



OUTRIGHT

Speak out on children's rights

Hand in paw with Paddington™, learn about the exciting ways that children can use their voices to raise awareness of their rights – and inspire your group to act.



Pictured top: participant at the "Stand up - Speak up: Stand up for diversity, equal rights for every child" campaign in Mannheim, Germany.

United Kingdom Committee for UNICEF (UNICEF UK),
Registered Charity No. 1072612 (England & Wales), SC043677 (Scotland).



UNICEF supporter Lorah Gasy passing the mic to a boy during the last day of the polio campaign at Tanjombato Primary Public School, Madagascar.

WHY CHANGEMAKING?

2024 is a big year for change. Almost half the world has been voting in elections taking place in over 60 countries, including in the UK. While people under 18 usually can't use their voices by voting in national elections, there are lots of other ways they can make their voices heard. It's a key moment to educate decision-makers of their duty to listen to children and uphold their rights.

This year, OutRight will develop children's knowledge of:

- Children's rights and the UN Convention on the Rights of the Child (CRC)
- The different mechanisms for using their voice and making change (including democracy and global citizenship)
- How to use their voices, calling on decision-makers to act on the children's rights issues that children themselves see as the most important

How will this happen?

This year, we're bringing you five new learning activities, and two campaign actions to complete. This will form a learning journey for children that will deepen their understanding of the

CRC, democracy and global citizenship, and mechanisms for using their voices. As they learn, they'll be encouraged to contact local decision-makers to welcome them and educate them on the importance of children's rights.

Why is this so important?

Under the CRC, adults and the government are the 'duty-bearers', and they have the responsibility to uphold and protect children's rights, both within the UK and globally.

Decision-makers are making big choices that will affect children's futures, often without collaborating or consulting with them. Children are not responsible for upholding the CRC, but as they learn about their rights and get inspired to make change, we can support them to understand the ways they can take an active role in having their voices heard.

There is power in coming together to influence change – it shouldn't be underestimated, and this year, we're determined to show just how important children, their voices and their rights are, and that they must be listened to!



WELCOME TO OUTRIGHT

We're so glad you and your group are joining us for OutRight this year. We're going on a learning journey to explore the different ways we can use our voices and raise awareness of our rights, and how we can make changes in both big and small ways. We'll see some examples of where and how change has happened, to encourage children to look around and discover the things they might wish to speak up about!

We hope that this year's journey will help reassure children and young people that, while we might not see the change we want every time we speak out, using our voice and choosing to act on the issues we care about is a valuable way to influence the world around us. We hope that by educating and engaging powerholders through this year's journey, children will know that their thoughts, feelings, values, and of course, their rights, are important and valued.

Throughout the journey, you and your group will meet our campaign champion – Paddington.

If your school is working towards a UNICEF UK Silver or Gold Rights Respecting Schools Award, or sustaining your Gold Award, all the activities in the pack will help you achieve the outcomes in strand C, which focuses on participation, empowerment and action. If you're interested in becoming a Rights Respecting School, you can [find out more here](#).

Issy, who project manages the OutRight campaign at UNICEF UK, will be in touch with regular email updates and will host workshops on Microsoft Teams so you can ask questions and share ideas.

Do get in touch if you have questions or would like to share the progress your group is making. This is such an important time for children's voices to be heard: we're so looking forward to hearing how you get on!

Thank you so much for championing the campaign and empowering children to use their voices.

Jess Bool
Strategic Lead
Youth Engagement

Martin Russell
Director
Rights Respecting Schools Award

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OutRight certificates

Take our campaign actions and fill out our feedback survey at the end to get your school or organisation's OutRight certificate.

We'll email you in spring 2025 with details of how to get your group's certificate.





Children and young people in a Unicef Rights Respecting School feeling safe, respected and engaged, Stratford, London.

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INTRODUCTION TO OUTRIGHT

Explaining OutRight to colleagues and children

We've provided a collection of video, PowerPoint, PDF and online resources to help you engage children in a journey of work. This year's OutRight is a great place to start if your school or organisation is new to learning about children's rights, while also providing an opportunity to refresh and build on your knowledge for those of you who have taken part in OutRight before.

This year children will learn about the different ways they can make change, by learning from the changemakers around them, and considering the powerful campaigns happening right now. They'll learn about their own rights to voice their views, to be heard, and to be taken seriously, so that they can influence decision-makers.

To get you started, actor and presenter Cel Spellman has recorded a welcome video and we've put together a short PowerPoint presentation that should help you to start a conversation about OutRight with your group.

Hand in paw with Paddington

Paddington's eagerness to learn from those around him, and his confidence to speak up, make him the perfect champion for children.

Paddington is not afraid to stand up for the things he believes in, and to ask for change to happen where he sees a need for it, so he's the perfect character to support children to grow as changemakers and campaigners too!



TIMELINE

Suggested timeline to help you plan your learning journey

October



Join us online for our first support workshop on 1st October. Learn about the topic and ask questions ready to use the OutRight materials. We'll email you the details



Use the introductory presentation to launch the campaign.



Start the learning journey in your setting.



Keep working through the learning and campaign activities.

November



Sign up for our World Children's Day online event for children and young people on 20 November.



Start planning what you're going to do for World Children's Day!



Join us online to learn about the campaign action activities and ask any questions in our second support workshop on 5 November.

December



Continue to work through the learning and campaign activities.



World Children's Day

- This year, World Children's Day is on Wednesday 20 November
- Join our World Children's Day celebration event for children and young people to celebrate the day
- Let us know how you marked the day, tag us on social media [@UNICEFUK_Action](#)



Keep working through the learning and campaign activities.

January



Keep working through the learning and campaign activities.

February



Join us online for our final support workshop on 6 February to ask any questions about campaign action 2.

March – April



Complete the learning activities. Complete the OutRight 2024/2025 feedback survey to tell us about your experience this year.



Receive your OutRight 2024/25 certificate!

May

Your learning journey

This year, the OutRight learning journey aims to provide a secure understanding of children's rights and the UNCRC, before building on that with new and exciting topics, culminating with children becoming 'changemakers' – so we recommend completing the learning activities in this order:



You told us and we listened:

Feedback last year told us that children would benefit from a clear introduction to the UNCRC at the beginning of each campaign, so you'll find this provided in activity 1. We know that some of you may be familiar with this already, so do feel free to jump in at activity 2 if this feels better for you.

Campaign actions:

This year's campaign actions are staggered throughout the year and will work best in the timeline we've provided.

Make them work for you:

OutRight this year is all about building children's knowledge and skills so they can use their voices and learn about their rights. There's no expectation that you complete every activity exactly as designed – they're tools for you to use in any way that works for you and should complement any additional learning you're already undertaking in your settings.

World Children's Day:



World Children's Day is a key moment each year for us to celebrate the adoption of the UN Convention on the Rights of the Child. This year we'd encourage you to mark the day however feels best in your settings. Could you have a full day of completing the OutRight learning journey? Could you dedicate a day to getting creative with the campaign activities? Or maybe you could have a Takeover Day, led by children?

No matter how you celebrate, you can share your news and pictures on the day across social media – please tag us: **@UNICEFUK_action**.

Hearing from us:

We'll keep you up-to-date by email and encourage you to work through the activities in the learning journey at a pace that feels right for you.

Hearing from you:




This year we're asking you to contact local decision-makers. Please let us know about any contact your group makes, and any exciting action that happens as a result, using **this form** (you can submit the form as many times as you need to share your updates!)

Certificates:



We love to hear about your experiences of OutRight, so please do complete our feedback survey at the end, and make sure your school or organisation receives your OutRight certificate. This will be emailed to you in spring 2025.



Tamen is fetching water from the water point at the Kahary Internally Displaced Persons camp in Somalia.

BACKGROUND READING

What is the CRC?:

The UN Convention on the Rights of the Child (CRC) is the basis of all of UNICEF UK's work. It outlines the importance of children's rights and is the most complete statement of children's rights ever. It is also the most widely ratified international human rights treaty in history.

The CRC has 54 articles that cover all aspects of a child's life and is universal – which means these rights apply to every child, and every child is entitled to claim them. It also explains how adults and governments (the duty-bearers) must work together to make sure all children (the rights-holders) can enjoy all their rights.

The CRC is best understood as a whole: all the rights are inter-linked, and no right is more important than another.

The 'concluding observations':

As the UK has signed up to the CRC, it has a duty to uphold it and to protect the rights of children in the UK. Articles 4 and 42 say it's the job of governments as duty-bearers to

make sure the rights of children are protected. Children and young people can share their experiences as rights-holders and remind adults of their duty, but it's adults who hold the responsibility.

To monitor this action, the UN has a committee dedicated to ensuring that the governments of all countries who have signed the CRC are upholding it and protecting children's rights. This committee is called the UN Committee on the Rights of the Child. Every five years, each country must report their progress to the committee for review. Children are not able to be on the committee, but they are able to make their own progress report, submit evidence and even meet with the committee in person, to report on the action – or inaction – of duty-bearers.

Once the committee has received this evidence, they publish a document called 'the concluding observations' which provides an overview of each country's progress in upholding the CRC and gives guidance and next steps that adults and governments can take to improve.

The most recent document was released on 2 June 2023 and included a range of recommendations to the UK government, including strengthening measures to address global food insecurity and child health, and supporting children with early education to reduce inequality. There was also a strong focus on climate, suggesting that children should have more awareness of climate legislation, and that policies and programmes on climate should take children's needs and views into account.

Key points also covered were that the CRC needs to be better promoted and understood, including training on children's rights for those working with children, and that children's views were not yet being systemically considered, nor was the principle of the best interest of the child being consistently applied.

