

LEARN.THINK.ACT.

Making it Right helps teachers deepen their students' global learning (Learn), critical thinking (Think) and authentic action (Act) about child rights issues. The activities and photos on this poster are divided into three levels. Photos 1-6 are suitable for students at curriculum levels 2 and 3 and above. Photos 1-10 are suitable for students at level 4 and above. Photos 1-13 are suitable for students at level 5 and above. All activities can be adapted to suit other levels as appropriate to the class.

Teachers: Some students may not have certain rights met so use your discretion when deciding which activities are appropriate. Remind students if there are any issues that concern them, they can talk to you, a school counsellor or an adult that they trust. Also, when searching the internet about child rights it's important to search using positive terms such as "child rights" to ensure students don't come across unsuitable material.

MORE CHILD RIGHTS RESOURCES

www.worldvision.org.nz/connect/resources

(In the search menu select - Child rights)

- Download the free **Making it Right** photos (ZIP file of 13 photos 3.8MB) to use with this pdf of information and activity pages.
- Download additional resources such as the *Child Rights topic sheet* and the *Albania photo advocacy project Powerpoint*
- Order up to 10 **Making it Right** print posters from the Education catalogue pdf on this page:
www.worldvision.org.nz/connect/resources

Taking action about rights at school and in the local environment

For levels 2 and 3 use photos 1–6. These activities can also be adapted for older students using the relevant photos.

LEARN:

Learning about child rights

Artefacts: Use Resource 1 to introduce child rights in an interactive lesson – What do all children need to reach their full potential? Include the four categories (survive, be protected, develop, participate). Ask students to choose small objects from around the classroom (or find photos or images) to represent the 10 child rights in the summary list on Resource 1. Some suggestions: water bottle, lunch box, tennis ball, exercise book, first aid kit, cultural icon, pen, cell phone. Start a classroom display featuring the list of 10 child rights with these artefacts. Add other student work throughout the topic, such as their speech and thought bubbles, artwork, and the activities they undertake for Get active.

THINK:

Thinking about the photos

Interests me: Cover the short captions below photos 1–6. Spread photos around the classroom and ask students to choose one that most interests them and decide why. Explain the reasons for their choice with others who have chosen the same photo.

Photo analysis: Cover the short captions below photos 1–6. In small groups ask students: What do you think is happening in each photo? Which country could each photo be from? What questions do you have about what is happening? As a class, make a list of things you observe in these photos. Use this evidence to brainstorm ideas of what might be happening.

Caption match: In small groups, give each group a set of photos without captions and short captions from Resource 2 to match up. Look back at students' answers to the *Photo analysis* activity. How close were initial guesses about what was happening?

Freeze frame: Read aloud the stories for photos 1–6 from Resource 3. In small groups choose one photo and perform a short drama about the action that happened before the photo was taken. When you get to the situation shown in the photo, freeze in the same positions as the photo subjects. Invite the class to ask a question of the different characters in the photo.

Your feelings: Students imagine they are a child in one of photos 1–6. Write a speech bubble expressing how they feel about what they are doing and why. In another speech bubble, students write what they would like to say in reply. Add the bubbles to the artefacts display.

Reflection: Students choose one photo or story that they found most interesting or surprising. Write reflections in a thought bubble and add to the artefacts display.

THINK:

Thinking about child rights issues

My rights: Use the *My rights template* found on Resource 5. Students add examples of child rights in their own lives. Add another column to the table to list the people and organisations that help them have these rights e.g. parents, school teachers, clubs, church, police, etc.

One minute speech: Students choose one child right and write a one minute speech (or five key points) explaining why this right is important to their life and other children. Share speeches or key points in groups.

Art nuevo: Show students the summary list of child rights on Resource 1. Like Niño in photo 4, use art materials to illustrate one of these rights. Add to the artefacts display or make a display in a public place at school, e.g. foyer, fence.

ACT:

Taking action about rights at school and in the local environment

Get active: Take action about rights at school and in the local environment. Brainstorm possible issues; Research the issues; Set goals; Brainstorm, test and evaluate possible actions; Choose and Plan an action and List individual responsibilities; Take action; and Reflect on the experience. See Resources 8-10 for the *Get active teacher guide*, *Get active template*, and *Ideas to get active*.

