



# OUTRIGHT

Speak out on children's rights



## YOUNG PEOPLE'S ACTIVITY PACK

Discover and celebrate the 30th birthday of the UN Convention on the Rights of the Child and how your voice can make a difference.

FOR EVERY CHILD  
IN DANGER

unicef   
UNITED KINGDOM

# OUTRIGHT

## Speak out on children's rights

Unicef UK  
1 Westfield Avenue  
London E20 1HZ

Hi there,

Welcome to OutRight! Whether you're a young person yourself, a teacher or a youth worker, I am delighted that you're joining me and Unicef UK to speak out for children's rights.

OutRight is special and something I am very proud to be a part of and support. Outright is a campaign **for** young people, **by** young people that helps you promote and protect children's rights in the UK and around the world.

2019 is a big year as it marks the 30th anniversary of the UN Convention on the Rights of the Child and we think that's something to pay attention to. This year, we want to empower and inspire young people to speak out and share their views on children's rights in their local communities and more widely across the globe.

### By taking part in OutRight young people will:

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

I proudly support Unicef because I believe that all children have the right to lead happy, healthy lives and live in a clean, safe, sustainable environment. I'm championing OutRight because I believe young people are the best. They can make the world a better place and have the power to change it for the good. Which I firmly believe they will do. I joined a school taking part in OutRight in Parliament in March 2019 and saw first-hand how influential it is when children use their voices to call for change. There really is nothing more powerful.

I hope that by getting involved in OutRight, you'll feel inspired to take action and learn a lot along the way. I know you're going to do some wonderful stuff and I can't wait to see what everyone gets up to! Good luck!

**Thank you for taking part - you're helping make the world a better place and changing children's lives. Together we can change the world.**

Peace and Love,

**Cel Spellman**



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## GET YOUR OUTRIGHT CERTIFICATE

Taking our key campaign actions – speaking to your local MP or engaging the media – 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: Jess Bool, OutRight, Unicef UK, 1 Westfield Avenue, London E20 1HZ

Email: [outright@unicef.org.uk](mailto:outright@unicef.org.uk)

## INTRODUCING OUTRIGHT

### EXPLAINING OUTRIGHT TO COLLEAGUES, CHILDREN AND YOUNG PEOPLE

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

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 year OutRight focuses on the 30th anniversary of the Convention and children and young people are encouraged to:

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

### FURTHER INFORMATION

For further information about OutRight, visit: [unicef.org.uk/rights-respecting-schools/outright](https://unicef.org.uk/rights-respecting-schools/outright)

For further information about how Unicef is encouraging children to speak out, claim their rights and lead the way to the world they deserve: [unicef.uk/JustaKid](https://unicef.uk/JustaKid)

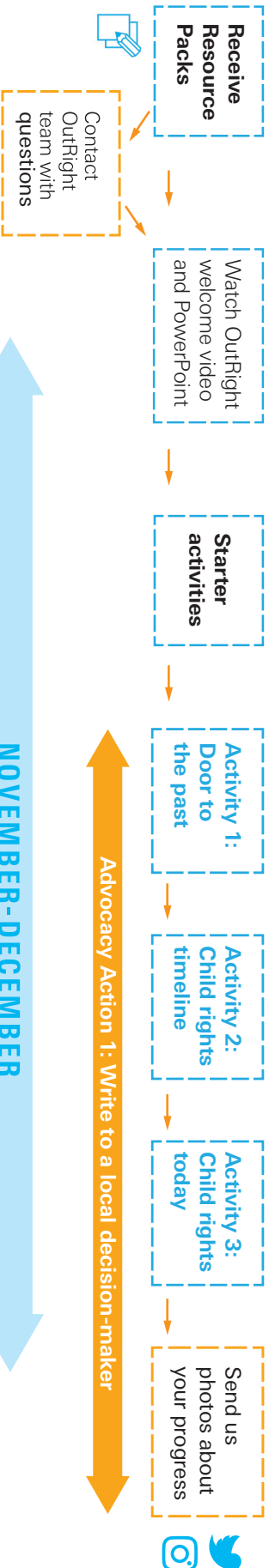
For more information about Unicef's plans for World Children's Day, visit [unicef.org/world-childrens-day](https://unicef.org/world-childrens-day)

This video and presentation might help you introduce OutRight to your colleagues and the young people you're working with: [unicef.org.uk/rightsrespecting-schools/outright/](https://unicef.org.uk/rightsrespecting-schools/outright/)

## THIS SUGGESTED TIMELINE CAN HELP YOU STRUCTURE YOUR CAMPAIGN ACTIVITIES

SEPTEMBER

OCTOBER

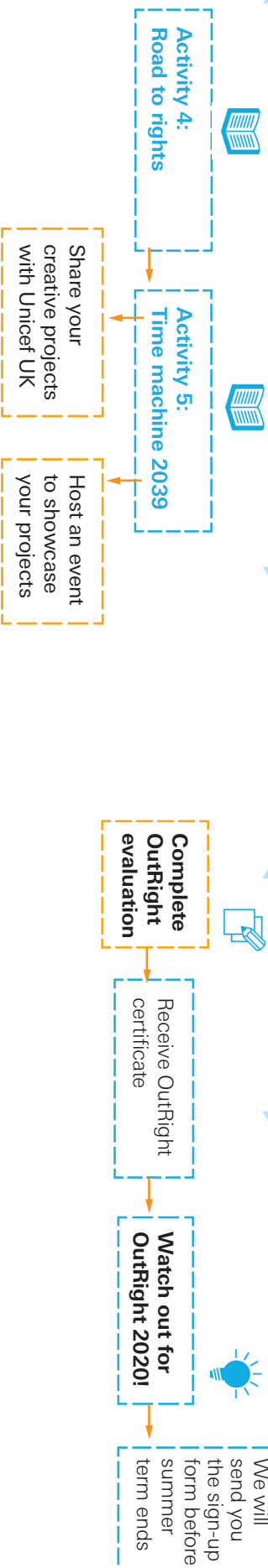


NOVEMBER-DECEMBER



JANUARY-APRIL

MAY



## OUTRIGHT

Speak out on children's rights

FOR EVERY CHILD  
IN DANGER

# BACKGROUND READING FOR TEACHERS AND FACILITATORS

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**This year OutRight is focusing on young people exploring their own rights in their daily life and speaking out for what they believe in.**

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

But today children around the world are realising that despite world leaders agreeing to the rights of every child 30 years ago, there is 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. They are making sure they get the world, and the future they, and children like them around the world, deserve.

