



Total time

60–90 mins

Age range

9–14 years

How To Make Every Day World Children's Day A Lesson For World Children's Day



Subject

Citizenship, Social Studies, PHSE

Learning Outcome

- To understand the link between the Convention on the Rights of the Child and the Global Goals.
- To be able to distinguish between rights, needs and wants.
- To make a personal connection with the Convention On the Rights of the Child.
- To empathise with some of the issues facing children around the world and be prepared to speak up or take action on behalf of all children.

Materials

- Plain paper and poster boards
- Writing and drawing materials

Lesson Preparation

- This lesson plan consists of a series of ideas that you can pick and choose from or adapt to suit.
- Read through the ideas and choose what works for you and the timeframe you have available.
- Print copies of Appendices relevant to the lesson you have planned.

Note: This lesson is preferably taught after students have been introduced to the Global Goals as part of the World's Largest Lesson. If not then teachers can ask students to watch this animated video in advance of the lesson <https://vimeo.com/138852758>

Teacher Notes : Principles of the Convention on the Rights of The Child

Children's rights are simply human rights for children. The 1989 United Nations Convention on the Rights of the Child is an international legal agreement (or 'treaty') that recognizes specific rights for children. 'Rights' are entitlements every child should have. All children have the same rights. These rights are listed in the Convention on the Rights of the Child and almost every country has agreed to respect them in practice. All the rights are connected, and all are equally important — they cannot be taken away from children. Children have the right to:



Protection

e.g. from violence, exploitation and harmful substances



Provision

e.g. of education, health care and an adequate standard of living



Participation

e.g. to be heard and taken seriously, and to join organisations



Specific Protection and Provisions

when part of a vulnerable population, such as indigenous children and children with disabilities

The Convention on the Rights of the Child sets out these rights in 54 articles and in a set of 'Optional Protocols' which list additional rights. The Convention is guided by four general principles: non-discrimination (Article 2), the best interests of the child (Article 3), the right to life, survival and development (Article 6), and the right to be heard and taken seriously (Article 12). UNICEF is the only organization specifically named in the Convention as a source of expert assistance and advice. According to its mission statement, "UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children".

Teacher Notes : Our Approach To This Lesson

This lesson has been created to add depth and learning for students, to their participation in any World Children's Day events. However, it does not only need to be used in this way. It has also been created to enable students to understand how the various global frameworks that they may learn about it together e.g. The Global Goals, The UN Declaration of Human Rights & The Convention on the Rights of the Child.

The lesson:

- Introduces the Convention
- Invites students to consider what is essential for all children to thrive
- Connects the Convention to students' own lives
- Connects the Convention to the Global Goals
- Considers simple ways that students can act to support the rights of all children to fulfil their potential

We invite you to use this lesson either fully or in part and to adapt it to suit your setting.

A Lesson for World Children's Day

Step 1: Setting the Scene (if teaching on World Children's Day)

2
mins

"What's the date today? (20th November) Why is today special? Is it anyone's birthday today? Why else is today special? Today is World Children's Day! But what does that mean?"

Alternative Scene Setter

Ask the class "How many babies do you think are born in the world every single minute?"
Take guesses from students, and then show the image Appendix A.

"There are 255 babies born across the world every minute. That means while we've been settling into this class almost 1000 babies have been born!"

Wherever they are there are some things that they all need.

Step 2: What Do Children Need?

10
mins

Run an activity in which students identify what all children need to grow up and develop into the best person they can possibly be. Choose an activity from the following:

- Draw the outline of a child, individually or in groups, and write or draw the needs inside or outside the figure.
- Draw around each other on large sheets of paper or outside in chalk on the ground (be sensitive to any children with physical disabilities or those who do not want to do this).
- Introduce a doll or puppet to represent a child and elicit ideas about its needs through a storytelling and questioning approach.

Expect students to express ideas like 'love', 'safety', 'education', 'friends', 'food' etc.

Step 3: Clarifying the Difference between Human Needs and Human Rights

10
mins

Ask if anyone has anyone heard of human rights. "What are they?" Refer to the list of needs generated in Step 2 and ask whether any of them are rights too? Encourage feedback and examples. Test understanding by suggesting some rights and needs and asking which they are, or if they are both. You could set these up on a board or screen in advance or call them out. They should be relevant to your country and setting. Add in some that are neither rights or needs but simply "wants" such as games and toys.

