introduce the concept that the realisation of child rights can sometimes move forward in one place while it moves backwards in that same place or elsewhere. Consider what events have or might make access to children's rights move backwards? What types of actions might help access to children's rights move forward?
5. Introduce the concept of the Sustainable Development Goals as a global initiative to end poverty by 2030. Add the date 2030 to the future section of the timeline. Discuss how actions taken towards achieving the Goals might impact child rights. What would a world without poverty mean for the rights of children?

ACTIVITY 4 ROAD TO RIGHTS

PART 2: ROAD TO RIGHTS BOARD GAME

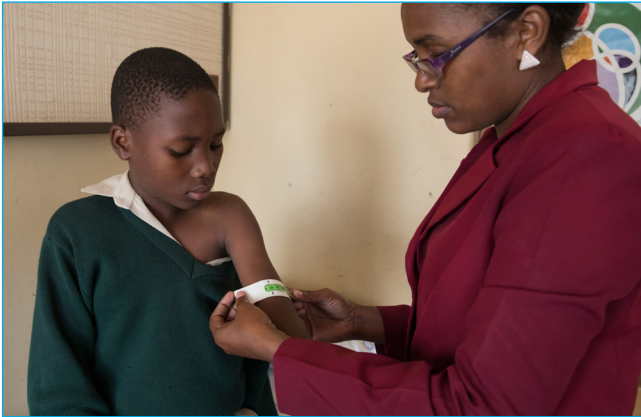
1. Divide the participants into small groups of 3-4 and share with the children that they will be creating their own 'Road to rights' board game. The purpose of this game is to reach the end of the board, which symbolises the place where rights are realised for all children.
2. Each group of children will create and decorate their own board game. They can use a printed copy of the game board activity sheet to help them get started.
3. Have each child choose or create a small object that can be used as their individual game piece for playing the game.
4. Revisit the activity from Part 1, asking children to consider what events might make access to children's rights move backwards (like natural disaster, war, disease, corruption, etc.) or forwards (governments working together, organisations working towards development, actions that help end poverty, activism). Using sample cards to demonstrate, explain to the group that they will create their own game cards. For positive actions, the cards will read 'Move Ahead 1 Space', for negative actions the cards will read 'Go Back 2 Spaces'.
5. Once the children have created their game pieces, give each group 15-20 minutes to play at least one round of their game. Children take turns drawing cards from a pile, reading the card aloud and moving backwards and forwards until one player reaches the end of the board where rights are realised for all children.



ACTIVITY 4 ROAD TO RIGHTS

PHOTO ACTIVITY SHEET: CHILD RIGHTS AROUND THE WORLD

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ACCESS TO HEALTH CARE

12-year-old Gift is measured by nurse Elizabeth in the paediatric ward at Good Shepherd Hospital in Siteki, Swaziland.

©Unicef_Liborio19



CHILDREN IN SCHOOL

Maisa (4) and Gabriella (6) at school in the State of Sergipe, Brazil.

© Unicef



CHILDREN USING THEIR VOICE TO ADVOCATE

Sophia, age 3, and her brother Samuel, age 6, take part in the Unicef UK Action Day: Protecting Children from Toxic Air demonstration by Marble Arch in London, England on March 16, 2019.

©Unicef_Willie



CHILDREN IN A CHILD SAFE AREA AFTER DISASTER

Chandika, 9, in the makeshift shelter where she had been sleeping with her parents and her sister since the 2015 earthquake destroyed their home.

ACTIVITY 4 ROAD TO RIGHTS

PHOTO ACTIVITY SHEET: CHILD RIGHTS AROUND THE WORLD

© UNICEF/UN0294748/
Frank Dejongh



CHILD RECEIVING VACCINATION

A baby is being vaccinated at the health center of Moussoro, in the center of Chad. Immunization is free in Chad for children below 59 months.

© Unicef/Matas/5463



CHILDREN COLLECTING WATER

Aondogu (11), Tergema (9) and Tersoo (5) waded into a pool to collect water for their mother in Nigeria.

© Unicef GB/Rawles/15-2325



REFUGEE CHILD WITH NO HOME

Aya, 12, refugee living in Za'atari camp, Jordan with younger child.