This OutRight, we want the young people you work with to join them. The activities in this pack help young people learn about their rights within the Convention, and how the Convention has worked in action over the past 30 years. The activities will also empower the young people 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 are asking the UK Government to join us – now and in the future. We want children and young people to take the lead, make their voices heard, and tell us what they want and need to enable them to thrive and survive.

That means making sure that children's rights are at the heart of every decision the UK Government and devolved administrations make, locally, nationally and internationally. That means showing up for children and speaking up for their rights in high-level meetings around the world. 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 us to make sure that potential is realised for every child everywhere.



## WHAT CAN THE UK GOVERNMENT DO?

Join us to ensure that our new Prime Minister and the Government commit to putting children and their rights, at the heart of their work over the next three years. The Government can do this by prioritising legislation, policies and spending decisions which put children and young people at the heart.

# BACKGROUND READING FOR TEACHERS AND FACILITATORS

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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 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 claim 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.

### Share what the young people taking part in OutRight are doing

We are always really excited to see and hear how you and the young people you work with get involved our campaigns! It really helps us to fulfill our mission to promote their voices.

There are lots of ways to do this:

- You can e-mail us at [outright@unicef.org.uk](mailto: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 and #mylifemyrights

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

[unicef.uk/QUB-UNCRC](http://unicef.uk/QUB-UNCRC)

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.uk/YouthAdvocacyToolkit](http://unicef.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](http://voicesofyouth.org)

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

**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.**

 [@UNICEFuk\\_action](https://twitter.com/UNICEFuk_action)

 [@unicef\\_uk](https://www.instagram.com/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?

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 newspaper, young people can show just how much they care about children around the world to those in power.

### 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 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 to hear about it too.



# WHAT IS CAMPAIGNING?

## 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 issues so the respective governments can and should take action.

### Local councillors

You can also contact your local 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 do I find out who they are and get in touch?

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](https://www.unicef.uk/FindYourMP)

**MSPs** – [unicef.uk/FindYourMSP](https://www.unicef.uk/FindYourMSP)

**AMs** – [unicef.uk/FindYourAM](https://www.unicef.uk/FindYourAM)

**Local councillors** – [unicef.uk/Councillors](https://www.unicef.uk/Councillors)

## 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.
- 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 try to change the law or their political party's approach to an issue.

## 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.

# WHAT IS CAMPAIGNING?

## How should I get in touch?

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.

## 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 their 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.

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.

# WHAT IS CAMPAIGNING?

## 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 young people'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.



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# INTRODUCTION

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

Starter activities are designed to introduce the topic of children's rights and the Convention. The main activities are developed to build on one another in a series that grows 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

Young people can also help protect and promote child rights by joining others around the world in a World Children's Day Takeover!

In preparation for 20 November, encourage young people to take the lead. Encourage them to plan and deliver a whole school

assembly or youth club event, sharing the work they've created and what they have learned about their rights and the Convention, telling other young people what they can do and/or take action too.

Please record and share content on the day if you can. 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 the 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 you can tell us how you and the young people who took part got on. Once we've received your feedback we will be able to send you your certificate and ensure everyone's contribution is recognised.

# STARTER ACTIVITY A:

## WHO'S RIGHT? CHILD RIGHTS QUIZ

### AIM

Young people 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:

- Who's right? statements
- Who's right? answer sheet and facilitator discussion guide
- Pen or pencils
- Poster paper
- Child-friendly summary of the Convention:  
[unicef.uk/UNConvention](http://unicef.uk/UNConvention)

### HOW TO PREPARE:

Prepare the 'Who's right?' statement pairs. 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.

1. Split the group of young people into pairs. Give each pair one set of prepared statements. Explain that for each pair of statements, one of the statements is correct and one is incorrect. The purpose of the activity is to test the group's knowledge about child rights.
2. For young people who may not be familiar with children's rights, it is an option to distribute a copy of the summary of the Convention and allow the young people to refer to it as they think about each statement presented.
3. Take turns having each pair of young people read the two statements (i.e. Pair 1 will read statements 1a and 1b). Once the statements are both read, have the group vote which statement they think is correct (and also a right under the Convention). After each vote, have young people discuss why the statement is or is not correct. Use the answer key as a guide for the discussion.
4. Following the activity, lead young people in a short discussion:
  - What were some of the rights introduced in the activity that they were unfamiliar with?
  - Were there any rights mentioned that you disagreed with?
  - Why do you think it is important for children to know about the rights they have?
  - Besides children, who do you think needs to know about children's rights?
5. Explain that the UN Convention on the Rights of the Child is a list of 54 articles that outline the rights that the UK Government and governments around the world have agreed that all children (everyone under the age of 18) have. The first 42 articles outline the rights that are for all children, the right-holders, no matter their ethnicity, gender, religion, language, abilities, or any other status. Articles 43-54 outline 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.
6. Draw young people's attention to articles 12, 17, 24 and 28 (posted where everyone in the group can see them). Ask young people to take turns reading out each of the highlighted articles. 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 appreciate why understanding and sharing their opinions through OutRight is important.

# RIGHTS SUMMARY



**This year, OutRight focuses on four rights set out in the UN Convention on the Rights of the Child.**

## **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**

**(right 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.

# WHO'S RIGHT?

## CHILD RIGHTS QUIZ

- 1a.** The UN recognises any young person below the age of 18 as a child under the UN Convention on the Rights of the Child. T   
F
- 1b.** Once a young person passes the age of 18, they have new human rights that are just for adults. T   
F
- 2a.** The rights that each child has are determined by the government where they live. These rights can change as governments change. T   
F
- 2b.** Children's rights, as stated in the UN Convention on the Rights of the Child, are timeless and do not change. T   
F
- 3a.** The UN Convention on the Rights of the Child was written 30 years ago. Because it has not been changed it is becoming less relevant and important for children in modern times. T   
F
- 3b.** The UN Convention on the Rights of the Child was written 30 years ago. Although it has not changed since then, it is a living document which continues to adapt itself to the new realities that children face. T   
F
- 4a.** Children's rights in the UN Convention on the Rights of the Child are linked with responsibilities and can be taken away if a responsibility has not been met. T   
F
- 4b.** Children's rights, like all human rights, are unconditional. T   
F
- 5a.** Children have a right to know information that is important for their health and well-being. T   
F
- 5b.** Children should be protected from information about their health and well-being because it might frighten them. T   
F
- 6a.** The 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. T   
F
- 6b.** Governments must only consider the opinions of children if the opinion is shared and expressed by their parents who are old enough to vote. T   
F
- 7a.** All children in the UK are guaranteed the right to use the internet to access information because information is a right for children. T   
F
- 7b.** Having access to information is a right for children, and governments should encourage the media to provide information that children can understand. T   
F
- 8a.** The UK has signed the UN Convention on the Rights of the Child and this makes the articles part of the UK law. T   
F
- 8b.** The UN Convention on the Rights of the Child is not part of the UK law, which means legally it has no power. T   
F
- 9a.** All children have the rights to be loved, to be happy and to have friends. T   
F
- 9b.** The UN Convention on the Rights of the Child is about the conditions, resources, protections and freedoms that a child needs to grow up feeling happy and loved. T   
F
- 10a.** Health, education and free speech are the most important rights, while the other rights in the UN Convention on the Rights of the Child are not as important. T   
F
- 10b.** All of the rights in the UN Convention on the Rights of the Child are connected, and no right is more important than another right. T   
F