Use examples from Appendix B to prompt if necessary.

Explain that rights are more sustainable, fair and dignified. All human beings have human rights simply because they are human. It doesn't matter how old you are, what colour, sex, nationality, religion or anything else. We're all human and we all have human rights. We should understand our own rights and respect the rights of others. Children (anyone under 18) are in a special period of development and so they have some special human rights called children's rights.

Finish this step by encouraging students to think about and speak up for children’s rights.

Ask them to choose one thing that every young person in the world should have and describe it as a right e.g. “The right to.....”

Gather student responses on Flipgrid at <https://flipgrid.com/globalvoice> or on a board. If you have time, compare these with ideas from children around the world that have recently been collected via a global children’s poll commissioned by UNICEF. This asked children in 15 countries a series of questions. The answers are here (link).

Alternative Activity

In order to confirm or deepen students understanding of the difference between rights and needs, ask a volunteer to help you by taking part in a simple demonstration. Ask them to hold up a glass of water.

a. Ask them a question “I’m thirsty. I need a glass of water!” [Volunteer gives you the water]. “Thank you, you’re so kind. I’m really grateful. Now imagine it’s tomorrow. I’m still thirsty. I still need a glass of water!” [Whisper to the volunteer to not give you the water]. [To the class] “Who has the power here? How do you think I feel? How do you think s/he feels? Is this fair?” Encourage feedback then summarise the power imbalance. S/he has all the power. I have no power. I feel dependent / not safe / not respected / like I have no dignity. S/he might give me the water one day but the next s/he might keep it for her/himself or give it to someone else who’s cuter or who can shout louder.

b. Now let’s do it again. “I’m thirsty. I have the right to a glass of water” What is different? Encourage feedback then summarise: with rights, the government has promised to make them happen. It’s the law. The government has to give me the water and I can claim or ask for the water if I don’t get it, so we both have power. We both need help to understand our roles. I feel more dignified and respected. It’s fairer. Human rights are basic human needs which are made into law. So, rights are stronger than needs.

Step 4: Introducing the Convention on the Rights of the Child

10
mins

Once understanding of the difference between rights and needs are established, ask students if any of them are aware of where rights are written down for people and for children. Highlight anyone that mentions a bill of rights or the UN Declaration of Human Rights. Explain that there is a list of rights that have been written down for all children under the age of 18 called the Convention on the Rights of the Child. It was established on the 20th November 1989 and that this day is marked by World Children’s Day each year.

Choose from two possible methods of exploring the Convention:

1. A “Think Aloud” Discussion

Distribute copies of Appendix C - the Convention written in more simple language for young people.

Ask students to review the Convention and encourage them to “think aloud” as they read it.

Stimulate a conversation using the following questions:

“Is there anything surprising in here that you wouldn’t have thought of?”

“Is there anything missing that you think should be there?”

2. Child Rights Cards

Print and cut out Appendix C - a set of cards of the Convention’s summarized articles.

Students choose one of the child rights cards and explains to the group why they think this article is important for them and/or for children in other countries. This can be extended into discussions about how all children around the world have the same rights, but some children may have more difficulties than others in accessing and enjoying those rights. Draw on examples from both your own country and another country.

Students can also try matching the 'rights' cards against the list of 'needs' they identified earlier in the "What do children need?" activity. Are there any 'needs' which don't have a corresponding 'right'? (e.g. there is no 'right to be loved' and no 'right to have friends' because these things can't be enforced in the law, although the Convention talks about the importance of 'happiness, love and understanding' in its Preamble. See UNICEF UK's booklet on myths and misconceptions about rights for more details).