Campaigning and activism:

This year OutRight is encouraging every child to become a changemaker!

We're excited to support your setting with campaigning and activism, and activity 5 is designed to introduce your group to some of the skills needed to become an inspiring changemaker. However, if your group is familiar with some of these concepts, then consider exploring a bit deeper with our **Youth Advocacy Toolkit**.

We're always learning. History and the present day are full of inspiring examples of people leading campaigns (and winning!). Doing some research and borrowing some ideas or inspiration is always helpful.

Hearing from you:



Remember, please keep us up to date on your contact with decision-makers, and any exciting action that happens as a result.

We're committed to ensuring that children's voices have the maximum impact so, we'd love to hear of any local campaigning you've already completed in your setting, or even better, any campaigning that begins during this year's OutRight! Our advocacy team are keen to amplify your amazing work, so we may be in touch for further information, or to invite you to share your hard work more widely. You can use the form here: <https://forms.office.com/e/kFjEifAy0Q>

CASE STUDY WHITLEIGH PRIMARY SCHOOL



Campaigning on the lack of NHS dentists

Children at Whitleigh Primary School in Plymouth, Devon, explored issues of local and global citizenship in relation to children's right to the best possible healthcare as part of their OutRight learning in 2022/23. They then campaigned and had their voices heard by local decision-makers and the wider community.

Their research led to a campaign on the lack of local NHS dentists across Plymouth and beyond. They took a range of actions to explore and highlight the problem. Children in Year 4 staged a protest, children in Year 6 created campaign videos, and children in Year 5 interviewed Rt Hon. Johnny Mercer, who was Conservative MP for Plymouth at the time. A local BBC news programme, Spotlight Breakfast, then featured their story, ensuring that the children's voices reached even further. The children were featured on ITV local news, and the BBC's The One Show.

Because of this campaign, their local dental school has offered free dental care until age 16 for all children at the school.

Teacher Sarah O'Neill told us, "This is amazing news for all the children, not only from an oral health point of view, but also that they can see that their voices have been heard and they have effected real change."

PREPARATION

Context:

Through this year's OutRight, we want to empower children to use their voices to make sure their rights are realised, encouraging the duty-bearers/decision-makers around them take them seriously.

The two campaign actions are designed to raise awareness of the exciting learning that children are doing this year, and to show local decision-makers that children are informed and are using their voices to talk about their rights. This may be especially important if your local area has brand new decision-makers in post since the election.

Activity guidance:

1. Consider the risks. As with any activity you carry out with children and young people, we advise you to complete a personal data risk assessment.
2. Gain any consent from parents/carers that you need. You can use the content we've provided to help you describe the activity.
3. Read our guidance on campaigning and political impartiality here.

Data protection:

Your school or organisation is the data controller of any children's personal data that is collected and processed as part of taking part in any OutRight activity. This includes the sharing of any personal data (which may include images of the children) with other organisations or individuals, or for example sharing on social media.

While the two campaign actions we recommend are unlikely to involve the use of children's personal data, for similar previous OutRight activities, UNICEF UK has recommended considering the following key points when acting as data controller. However, as data controller, it's your responsibility to ensure you meet all the requirements of data protection law for the collection, processing and sharing of children's personal data, considering:

- If shared on social media, then the information will be in the public domain, and it is more likely that children will be identifiable.
- The need to gain fully informed consent both from children and parents/carers, which would include informing them what personal data would be involved and how it would be used and/or shared.

Below is some example wording you could use to describe OutRight in any communications you need to share with parents and carers, along with more specific details of how you will collect and/or share any personal data (if relevant), to gain consent as needed.

About OutRight

As you may be aware, your child(ren) is/are taking part in UNICEF UK's OutRight campaign this year. Through OutRight, children and young people are supported to learn about and speak out on children's rights. You can find out more about OutRight at www.unicef.uk/outright-info.

We've been learning that it's important for decision-makers to hear directly from children and young people to:

- Improve decision-makers' understanding of children's rights
- Empower children and young people to use their voices

As a group, children and young people will produce a piece of work that demonstrates their learning on this topic and why they think this issue is important, and they'll make the case for children's rights to be considered and protected.

The group will then share this with local decision-makers and encourage them to get in contact to hear the group's thoughts and stay in touch to share what work they themselves might be doing to support children's rights.



Selene, 13, is a member of the UNICEF-supported Climate Action Club in her school in Aqaba, Jordan.

©UNICEF/Al-Saladi

BEING THE VERY BEST CAMPAIGNER YOU CAN BE

UNICEF UK has a whole team of people dedicated to making change. Our campaigns team works with policy advisors and political affairs advisors to influence those in power – in other words, decision-makers.

Everyone has something valuable to bring to campaigning, and change happens when people with different skills and experiences work together. We asked our advocacy team to lend you some top tips for the best possible changemaking. You can share these with your group along the way to keep them motivated and excited.

“Get as much evidence as you can to back up why you need to make the change! This helps when talking to adults and the government.” Sian, Senior Policy Advisor

“Take a break when you need to, find your favorite movie to watch or read a fantastic book to have some fun in between making change!” Lauren, Senior Political Affairs Advisor

“Come as you are – you don’t need to change anything about yourself to be a campaigner or advocate.” Tom, Senior Policy Advisor

“Make sure you celebrate when something goes well – it keeps you going!” Nancy, Campaigner

“Sometimes, things don’t go to plan – that’s okay! You can learn from it and try again; it will make you a better campaigner!” Lily, Senior Campaigner

To sum up:

- **Anyone can be a leader!**
- **Celebrating wins and learning from losses each time you take action is super important**
- **Hope is the most powerful thing we can have, but that hope needs to have a plan!**

And remember, change requires power – something people wanting to influence change often don’t have a lot of by themselves – **so try to find others who share your hopes and work together where you can.**

Derek, 5, helps with planting in a community garden in Guatemala City in February 2024.



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ADAPTING THE CAMPAIGN

We acknowledge that this year's OutRight campaign actions involve a high level of contact with decision-makers, which we hope will create lots of positive discussions and raise awareness of the important work you're doing in your settings. However, we know that some decision-makers may not engage, and this may feel disappointing.

Here are some things to consider:

- If your local decision-maker is also a minister or a junior minister, they're likely to have duties above and beyond representing their constituency, which may limit their time
- If you live in a constituency with multiple schools taking part in OutRight you may wish to join together and invite your MP to hear from you collectively!
- If your local representative is a new MP, they are likely to be very busy throughout August and September. They must employ new staff, take part in an induction process, and learn new processes
- If your local representative does not engage with your OutRight work, then perhaps children in your setting could inform others instead – e.g. they could deliver a school assembly on OutRight, or talk to the school governors. If your group is based in Scotland, you could present your learnings to the Parent Council

Nguyet, 15, holds some soil and shares her thoughts on how climate change affects her family and study at school in Vietnam.



For children:

We believe children should feel safe and supported to talk about any issue that affects their lives. We know that learning about children's rights may open conversations about what it feels like to not have your rights upheld/realised, which can be difficult. It may also feel heavy or unfair for children to educate other people on the importance of children's rights.

At UNICEF, we believe talking about thoughts, feelings, mental health and wellbeing is something everyone should feel safe to do. It's possible that through this work, a child you're working with might say or do something that gives you cause for concern. It's important that you follow your safeguarding procedure if this does happen. And that you look after your own wellbeing too, if any conversations leave you feeling in need of support.

Childline is a service provided by the NSPCC that includes a 24-hour helpline for children (under 18) on 0800 1111. Full details on the support and information it offers can be found at: [childline.org.uk](https://www.childline.org.uk).

YoungMinds runs a text messenger service to support children in crisis, which is free on most networks. The organisation also runs a parents' and carers' helpline. [youngminds.org.uk/contact-us](https://www.youngminds.org.uk/contact-us)

More support providers and further guidance can be found on the Children and Young People's Mental Health Coalition website: [cypmhc.org.uk](https://www.cypmhc.org.uk)

For you:

Do **join our support workshops**, which are part of the resources offered as part of the OutRight journey, and we'll offer all the help and advice we can. Campaigning and activism work can feel overwhelming, especially when we know that many people participating in OutRight, including teachers and facilitators, may have lived experience of not having their rights realised.

During these workshops, you'll have the space to ask questions, and can learn from other settings and their experiences.

Facilitating sensitive conversations with children about their rights can take a lot of emotional energy and may even tap into something for you that you weren't expecting. If this happens, there's support available for you too.

You can call the Education Support helpline on 08000 562 561.

Or, if you're having a difficult time, or you're worried about someone else, Samaritans provides a 24-hour confidential listening service on 116 123 or you can email jo@samaritans.org

Mind provides advice and support for anyone experiencing a mental health problem. It campaigns to improve services, raise awareness and promote understanding. Contact 0300 123 3393, Monday-Friday 9am–6pm, except on Bank Holidays.

ACTIVITY 1

INTRODUCING CHILDREN'S RIGHTS AND THE CRC

Aim: Children are introduced to the UN Convention on the Rights of the Child (CRC), explore why it was developed and understand that it helps protect the rights of all children. Children look at the key articles for this year's OutRight activities (3, 4, 12, 13, 29, 42)

To prepare:

- Preview the resources and prepare the materials for your group
- Choose any adaptations or add-on activities

You'll need:

- Activity PowerPoint
- Child-friendly version of the **UNCRC**
- UNICEF rights **video**
- UNCRC rights **cards**
- Whiteboard or flipchart

Children will need:

- Copies of the child-friendly UNCRC
- CRC rights cards
- Poster paper and art/craft materials such as poster board, magazines for collage, glues, pens (see part 3)

Adaptation for early years:

Explore the concept of rights with young children by explaining that rights are about 'things that all children need.' Invite the children to talk about (or draw pictures of) things they might need. (If they need prompts, have them think about what they do, or have, when they wake up in the morning or go to bed at night, for example). Help children distinguish between things we want and things we need and make the connection that rights are like promises made to children, to make sure they get the things they need.