# CHILD RIGHTS QUIZ ANSWER SHEET AND DISCUSSION NOTES

**1a. TRUE** – The UN recognises any young person below the age of 18 as a child under the UN Convention on the Rights of the Child.

**1b. FALSE** – Once a young person passes the age of 18, they have new human rights that are just for adults.

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.

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**2a. FALSE** – The rights that each child has are determined by the government where they live. These rights can change as governments change.

**2b. TRUE** – Children's rights, as stated in the UN Convention on the Rights of the Child, are timeless and do not change.

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 in the law there.

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**3a. FALSE** – The UN Convention on the Rights of the Child was written 30 years ago. Because it has not been changed it is becoming less relevant and important for children in modern times.

**3b. TRUE** – The UN Convention on the Rights of the Child was written 30 years ago. Although it has not changed since then, it is a living document which continues to adapt itself to the new realities that children face.

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.

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**4a. FALSE** – Children's rights in the UN Convention on the Rights of the Child are linked with responsibilities and can be taken away if a responsibility has not been met.

**4b. TRUE** – Children's rights, like all human rights, are unconditional.

Rights are not linked to responsibilities. Children's rights, like all human rights, are unconditional. This means there are no conditions attached to rights. Rights can never be a reward for the fulfilment of a responsibility and they can never be taken away because a responsibility hasn't been met.

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**5a. TRUE** – Children have a right to know information that is important for their health and well-being.

**5b. FALSE** – Children should be protected from information about their health and well-being because it might frighten them.

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.

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**CHILD RIGHTS QUIZ ANSWER SHEET  
AND DISCUSSION NOTES**

**6a. TRUE** – The government must listen to the voice of a child and take the opinion of young person seriously even if they are not old enough to vote.

**6b. FALSE** – Governments must only consider the opinions of children if the opinion is shared and expressed by their parents who are old enough to vote.

The Convention protects a child's freedom of expression. According to Article 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.

**7a. FALSE** – All children in the UK are guaranteed the right to use the internet to access information because information is a right for children.

**7b. TRUE** – Having access to information is a right for children, and governments should encourage the media to provide information that children can understand.

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.

**8a. FALSE** – The UK has signed the UN Convention on the Rights of the Child and this makes the articles part of the UK law.

**8b. TRUE** – The UN Convention on the Rights of the Child is not part of the UK law, which means legally it has no power.

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.

**9a. FALSE** – All children have the rights to be loved, to be happy and to have friends.

**9b. TRUE** – The UN Convention on the Rights of the Child is about the conditions, resources, protections and freedoms that a child needs to grow up feeling happy and loved.

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 their friends.

**10a. FALSE** – Health, education and free speech are the most important rights, while the other rights in the UN Convention on the Rights of the Child are not as important.

**10b. TRUE** – All of the rights in the UN Convention on the Rights of the Child are connected, and no right is more important than another right.

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

Young people explore how and why the UN Convention on the Rights of the Child was developed and consider the importance of the Convention turning 30. A birthday theme sets a celebratory tone for launching OutRight activities.

## WHAT YOU'LL NEED:

- Interview with Laura Lundy
- Unicef history of child rights: [unicef.org/ChildRightsTimeline](https://www.unicef.org/child-rights-timeline)
- Video to introduce the Convention: [unicef.org/QUB-UNCRC](https://www.unicef.org/uk/qub-uncrc)
- Discussion guide
- Card stock and scissors
- Marker pens
- String to hang bunting
- Child-friendly summary of the Convention: [unicef.org/UNConvention](https://www.unicef.org/UNConvention)

## HOW TO PREPARE:

Read the Q&A with Laura Lundy, discussion guide and Unicef's history of child rights for background.

## PART 1: HAPPY BIRTHDAY, UN CONVENTION ON THE RIGHTS OF THE CHILD Q&A

1. Share with the young people 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 and put into practice so that children can live happy, healthy lives.
2. Explain 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 represents for children.
3. Ask young people in the group to volunteer to read the interview with Laura Lundy.
4. Use the discussion guide to help facilitate a discussion around why the 30th birthday of the Convention is important, and what we can learn from this history. If time permits, give the young people 15-30 minutes to do further research on the key figures and historical dates presented in the Q&A, and have them report back on what they've learned.

## PART 2: PREPARE TO CELEBRATE

1. To set the celebratory tone for OutRight, invite the young people to create birthday bunting to decorate the activity room.
2. Have young people cut the bunting from card stock, using the template provided. Using the summary of the Convention document, ask the young people to select 30 of the 54 articles that they feel are the most important promises to them, and write one of the 30 chosen articles 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. Have young people work together to string the bunting and hang it as a celebratory decoration.

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

## INTERVIEW WITH LAURA LUNDY

### **Q. What exactly is the UN Convention on the Rights of the Child? 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 so important that World Children's Day is celebrated on 20 November every year – the date that governments agreed the Convention.

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?**

That's a long story, but there have been people arguing that children should have



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

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 Convention on the Rights of the Child.

It was needed because children are often more vulnerable than adults because of their age, size or status and they also often do not have, or 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 decided that 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.

## STARTER ACTIVITY B: HAPPY BIRTHDAY, UN CONVENTION ON THE RIGHTS OF THE CHILD!

### INTERVIEW WITH LAURA LUNDY

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

#### 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.

**COMPREHENSION AND  
DISCUSSION QUESTIONS**

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 Convention on the Rights of the Child and how long did it take?
5. What did the 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:

## LIFE BEFORE THE UN CONVENTION ON THE RIGHTS OF THE CHILD

### AIM

Young people 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
- Access to recording and editing equipment if completing the digital option

### HOW TO PREPARE:

Become familiar with the interview prompts to lead young people in questionnaire development. Consider if there may be any young person in the group without an adult to interview and match them with someone or pair them with another young person if necessary.