Step 5: Connecting the Convention to the Students' Own Lives

15
mins

Choose from one of two activities:

- Ask students to choose one of the rights and design an emoji to represent it. Create a gallery of the emojis on the classroom wall for all students to review. To extend this idea students could transfer their emojis onto sticky notes and write below them "If you are wondering what this emoji is about come and ask me (insert name, insert class name/number)". Then place sticky notes throughout the school for other students to discover and come and ask students to explain.
- Distribute the worksheet - Appendix D and organize students into pairs. Ask them to choose 3 of the articles that stand out to them and on the worksheet work together to describe the article and then develop two examples for each article. The first is an example of how this right is protected in their country, by their community or by their parents or caregivers at home. The second is an example of how this right might be violated. Encourage students to think about how rights might be violated for children in general, rather than focusing on the personal context, and be sensitive to any personal stories which might emerge.

Join pairs together into groups of four and ask students to choose one of the examples and create a quick role play for that example. Each group should then role play and the class identify the "right" that is being described.

Extension Activity

As an extension activity, or for homework, students could repeat the same exercise, but this time researching how these same rights are respected or violated in another country and use real examples.

Step 6: Connecting the Convention to the Global Goals

10
mins

Prior to the lesson students will already have taken part in World's Largest Lesson activities and should therefore be aware of the Global Goals. If they aren't then ask them to watch this video at home or at as homework before the lesson. Malala Yousafzai introducing the Global Goals (<https://vimeo.com/138852758>) or Serena Williams (<https://vimeo.com/137728737>). These set the scene and introduce the Global Goals in a child friendly way.

Hold up or show students Appendix E – The Global Goals Poster.

Ask them to consider what the connection is between these Global Goals and the Convention on the Rights of the Child.

Use these prompting questions:

“How are they different”

“ How are they similar”

“ Why do you think both of these exist?”

“ Who created them?”

Draw out any responses that connect to time periods, plans vs. charters.

Use this discussion to explain that child rights are permanent and along with human rights they exist forever and won't change.

The Global Goals are an organised plan for 15 years. They identify specific issues or situations that exist in the world now that world leaders have agreed they would like to change. The fact that these issues exist means that somewhere in the world children's rights are not being protected.

Here is a simple example:

Article 24 in the Convention states that all children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well. Global Goals 2, 3, 6 and 11 set out a plan to help us achieve this.

Step 7: Taking Action for Children, Locally or Globally

15-30
mins +

Explain that on World Children's Day, children around the world are coming together with the aim of saving children's lives, to fight for their rights, and to help them fulfill their potential. #WorldChildrensDay isn't just a hashtag, it is a call to action by children, for children – demanding a better future for every child.

Not only that but it's a chance for students to exercise their rights and find new and different ways for their opinions to be heard.

Activity 1:

Note: This activity can be LOUD and that is the idea.

Encourage one student to stand up and say “I want to change the world but I'm just one kid. What can I do?” That person stays standing, while the person beside them stands up and they say together, “I want to change the world but I'm just one kid. What can I do?” Then they stay standing and the third young person gets up and they repeat until everyone in the classroom or assembly hall is on their feet and shouting “I want to change the world but I'm just one kid. What can I do?”

You'll soon realize the power of kids' voices being raised and that you're never alone when you speak up for what's right!

Students sit down. Ask if anyone can remember the number of the articles in the Convention of the Rights of the Child that refers to children's voices being heard? (Answer : Article 12)

Explain to students that there are lots of different ways to take action and be heard. Not everyone wants to do the same thing and people have different skills that they may want to use.

Activity 2:

Here are some ideas to choose from:

Practise speaking up for all children's rights and share your ideas on Flipgrid (<https://flipgrid.com/globalvoice>)

Respond to the question: What do you think is the most important issue affecting children today? How would you resolve it? e.g. Students can choose an issue they care about or think about issues that UNICEF focus on e.g. migration, child marriage, missing out on school and violence against children.

Become a U Reporter

Represent children across the world by keeping UNICEF informed about the issues that affect you. Sign up to become a U Reporter and respond to quick surveys. UNICEF will use your information to help them create advocacy campaigns to improve the lives of children everywhere.

Note: Students need to be over the age of 13 to become a U-Reporter.

Look to see whether your country has a National U-Report and click on the flag of your country to see how to sign up: <http://ureport.in/> - bottom

Or join the Global U-Report <https://www.facebook.com/messages/t/ureportglobal>

Create a campaign of your own

Choose a right or a group of rights, research where they are being violated and create a campaign. You can do this in lots of different ways:

Create digital assets for an advocacy campaign using various different tools:

- Create a digital poster using Canva.com (<https://www.canva.com/>)
- Create a presentation and share with digital penpals working on the Global Goals through BunceeBuddies(<https://www.buncee.com/blog/buncee-buddies-be-the-change/>).
- Create a digital story about your advocacy plans using Sway.com(<https://sway.com>).
- Create your own hashtag and start a social media campaign.