Simplify the matching game in part 2 by reading the rights cards with the children and inviting them to choose the matching picture. You may wish to use this **more simplified version of the UNCRC** or the **simplified symbol cards**.

INTRODUCTION

This activity goes back to the basics, introducing the idea of rights and the UN Convention on the Rights of the Child (CRC).



PART 1

What are children's rights?



Write the question "What are children's rights?" on a whiteboard or flipchart.

Ask children to share what they know already about children's rights. (You may want to keep this list and add to it throughout your OutRight activities as children gain understanding.)

Explain rights are promises to make sure people have the things they need. Everyone in the world has rights as a person (these are called human rights), but children also have their own specific rights because they need certain things to make sure they're protected and listened to.

Ask what do you think might be some of the things that children need to be well and grow? (Prompt: food, medicine, shelter, home, etc.)

Explain children everywhere in the world have these rights – it doesn't matter where you live. They are universal, which means for everyone.

In 1989, all the countries of the world – including the UK – came together at the United Nations and created a treaty (an important agreement) about protecting children's rights called the United Nations Convention on the Rights of the Child (CRC). This agreement says who children are (everyone up to age 18), what their rights are and what responsibilities governments have to protect these rights for children.

The CRC is made up of 54 articles (statements about rights). Each article explains a right.

Articles 1–42 explain the rights that children have (children are called 'rights-holders') no matter their ethnicity, gender, religion,

language, abilities, the country they come from or any other thing about them.

Articles 43–54 explain how governments should work (as 'duty-bearers') to do what they've agreed, and make sure all children are able to enjoy these rights.

All the rights are connected, they are all equally important and they cannot be taken away from children. Everything that UNICEF does is to support the rights of children, to help make sure that children know what their rights are, and to help influence governments, so they do their job to protect children around the world.

Watch the 15-minute animated UNICEF rights video to introduce the different articles of the CRC.

Ask: Which rights in the video surprised you? Which rights feel most important to you?

PART 2

Rights matching



Show the activity slides of children in the UK and around the world experiencing their rights. Using the rights cards as a reference, have children match the photos with the rights they think they might represent. As children call out their answers, ask them to explain their choices. Each image has one to two possible answers (shown below), but children may have different ideas – encourage open discussion with the group.

The first slide image represents the theme of education and is intended to relate to Articles 28 and 29. The second slide image represents the theme of voice and is intended to represent Articles 12 and 13. Next, the image is on a health theme, relating to Article 24; then play, Articles 3

MATCH THE RIGHTS

A grade five lesson at Diam Elementary School for girls in Sudan, 2024.



and 31; inclusion, 2 and 23; food, clothing and safe environment, 24 and 27; and water, 24.

Explain when children don't get the things they need, we might call it a 'violation' of their rights, or that they're 'being denied' their rights. But they still have the right to those things.

PART 3

Exploring some key articles

KEY ARTICLES		
<p>What does this right mean to you?</p> <p>Why is it important for every child around the world to enjoy this right?</p> <p>What could a world where every child can fulfil this right look like?</p>	<p>3</p> <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p> <p>MAKING RIGHTS REAL</p>
	<p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p> <p>SHARING THOUGHTS FREELY</p>
	<p>29</p> <p>AIMS OF EDUCATION</p>	<p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

Explain every right in the CRC is important, but we're going to pick six articles to learn more about in OutRight this year.

Introduce Articles 3, 4, 12, 13, 29 and 42 using the PowerPoint and asking a volunteer to read the full right from their copy of the child-friendly CRC. Split the children into small groups and give each group an article to discuss, and the arts materials you'd like to use.

Invite the children to spend 3–5 minutes thinking and discussing:

- What does this right mean to you?
- Why is it important for every child around the world to enjoy this right?
- What could a world where every child can fulfil this right look like?

Invite each group to create a poster or vision board to showcase what they think this article is about. Depending on your group's age range, they could include the article number, title or even full article text.

At the end, give each group 3 minutes to present their article, encouraging different children to share thoughts on different discussion points.

Display the posters in your classroom or activity area (they can be referenced during the 'reviewing your rights' warm-up for activities 2–5).

PART 4

Wrap up

PART 4	
<p>WRAP UP</p> <p>What new thing have you learned about children's rights that you didn't know before?</p>	

Go back to the introduction activity where the children answered the question "What are children's rights?" on the whiteboard or flipchart. Ask children:

What new thing have you learned about children's rights that you didn't know before?

Optional add-on activity:

In your themed suitcase, you can include work your group creates and add rights-related storybooks from **the UNICEF recommended book list**, reading these together during special circle time sessions.

This activity can also be adapted for younger children using a selection of rights-related storybooks from the early years (ages 3–7) book list.

ACTIVITY 2

HOW IS THE UK DOING ON PROTECTING CHILDREN'S RIGHTS?

Aim: Children are introduced to the 'Concluding Observations' report and understand how it helps to ensure the rights of children in the UK and around the world.

To prepare:

- Preview the resources and prepare the materials for your group
- Choose any adaptations or add-on activities
- Review the introductory material about the CRC and the concluding observations

You'll need:

- Activity PowerPoint (include your own edits with local examples at the end if you like)
- Child-friendly version of the **UNCRC**

Children will need:

- Their child-friendly copies of the UNCRC
- Progress report session resource – child and adult interview templates
- Flipchart or whiteboard to create timeline/mapping of progress report results

Adaptation for early years:

Building on the conversation from activity 1, ask children to think about the pictures they drew, and to think about how they get the things they need every day. Where do these things come from? Who do you ask if you need something and don't have it?

Watch the **'Read aloud story time' video** together of the book *Every Child a Song* by Nicola Davies and Marc Martin and discuss what makes each child in your class special.

Share a **video clip that shows Paddington's "Please look after this bear" tag**, which his Aunt Lucy tied around his neck. Discuss why Aunt Lucy might have done this. Who looked after Paddington in Peru, and once he got to London? Ask: Who looks after us when we're children? (Prompts: parents or caregivers, teachers and other school staff, other adults in our community, such as doctors, religious leaders, council or government officials). Why is it important that children have people to look after them? Introduce the term 'duty bearer'. Talk about who the duty bearers are in your community and write cards to thank them for protecting children's rights.

INTRODUCTION

The 'Concluding Observations' is a sort of progress report showing how the UK government is doing in the work they've agreed to do to protect children's rights. We'll also discover that children can make their own recommendations to the UN Committee on the Rights of the Child, which creates the report, if they believe their rights aren't being protected.

ACTIVITY 2

HOW IS THE UK PROTECTING CHILDREN'S RIGHTS?

Students at a Gold Rights Respecting School in London.

OUTRIGHT
Speak out on children's rights



PART 1

Reviewing your rights warm-up



Invite volunteers from the group to read out Articles 4 and 42 (from the child-friendly CRC, the PowerPoint or their posters from activity 1).

For each, ask: How do you think this article might relate to the topic of the job of the UK Government to protect the rights of children?

making progress and doing a good job in protecting children's rights.

This committee is called the UN Committee on the Rights of the Child, and it's their job is to watch and listen to what countries are doing for their children. Once every five years, each country must report how they're doing to this committee.

The committee then publishes a document called the 'Concluding Observations', which is like a progress report – it tells the country what they're doing well and what they could be doing better and gives them a list of actions they can take.

Children can't be on the committee, but because they have a right to use their voices (Articles 12, 13), children can also make their own report to the committee or meet with them in person, to let them know if their government is doing a good job.

PART 2

Up or down progress report



Explain that when the UK government signed the CRC, it promised to protect the rights of children in the UK. Articles 4 and 42 tell us that it's the job of governments ('duty-bearers') to make sure the rights of children are protected (children are the 'rights-holders'). Children and young people can share their experiences as rights-holders and remind adults of their duty, but it's adults who have the responsibility for taking action.

Just like we have parents/carers and teachers who help us to make sure we're making progress and doing a good job, the UN has a committee whose job is to make sure the governments of countries like the UK are

Invite children to imagine that they're members of the UN Committee on Child Rights and their job is to look at different scenarios and vote if they think children's rights are being fulfilled in each. As you present scenarios from the activity PowerPoint, invite children to give a thumbs up or a thumbs down for each, depending on whether they think the government in the example is supporting children's rights.

You can adapt or edit the last slide to include some local issues for children to consider if you like, or leave the prompt there and use it to get the group thinking of some examples together.

Optional: Make it a more active game by having children stand up or sit down to choose their answer(s) or move to one side of the room or the other.



PART 3

Create your own rights report



Ask children to choose a few rights that are important to them (they can use the child-friendly version of the CRC to help them decide).

Invite them to use the progress report template to show how well they think the UK (or their local community) is doing on protecting these rights for children, discussing their reasons why. Guide them to use the marking system 'enjoyed by all children', 'enjoyed by most or nearly all children' or 'enjoyed by some children'.

Next, using the adult interview version of the progress report template, invite children to interview a parent, grandparent or other caregiver or adult, asking them to think back to when they were a child, and say how well they think rights were respected then.



Safeguarding check: as children's rights haven't always been well respected, some difficult conversations could come up during these interviews. You might want to let families know ahead of time that children will be bringing these questions home, and of course check and follow your setting's usual policies.

Tip: Be sure to capture a date range for your interviewee so the group can map the progress of child rights over time.

When interviews are complete, ask children to sort the progress reports to form a timeline.