ACTIVITY 4 ROAD TO RIGHTS

PHOTO ACTIVITY SHEET: CHILD RIGHTS AROUND THE WORLD

© Unicef/Goldberg



CHILD IN POLLUTED ENVIRONMENT

Child walking to school on the pavement of West Hill, a busy road in Putney.

© Unicef GB/Matas/16-3965



CHILD LABOUR

12-year-old Majd attends a Makani Drop-In Centre for children engaged in child labour, Za'atari refugee camp, Jordan.

© UNICEF/UN014987/2/Dejongh

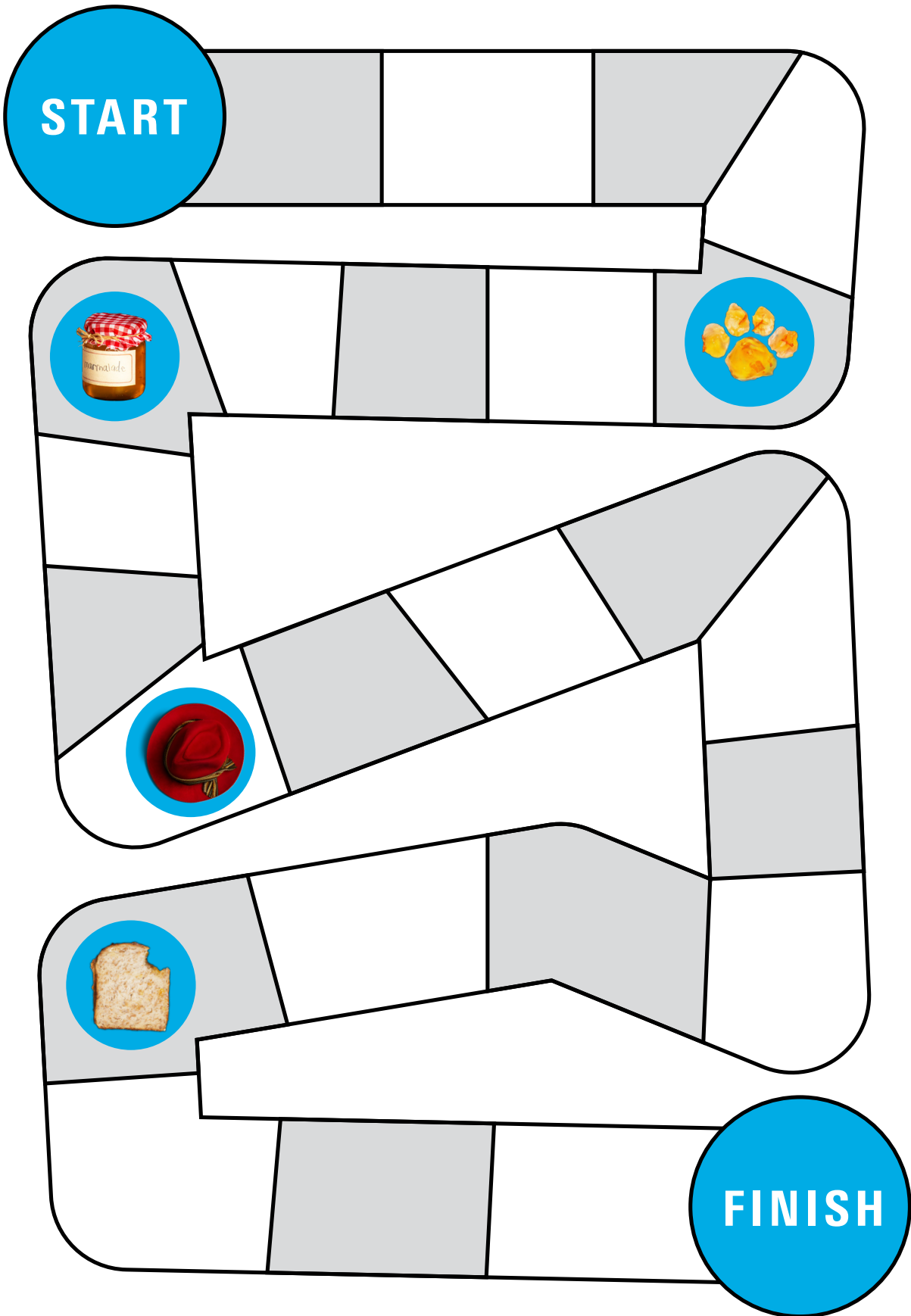


CHILD WITH FAMILY

Proud father Koffi Morofie, 42, holds his youngest child, Anaste, who is only 7 months old. His siblings are at school. They live in the village of Teko, in central Côte d'Ivoire.

