



# OUTRIGHT

## Speak out on children's rights

### SUPPORTING CHILDREN AS THEY LEARN ABOUT HEALTH

We think talking about thoughts, feelings, health and wellbeing is something everyone should feel safe to do.

It's possible that through this work, a young person you're working with might say or do something that gives you cause for concern. In that scenario it's important you follow your organisation's safeguarding policy and procedure.

We advise that you always review materials before sharing them with your group. Please be sensitive to the possibility that the stories, videos and photographs may be upsetting for young people who are directly or indirectly affected by the topics raised.

Please refer to the [Introduction Pack](#) for a list of organisations that offer free support for young people that may be useful.

# ACTIVITY 1: KNOW YOUR RIGHTS

**AIM:** Young people explore the UN Convention on the Rights of the Child (CRC) and begin to consider how the ability to access health systems is linked to a child's right to the best possible health (Article 24), freedom of expression, and to freedom from discrimination.

## Preparation:

- Review the CRC articles 2, 3, 6, 12, 13, 23, and 24
- Print and cut out a set of CRC icons cards for each small group (single sided)

## Facilitator materials and resources:

- Activity 1 presentation
- CRC icon cards
- Simple summary of the CRC

## Optional

- Your school or organisation can buy copies of [The Rights of Every Child Summary Leaflet](#)

## Participant materials:

- Set of matching/memory cards created from the CRC icons and definitions

## Facilitator Introduction

The UN Convention of the Rights of the Child (CRC) is a list of 54 articles that outline the rights that governments in the UK and around the world have agreed all children (all people under 18) should have. The first 42 articles outline the rights children have as '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 fulfil their obligation to make sure that children can enjoy all their rights.

In this year's OutRight we will focus on:



**ARTICLE 2:**  
No discrimination



**ARTICLE 3:**  
Best interests of the child



**ARTICLE 6:**  
Life, survival, and development



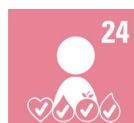
**ARTICLE 12:**  
Respect for children's views



**ARTICLE 13:**  
Sharing thoughts freely



**ARTICLE 23:**  
Children with disabilities



**ARTICLE 24:**  
Health, water, food, environment



## PART 1: CHILD RIGHTS MATCHING/MEMORY GAME

1. Use the activity 1 presentation to introduce the child rights matching/memory game, explaining it's a game to learn about children's rights (or remind you of what you've learned before), and help you get to know the articles you'll be exploring in OutRight this year.
2. Invite the young people to split into small groups. Give each group a set of the matching cards created by printing and cutting out the [UNCRC icons and definitions](#). Have young people match the icon cards with the full definition cards. Allow young people less familiar with child rights to use the child-friendly summary of the CRC as a reference. For a shorter game, remove some of the articles, being sure to keep the cards for the key OutRight articles 2, 3, 6, 12, 13, 23 and 24 in the game.
3. Ask the young people to shuffle the cards and lay them all face down on the table. They should take turns, turning any two cards face up on each go. If the two cards match, the young person should read the right out loud to their group then keep those two cards and take another turn. If the cards don't match, they return the cards face down in the same places and the next player takes their turn. The game is finished when all the matches have been made.



## PART 2: WHICH RIGHTS LINK TO HEALTH SYSTEMS AND A CHILD'S RIGHT TO HEALTH?

1. After completing the game, ask the young people to turn all the pairs face up on the table. Explain that this year's OutRight activities will explore why strong health systems are important for children's rights to be realised.
2. Ask the young people to look at the cards, and to pick out which articles they think might link to the topic of building strong health systems and a child's right to the best possible health.
3. Ask each group to share one article that links to health and health systems and explain why they think it's connected. Prompt young people to explore articles 2, 3, 6, 12, 13, 23 and 24 if they don't identify them on their own (we'll explore these connections in further detail in starter activity 2).

**Tip:** Find more ideas for [games using the UNCRC icon cards to learn about child rights here](#).