Can you map them to get a picture of how children's rights have progressed over time?

(If you have interviews with people who grew up outside the UK, keep these aside while you create the timeline/mapping.)

To wrap up, ask:

- How do you think respect for children's rights has changed since your interviewees were children?
- Did anything surprise you in your discussions with people who were children before there was a CRC?
- Did you find out about any times when children did not have their rights respected?
- If you interviewed people who grew up outside the UK, what did you learn about differences for children between countries (in the past and now)?

Optional add-on activity:

A PROGRESS REPORT ON CHILD RIGHTS

Develop your own progress report as if you were preparing to send it to the UN Committee on the Rights of the Child.

Use this report created by young people from the Children's Parliament in Scotland as an inspiration.

ACTIVITY 3

THE VOICE OF DEMOCRACY

Aim: Children understand how democracy works, why UK general elections are important to give everyone a voice in government, and how an elected government protects children's rights (Article 3).

To prepare:

- Preview the resources and prepare the materials for your group
- Prepare vocabulary cards, manifestos, ballots, ballot box, etc.
- Choose any adaptations or add-on activities

You'll need:

- Activity PowerPoint
- Ballot box for voting

Children will need:

- Whiteboard or flipchart paper and markers
- Cut-out vocabulary terms and definitions
- Applicant profile copies
- Secret ballots for voting
- Blank cards or paper to make trivia

Adaptation for early years:

- Conduct a very simple voting process to allow children to practice voting for something they want. Children could vote between two choices of books or play activities or snacks. Use the process to help children understand that a final vote may not always reflect their own choice, but the decision is made through a fair process where everyone gets to share their voice.
- Continuing the theme of 'who looks after you?', introduce the idea that democracy is a voting process adults use to elect the people who they think will best make the laws to look after the country (including children).

INTRODUCTION

This year, there have been lots of elections going on around the world – people in more than 60 countries have been voting to have a say in who their leaders are.

Children may be too young to vote in most national elections, including the general election in the UK, but this doesn't mean that their opinions aren't valid, and their voices aren't important. The whole idea of democracy is about giving a voice to every person through representatives. It's important to understand how and why democracy works,



so you can also use your voice to speak to those who are elected to best represent you and protect your rights.

PART 1

Reviewing your rights warm-up



Invite a volunteer from the group to read out Articles 3 and 4 (from the child-friendly CRC, the PowerPoint or their posters from activity 1).

For each, ask: How do you think this article might relate to a general election/democracy/voting in the UK? (Choose the term with which children will be most familiar.)

- In the UK there are 650 Members of Parliament. Each MP represents a different area (constituency) and it's their job to speak up on behalf of the people in that area. This includes all the people in their constituency, whether those people voted for them or not.
- Everyone 18 and above can vote in a general election in the UK.
- Scotland, Wales and Northern Ireland each have their own democratic government as well as being represented in the bigger UK Government (these are called 'devolved' governments). These are the Scottish Parliament, Welsh Parliament and Northern Ireland Assembly. Elections in these governments have their own rules. For example, in Scotland you can vote for your local government and Scottish Parliament when you're 16. In Wales, 16-and 17-year-olds can also vote in Welsh Parliament (Senedd) elections and local government elections. Jersey and Guernsey are not part of the UK but they have democratic elections to choose their leaders and decision-makers too.

PART 2

How democracy works for children



Ask children to share what they already know about how government/democracy/general elections work. Alternatively, show **this UK Parliament video** for an overview, or this shorter **BBC video on what democracy means**.

Guide the discussion so children are introduced to these key concepts:

- Government is a group of people who come together to run the country.
- Democracy is a system of government based on voice and representation. It's important because it gives every citizen in a country a chance to use their voice to select the government.

PART 3

Democracy matching game



Hand out democracy vocabulary cards so that each child in the group has either a term or a definition.

Explain that each child has either a word on their card, or the definition of a word. The object of the game is to find the person whose definition card matches the term card. On 'go', children can turn over their cards and begin their hunt.

Introduce the terms from the vocabulary resource to children before playing the game. In the game, children can talk to one another and show each other their cards to help with matching (you could even use colour coding to help them).

For older groups or those more familiar with the terminology:

Ask children to find their match without showing anyone their card. You can make the game even more challenging by telling children not to use the exact words written on their card or having them hold their card above their head without looking at it. (As in the 'who am I?' guessing game where everyone else can see their words but they can't see their own: they'll need to ask each other questions to find out what's on their own card, then find their match.)

Once each child has found their match, invite each pair to read out their term and definition to the group. Before moving on to part 4, ask if children have any questions about any of the words. Check they understand the idea of a manifesto and how it's used during elections.

PART 4

A beary important debate



Create your own 'democratic experience' by holding a vote between two Paddington characters!

Introduce Mr. Brown and Mr. Curry, who both want to be the Windsor Gardens neighbourhood leader.

Optional add-on: If children would like to, they could add other candidates, like Mrs. Bird or Mrs. Brown.

Discuss the fictional role of Windsor Gardens neighbourhood leader as a group. How might the chosen candidate represent the local people? Might it involve keeping the neighbourhood clean and safe for its residents and children?

The campaign: Divide the group, with each smaller group representing one potential neighbourhood

leader. Distribute the profile for each to the corresponding group. They will be that person's 'campaign team'. Allow each group some time to review their candidate's profile, discuss the key points and prepare a short campaign speech or presentation and campaign slogan, to persuade their classmates to vote for their leader. You may also choose to invite other children or adults to listen to your campaign speeches, to include more voters.

The vote: After the campaign presentations, set up a ballot box and distribute ballot papers, ensuring children understand how to cast their vote and allowing them to do so in secret. (You could also use an online voting tool).

The count: Once everyone has voted, tally the votes for each candidate and announce the winner based on the first-past-the-post voting system.

Discuss the outcome with the children, asking them to share their thoughts and feelings about the process. Highlight the importance of accepting the results and respecting the democratic process. Some principles to communicate:

- Sometimes people want the same thing, but they may have different ways of going about it. (For example, Mr. Brown and Mr. Curry both want Windsor Gardens to be safe, but they have different ideas of how to help with this – Mr. Brown says making everyone feel welcome and being kind and polite will make the neighbourhood safer, while Mr. Curry says banning all bears will make the neighbourhood safer.)
- It's important to listen to and respect the ideas of others, even when we disagree with them. Everyone (including every child) has a right to have their own opinion and share it.

PART 5

Wrap up

Reflect on what the children have learned about democracy, voting and how adults are responsible for protecting children's rights.

Ask each child to create 2–3 trivia cards with facts they remember. In small groups, have the children take turns asking their trivia questions to each other. Prompt them, if needed, to write questions like: How old must you be to vote? How is an MP selected? What is a manifesto?

CAMPAIGN ACTION 1

ENGAGING YOUR LOCAL REPRESENTATIVE

Aim:

- Children welcome their local representative
- Children tell their local representative what they've been learning about children's rights on their OutRight journey
- Children invite further correspondence with their local representative to report on their progress

To prepare:

- Preview the steps below, and prepare the resources relevant for your group
- Review the consent and data protection guidance

You'll need:

- To identify your local representative
- Our handy template cover letter
- The welcome banner **template**

Children will need:

- Copies of the child-friendly UNCRC
- Creative materials, such as pens, paper, paints, collage materials

Who is your local decision-maker?

You can use the guidance to research your local decision-maker(s). As we've had a general election this summer, you may have a new Member of Parliament (MP) representing your constituency. This is a key opportunity to introduce them to your group and the work you've been doing about children's rights.

Why is it important that your local decision-maker considers children?

MPs represent children in their constituency as well as adults – the decisions they make will affect their futures. It's important that decision-makers understand the value of listening to children and acknowledge how much they have to say. To influence and make change, we need to build strong relationships with people who have power, to find common ground and work together on the things we want to improve.

How can your group do this?

As a representative of their constituency, your

local decision-maker(s) will raise issues and vote on decisions alongside the government to make new laws – which may relate to the issues children in your settings would like to campaign on.

This creative campaign activity is focused on welcoming your local decision-maker to their role, and encouraging them to both understand the CRC, and to listen to children in their constituencies.

We'd like your group to guide your local decision-maker as they prepare for this role by sharing a rights and duties welcome banner which may cover:

- What is the CRC?
- What does your group think is important for decision-makers to know about children's rights?
- Why is it important that decision-makers listen to children's voices?
- What are the children learning about through the OutRight journey?

TIP

You could choose to focus on just one of the questions above or divide these among children to ensure the key points stand out.

Step 1: Creating the rights and duties welcome banner

We've provided a basic welcome banner template (made up of 7 pages of A4). We suggest that children create their own responses to the questions on smaller pieces of paper (you could use speech or thought bubbles/post-it notes/coloured card) and then collage them onto the banner.

If your group would like to personalise this activity further you could get even more creative – think about using paint, drawings, photos, or other ways to welcome your decision-makers and open a discussion with your children and young people.

Step 2: Editing the template letter

We've provided a template letter for you to enclose with the welcome banner, so you may want to address some of the above questions in that template letter too, perhaps creating a group response.

You'll notice that the template letter asks the local decision-maker how they'd like to keep in touch with you this year, and we've given some suggestions. These include asking them to visit your school or receive further updates by post. This is because our second campaign action is an update/progress report (just like the concluding observations) to help decision-makers understand the children and young people's learning.

If your setting isn't comfortable with inviting your local decision-maker to visit, then do amend the template to cover any actions that suit you.

Step 3: Find your decision-maker and send

Using the guidance below, locate the relevant decision-maker and send off your rights and duties banner.