ACTIVITY 4
ROAD TO RIGHTS

ACTIVITY SHEET: GAME BOARD



ACTIVITY 4
ROAD TO RIGHTS

ACTIVITY SHEET: SAMPLE GAME CARDS

<p>Refugee children fleeing Syria are separated from their parents.</p> <p>GO BACK 2 SPACES</p>	<p>196 countries sign the Paris Agreement to tackle climate change and protect our environment.</p> <p>MOVE AHEAD 1 SPACE</p>
<p>Extreme weather kills the crops in the village and families do not have enough food to eat.</p> <p>GO BACK 2 SPACES</p>	<p>Your class sends postcards to your MP to share their concerns about children’s access to good healthcare.</p> <p>MOVE AHEAD 1 SPACE</p>
<p>Children miss school because they must walk one mile to get water.</p> <p>GO BACK 2 SPACES</p>	<p>One billion children in developing countries receive vaccinations to prevent disease.</p> <p>MOVE AHEAD 1 SPACE</p>
<p>Girls in Afghanistan are forbidden from going to school.</p> <p>GO BACK 2 SPACES</p>	<p>100 countries commit to prevent the use of children in armed conflict.</p> <p>MOVE AHEAD 1 SPACE</p>
<p>Children with disabilities are included in school.</p> <p>MOVE AHEAD 1 SPACE</p>	<p>Children share their opinions with their local leaders, and the leaders listen.</p> <p>MOVE AHEAD 1 SPACE</p>
<p>Children have access to a clean water source in their village – improving their health and making it easier to get to school.</p> <p>MOVE AHEAD 1 SPACE</p>	<p>Cities build safe walkways in green spaces for children to walk to school in a clean air environment.</p> <p>MOVE AHEAD 1 SPACE</p>
<p>Children speak out to their government about issues that matter to them.</p> <p>MOVE AHEAD 1 SPACE</p>	<p>UK Government commits to spend 1% of budget for overseas development.</p> <p>MOVE AHEAD 1 SPACE</p>

ACTIVITY 4 ROAD TO RIGHTS

ACTIVITY SHEET: MAKE YOUR OWN GAME CARDS

Note: To create a game that can be won, children will need to make at least 2 'Move Ahead' cards for every 'Go Back' card

GO BACK 2 SPACES	MOVE AHEAD 1 SPACE
GO BACK 2 SPACES	MOVE AHEAD 1 SPACE
GO BACK 2 SPACES	MOVE AHEAD 1 SPACE
GO BACK 2 SPACES	MOVE AHEAD 1 SPACE
MOVE AHEAD 1 SPACE	MOVE AHEAD 1 SPACE
MOVE AHEAD 1 SPACE	MOVE AHEAD 1 SPACE



ADVOCACY ACTION 2

Use social media to tell the UK Prime Minister about the child rights issue the children and young people think is the most important for children in the UK right now.

Unicef UK's Youth Advisory Board will be holding some meetings with decision-makers in November 2019: this is your chance to be part of that! It's time for children across the UK to share what they think is the most significant child rights issue for the new Prime Minister to tackle in this important year – the 30th anniversary of the Convention – using social media.

Take photos showing the Prime Minister what children care about and share it with us. For example, children could make placards, signs or short videos to show how they feel and ask him to take action. Use the hashtags **#OutRight** and **#mylifemyrights**



@UNICEFuk_action



@unicef_uk

OUTRIGHT

Speak out on children's rights

FOR EVERY CHILD
IN DANGER

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ACTIVITY 5

TIME MACHINE 2039 – WINDOW TO THE FUTURE!

AIM

Children imagine what the world and the rights of children will look like in 2039 when the UN Convention on the Rights of the Child celebrates its 50th birthday. They will need to use their creative skills to communicate the changes they would like to see.

WHAT YOU'LL NEED

- Art materials
- Access to equipment such as a camera, computer, instrument and so on, depending on the form this activity takes based on the interests of the children in the group.

HOW TO PREPARE

- Prepare a comfortable space indoors for children to sit on the floor for the mindfulness exercise
- Prepare art supplies and set aside approximately one hour or more for creative work as individuals or small groups.