2. Ask young people to think about what kinds of questions they might ask to learn about life before 1989. Using the interview prompts and articles 12, 17, 24 and 28 as a reference, have young people create their own questionnaire considering: How was education different? How did they access information or healthcare? What do today's adults remember about the rights of children from their childhood? Do they remember if they knew about their rights as a child and, if not, what difference it might have made if they had?
3. Have young people identify one or more adults they might like to interview, and give them an appropriate amount of time, based on their age and skill, to complete the interview activity. Encourage the young journalists to take written notes or to ask permission to make a video or audio recording of their interviewee.

## PART 1: INVESTIGATING THE PAST

1. Explain that as part of the celebration of the 30th birthday for the Convention, we want to explore what life was like before it was adopted by the UN in 1989. In Starter Activity B we learned that the period at the end of World War II was an important time when people started thinking about the rights of children. In this activity we will learn about what life was really like for children back then. We will do so by interviewing people who were children at this time, such as their parents, teachers, grandparents, aunts, uncles or other trusted adults in their community.



4. As an optional part of the activity, have young people collect an artifact or take a photo from at least one of their interviews that helps to tell the story of life before 1989. Young people can present this artifact in a show-and-tell activity or save it to incorporate into Part 2 of this activity.

## ACTIVITY 1: LIFE BEFORE THE UN CONVENTION ON THE RIGHTS OF THE CHILD

### PART 2: PRESENTING LIFE FOR CHILDREN PRE-1989

1. Split young people into small groups of 3-4. Ask them to share the most interesting things they learned from their interviews. Challenge the group to consider how they might visually map how life for children and the rights of children are different from or the same as years ago. What areas of child rights have progressed? Are there important issues that children face today that may not have been faced by children during that time period?
2. Have small groups create and present their findings about how life has changed for children since 1989. Options for the creative expression may include a freeze frame activity or developing a 'now and then' journal or story. As an option where young people have access to recording and editing equipment, have young people create a video or a 1980's style news report (in the style of John Craven's Newsround or BBC News with Moira Stewart, for example) incorporating their interviews and findings. If young people have participated in the optional activity of gathering an artifact, encourage them to incorporate the artifact(s) they've collected into their creation.
3. Following the presentations, encourage young people to discuss what they learned about how their life as a child may be similar or different from the childhood of their parents – especially where this relates to the rights set out in the four highlighted articles of the Convention.



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# ACTIVITY 1: LIFE BEFORE THE UN CONVENTION ON THE RIGHTS OF THE CHILD



## 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 than how school is today?

### 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?

- Was there any information or types of information that adults didn't share with you because you were a child?
- How did you keep in touch with other young people when you were 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 when you were a child?

### 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?
- Do you remember any times of hardship from your childhood?
- Did you ever take part in any type of activism as a child?



# ACTIVITY 2:

## CHILD RIGHTS TIMELINE

### AIM

Young people are aware of the history of child rights and the impact of historical events on the progress of rights.

### WHAT YOU'LL NEED:

- Poster paper
- Marker pens
- Sticky tape or tacks to affix dates on the timeline
- Milestone events activity sheet
- Present day timeline prompts
- The Good Childhood Report 2018: [childrenssociety.org.uk/what-we-do/resources-and-publications/the-good-childhood-report-2018](http://childrenssociety.org.uk/what-we-do/resources-and-publications/the-good-childhood-report-2018)

### HOW TO PREPARE:

Prepare wall space or a bulletin board in the activity room that can be used throughout the course.

If children are creating the timeline, prepare materials.

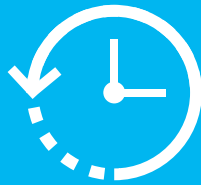
Review key dates in child rights history ([unicef.uk/ChildRightsTimeline](http://unicef.uk/ChildRightsTimeline)), milestone events activity sheet and present day timeline prompts.

Prepare milestone events slips from activity sheet.

### PART 1: TIMELINE — MAPPING THE PAST

1. Following on from the learnings from Activity 1, start a group discussion by asking young people what different types of world events they think would have had an impact on the lives of children and on the realisation of child rights. Explain that in this activity, the group will create a timeline of important historical milestones in the UK, EU and around the world, and observe how these events may have positively or negatively influenced the rights of children over time.
2. Prepare art materials (or provide computers/tablets) for young people to work together to create and decorate a blank timeline on a wall area in the activity room where it can be displayed and added to throughout the course of the OutRight activities. Instruct the young people that their timeline design should include space for mapping child rights and milestones in the 'Past', 'Present' and 'Future'.
3. Remind young people of the important day that we are celebrating in this year's OutRight activities. Have one young person mark this day as the 30th Birthday of the Convention in the 'Present' section of the timeline. Ask another young person to mark 1989 and the establishment of the Convention in the 'Past' section of the timeline.
4. Have young people recall any additional dates or milestone events they remember from 'Happy birthday, UN Convention on the Rights of the Child!' (Starter Activity B) and mark these on the timeline.





5. Ask young people to 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. If young people have access to the internet, split them into small groups and give them 5-10 minutes to complete some online research into key events they think should be added to the timeline. As a prompt, hand out slips of paper with individual events cut from the milestone events activity sheet. If young people are not familiar with the event, they can use the internet to research when it happened and the significance this event may have had on the rights.
  6. After doing the research, have the young people take turns sharing key dates and adding them to the timeline. For each date added, the young person should share why they think this event may have impacted children's rights.
  7. Once all of the young people contribute their milestones to the timeline, ask children if they notice anything interesting about the timeline. Can they observe trends in history when the well-being of children may have progressed and/or declined? Why do they think this may have happened? Capture any thoughts as they may be useful to refer back to later.
- 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 war 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.
2. Using the present-day timeline prompts, ask young people to explore the current state of child rights in the UK and around the world, adding facts they discover to the timeline. For older groups with online access, give young people 5-10 minutes to do additional research to find other present-day facts about child rights to add to the timeline. Encourage young people to research online or use 'The Good Childhood Report' as a reference. For each fact, ask young people if they think the situation is getting better or worse for children. Why? How did they come to this understanding?
  3. Through the discussion, lead young people toward the conclusion that there is still a lot of work that needs to be done in the UK and across the world for all children to be given the chance to survive and thrive. In the UK, our government, leadership, priorities and direction are changing. This makes it a critical time for the UK Government to recognise and recommit to the side of children. Remind children of article 12 about respecting the views of the child. Do they think there is anything that they as young people can do to bring about the changes that the children of the world still need?