Refer to the curriculum of Rock Your World (<http://www.rock-your-world.org/category/creating-campaigns/>) for guidance in Creating Campaigns through their free lessons on: Creating Campaigns, Writing Persuasively, Making Films, and Writing Songs.

Following completion, schedule a screening/showing of campaigns and invite school/ local community members to join. Consider using Skype or Periscope to televise the event and tag with #WorldsLargestLesson, #TeachSDGs, #worldchildrensday

Join a campaign

Find out about and take part in a UNICEF child rights advocacy campaign which is active in your country.

Useful Links

- Find out more about child rights and UNICEF via this free, 75-minute, video- based online training course: [Child Rights and Why They Matter](#) (includes a demonstration of the ‘glass of water’ activity)
- [UNICEF and the Convention on the Rights of the Child](#)
- [Myths and misconceptions about the Convention on the Rights of the Child](#) (UNICEF UK)
- Lesson plan on ‘[Human Rights and the Global Goals](#)’ (the Sustainable Development Goals) (developed by Amnesty International and UNICEF as part of the World’s Largest Lesson)
- Child rights education materials in French: www.myunicef.fr, including [posters](#), an [activity leaflet](#), a [summary document](#) and further ideas for extended [school activities](#) and [afterschool/extra-curricular activities](#)
- Child rights education materials in Dutch: including a [digital lesson](#), [child rights video](#) and several child rights songs ([song 1](#), [song 2](#), [song 3](#)).
- Child rights education materials in Danish: including links with child rights in other countries such as Madagascar ([resource 1](#), [resource 2](#), video) and Myanmar ([resource 1](#), [resource 2](#), [resource 3](#), video)



255 Babies Born Every Minute

What do they
all need to
grow up to be
the best person
they can be?



Appendix B: Rights, Needs and Wants

Mobile phone
Games and toys
A name
To give an opinion
Privacy
Healthcare
Food
Water
A safe environment
Education
Books
Friends
To play
Free music streaming
Comics
Clothes
A social life
Religious freedom
TV
Protection from harmful drugs
Protection from exploitation
Fair treatment
To know your rights

Appendix C: UN Convention on the Rights of the Child Cards (simplified)

<p>Article 1</p> <p>Everyone under 18 years of age has all the rights in this Convention.</p>	<p>Article 2</p> <p>All children have all these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion or culture is, whether they are a boy or girl, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 3</p> <p>All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.</p>
<p>Article 4</p> <p>Governments must use all available resources to implement all the rights in this Convention.</p>	<p>Article 5</p> <p>Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.</p>	<p>Article 6</p> <p>Every child has the right to life, survival and development.</p>
<p>Article 7</p> <p>Children have the right to a name, and this should be officially recognized by the government. They have the right to a nationality (to belong to a country).</p>	<p>Article 8</p> <p>Children have the right to an identity – an official record of who they are. No one should take this away from them.</p>	<p>Article 9</p> <p>Children should not be separated from their parents unless it is for their own good. Children whose parents have separated should stay in contact with both parents unless this might harm the child.</p>

Appendix C: UN Convention on the Rights of the Child Cards (simplified)

<p style="text-align: center;">Article 10</p> <p>If a child lives in a different country than their parents do, the child has the right to be together with them in the same place.</p>	<p style="text-align: center;">Article 11</p> <p>Governments should stop children being taken out of their own country illegally.</p>	<p style="text-align: center;">Article 12</p> <p>Children have the right to give their opinion, and for adults to listen and take it seriously.</p>
<p style="text-align: center;">Article 13</p> <p>Children have the right to find out things and share what they think with others, by talking, drawing, writing or in any other way unless it harms other people.</p>	<p style="text-align: center;">Article 14</p> <p>Children have the right to choose their own religion and beliefs. Their parents should guide them about what is right and wrong, and what is best for them.</p>	<p style="text-align: center;">Article 15</p> <p>Children have the right to choose their own friends and join or set up groups, as long as it is not harmful to others.</p>
<p style="text-align: center;">Article 16</p> <p>Children have the right to privacy.</p>	<p style="text-align: center;">Article 17</p> <p>Children have the right to receive information that is important to their well-being, from radio, newspapers, books, computers and other sources. Adults should make sure the information they are getting is not harmful, and help them find and understand the information they need.</p>	<p style="text-align: center;">Article 18</p> <p>Children have the right to be raised by their parent(s) if possible. Governments should help parents by providing services to support them, especially if both parents work.</p>