Action song: Make up an action song to suit New Zealand children the same age. Use the words from photo 1, rewrite them, or write lyrics for another health or environment message. Present the songs to other classes.

Teach younger kids: Find a creative way (posters, rap, drama) to communicate with a class of younger children (or local kindy). Choose a health or environment message such as: eat a balanced diet, wash hands, don't drop rubbish etc.

Master chefs: Survey the class about their most/least favourite vegetables. Ask parents, chefs, and search recipe websites for good recipes using these vegetables. Assess the recipes and vote for the top 3, 5 or 10 and try cooking them. NB: Use discretion about allergies, nutrition, cultural aspects, etc. Create a class recipe book with one healthy vegetable recipe from each person, preferably one that students have tried and like. Include recipe reviews or comments to encourage families to try them. Promote to the whole school.

Taking individual responsibility and collective action to advocate for the rights of others

For level 4 use photos 1–10. These activities can also be adapted for younger/older students using the relevant photos.

LEARN:

Learning
about child
rights

What do you know: Brainstorm what the class knows about child rights and human rights. How are they the same/different? Which is most important?

Define it: Students write their own definitions of a child and of child rights. Share definitions in pairs, then with another pair. Compare definitions with the information on Resource 1 and develop group definitions for both terms.

Classified: Distribute copies of the summary list of 10 child rights from Resource 1. Students sort the 10 rights into the four categories described on Resource 1 (survive, be protected, develop, participate). Discuss their results and the meaning of the fifth category "The responsibility to uphold child rights". Give three examples of what each right might cover and collate these as a class.

THINK:

Thinking
about the
photos

Sorting: In groups, give out a set of photos 1–10 minus the short captions. Students sort the photos several times. (i) Sort into groups of similar photos using their own criteria and share these with the class. (ii) Sort according to these categories: child rights; roles played by students; responsibilities shown in the photos.

Questions and comments: Hand out photos 1–10 minus the short captions and place each photo on an A3 sheet of paper. Without writing on the photo, students write questions around it with arrows pointing to the subject of each question. Read the short captions then draw speech bubbles for people in the scene, imagining what they might be saying.

Compare the groups: Hand out photos 1–10 with the captions and stories in Resources 2 and 3. Compare how the different groups decided on actions to address a child rights issue in their communities. How are children participating in the groups and actions? What life skills or responsibilities are they learning? What impact does involvement in a group have?

Six thinking hats: Use the six thinking hats to analyse the situations shown in photos 1–10.

Captioning: Students select one photo each. On a piece of paper, write their own caption summarising what they have learned about the people in the photo and what they're doing. Write three facts and three opinions about them and what is happening. Display the photos with all students' captions.

Be the photographer: In small groups, students choose one photo and imagine they are the photographer. What are they trying to communicate through this photo? Write a photographer's statement to display with the photo.

Background: Read the quotes by Rina, Adem and Raphael on Resource 4 and the stories for photos 7, 8 and 10 on Resource 3. Compare and contrast their family backgrounds and other experiences to find similarities and differences. How have these things motivated them to take part in collective child rights actions? What individual responsibilities did they undertake?

Local photo: Students imagine they are a photographer asked to add one NZ photo to this *Making it Right* digital poster. Brainstorm the most important issue/s facing children in their community or NZ. Plan the scene to photograph and take photos. Write a story (100–150 words) explaining who is involved and what is happening.

THINK:

Thinking
about child
rights issues

Cartoon analysis: Analyse the cartoon on Resource 1 using these questions: **1.** What is shown in the cartoon? Look at the foreground, background, characters, symbols, writing. **2.** Why has the cartoonist featured these things? **3.** What message is the cartoonist trying to communicate and why? How is this shown through action and speech? **4.** Do you agree or disagree with the point of view of the cartoonist? Why or why not? **5.** What message or opinion do you want to share about child rights? Draw this as a cartoon.