PART 1: TIMELINE ACTION

1. Have children map 2039 as the 50th birthday of the UN Convention on the Rights of the Child on the timeline created in Activity 2.

PART 2: IMAGINE THE FUTURE: GUIDED MINDFULNESS EXERCISE

1. As a warm-up, have children sit or lay in a circle on the floor, or in any comfortable arrangement. Ask the children to be quiet, to close their eyes and to pay attention to their breathing.
2. Lead the children in a short mindfulness exercise to get them to imagine themselves and the lives of children in the future. As an option, one child from the group can read the imagine the future: guided mindfulness exercise aloud from the activity sheet.
3. After the children finish the mindfulness exercise and open their eyes, debrief the group by asking them to share how it felt to travel to the future.
 - What did they see? Can they describe what 2039 looked like in their imagination?
 - What do they think it might be like to be a child in the future, or even to be a parent of children in the future?
 - What challenges do they think that children in the future will face?
 - What are some of the challenges that children face today, that will be solved in the future?



ACTIVITY 5 TIME MACHINE 2039 – WINDOW TO THE FUTURE!

PART 3: WINDOW TO THE FUTURE CREATIVE ACTIVITY

1. Following up on the mindfulness activity, ask the group to think about what they personally envision a good future to look like for children. Prompt children to recall some of the previous discussion points the group has talked through in OutRight. Remind children that:
 - When children are given the opportunity to live, learn and play, more and more children will be able to claim a stronger voice in the decisions that affect them.
 - Every child in the UK and around the world has the ability to shape the present and the future, but only when they're given the chance to survive and thrive.

2. Invite each child to develop their own 'window to the future' that demonstrates what they think a good future for all children will look like. This can be completed as an individual exercise or in small groups. It could take the form of a role play sequel to Activity 1; writing a short story, journal entry, or poem about the future; creating a poster or piece of art; or writing and performing a song. Where children have access to technology, options could include creating a digital illustration or animation.

Option: Consolidate creative works from the group into a print or digital anthology. Present the anthology to a decision-maker, e.g. a local MP, in conjunction with the OutRight advocacy actions taken on World Children's Day, or place the anthology into a school time capsule with a letter to children 10 or 20 years in the future.



ACTIVITY 5 TIME MACHINE 2039 – WINDOW TO THE FUTURE!

ACTIVITY SHEET: IMAGINE THE FUTURE: GUIDED MINDFULNESS EXERCISE

Close your eyes. Take a deep breath and relax.

For the next few minutes, I want you to simply listen, to breathe and to imagine.

You are sitting in the present. Wiggle your fingers and your toes. Imagine in your mind what you look like. What did you see when you looked in the mirror today?

Now, imagine that you own a time machine. This time machine can transport you back in time, or it can propel you into the future to any year you want to visit.

What does your time machine look like? Is it shiny red like a sports car? Or silver like a rocket ship? Now imagine that you are stepping into your time machine.

Buckle your safety belt. Are you ready to go? We are going to travel forward into the future.

Let's travel slowly at first to next year. How old will you be? What year of school will you be in? What do you think you will look like?

Now let's speed ahead to 10 years from now. What year will it be then? What age will you be? What year will you be in school? Imagine what your school will look like.

Now, let's jump forward 20 years all the way to 2039.

Bump! Your time machine has landed. Step outside. We are going to stay in this year for a while.

What age are you in 2039? What do you see when you look in the mirror? What are you doing?

What is life like for children in 2039? Do you have children of your own?

Take a moment and sit quietly in the future. Look around. What do you see? Who do you see? What do you hear? Do you like what the future looks like?

It's now time to get back in our time machines and return to the present day.

Let's count our way back.

2039... 38... 37... 36... 35... 30... 25... 20... 19... We have arrived.

Take a deep breath.

When you are ready, move your fingers and your toes.

Now, quietly and slowly, open your eyes. Welcome back to the present.

ADVOCACY ACTION 3

Tell the Secretary of State for International Development why children in the UK care about the health of children around the world.

Did you know that 5.4 million children die every year before their 5th birthday? The majority of these deaths can be prevented through simple interventions including vaccinations.