Most MPs will have two addresses – a local office in their constituency, and an address at the House of Commons. If the local office address is available online, feel free to choose which office to send your banner to, otherwise please use the default House of Commons address provided on the template.

Step 4: Let us know the action you've taken

We would love to see the work you send out to decision-makers, so remember to let us know about it using **the form**.

TIP

Since the election, you may have a new decision-maker to introduce yourselves too, and we hope that OutRight offers an opportunity to open this line of communication.

We also understand that some of you may have ongoing relationships with your local decision-makers, and they may already be aware of the incredible work happening in your groups. If this is the case, we'd encourage you to seek out new ways to welcome your decision-maker back to your setting, focusing specifically on your OutRight learning.

If you've already been campaigning on an issue, perhaps you could use this 'welcome' opportunity to update on your progress or ask for updates on your campaign.

CONTACTING DECISION-MAKERS

This year we're excited to bring you two brand new campaign activities – both involve contacting decision-makers, so we want you feel as confident as possible to do this.

Some of the decision-makers in your area may be new to their role, and even in your local area, with a renewed sense of excitement to involve children and young people. That's why this year, we're focusing on children's rights to have their views heard and considered, to encourage new leaders to listen to their young constituents. If you'd like, you can send your work to more than one decision-maker.

To help you, we've provided an overview of how best to contact the relevant decision-maker in your area. We'll offer more guidance on this in our second support workshop.

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 (constituents) in Parliament on both national and local issues.

Members of the Scottish Parliament, Northern Ireland Assembly and Welsh Assembly

If you're in Scotland, Northern Ireland or Wales, your group can also contact your Member of the Scottish Parliament (MSP), Member of the Northern Ireland Assembly (MLA) or Member of the Senedd (Welsh Parliament) (MS). Many issues affecting children's rights are devolved, such as education and health, which means the respective governments can change policies and act themselves. The more decision-makers you speak to about the issues your group feels are important, the more likely they'll be able to inspire change.

Local councillors

Your group can also contact the decision-makers who represent you at your local council. Local councillors are elected to represent their communities on a range of local issues and can play an important role in making sure services (like

healthcare, education, policing or transport) support you and your local community. The department and representatives you should get in touch with will depend on the issues that are important to you, so do some research with your group to find the right people to talk to.

Finding your decision-makers

To find out who your representatives are, search by your school or organisation's postcode on these sites:

MPs – [unicef.uk/FindMP](https://www.unicef.uk/FindMP)

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

MSs – [unicef.uk/FindYourMS](https://www.unicef.uk/FindYourMS)

MLAs – [unicef.uk/FindYourMLA](https://www.unicef.uk/FindYourMLA)

Local councillors – [unicef.uk/Councillors](https://www.unicef.uk/Councillors) or find your local council's website through a search engine.

Templates:

We've provided clear templates for the campaign activities that you can use if helpful and send directly to your local representatives. You can find these [here](#).

TIP

"Make sure you personalise your letters to decision-makers. They can receive hundreds of emails every single day, so you need to find a way to make yours stand out! You can do this by tailoring your email/letter to your decision-maker's interests or experiences.

For example, if you want to write to your MP about climate change, and during your research you find out that they used to work for an environmental charity – mention it! If you want to write to your local councillor on the cost of living and you've seen they've spoken publicly about their lived experience of growing up in poverty – mention it! A personalised sentence or two can set your email apart and increase your chance of a reply."

Zhané, Political Affairs Advisor

ACTIVITY 4

EXPLORING GLOBAL CITIZENSHIP

Aim: Building on their understanding of democracy, children discuss how the decisions we make in the UK – and the government we elect – can affect the rights of children in other parts of the world. (Articles 3, 29).

To prepare:

- Read the activity and preview the resources, including the UNICEF case studies and wellbeing check
- Prepare a globe or world maps for your activity room (plus some more local national and regional maps if you plan to use them)
- Cut out paw prints for marking the maps
- Choose any adaptations or add-on activities

You'll need:

- Activity PowerPoint
- Paddington video clip(s)
- Globe or world map

Children will need:

- Any copies of maps you want to use
- Paw prints for marking the maps
- Whiteboard or flipchart paper and markers for mapping

Adaptation for early years:

- Use a map or globe to show children basic geography of where the UK is, their country (England, N. Ireland, Scotland, Wales) and their community. Explain that we are citizens of each of these places at the same time, as well as citizens of the whole world.
- Share the **Paddington video** that shows both the explorer visiting Peru to study the country, and the bears learning about London. Invite children to share the places they've heard of and would like to learn more about. Add some books about these places to your reading circle suitcase.
- Explain that children all around the world have the same rights. But some children (in the UK as well as other countries) aren't always able to get everything they need. This can be for many reasons – it could be because there's an emergency, like an earthquake or a war, or because a country doesn't have the laws or structures it needs to protect rights, (things like roads, hospitals and schools).
- It's important for us to think about children all around the world, because rights are universal (for all children), and the CRC says countries with more money should help make sure that children in countries with a lower income can enjoy their rights too.

INTRODUCTION

Even though our home is in the UK, all of us are citizens of the world! The world is made up of 193 recognised countries, and the decisions that the people and the leaders make in each of these countries can affect the lives of people in other countries.



All the rights in the articles of the CRC are universal (this means for all children, everywhere), and the CRC says countries with the money, resources and the ability to help, like the UK, should help make sure that children in other countries can enjoy their rights too. Often the UK will send support to a country when a disaster happens or war breaks out. But people in another country can also be affected by actions we take here in our own country.

Can you imagine how what we do in the UK might affect children in countries far away? Let's explore...

PART 1

Reviewing your rights warm-up



Invite a volunteer from the group to read out Articles 3 and 4 (from the child-friendly CRC, the PowerPoint or their posters from activity 1).

For each, ask: How might this article relate to the topic of being a global citizen?

PART 2

What does it mean to be a global citizen?



Introduce the idea of being a global citizen using the Montgomery Clyde visits Peru video clip from Paddington.

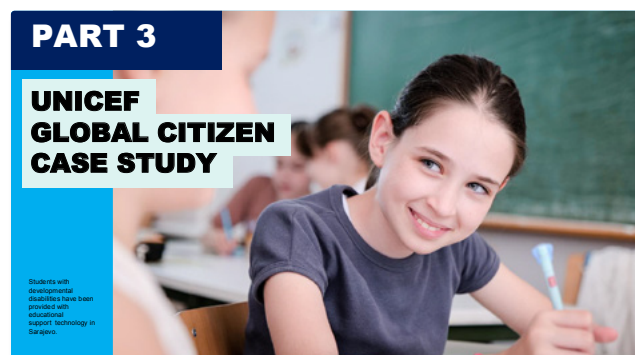
In the story, Montgomery Clyde gets sent to Peru by the Explorer's Guild in London. His job was to visit Peru on behalf of England, and bring back a bear that would be stuffed and kept in the museum, to show people in London what Peru and its wildlife is like.

But when the explorer visited Peru and met the bears, he realised that he had a lot in common with them, and that the job he was sent to do would harm the bears. Instead, the explorer spent time with the bears and shared learning (like how to make marmalade sandwiches), but then returned to London alone. In this way, Montgomery Clyde put aside the interests of himself and his own country, and acted as a global citizen so the bears wouldn't be harmed.

There will be times that we can choose to act as global citizens too, and consider how the choices that we make, and the choices that the leaders of our government make on our behalf (because they represent us, according to the rules of democracy) will affect people around the world.

PART 3

UNICEF global citizen case studies



Use the activity PowerPoint to introduce the children to four UNICEF case studies. For each ask:

- Can you find the country shown in the photo on a map?
- What rights of children are affected by this issue?
- As a global citizen, are there ways you think the actions of the UK affect this issue – for good or for bad?

Optional add-on: Mark the places you find on the map with a Paddington paw print.

CASE STUDY 1 MALI, WEST AFRICA



Global fact: 250 million children and young people around the world are unable to go to school.



© UNICEF/Kerita

Awa and Adama are both 11 years old. They are students in the 3rd year class. Due to the ongoing conflict (violent fighting) where they live, over 100 schools have been forced to close. Instead, they attend a temporary learning space, set up by UNICEF UK.

Facilitator notes: Our government can support young people in other countries affected by conflict to have an education. The CRC states that governments of richer, more powerful countries should support children's rights in other countries too.

CASE STUDY 2 BANGLADESH, SOUTH ASIA



Global fact: In 2020 alone, 9.8 million children had to leave their homes because of extreme weather.



© UNICEF/Satu

Six-year-old Sahana is at her broken and flooded house in Chila Bazar, Bangladesh. “I have an exam tomorrow at my school, but I have to miss it because the roads are flooded and I cannot go there,” said Sahana. “My books are also damaged.”

All around the world, children’s rights are being affected by climate change. The growing number of extreme weather events caused by climate change is putting more children’s lives at risk and harming children’s rights to food, water, healthcare and education. When floods come, schools, homes and hospitals can be destroyed. When droughts hit, children may walk miles to find food and water.

Facilitator notes: The actions we take in the UK to mitigate/slow climate change are important for people everywhere, especially those who live in the most climate-affected places. The countries with the most money and power are also doing the most to cause climate change, but the countries with less money are the ones experiencing most of its bad effects. As global citizens, it’s important that we recognise this and change behaviours and make laws to protect the climate (even when we don’t think it’s hurting us individually).

CASE STUDY 3

UKRAINE, EASTERN EUROPE



Global fact: Around the world, more than 43.3 million children live in 'forced displacement' – that means they lost their home or had to leave it behind, even though they didn't want to.



© UNICEF/Tapes

Displacement can happen because of war or a disaster like a drought or flood. Families have to move to a new place in their own country or seek refuge in a different country.