Image search: Use newspapers, magazines or online media for students to find situations where children have their rights denied (local, NZ, global). Stick each example in the centre of a sheet of paper for students to annotate around it with: date, source, location, description of the photo, description of the child, the child right it relates to, an explanation of how the child's rights are being denied, people who are advocating for the rights of the child, how they are doing this. Students include what they think about the situation.

Community groups: Students investigate groups that work for child rights in their community, e.g. sports teams, youth groups, council youth affairs officer. Make A4 business cards for each outlining who/what it is, what they do, where to contact them, how to get involved, reasons for getting involved, individual responsibilities of members. Add a photo or drawing to symbolise the group. Choose one to find out more about, write 10 questions to ask, then contact them.

Write a song: Students write a song or rap to make others their age aware of the list of 10 child rights and the five categories. Students could adapt a song they already know or create a completely new one. For inspiration from children around the world see the YouTube links on Resource 11.

ACT:

Taking
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the rights of
others

Get active: Take collective action to advocate for the rights of others. Brainstorm possible issues; Research the issues; Set goals; Brainstorm, test and evaluate possible actions; Choose and Plan an action and List individual responsibilities; Take action; and Reflect on the experience. See Resources 8–10 for the *Get active teacher guide*, *Get active template*, and *Ideas to get active*.

Student broadcast: Write the script for a 10 minute broadcast about child rights for children the same age. Include different elements such as an interview, story, song, vox pop etc. Use student radio or TV, or set up student TV for the school via the internet and make it available via podcast or YouTube. Advertise for classes to tune in at the right time. Spread the word to families through the school newsletter; website and Facebook page.

Slideshow: Provide students with access to cameras so they can take photos that illustrate situations (i) where children's rights are not being realised or (ii) where they can take collective action to advocate for the rights of others. Students plan the scene(s) to photograph. Get permission beforehand from anyone who will be in the photo. Take several photos and write short caption and story (100–150 words) for the best photos. Present in a suitable slideshow programme such as PowerPoint or Photo Story. For inspiration, show the photographs taken by Albanian children about issues in their community. Download this from:

www.worldvision.org.nz/connect/resources. In the search menu, select Child rights and find the *Albania photo advocacy project* Powerpoint file.

Student council: Students investigate if a student council (or other student-led group) operates in their school or community. Invite a speaker from the council to visit the class. Formulate some questions about how the council operates, the role children play and the difference this makes. If there isn't yet a student council, write a proposal to establish one, explaining the important role it could perform. Use examples from the photos as specific evidence in the proposal.

Taking action to influence your local, national or global community

For level 5 use photos 1-13 (particularly 9-13). These activities can also be adapted for younger students using the relevant photos.

LEARN:

Learning
about child
rights

Children and rights: Hold a class discussion about who is responsible for protecting and promoting child rights. Consider different contexts such as: at home, at school, locally, nationally, in overseas countries, globally. Discuss the role children/young people have in gaining and protecting child rights within each context.

Negotiation: Using the list of 10 child rights on Resource 1, give each pair of students two child rights from the same category (survive, be protected, develop, participate). Each student takes one right and prepares reasons why their right is top priority. Then the pair negotiates to choose one of these two rights as their top priority and presents it to the class with reasons. From all the rights presented, students negotiate one right the class feels most strongly about. Alternatively, negotiate the top three rights or prioritise all 10 rights.

Debate: Offer resources to help groups of three students prepare for formal debates on these topics, or other topics they suggest. 1. It's all right: NZ children have no worries about child rights. 2. Making it right: The United Nations plays the most important role in realising child rights. 3. What's right? The Human Rights Declaration makes the Convention on the Rights of the Child unnecessary. 4. I'm right about this: All child rights are equally important.

THINK:

Thinking
about the
photos

Main messages: As students study the poster photos and title, ask them: What are the main messages it communicates to you? Read the photo stories and quotes then ask the question again. Hold a discussion: Do you think the poster content effectively communicates its messages? How would you improve the effectiveness? What relevance does this theme have for students? Why do you think World Vision produced this photo poster for schools?