In summer 2020, the UK Government is hosting a big event called GAVI: the Global Alliance for Vaccines and Immunisation. At that event, the UK Government will pledge how much they will donate to vaccinating children around the world. Use our **postcard template** to tell the Secretary of State for International Development how important it is that they commit a substantial spend to vaccines to allow children to not only survive but to thrive.

OUTRIGHT
Speak out on children's rights

Through UK Aid, the UK Government is a global leader in helping children around the world, supporting those in some of the poorest countries to go to school, access clean water, survive deadly diseases, and be prepared when disaster strikes. We want to show the Government how much the UK public supports the Department for International Development and the 0.7% of our GDP it spends on this life-changing work.

Postcards must be received at the Unicef UK office by May half term 2020, so we can share them with the Department for International Development and amplify the voices of children and young people all over the UK.

For more information about Unicef UK's work to protect children from preventable diseases have a look at our website: <http://unicef.uk/globalhealth>

FOR EVERY CHILD
IN DANGER

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ENGAGING LOCAL MEDIA

An effective way of speaking out in support of children's rights is to tell your local newspaper or radio station what you're doing for OutRight 2019.

These media outlets can help spread the word in your local community and galvanise support. For example, your local MP might read about OutRight in the local newspaper and contact the relevant Minister as a result.

GUIDANCE

Perhaps you have some aspiring journalists or radio presenters at your school/organisation? To speak out to your community about your plans for OutRight this year, call the local newspaper and invite them to take a photo of your school or organisation and the work you're doing, or call your local radio station to see if children and young people could go on air to talk about OutRight, children's rights and the Convention.

If you or the children and young people you work with are not sure how to contact local media in your area, please email outright@unicef.org.uk and we will be more than happy to help. Here are some tips:

- Be prepared for a quick phone call. Sometimes people who work in the media can be very busy, so it's a good idea to write down what you want to say to keep in front of you when you call.
- Always follow up with an email, re-capping the main points from your phone conversation.
- Don't leave it too late. The sooner you can get in touch the better, as they are more likely to have a space for you.
- Be enthusiastic! The person you are calling should want to find out lots more about your involvement in OutRight 2019 and why you're raising your voices on particular children's rights issues.

If your school or organisation is featured in your local media, please let us know! Send us a clipping, link or recording if you can, to outright@unicef.org.uk

PRESS RELEASE TEMPLATE

Use this template to draft a press release for local media. You can personalise the release for your school or organisation and delete the sections as appropriate. The template can also be downloaded from [here](#)

[Date]

[Insert school/organisation name] joins Unicef UK's campaign to speak out on children's rights

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On [insert date of event] children at [insert name of school/organisation] will be taking/took part in OutRight – a nationwide celebration of children's rights organised by Unicef UK. [insert school/organisation name] is one of hundreds across the country to celebrate children's rights and 30 years of the UN Convention on the Rights of the Child, as well as speaking out on child rights issues that are important to them and how let down they feel by decision-makers.

Children all over the world are still not enjoying the rights set out for them in the Convention, with 30,000 missing from school, children in 71% of UK towns and cities breathing toxic air, and every year 5.4 million children globally dying before their 5th birthday - largely from preventable diseases.

Children at [insert school/organisation name] will develop their understanding of children's rights and speak out for the rights of other children. They will also call on local MPs to pick 'team children' and put children's rights at the heart of everything they do.

[insert child's name, age] said "OVERVIEW OF WHAT THEY HAVE DONE AND WHY THEY THINK ITS IMPORTANT"

[insert name, job title] said "QUOTE FROM STAFF MEMBER ON WHY THE SCHOOL IS INVOLVED, WHY THEY FEEL THIS IS SO IMPORTANT".

OutRight is Unicef UK's annual youth campaign that empowers children and young people to speak out about children's rights on World Children's Day – 20 November – the anniversary of the UN Convention on the Rights of the Child. It's a campaign by children, for children that helps them to promote and protect children's rights in the UK and around the world.

[insert school/college name] is one of more than 4,500 Unicef UK Rights Respecting Schools across the UK that embed children's rights in their ethos and culture.