Tatiana and her two children, Eva, 10, and Misha, 6, from Odesa, Ukraine, are playing together at the play and learning hub set up by UNICEF in Balti, Moldova. The family fled the war two years ago. Over two years of war in Ukraine, more than 2 million children have been forced to leave the country for safety, and more than 1 million children have had to find a new place to live inside Ukraine. UNICEF Executive Director Catherine Russell says, "Children's safety, wellbeing and access to essential services are all under threat."

Facilitator notes: Forced displacement due to conflict or disaster affects many children's rights, particularly the right to a safe environment and home. Rights can also be affected by the decisions our government makes about who can live in the UK if they have to leave their own home and country behind.

CASE STUDY 4 SUDAN, NORTH AFRICA



Global fact: More than 460 million children around the world are affected by war and fighting (that's about seven times the whole population of the UK). In Sudan, 4 million children have had to leave their homes because of this.



© UNICEF/Elfatih

10-year-old Naba enjoys playing basketball with her friends at Alshargia safe learning space, Kassala, Sudan. This safe learning space has been set up to ensure that children who are affected by the war have a place to learn safely.

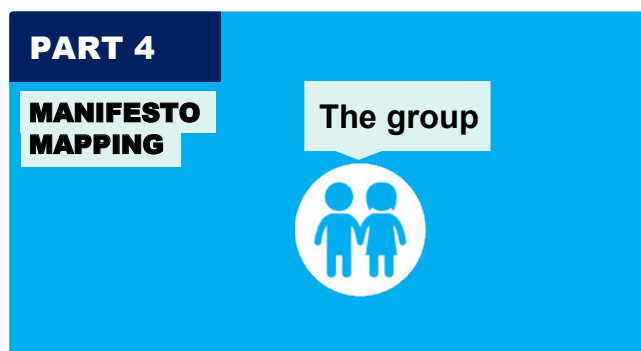
Facilitator notes: Whether schools and hospitals have been damaged during conflict, or children have had to suddenly move away, it can make it hard for children to get the healthcare and education they need. The UK and other governments can have an important role to play in ensuring conflicts around the world end quickly and don't get worse, and they can also help ensure children's rights are protected even when there are wars.



Wellbeing check: If there are children in your group who may have been personally affected by these issues and/or come from these countries, please be aware that this session could be difficult for them and make any adaptations to the activity and resources you feel might be needed. Even if there isn't personal experience within your group that you're concerned about, do be aware that talking about conflict and violence, extreme weather and climate change may cause anxiety for some, and be ready to pause or change the direction of the session as needed.

PART 4

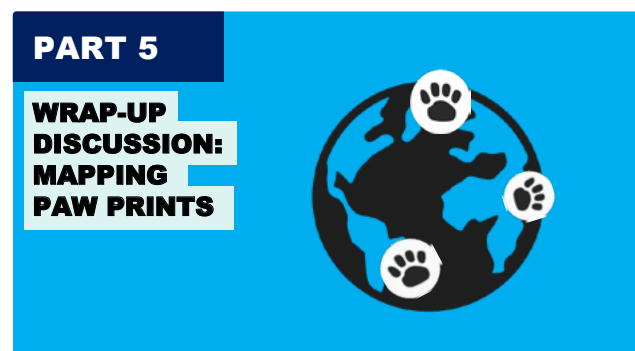
Manifesto mapping project



Invite the group to create a mural or display board representing the local, national and global issues we care about, and think are important. This could be a set of concentric circles, with the class at the centre. In a bigger circle around that, highlight local concerns that the children have about their rights (you can revisit ideas that came up in activity 2). Build out more layers, with national, country-level concerns (think back to ideas discussed in activity 3) and then global concerns (thinking back to the stories we just saw).

PART 5

Wrap-up discussion



Ask the group to reflect on the activity and think if there's anything they'd like to discuss, as some of the issues in this session may have been hard to think about and may have raised questions.

In pairs or small groups ask: What is one topic that was identified in the mapping project that they would like to know more about? What is one idea of something that we could do together as a group of global citizens to effect change in one of these issues we've identified?

ACTIVITY 5

'I AM A CHANGEMAKER' MANIFESTO

Aim: Children learn about other children and young people who are using their voices to advocate for change in the UK and around the world. Children explore some key skills for being a changemaker and recognise that it's their right to share their opinion on any issue they care about – without discrimination. (Articles 3, 12, 13, 29)

To prepare:

- Read the activity and preview the resources, including the video and activist stories
- Choose any optional add-on activities
- Prepare more paw print markers for your world map (if you choose this add-on)

You'll need:

- Activity PowerPoint
- **Just a kid** video
- Paddington video clips (optional)
- World map and paw print cut outs

Children will need:

- Poster board or paper and arts/crafts materials or manifesto template

Adaptation for early years:

- Introduce the idea that if rights are like promises to make sure every child has what they need, then asking for what we need when we don't have it is just like campaigning for our rights! Who and how could you ask for something you need but don't have? What about if another child didn't have what they needed – how could you speak up for their rights?
- Read a book on campaigning from the suitcase/ **book list**

INTRODUCTION

While children and young people under 18 can't vote in a UK general election, everyone can still help influence government, no matter their age. Children have a powerful voice and the right to use it (Article 12) to share their opinions about what they want duty-bearers to do.

In this activity, we'll meet a group of young changemakers from around the world who are all calling on leaders to address different children's rights.



PART 1

Reviewing your rights warm-up



Invite volunteers from the group to read out Articles 3, 12, 13 and 29 (from the child-friendly CRC, the PowerPoint or their posters from activity 1).

For each, ask: How do you think this article might relate to the topic of using your voice to be a changemaker?

PART 2

Activists in action



Watch the **Just a kid** video with the group.

Ask: do you know of any children or young people who are activists or changemakers? If so, who are they, and what are the issues they care about?

Use the changemaker slides to introduce the case studies of six young activists.

After reading each case study, ask: What change is this person trying to make in the world? Which articles/rights from the CRC is this changemaker addressing? What are some of the skills that this young person is using? Where is this changemaker from?

Optional add-on: add a marker on your map with a Paddington paw print for each changemaker.

Optional add-on: Watch the following clips from Paddington 2 and discuss how Paddington acted as a changemaker to influence Knuckles McGinty to change his menu as the prison cook.

► **Clip 1**

► **Clip 2**

Optional add-on: Children can visit the **UNICEF youth advocates** page to look at more stories of young changemakers around the world. What are some interesting actions that young people are taking? Who are the changemakers working in the areas of change or rights that interest them most?

CASE STUDY 1

LOVA RENÉE, 13

MADAGASCAR



Children's rights advocate



© UNICEF/NdombaMibikayi

Lova Renée started changemaking when she was just 8 years old. During the Covid-19 pandemic in Madagascar, Lova made a short video from her rooftop showing important safety measures. Her older sister shared the video on social media and it caught the attention of many people in the country, including the president. It was even shown on national TV. After this success of having her voice shared with many, she continued to create videos about children's rights. Since then, Lova has become a well-known figure in Madagascar and a popular social media influencer. Now, as a UNICEF youth advocate, she is using her voice to speak up for children's rights in Madagascar.

Optional add-on: You can watch Lova's first changemaking video [here](#).

CASE STUDY 2

EMMANUEL JIDISA, 14

DEMOCRATIC REPUBLIC OF THE CONGO



Environment and climate advocate



United Nations
Climate Change



COP28UAE

© UNICEF/NdombamBikayi

Emmanuel is a young changemaker from the Democratic Republic of the Congo, who works to protect children's rights in relation to global climate issues. One way Emmanuel has used his voice and helped to inspire other children and young people is by participating in a documentary called 'Young people and climate change', a film which was seen by about 26 million people across 8 African countries.

"What is important to me is to be able to defend my country and our future against deforestation," he says. "Sometimes deforestation is necessary to live, but we absolutely have to plant trees. Trees help us breathe and they are important for the climate."

As a youth advocate, Emmanuel works with UNICEF in the DRC to promote youth participation in decision-making and ensure that the voices of the youngest people are heard, especially on climate and environmental issues.

CASE STUDY 3

AREEJ ESSAM, 16

YEMEN



Child rights advocate



© UNICEF/Abdullah

Areej Essam comes from Yemen, where there has been a war going on since 2014. As a young person who has grown up in war, Areej became an advocate for the rights of children to have access to water, education, peace and protection.

Now, as a UNICEF youth advocate, Areej visits children and takes part in UNICEF events in Yemen to promote children's rights. She also has recorded several videos and participated in virtual meetings with goodwill ambassadors for UNICEF. Areej aims to continue advocating for children to live in peace and get a good education.

CASE STUDY 4 PANAGIOTIS RAPTIS, 12 GREECE



Disability rights advocate



© UNICEF/Pantelia

Panagiotis is a changemaker who's actively involved in promoting the inclusion of people with disabilities and rare diseases in society. In Greece, Panagiotis plays a key role in UNICEF's campaign on inclusive education with the government's Ministry of Education and Religious Affairs (promoting the right of all children to go to school – including children with disabilities). Panagiotis has also used his voice to participate in a series of meetings and discussions on issues concerning children with disabilities in his county.

CASE STUDY 5

AMINATA DOUMBIA, 16

MALI



Mental health advocate



© UNICEF/N'Daou

Aminata is a youth advocate for mental health in Mali. Aminata was born with cerebral palsy – a neurological disorder that affects muscle coordination and body movement. During her schooling, Aminata has been enrolled in a special school for children with disabilities, and then an integrated school, and she has overcome many challenges with both her physical and mental health.

