

2 Child rights: Contents and activity ideas

Child rights are a meaningful theme for social inquiry and social action, appropriate to your students' ages and context.

- Rights are ideals which everyone is entitled to because they are human. Rights don't depend on a person's gender/sex, age, height, eye colour, language, religion, ethnicity, where they were born, abilities or disabilities. Everyone has dignity and worth, everyone is equally important, and everyone deserves respect.
- Children have special rights (in addition to Human Rights) because they need to be protected so they have the opportunity to grow and reach their full potential. For this reason, the United Nations adopted the Convention on the Rights of the Child in 1989. The Convention reminds governments, community groups and adults of their responsibility to protect the rights of children. Nearly every country in the world has signed the Convention and made it into law.
- When someone has rights, they also have a responsibility to protect the rights of others. A responsibility is something you should do because it is morally or legally right. As global citizens, we have the responsibility to make this a fairer world for all and ensure every person has all their rights protected or met.

Students need to be part of choosing the child rights issue and social action they are interested in. Their level of engagement will vary so, where possible, use invitational language and link their inquiry and action with their skills and interests. Making this decision is an important discovery phase where students transition from a learning inquiry into social action. This can help to increase their motivation and ownership of the social action.

The Convention on the Rights of the Child

<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

The State of the World's Children report (UNICEF)

<https://www.unicef.org/sowc/>

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 - Childrens-rights-cartoon_Beth-Norling
 - Order form – Making it Right printed posters
 - Resource 1 Child rights
 - Resource 2 Captions and photos
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 - Resource 5 Template of child rights in my life
 - Resource 5 Template of child rights in my life
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- ➔ **Topic sheets**
 - Child Rights topic sheet
 - Protecting Children topic sheet



ACTIVITY IDEAS

1. Introduce child rights using the Making it Right poster resources in this folder and/or your own learning resources.
2. Decide how students will undertake their social inquiry into:
 - i. child rights in general
 - ii. one specific child right
 - iii. a situation where they think child rights aren't being met. Keep the inquiry focused and purposeful using your school's social inquiry method.
4. Students share their inquiry findings and reflect on their learning.
5. Students consider how they experience child rights in their own lives using **Resource 5 Template of child rights in my life**.
6. Use one or more of the following open-ended activities to help students select a possible social issue or situation that connects with their child rights learning. This can be the focus of their social action.

CHOOSING AN ISSUE FOR ACTION

Any of the following ideas can be used as individual, group or class activities or a combination.

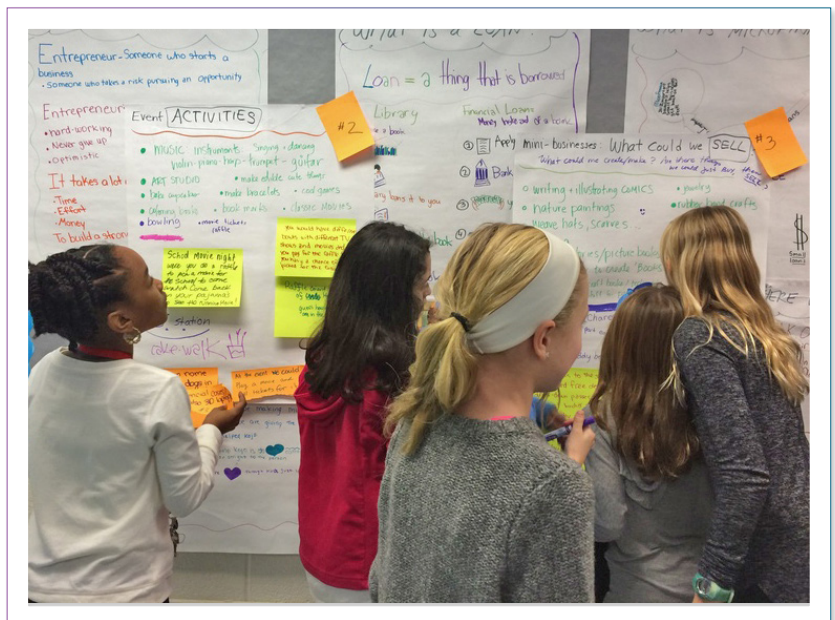
A Tracking child rights in the media

Over the time of your inquiry, ask students to regularly engage with different media and keep a log or make notes of any child rights issues and social actions they hear/see/read about. Identify, compile or group the examples into two groups: issues or actions. Try grouping or ranking these issues and actions according to how interested or involved students would like to be with each one.

B So what? Where to next?

Use open-ended discussion starters to help students consider what they've learnt and where this might take them for possible social action. This could be done as a class or group discussion and activity.

- i. What child rights or child rights issues have we learnt about that most interest you?
- ii. What are some places, situations or people that are affected by a lack of child rights or by any particular child rights issues?
- iii. What social actions do we already know about that seek to address any of these child rights issues?
- iv. What other ideas do we have for possible social actions?



Brainstorming ideas for a Kiva event. Kiva is a non-profit organisation that allows people to lend money via the Internet to low-income entrepreneurs and students in 77 countries. Photo: schloanstomakeadifference.org

C Visualise your issue



Use A3 paper (or larger for groups), coloured marker pens, collage materials and glue sticks. Invite students to express their chosen child rights issue through writing, drawing, cutting, and pasting visual elements and words (photos, drawings, magazine visuals, headlines etc.). Allow students time to organise their visual elements into a before/after picture, cartoon story, 'headlines' poem, flow chart, artwork, or any other form of expression.

Display all the collages and invite each student/group to describe what they are saying about this issue.

This activity could be part of a decision-making process if you wish to vote on one group's issue to take social action on.

Child-led research, YPAR (Youth Participatory Action Research), Bangladesh.
Photo: Patricio Cuevas-Parra / World Vision

D Child rights ideas board

Choose one child rights issue from your inquiry that has generated the most interest, ideas and engagement. Create an ideas wall or chart that summarises what you know about this child rights issue. Print, cut out, draw, write and pin up any factual, written, visual, creative, and personal contributions from students to create a tactile collage. These could include news items, quotes, questions, statistics, maps, graphics, stories, personal accounts, websites, photographs, articles, personal responses etc.

Students could also create an individual ideas board in a digital format to be completed at home.

Don't worry if the ideas board/chart gets crammed and messy. Focus on including contributions from everyone and don't add too much structure especially if it side-lines some contributions.