

# IDEAS TO GET ACTIVE

## Different ways to take social action

### RESOURCE 9

Build on your learning and thinking about child rights by taking action. Look through this list and mark any ideas that interest you or might work well for your situation, skills and focus. Evaluate your options and choose an action. Plan your action deciding on a timeline and each person's responsibilities.

## AT SCHOOL

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

**Teach younger kids:** Find a creative way (poster; rap, drama, story book, video message or advertisement, game) 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.

**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 pops 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.

**Pick a spot:** Choose an area in your school that could be improved for children and suggest how to do this, e.g. identify slippery areas in the corridor; create safer playground rules to encourage younger children to play with older ones.

**Breaking barriers:** What kinds of students find school a challenging place? What barriers make it challenging for them? Set up a way to address the barriers and challenges, for example: a friendship station people can go to at lunchtime, a welcome system for new students, a buddy system for students to practise speaking English.

**Get a group:** Establish a group at school with members from different classes to address child rights issues you identify, e.g. caring for the playground or gardens to make a healthier environment. Approach a teacher or adult to support you and have regular meetings to plan your activities.

**Make it happen:** Plan a fundraising activity that will support the work you plan to do or issue you are interested in. Make this the theme of your fundraiser so you raise awareness as well as funds. When you have raised enough money to complete the work, ask a teacher to help you buy what you need and make it happen.



Kelly Lynch / World Vision





# IN YOUR LOCAL ENVIRONMENT / COMMUNITY

**Slideshow:** Take photos that illustrate situations (i) where children's rights are not being realised or (ii) where you can take collective action to advocate for the rights of others. 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 *Albania photo advocacy project* PowerPoint of photographs taken by Albanian children about issues in their community.

Download this from: [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources)  
In the search menu, select Child rights and find the Powerpoint file.

**Student council:** Investigate if a student council (or other student-led group) operates in your school or community. Invite a speaker from the council to visit the class. Formulate some questions about how the council operates and 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 *Making it Right* poster photos as specific evidence in the proposal.

**Helping hand:** What parts of your local community need improving? Plan an event and invite members of the school community to take part, e.g. repairing and painting a school fence, a picking up rubbish at a stream, beach or park.

**Take part:** Participate in a community initiative that promotes child rights, e.g. stream clean-up day, community fair.

**The young ones:** Plan an achievable idea to help younger children (from your school or a local primary school) to learn about child rights or gain access to one of their child rights, e.g. a mentoring programme, a community garden, a school breakfast club.

**Get local:** Research child rights issues that are significant to your community, for example by contacting the local Citizens Advice Bureau, Salvation Army or other community centre or group. Then take action. For inspiration read about young people in Georgia advocating for a new pre-school building on Resource 10. Watch the video they created, with English subtitles (3:30 mins): [www.youtube.com/watch?v=hxceDa1REts](http://www.youtube.com/watch?v=hxceDa1REts)

**Youth affairs:** Contact your local council youth affairs officer to find out about the issues affecting children and youth that they are most concerned about. Find a way of raising awareness of these issues.

**Get involved:** Join a community organisation to learn skills and provide assistance to your community, e.g. St John Youth. <http://youth.stjohn.org.nz>

**Helping out:** Choose a local community group that works for the rights of children and their well-being. Plan a fundraising activity that will support the work or issue you are interested in. Make this the theme of your fundraiser so you raise awareness as well as funds.



Amelia Harris / World Vision





# NATIONWIDE

**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 group, Kids Can event)? Choose one organisation, event or campaign. Investigate what is involved by requesting information or contacting them (Skype, email, in person). Participate and then present findings afterwards as a one-page fact sheet.

**Making it Right NZ:** Imagine you are a photographer asked to create a New Zealand version of the Making it right poster. The aim of the poster is to influence your local or national community about child rights issues. Choose the community context and identify important child rights issues. Plan the scene(s) 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 suitable slideshow programme such as PowerPoint or Photo Story. Organise an exhibition or presentation of final work, inviting special guests. For inspiration, show the *Albania photo advocacy project* PowerPoint of photographs taken by Albanian children about issues in their community. Download this from:  
[www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources)  
 In the search menu, select Child rights and find the Powerpoint file.



Klevisa Breshani / World Vision



**Investigate:** Investigate a child rights issue in New Zealand, e.g. domestic violence, bullying, youth suicide, obesity. Write a report about this. Describe how common it is in New Zealand, the causes and risk factors, and any initiatives that are working to improve how NZ addresses that child rights issue.

**Do it:** Participate in a national initiative to promote child rights, e.g. 40 Hour Famine, Kids Can event.

**Politics:** Contact your local MP about the issues that concern you. Write a letter; send an email, or arrange for them to visit your school. Find out who your MP is and how to contact them: <http://www.parliament.nz/en-nz/mpp>

**Youth Parliament:** Find out about representing the youth of your community at New Zealand's Youth Parliament: [www.myd.govt.nz/young-people/youth-parliament](http://www.myd.govt.nz/young-people/youth-parliament)

**Have your say:** Take advantage of existing opportunities for young people to have their say. Visit The Ministry of Youth Development: [www.myd.govt.nz/young-people/index.html](http://www.myd.govt.nz/young-people/index.html)

**Make it count:** Choose a national charity organisation that works for children's rights and their well-being. Plan a fundraising activity that will support the work or issue you are interested in. Make this the theme of your fundraiser so you raise awareness as well as funds.

# GLOBAL COMMUNITY

**Commemorate:** Select an international day (or week or year) to commemorate and plan a relevant event, for example Universal Children's Day (20 November), World Environment Day (5 June). For further international days see: [www.un.org/en/events/observances/index.shtml](http://www.un.org/en/events/observances/index.shtml)

**Going public:** Choose a child rights issue for your class to advocate about. Select a public space which is well used by your community where you can reach a lot of people about this issue. Contact the council to arrange to use the space. Choose a creative way to raise awareness for the child rights issue you have chosen. See photo 9 on the *Making it Right* poster for some ideas.

**Around the world:** Choose one of the countries featured on the poster; one you have visited or know something about. Research child rights issues and culture in that country. Design a brochure that explains rights issues the children face. Hold a cultural event featuring food and dress from the country, and hand out brochures to raise awareness of the issues faced by children there.

**United Nations:** Participate in the Model United Nations: [www.unyouth.org.nz](http://www.unyouth.org.nz)

**Make it count:** Choose an international charity organisation, such as World Vision, that works for children's rights and their well-being. Plan a fundraising activity that will support the work or issue you are interested in. Make this the theme of your fundraiser to raise awareness as well as funds. For example: hold a book marathon (read-a-thon for younger kids) to raise awareness and funds to improve literacy and access to education for girls; wash cars to help children get better access to water.

**Number crunching:** Use data from UNICEF'S State of the World's Children [www.unicef.org/sowc](http://www.unicef.org/sowc) to analyse countries' progress towards addressing child rights against Article 24 of the Convention on the Rights of the Child. Article 24 summarises/describes children's right to good health. Publicise this information in an effective way to your peers.



Kathryn Lett



Dan Mtonga / World Vision

## Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

- (a) To diminish infant and child mortality;
- (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
- (d) To ensure appropriate pre-natal and post-natal health care for mothers;
- (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
- (f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.