## **PART 2: TIMELINE — MAPPING THE PRESENT**

1. Share with the group that despite world leaders agreeing to the rights of every child 30 years ago, there is still much more to do. There is still a lot of work to be done for children in the UK and around the world. For example:

# TIMELINE ACTIVITY SHEET: MILESTONE EVENTS

<b>1922</b> BBC founded and begins radio broadcasts	<b>1983</b> Birth of the internet
<b>1936</b> BBC begins television broadcasts	<b>1989</b> Fall of the Berlin Wall
<b>1939</b> World War II starts	<b>1989</b> Hillsborough Stadium disaster
<b>1945</b> World War II ends	<b>1989</b> Student-led demonstrations in Tiananmen Square, Beijing
<b>1946</b> Unicef founded	<b>1989</b> Exxon Valdez oil spill
<b>1948</b> Universal Declaration of Human Rights drafted	<b>1990</b> World Summit for Children
<b>1948</b> NHS is founded in the UK	<b>1991</b> UK ratifies the UN Convention on the Rights of the Child
<b>1954</b> Unicef becomes a permanent branch of the UN	<b>1993</b> European Union founded
<b>1959</b> UN adopts the Declaration of the Rights of the Child	<b>2000</b> Two optional protocols adopted to the Convention protecting children from exploitation and involvement in armed conflict

# TIMELINE ACTIVITY SHEET: MILESTONE EVENTS

<b>2004</b> Facebook founded	<b>2015</b> Somalia and South Sudan ratify the Convention making it the most widely accepted UN resolution
<b>2004</b> Boxing Day tsunami	
<b>2007</b> Cyclone Sidr hits Bangladesh	<b>2016</b> The UN adopts the Sustainable Development Goals as the global agenda to end poverty by 2030
<b>2010</b> Arab Spring	<b>2016</b> UK signs the Paris Agreement, a global commitment to tackle climate change
<b>2011</b> Third optional protocol adopted allowing the right for children to submit complaints	<b>2016–2018</b> More than half of the Syrian population is displaced in refugee crisis
<b>2011</b> Pro-democracy rallies in China	
<b>2012</b> Olympics held in London	<b>2018</b> March for our Lives – USA and around the world
<b>2014</b> Malala wins the Noble Peace Prize	

# PRESENT DAY TIMELINE PROMPTS

<p><u>There are more than 100,000 children without homes in the UK</u></p>	<p><u>4.5 billion people in the world do not have access to proper sanitation and good hygiene</u></p>
<p><u>Homeless is on the rise in every European country (except Finland), including the UK</u></p>	<p>Every year <b>5.4 million</b> children in the world die before their 5th birthday</p>
<p>1 in 4 children in the UK are growing up in <b>poverty</b></p>	<p><b>19 million</b> children in the world have not been vaccinated against preventable diseases</p>
<p>71% of towns and cities in the UK have unsafe levels of <b>air pollution</b></p>	<p>41 million children around the world are currently affected by <b>conflict or disaster</b></p>
<p>In the UK, <b>obesity</b> and <b>mental health</b> conditions among children are on the rise</p>	<p><b>12 million girls</b> around the world are married before their 18th birthday</p>
<p><b>1.6 million</b> children in the UK go to a Rights Respecting School</p>	<p>98 million girls who should be in <b>secondary school</b> are no longer in school</p>
<p><u>More than half of children 11-16 in England and Wales have experienced bullying in school</u></p>	<p>800 million people are affected by <b>global hunger</b></p>
<p>1 in 3 people globally do not have access to <b>clean water</b></p>	

# ACTIVITY 3: I AM A VOICE FOR...

## AIM

Young people recognise the power of using their voice for change and 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:

- Youth activist profiles
- AV equipment to view video and youth profiles
- Internet access for young people
- Unicef 'Just a Kid' video: [unicef.uk/JustaKid](http://unicef.uk/JustaKid)
- Art materials for youth portraits or access to photo editing and design software for digital option

## HOW TO PREPARE:

Preview Unicef 'Just a Kid' video and youth activist profiles to become familiar with the different movements.

## PART 1: WARM-UP EXERCISE – SOUND EXPERIMENT

1. Have the young people stand or sit in a circle and explain that we are going to experiment with the power of sound.
2. Demonstrate 5 different types of sounds which vary from very quiet to very loud. Use the suggested actions, or have children create their own soft to loud sounds based on actions that everyone in the group has the ability to do:
  - Rub hands together
  - Clap (softly, medium loud and loudly)
  - Slap hands on legs
  - Stamp feet on the ground
  - Snap/click fingers

Ask young people to choose one of these sounds that represents how they may be feeling today.

3. Explain that first we will spend one minute with everyone sitting silently. After that, designate one young person to start by choosing and making one of the sounds. After the first young person completes his or her sound, they will be silent and the young person to the left will take a turn making a sound. Continue clockwise in the circle, until each young person has had a turn to make a sound. If the group is small you can complete the circle several times allowing young people to test different sounds, one at a time.
4. After completing the individual sounds, explain to the group that we will complete the exercise again, but this time when one individual makes a sound, the whole group will join one by one making the same sound until the whole group is making the same sound. Once everyone in the group is making the sound, the next person will introduce their sound until the new sound makes its way around the circle. Continue until everyone in the group gets a chance to be the leader.
5. To finish the exercise, have everyone in the group choose their own sounds and have everyone make their own sounds together.
6. Reflect on the exercise. What did it feel like to make your own sound? How did it feel and sound when everyone joined in with the same sound? How did it feel when we each made different sounds, but we all did them at the same time? When did the noise feel the most powerful? Help young people to draw the parallel to the different ways that we can use our voices — we can speak out on our own, we can act as a leader, we can join forces to make noise together for the same cause or for different causes.

## **PART 2: YOUTH ACTIVISTS**

1. View Unicef 'Just a Kid' video: [unicef.uk/JustaKid](http://unicef.uk/JustaKid). Following the video, draw young people's attention to article 12 in the Convention. Did anything in the video surprise them? Ask young people if they know of any young people in the UK or around the world who are making enough noise around issues about which they are concerned to attract the attention of the public and/or government leaders.
2. Using images projected on a screen in the activity room, or printed copies of the youth activist profiles, introduce the various youth activists. Have young people take turns reading the bios.
3. For each youth activist profile have young people discuss:
  - Have they heard of this young person or their mission before?
  - What is the issue or right that this young activist is working toward?
  - Why is the change and/or right that each of these young people is advocating for important? What have they achieved?
  - How do you think this young activist started? What might have been their first action?
  - Why do you think this young activist has been successful in getting other young people and adults to join or follow their movement? What qualities do they have which have made them a good youth activist?
  - What ways could we as fellow young people help tell their story or support their movement?
4. As an optional activity for further comprehension, have young people (either individually or in small groups) conduct further research on one of these youth activists and the issue/right that is driving their work. Use the 'resources to learn more' as a starting point. Have young people make a presentation of their research to the group.
5. Conclude the exercise by reminding young people that even though there are

still many challenges faced by children in the present time, the voices of young people are powerful and because of article 12, they have the right to speak out and to be listened to. Ensure that young people have considered that they don't have to be a famous youth activist with a big following to have their voices taken seriously. All of the movements started by these youth activists began as a single voice motivated to speak out because they wanted something different for themselves and for the future. There are actions young people in the UK can and are taking to help children around the world survive and thrive.