Appendix C: UN Convention on the Rights of the Child Cards (simplified)

<p>Article 19</p> <p>Governments must make sure that children are properly cared for and protect them from violence, abuse and neglect by anyone who looks after them.</p>	<p>Article 20</p> <p>Children have the right to special care and help if they cannot live with their parents.</p>	<p>Article 21</p> <p>When children are adopted, the first concern must be what is best for them.</p>
<p>Article 22</p> <p>Children have the right to special protection and help if they are refugees, as well as to all the rights in this Convention.</p>	<p>Article 23</p> <p>Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.</p>	<p>Article 24</p> <p>Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.</p>
<p>Article 25</p> <p>Children who live in care or in other situations away from home, have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 26</p> <p>Governments should provide extra money for the children of poor families.</p>	<p>Article 27</p> <p>Children have the right to food, clothing, a safe place to live and to have their basic physical and mental needs met. The government should help families and children who cannot afford this.</p>

Appendix C: UN Convention on the Rights of the Child Cards (simplified)

<p style="text-align: center;">Article 28</p> <p>Children have the right to an education. Discipline in schools should respect children's dignity. Primary education should be free. Children should be encouraged to go to school to the highest level possible.</p>	<p style="text-align: center;">Article 29</p> <p>Children's education should help them use and develop their talents and abilities. It should also help them learn to respect other people's rights, live peacefully and protect the environment.</p>	<p style="text-align: center;">Article 30</p> <p>Children have the right to practice their own culture, language and religion - even if these are not shared by the majority of people in the country where they live.</p>
<p style="text-align: center;">Article 31</p> <p>Children have the right to play, rest and relax and to take part in cultural and artistic activities.</p>	<p style="text-align: center;">Article 32</p> <p>Children have the right to protection from work that harms them, and is bad for their health and education. If they work, they have the right to be safe and paid fairly.</p>	<p style="text-align: center;">Article 33</p> <p>Children have the right to protection from harmful drugs and from the drug trade.</p>
<p style="text-align: center;">Article 34</p> <p>Children have the right to be free from sexual abuse and sexual exploitation.</p>	<p style="text-align: center;">Article 35</p> <p>Governments must make sure that children are not kidnapped, sold or trafficked.</p>	<p style="text-align: center;">Article 36</p> <p>Children have the right to protection from any kind of exploitation (being taken advantage of).</p>

Appendix C: UN Convention on the Rights of the Child Cards (simplified)

<p style="text-align: center;">Article 37</p> <p>Children who break the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.</p>	<p style="text-align: center;">Article 38</p> <p>Children have the right to protection and freedom from war. Children cannot be forced to go into the army or take part in war.</p>	<p style="text-align: center;">Article 39</p> <p>Children have the right to help if they have been hurt, neglected or badly treated so they can get back their health and dignity.</p>
<p style="text-align: center;">Article 40</p> <p>Children have the right to legal help and fair treatment in the justice system that respects their rights.</p>	<p style="text-align: center;">Article 41</p> <p>If the laws of a country provide better protection of children’s rights than the articles in this Convention, those laws should apply.</p>	<p style="text-align: center;">Article 42</p> <p>Children have the right to know their rights. Adults should know about these rights and help children learn about them.</p>
<p style="text-align: center;">Articles 43-54</p> <p>These articles explain how governments and international organizations like UNICEF will work to make sure all children get all their rights.</p>		

Name:
Class:

Day to Day Examples of Child Rights

Article description	An example of how this right is protected	An example of how this right is violated

THE GLOBAL GOALS

For Sustainable Development