Aminata joined the Malian Special Olympics Team and participated in many national and international competitions. During the First African Games of Special Olympics in Cairo, Egypt in January 2020, she won three medals. At the World Summer Games Special Olympics International in Berlin in June 2023 she was fourth in the long jump and the 200 meters and the fifth in the 100 meters.

CASE STUDY 6

RUAIRÍ HOLOHAN, 16

IRELAND



LGBTQI+ rights advocate



© UNICEF/Bindra

At 13 years old, Ruairí came out as gay to his friends and family. As a gay teen, Ruairí's own experience led him to want to become a changemaker to help end the daily threat of violence that young gay people deal with – both physical and verbal. As a LGBTQI+ rights advocate, Ruairí aims to build respect and disrupt the stigma that LGBTQI+ young people face every day.

PART 3

Creating a manifesto



Invite children to work in pairs or small groups.

Ask them to reflect on the stories they've heard about young changemakers and think about what skills they have themselves that could be useful to help create positive change.

After a few minutes invite children to write down or draw one skill they have already that they think they could use as a changemaker.

(Prompt with ideas as needed, taking inspiration from the case studies: being able to use social media, being good at art, poetry, debating or writing, experience in public speaking, building communities or making videos, etc. Encourage the group to help each other recognise their skills too – sometimes it's easier for other people to see your strengths than to see them yourself!)

Choosing an issue

Once children have identified a changemaking skill, invite them to think about all the different challenges/issues we've talked about related to children's rights in the UK and around the world. (Revisit your manifesto map from activity 4, part 4 for ideas.)

Ask them to choose an issue that's important to them and write it down. Remind children that, while all the issues we've talked about are important, when we work as a changemaker, it's important to focus one or two that we care most about.

Then we can help others imagine what change would look like in this area and how it might happen.

Facilitator notes: Encourage children to focus on issues related directly to children's rights, steering them away from any topics more related to politics.

Messaging and manifesto creation

Invite children to think back to what they learned about democracy, and how candidates in an election create manifestos to tell voters about the issues they care about and how they'll make a difference.

Explain: we're going to create our own changemaker manifestos to share the issues we're interested in and how we want to create change for children.

On a piece of poster or A4 paper (younger children can use the changemaker manifesto template), answer the following questions with writing or drawing:

- Who are you? (include your name and a photo or draw a self-portrait)
- What do you care about? (choose 1 or 2 rights issues)
- What changemaking skills do you have to offer?
- What is your vision for change? (use the head, heart, hands method – what do you want others to think, feel and do?)

After answering the questions, decorate your changemaker poster with designs that represent you and your vision for change.

Manifesto sharing

Invite children, in groups, to display their changemaker posters, sharing what their changemaking skills are, why they care about this rights issue and what their vision for change is.

PART 4

Wrap up – '1 reflection'

PART 4

WRAP-UP DISCUSSION: 1 REFLECTION

1 thing you can do
with your skills to work
towards change

1 way you can practice
your changemaking
skill(s) and become an
even stronger changemaker

Ask children to reflect on these questions:

What is one thing you can do with your skills to work towards your vision of change?

What is one way you can practice your changemaking skill(s) and become an even stronger changemaker in the future?

Optional add-on: Watch the **Paddington 2 clip** that shows the changes Paddington brought to Windsor Gardens. What skills and characteristics do you think Paddington used to influence his neighbourhood and his friends in prison, such as his kindness, his love for marmalade, his 'hard stare', his bravery and instinct for helping others.



CAMPAIGN ACTION 2

CHECK IN WITH YOUR LOCAL REPRESENTATIVE

Aim:

- Children update their local decision-maker on the progress of their learning journey
- Children engage with their decision-maker on issues that are important to them

To prepare:

- Complete learning activity 5 with your group
- Familiarise yourself with the 'inviting your MP into school' document
- Preview the action steps below, and prepare the resources relevant for your group

You'll need:

- The template letter

Children will need:

- Copies of the child-friendly CRC
- Creative materials, such as pens, paper, paints, collage materials

Why is it important that we follow up with decision-makers?

In campaign action 1, we introduced decision-makers to our OutRight learning, providing an overview of the work children were doing to become changemakers, and the importance of having their voices heard by those who can protect their rights.

The second campaign action acts as a progress report, for children to update decision-makers on the actions they've taken throughout the year and to ensure that children's rights stay on their agenda.

How can your group do this?

This campaign activity can be tailored to your setting, the work you've been doing and your relationship with your chosen decision-maker. Consider asking your representative how they are going to represent children and their rights in their work.

Step 1: Decide on a method

- You could choose to send copies of your 'changemaker' posters/worksheets, from learning activity 5, to your local representative to show your group's passion and enthusiasm.
- You could write a progress report to your representative, talking about the things you've

learned this year, the CRC, the concluding observations, or anything that the children particularly enjoyed.

- If you've invited your representative into your school, you could give a presentation on OutRight, the CRC and rights issues you've been exploring, a campaign you've been thinking about, or you could prepare some rights-themed questions to ask.

Step 2: Edit the template letter

We've provided a template letter for you to enclose, but as this campaign activity hands creativity to you, make sure you amend the template letter to reflect your chosen activity!

Step 3: Find your decision-maker and send/hold the event

Hopefully you'll be familiar with locating your chosen decision-maker, so go ahead and get planning your event, or sending off your work.

Step 4: Let us know the action you've taken

We'd love to see the work you send out to decision-makers, so remember to let us know about it using the form. If you do have an MP attend your setting, we'd be thrilled to hear about it. As our advocacy team meets with MPs regularly, we love getting to hear about their experience with you through OutRight.

SESSION RESOURCES


Templates and tools to help you run your activities.


for every child

WELCOME BANNER

Cut out a letter from each of the following pages to make up your welcome banner.




for every child

VOCABULARY RESOURCE SHEET

GENERAL ELECTION VOCABULARY CARDS



DEMOCRACY

The people of a country or community have a say (a vote) in choosing who leads their country and makes decisions and laws.

POLITICAL PARTIES

Groups of people who care about the same issues and come together to coordinate candidates to compete in an election. If they win, they become Members of Parliament (or Senedd or Assembly).

MANIFESTO

A list of things that candidates or political parties promise to do if they win an election.

HOUSE OF COMMONS

The place where UK Members of Parliament debate and pass laws.

CONSTITUENCY

All of the people in one geographic area that an elected person represents.

MEMBER OF PARLIAMENT

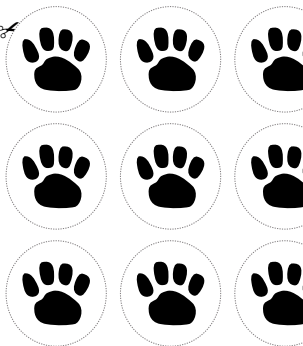
The elected people in Parliament who represent citizens at a national level.

OUTRIGHT

[Watch out on children's rights](#)

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**paddington'S
PAW PRINTS**



OUTRIGHT
Speak out on children's rights

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[illegible]



unicef
for every child

"I AM A CHANGEMAKER"

MANIFESTO TEMPLATE

 _____ _____		
The children's rights issue I care about: _____ _____ _____ _____ _____ _____ _____ _____ _____	My vision of a better world for children: _____ _____ _____ _____ _____ _____ _____ _____ _____	

OUTRIGHT

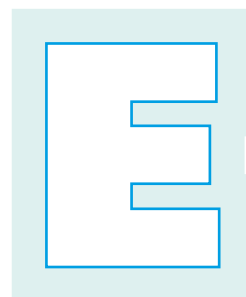
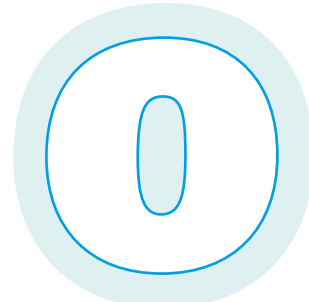
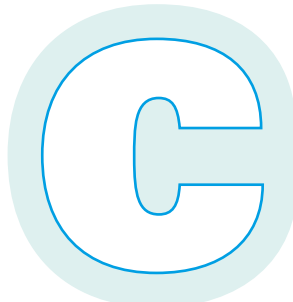
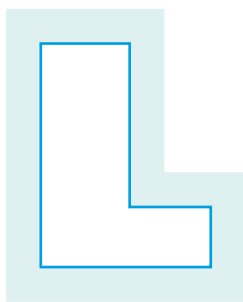
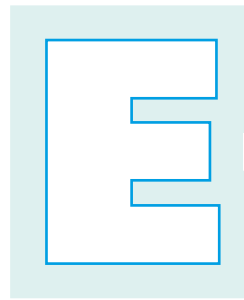
Speak out on children's rights