## **PART 3: SELF-PORTRAIT OF AN ACTIVIST**

1. Remind young people that we each have different roles and skills, but we can each use the power of our own voice to do our part. No one is better placed to champion children's right than you as children and young people!
2. Ask young people to consider what is one change they would like to see made for children in their community, city or even all children in the UK. Have young people discuss in plenary or in smaller groups which rights are most important to them, and what right or cause they can envision using their own skills, talents and voice to advocate for.
3. Have young people draw a self-portrait and write their own youth activist bio that includes what change they want to see and how they will use their own voice. Display all of the portraits together on the wall in the activity room together with the portraits of the well-known youth activists.

Digital activity option: As an option for connected activity groups, young people can complete the Part 3 activity as a digital exercise. Have young people create a filter with the words 'I have a powerful voice' and overlay this onto a selfie, with their youth activist bio written as a caption.

## ACTIVITY 3: I AM A VOICE FOR...



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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 and now involves over 100,000 schoolchildren 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](https://fridaysforfuture.org)

COP24:  
[unicef.uk/COP24Speech](https://unicef.uk/COP24Speech)

Ted Talk:  
[unicef.uk/GretaTedTalk](https://unicef.uk/GretaTedTalk)

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





## 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.org/AseanJohnson](https://www.unicef.org/usa/press-releases/2012/01/2012-01-10-chicago-school-closings-rally)

People's March for  
Public Education and  
Social Justice rally in  
Washington, D.C:  
[unicef.org/PeoplesMarch](https://www.unicef.org/usa/press-releases/2012/01/2012-01-10-chicago-school-closings-rally)



## 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 in Syria after the conflict began.

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

Unicef profile:  
[unicef.uk/MuzoonAlmellehan](https://www.unicef.org/uk/MuzoonAlmellehan)

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

Muzoon on Twitter:  
[@muzoonrakan1](https://twitter.com/muzoonrakan1)



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**ACTIVITY 3:**  
**I AM A VOICE FOR...**

**YOUTH ACTIVIST PROFILE**  
**MEMORY BANDA**

As a young teen Memory Banda (on the right in the photo) saw her little sister, 11-year-old Mercy, forced to marry in her home country of Malawi. She couldn't remain silent. Memory began to speak out against child marriage in a culture where an average of one in two girls was married by her 18th birthday (Human Rights Watch, 2014).

Using her voice to draw international attention to the issue, Memory's work as a child activist played an important role in leading Malawi to abolish child marriage in 2015 – when she was just 18 herself.

Memory was invited to speak at the 59th United Nations Commission on the Status of Women and the Oslo Freedom Forum. Here she advocated for traditional leaders to formulate by-laws that protect female children and raise the legal age of marriage from 15 to 18 years of age.

Now 23, Memory continues to work as an advocate for girl-child empowerment. She has created Malawi's Girls Empowerment Network (GENET) and Let Girls Lead community groups in an effort to keep girls in school and raise awareness of their rights.

**RESOURCES  
TO LEARN MORE**

Ted Talk:  
[unicef.uk/MemoryBanda](https://www.unicef.uk/MemoryBanda)



## YOUTH ACTIVIST PROFILE

# EMMA GONZÁLEZ

Emma González, a high school student at Marjory Stoneman Douglas High School, became a campaigner for changes in U.S. gun laws after 14 children and 3 adults were killed in a mass shooting at her school in 2018.

Emma made a call to arms to her peers to 'Fight for your lives before it's someone else's job' and quickly gained more than 1.5m Twitter followers from all over the world.

In March 2018, Emma helped lead the March for Our Lives demonstration in Washington, DC where an estimated 500-800 million people came together to protest gun violence – making it one of the largest protests in US history. The US march was accompanied by sister marches around the world, bringing millions of young people together to demand policy reform.

In the US alone there have been more than 200 shootings in schools and universities since 1999.

## RESOURCES TO LEARN MORE

March for Life:  
[marchforlife.org](http://marchforlife.org)

Emma's March for  
Life speech:  
[unicef.uk/EmmaGonzalez](http://unicef.uk/EmmaGonzalez)

Emma on social media:  
[@emmawise18](https://twitter.com/emmawise18)



## 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)



## ADVOCACY ACTION 1



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

Once the young people you are working with have learned about the UN Convention on the Rights of the Child 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, or 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 they are looking for.

# ACTIVITY 4: INVENTING A BETTER WORLD FOR CHILDREN

## AIM

Young people consider child rights from a global perspective, and recognise the importance of working towards the sustainable development goals in order for the rights of every child to be realised.

## WHAT YOU'LL NEED:

- Case study activity sheets
- The World's Largest Lesson: [globalgoals.org](http://globalgoals.org)
- Poster board and art materials
- Unicef 'Progress for every child in the SDG era' report: [unicef.uk/EveryChild](http://unicef.uk/EveryChild)

## HOW TO PREPARE:

Review Unicef case studies, the World's Largest Lesson, and Unicef reference reports. Prepare materials for young people for the STEM (science, technology, engineering and maths) activity.

## PART 1: THINKING GLOBALLY ABOUT CHILD RIGHTS

1. Split the young people into pairs or small groups and give each group a printed copy of the three case studies.
2. Have young people review each case study and discuss:
  - Which rights of children does this case study relate to?
  - What do you think is the root cause of the issue presented in the case study?
  - What differences do you see between your childhood in the UK and these images and stories?
  - What types of actions might be required to help child rights move forward in this area?

## PART 2: MAPPING CHILD RIGHTS AND THE SUSTAINABLE DEVELOPMENT GOALS

1. 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 OutRight timeline. If young people are unfamiliar with the Sustainable Development Goals, share the World's Largest Lesson.
2. Have young people consider the connection between child rights and global goals, and the concept that a world without poverty is a world where every child has a better chance to reach their full potential. Refer older young people to Unicef's 'Progress for every child in the SDG era' report for further learning. Discuss how might actions taken towards achieving the Sustainable Development Goals impact child rights. What might a world without poverty mean for the rights of children?