For further information on this event at [name of school/organisation], please contact:

Name: [insert name]

Tel: [insert telephone number]

E-mail: [insert e-mail address]

For further information on Unicef UK, please contact Unicef UK Press Office on 020 7375 6030 or email media@unicef.org.uk

NOTES TO EDITORS

Unicef promote the rights and wellbeing of every child, in everything we do. Together with our partners we work in 190 countries and territories, including the UK, to translate that commitment into practical action, focusing special effort on reaching the most vulnerable and excluded children, to the benefit of all children, everywhere. Unicef UK raises funds for Unicef's emergency and development work and advocates for lasting change for children everywhere. We are a UK registered charity, supported entirely from voluntary donations. We do not receive any money from the UN. For more information, please visit www.unicef.org.uk

ABOUT UNICEF UK'S RIGHTS RESPECTING SCHOOLS AWARD

The Unicef UK Rights Respecting Schools Award (RRSA) supports schools and colleges across the UK to embed children's rights in their ethos and culture. The award recognises achievement in putting the UN Convention on the Rights of the Child at the heart of a school's practice to improve well-being and help develop every child's talents and abilities to their full potential. Over 4500 schools and colleges are involved, and many have reported a positive impact on behaviour, relationships and well-being, leading to better learning, improved academic standards and a reduction in bullying. Read more at www.unicef.org.uk/rrsa. For further information on Unicef UK, please contact Unicef UK Press Office on 020 7375 6030 or email media@unicef.org.uk

CONSENT FORM

As part of your work on OutRight, we encourage children and young people to share their photos, stories and films with us so we can share the great work they produce with media and the public. However, in order to share their images and their work we need to have consent to do so.

Consent must be recorded on the forms provided, signed by the child or young person giving consent as well as their parent or carer, if they are under 18. Without the recorded consent we do not have permission to use photos and stories in the ways we intend.

Please record any special instructions if necessary, such as 'don't use real name' on the form. Ask what alternative name the child or young person would like to have and add that to the form, making it clear which is the real name and which is the alternative.

Consent forms are also required to reproduce (i.e. copy, photograph) and use drawings or other pieces of work children create. They are copyright of the artist, regardless of their age or status.

Consent must be in writing, using our consent form, and returned to us before we can use the photo, story, film footage or piece of work.

Consent can be withdrawn at any time in the future, if the child or family aren't happy about their image, story or footage being shown any more for any reason. Please let us know if this is the case by emailing outright@unicef.org.uk

Download an information sheet you can share with children and their parents/carers [here](#)

Download a child-friendly consent form [here](#)

GLOSSARY

Duty-bearers: Adults who are responsible for making sure rights are met. Duty-bearers of children's rights include teachers, social workers, the police and the government.

Incorporate: When a country 'incorporates' the UN Convention on the Rights of the Child, it means that the children's rights set out in the Convention are brought into domestic law and can be enforced in that country. E.g. a child can go to a court of law in that country if they think their rights have been breached.

Optional protocols: The UN Convention on the Rights of the Child was followed by three 'optional protocols'. These provide more detail on areas of child rights, including child exploitation and children in the armed forces. They also outline the right of children to submit a complaint directly to the UN Committee on the Rights of the Child if they think their rights have been breached by the government or a public authority in their country.

Ratify: When a country 'ratifies' the UN Convention on the Rights of the Child, it agrees that it will respect and fulfil the children's rights set out in the Convention. However, these rights can't be automatically enforced in that country – e.g. a child can't go to a court of law in the country if they think their rights have been breached.

The country is assessed on how well it is doing to respect and fulfil children's rights by the UN Committee on the Rights of the Child. The Committee is made up of 18 experts who read reports on the country's progress every five years and make recommendations for improvements.

Rights-holders: People who have rights. Children have rights that are set out in the UN Convention on the Rights of the Child.





SOCCER AID



TAKE PART IN THE UNICEF PLAYGROUND CHALLENGE

PLAY, FUNDRAISE AND CHANGE CHILDREN'S LIVES

June 2020 will see the third Soccer Aid for Unicef Playground Challenge take place! Sign up now, save the date and be the first to get exclusive updates on the game plan for next year.

From obstacle courses and keepy-uppy challenges to beat the teacher penalty shoot-outs and bake-offs, the money you raise will help children all over the world grow up to be happy, healthy and able to play. Just like children should.

So whether you took part in this before or fancy making 2020 your year for kick-off, join schools across the UK and help defend every child's right to play.

Sign up or ask any questions you have via schoolschallenge@unicef.org.uk or **0300 330 5580**.

OUTRIGHT
Speak out on children's rights

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