Job description: Students imagine they work for a job placement company specialising in volunteers. They need to create a job description to find suitable candidates to run a new child rights group. Read the photo stories and quotes and summarise the background, qualities, motivation, values, and skills of children leading these groups. Use these to help write the job description.

What would you say: On Resource 4 there's no quote for the group in photo 11. Students imagine they are a member of the Child Parliament in Beni city. They are being interviewed about their personal reasons and motivation for being involved. Use all the quotes on Resource 4 and the story for photo 11 on Resource 3 to write a quote expressing this.

Promotion: Students imagine they belong to one of the groups featured in the photos. Design a promotion for a radio broadcast, newspaper, or street drama performance that communicates what their group does and how they help children and young people. The promotion must have a clear purpose and call to action for the viewer. Decide if the promotion targets children whose rights are not realised, people who want to support child rights or if it makes a stand against the issue they're addressing. Tailor the promotion to the audience. Consider visual and aural elements, e.g. colour, music.

Youth activism award: Students are judging a global youth activism award. Create criteria to judge the groups shown in the photos. Use the criteria to evaluate the groups and recommend a global winner. Justify the choice.

Vox pops: Students prepare a 1 minute vox pop (spoken quote) expressing their opinion about the effectiveness of child-led groups. Include at least two reasons for their opinion and examples from the photos and stories. Alternatively use SWOT (strengths, weaknesses, opportunities, threats) to prepare the vox pop. Students record their vox pops or write them as speech bubbles.

THINK:

Thinking
about child
rights issues

News search: In small groups, allocate different situations from the news such as natural disaster, war and violence, economic recession, changes in government policies. Allow time to brainstorm how children's access to child rights could be affected. Students research the situation further with a focus on children and the impact this situation has on them. Choose how to present findings.

Roosevelt says: Students read the Eleanor Roosevelt quote on Resource 1 then write what it means to them in their own words. Share ideas as a class. Do an informal survey of other classes to find out how many students are aware of human rights or child rights in their day to day lives. Use these personal and class responses as a springboard for taking action.

Address the United Nations: Students imagine they have the opportunity to speak to the United Nations for 5 minutes about the issue of child rights. Individuals brainstorm their most important points and write them into a speech. For inspiration, find out more about 12-year-old Severn Cullis-Suzuki's speech to the United Nations Rio Earth Summit in 1992 – see Resource 11 for the video link.

Training resource: Design a training resource (flow chart, help sheet, web page etc.) to help others establish their own group to address a child rights issue. Use the groups from the *Making it Right* digital posters, stories and quotes, and also students' own experiences. Include tips and ideas. Test it with someone and revise it.

ACT:

Taking
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Get active: Take action to influence your local, national or global community. Brainstorm possible issues; Research the issues; Set goals; Brainstorm, test and evaluate possible actions; Choose and Plan an action and List individual responsibilities; Take action; and Reflect on the experience. See Resources 8-10 for the *Get active teacher guide*, *Get active template*, and *Ideas to get active*.

Kiwi kids: Brainstorm organisations, events or campaigns in New Zealand that deal with child rights issues. Are any run mainly by school students? How are students involved? How does/could their leadership make a difference (i.e. students running the 40 Hour Famine, Amnesty International campaign, Kids Can event)? Choose one organisation, event or campaign. Investigate what is involved by requesting information or contacting them (Skype, email, in person). Participate then present findings afterwards as a one-page fact sheet.

Making it right NZ: Students imagine they are a photographer asked to create a New Zealand version of the *Making it right* poster. The aim of their poster is to influence their local or national community about child rights issues. Students choose the community context and identify important child rights issues. Plan the scene(s) they want to include. Take photos and/or source them online, from publications or organisations. Take note of any copyright restrictions and ask permission from people to be photographed. Collect quotes and write short captions and stories (100-150 words) explaining who is involved and what is happening. Present in a poster format or a suitable slideshow programme such as PowerPoint or Photo Story. Organise an exhibition or presentation of students' final work, inviting special guests. For inspiration, show the photographs taken by Albanian children for the Photo Advocacy Project. Download this from: www.worldvision.org.nz/connect/resources and in the search menu select Child rights. Find the Albania photo advocacy project Powerpoint file.