## ACTIVITY 4: INVENTING A BETTER WORLD FOR CHILDREN

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### PART 3: STEM FOR CHANGE

1. Building on the ideas from Part 2, ask young people to consider and create an idea for an app or an invention that could help the realisation of child rights globally, by moving forward one of the Sustainable Development Goals. This can be completed as an individual or group activity.

2. Where time and equipment allow, give young people time to build out or mock-up their invention. Where time and equipment

are limited, have young people use poster board and art materials to make a visual presentation of their innovation idea.

3. Have young people present their ideas to the group in plenary, sharing what the idea is, how the innovation will impact the rights of children and how the innovation would contribute to the Sustainable Development Goals. If you are able, do take photos of the young people's work and share it with us!



## CASE STUDY

# CHILD RIGHTS AROUND THE WORLD

### THE RIGHT TO EDUCATION FOR CHILDREN LIVING IN CONFLICT

Mohammad, 9, is a Syrian refugee living in Marka, Jordan. He fled his home in Aleppo with his mum, dad and two older sisters three years ago because of the war. As a result Mohammad missed out on starting school, he should be in third grade but has yet to start. To catch up with all the education he has missed, Mohammad is currently attending the Johud Makani Centre in Marka supported by Unicef where he takes classes in English, Arabic, Maths and Science.

Mohammad says he remembers his house in Syria and describes it in great detail. "When you first went through the door there was a bathroom on the left, the kitchen ahead and on the right the living room and the bedrooms. It was on the fourth floor of the building and we had to walk up lots of stairs to get to it. I miss it. My house here is not the same."

Mohammad says his favourite thing is to go swimming. He goes to the swimming pool with

his father at the weekends, and says he likes to dive into the pool and swim underwater. Mohammad tells us how he has also taught his cousins how to swim and how to dive like him, because of this when he grows up he wants to be a swimming coach.

Most of all, however, Mohammad wants to go back to Syria. "I would love to go back to Aleppo, to Syria, but only when there is no fighting, when the electricity and water are turned back on. It is my country. I was born there. I want to live there when I grow up."

Every child has the right to an education, yet many refugee children can't be enrolled in the public school system in the countries where they have resettled because of language barriers or not being at the same academic level as other children due to having to move around. Non-formal education offers classes that boost literacy, mathematics and language skills so children may eventually integrate into the public school system.



## CASE STUDY

# CHILD RIGHTS AROUND THE WORLD

### VACCINATIONS PROTECT CHILDREN FROM PREVENTABLE DEATH

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Deadly diseases like measles, polio, tetanus, tuberculosis, diphtheria and whooping cough are all easily and cheaply preventable by vaccination. Yet every year, 5.4 million children die before their 5th birthday, usually because they don't get the health care and life-saving vaccines they need.

Unicef provides vaccines to immunise almost half of the world's children against preventable diseases, and with our partners support immunisation programmes in over 95 countries to keep children safe. Since 1980, Unicef has helped quadruple immunisation rates for children worldwide, saving up to 3 million children's lives a year.

In Sierra Leone, Unicef is working with the government to run campaigns to encourage pregnant mothers and parents with babies and children under 5 to go for vaccinations as part of the free health care services.

Mattia Sandy, a health worker in Sierra Leone, says "We are vaccinating against measles, polio, rotavirus. We are also giving vitamin A. We never used to have this many people coming. A lot of children were dying from these diseases because we didn't have this free vaccination facility, but now the numbers of children dying are much lower".

## CASE STUDY

# CHILD RIGHTS AROUND THE WORLD

### RESTORING RIGHTS TO CHILDREN THROUGH **DISASTER RESPONSE EFFORTS**

Not even Chandika's favourite doll could be saved from the devastating earthquake that tore through Nepal in 2015. "Her name was Barbie," the 11-year-old remembers sadly. "It was Saturday. I was at my friends' house drawing when I felt the earthquake. It was so terrifying I just closed my eyes. When I opened them I saw everything was broken."

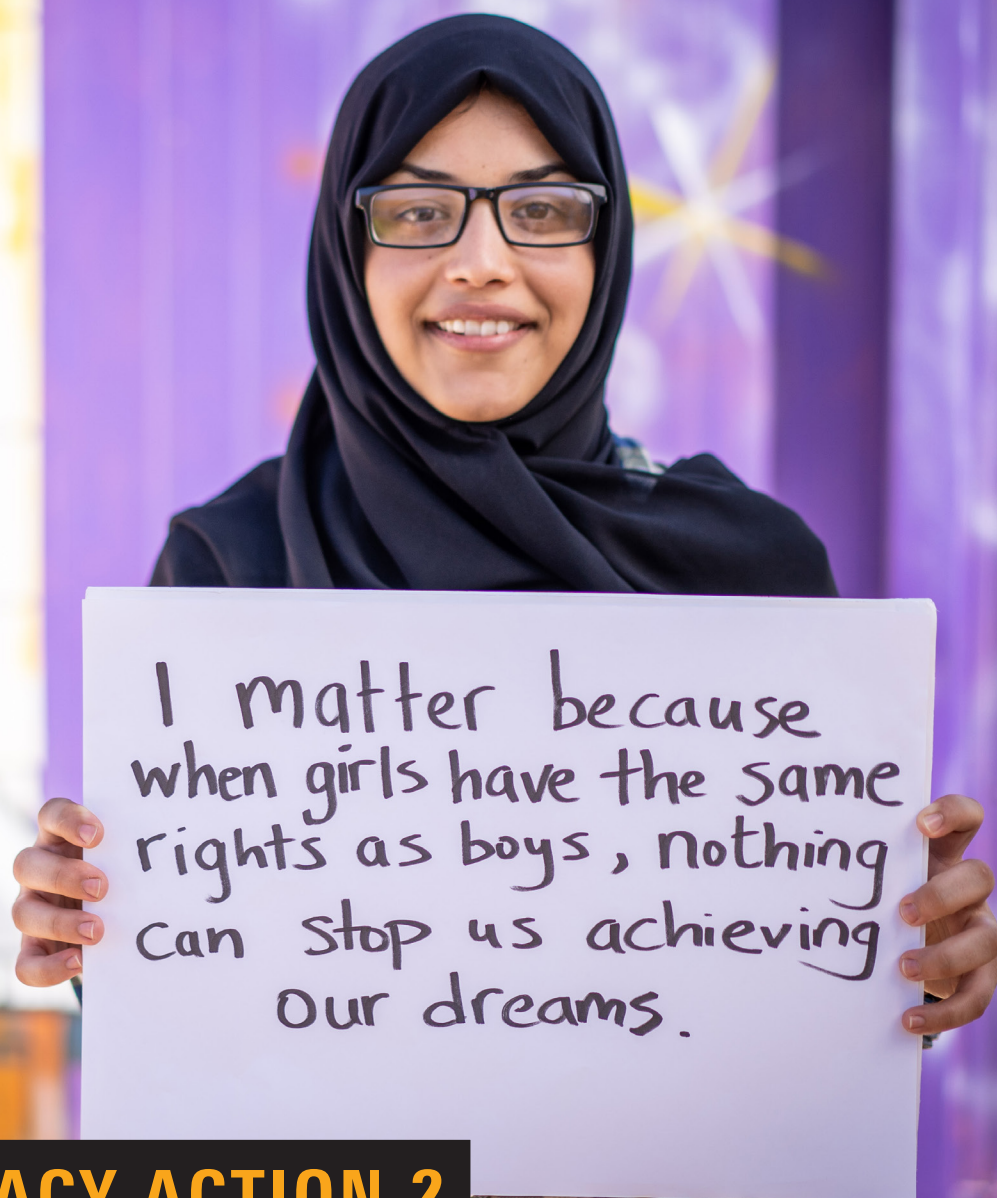
"I lost everything," she adds. "All my toys got buried in the rubble."

Every child at the Samajkalyan Primary School lost their home that day. "The children couldn't focus on anything," says their headteacher, Nawarj Kdirala. "Their minds were elsewhere. For the first month all we did was play."

Every year natural disasters like these have devastating consequences for children and their future life. They often lose their schools, their homes and their families. Their access

to water, food and shelter can be seriously affected and they are left more vulnerable to abuse and exploitation. Where children and their families are already struggling because of low income, poor health or high population density, the impact of these sudden events is more severe.

However, within a month Unicef set up temporary classrooms in Nepal, before building new earthquake-resistant ones and filling them with everything kids needed to help fulfil their right to education – from building blocks to puppets, footballs to musical instruments, story books to clocks. Unicef also worked closely with the government in Nepal and other humanitarian partners to deliver water and sanitation, health, nutrition and social protection services.



I matter because  
when girls have the same  
rights as boys, nothing  
can stop us achieving  
our dreams.

## ADVOCACY ACTION 2



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



Use the hashtags #OutRight and #mylifemyrights when you share on social media.

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 young people care about and share it with us. For example, they could make placards, signs or short videos to show how they feel and ask him to take action.

**OUTRIGHT**  
Speak out on children's rights

**FOR EVERY CHILD  
IN DANGER**

**unicef**  
UNITED KINGDOM



# ACTIVITY 5: TIME MACHINE 2039 — WINDOW TO THE FUTURE!

## AIM

Young people 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 young people in the group.
- Top 10 cartoons for children's rights: [unicef.uk/Top10Cartoons](https://www.unicef.uk/Top10Cartoons)

## HOW TO PREPARE:

- Prepare a comfortable space indoors for young people to sit on the floor for the mindfulness exercise
- Download and preview the top 10 cartoons for children's rights
- Prepare art supplies and set aside approximately one hour or more for creative work as individuals or small groups.

## PART 1: IMAGINE THE FUTURE — GUIDED MINDFULNESS WARM-UP

1. As a warm-up, ask young people to sit or lay in a circle on the floor, or in any comfortable arrangement.
2. Ask the young people to be quiet, to close their eyes and to pay attention to their breathing.
3. Lead the young people in a short mindfulness exercise with the goal of having them 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.
4. After the young people 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?
5. Facilitate the young people in a discussion considering what the world and the rights of children might look like in 2039 when the Convention celebrates its 50th birthday. What would they like it to look like?
  - 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 will children in the future face?
  - What are some of the challenges that children face today, that will be solved in the future?
  - Are there any challenges you can think of that might be new for children in the future?



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## ACTIVITY 5: TIME MACHINE 2039 — WINDOW TO THE FUTURE!

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### PART 2: WINDOW TO THE FUTURE — CREATIVE ACTIVITY

1. Following on from the mindfulness activity, ask the young people to think about what they personally envision a good future to look like for children. Prompt young people to recall some of the previous discussion points the group has talked through in OutRight. Remind young people that:

- When children are given the opportunity to live, learn and play, more and more 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 young people to develop their own 'window to the future' that demonstrates what they think a good future for all children all over the world will look like.

Show them the top 10 cartoons for children's rights an example of something they could create. Alternatively, they could do a role play, write a story, create some artwork, a monologue, poetry, music, a mural, and so on. Anything that helps them to show what they are thinking.

### PART 3: TIMELINE ACTION — DREAMS FOR THE FUTURE

1. As a final action, ask children to add 2039 as the 50th birthday of the Convention – together with written or illustrated dreams for children everywhere in the future – to the 'Future' section of the timeline. Prompt the action by asking what milestones they think we might celebrate all over the world in the future. How might the international days we recognise each year become different in a world where rights were realised for all children?

# TIME MACHINE 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?

Imagine that you are stepping into your time machine.

Buckle your safety belt. We are going to propel ourselves forward 20 years to 2039!

2020 ... 2025 ... 2030 ... 2035 ... 36 ... 37 ... 38... 39 ... We have arrived!

When your time machine lands, step outside carefully and have a look around.

What do you see? Who do you see?

Where have you landed in the future?

Are you in the UK? Or in another place in the world?

**[pause]**

What do you see when you look in the mirror? How old are you? What are you doing? Do you have children of your own?

**[pause]**

Can you see the young people of 2039?

What is their life like? Are they in school? Do they have good health? What problems do they face? What kind of technology do you see?

**[pause]**

Sit quietly for a few moments in this future moment.

What do you hear?

It's now time to get back in your time machine and return to the present day.

39... 38... 37... 36... 35... 30... 25... 20... We have landed.

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 what you think 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.

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](#).



## 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.

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 government Minister as a result.

### GUIDANCE

Perhaps you have some aspiring journalists or radio presenters at your school or 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](mailto: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 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](mailto: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

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](mailto: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 by voluntary donations. We do not receive any money from the UN. For more information, please visit [unicef.org.uk](http://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 [unicef.org.uk/rrsa](http://unicef.org.uk/rrsa)

# 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. We store photos, stories and film securely and only use for intended purposes.

Consent must be recorded on the forms below, 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](mailto:outright@unicef.org.uk)

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

Download 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.



# 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 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](mailto:schoolschallenge@unicef.org.uk) or **0300 330 5580**.