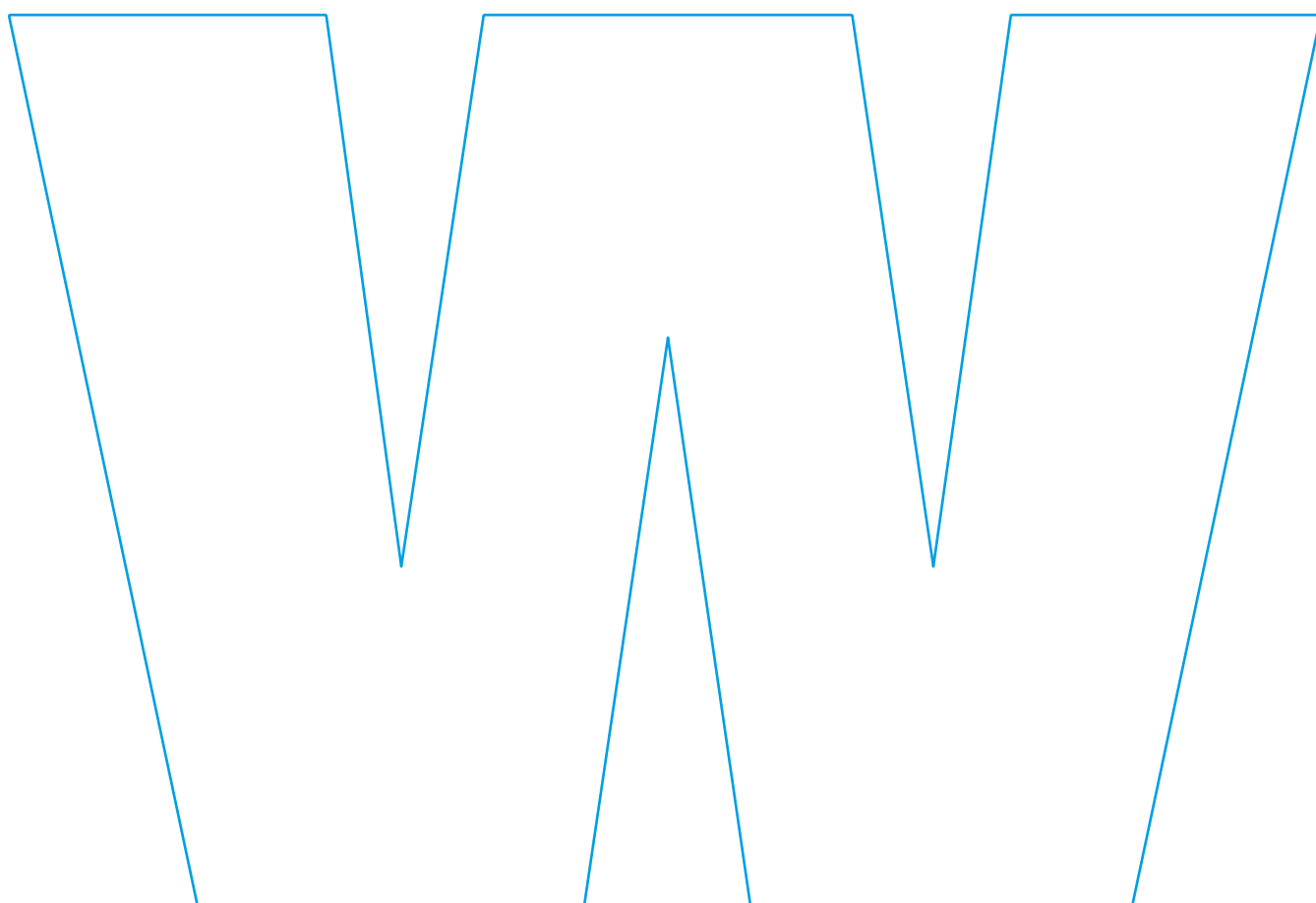
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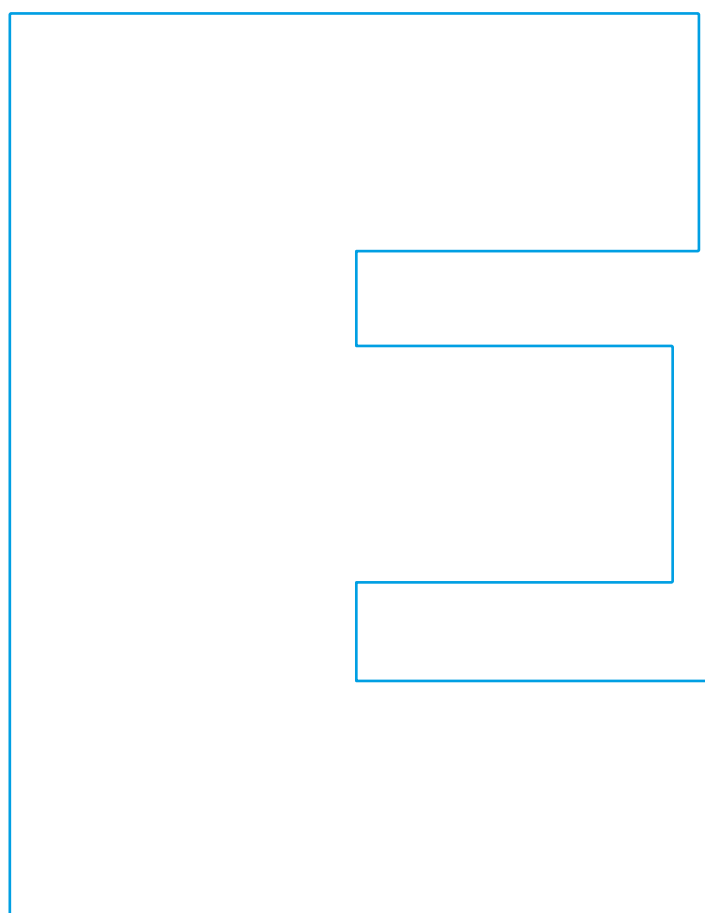
RESOURCE 1

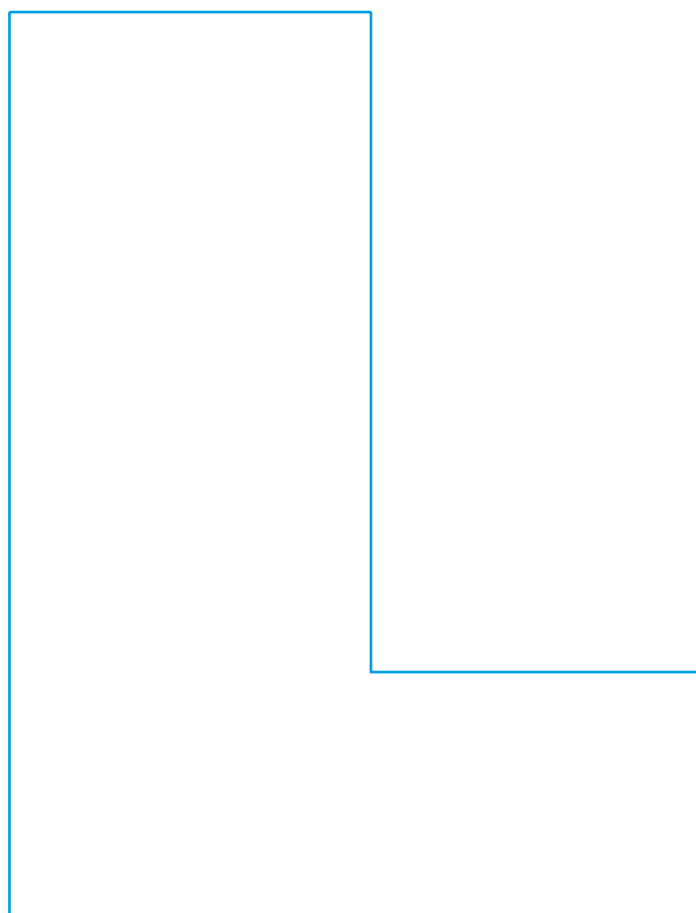
WELCOME BANNER

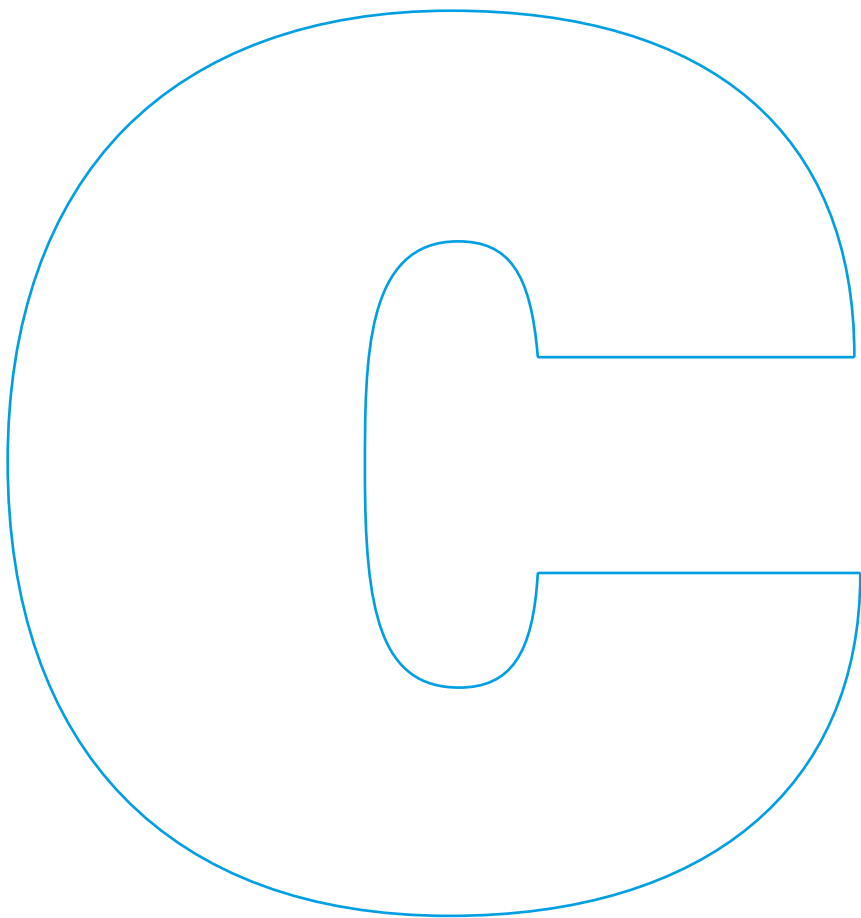
Cut out or collage onto and around the letters from these pages to make your welcome banner.

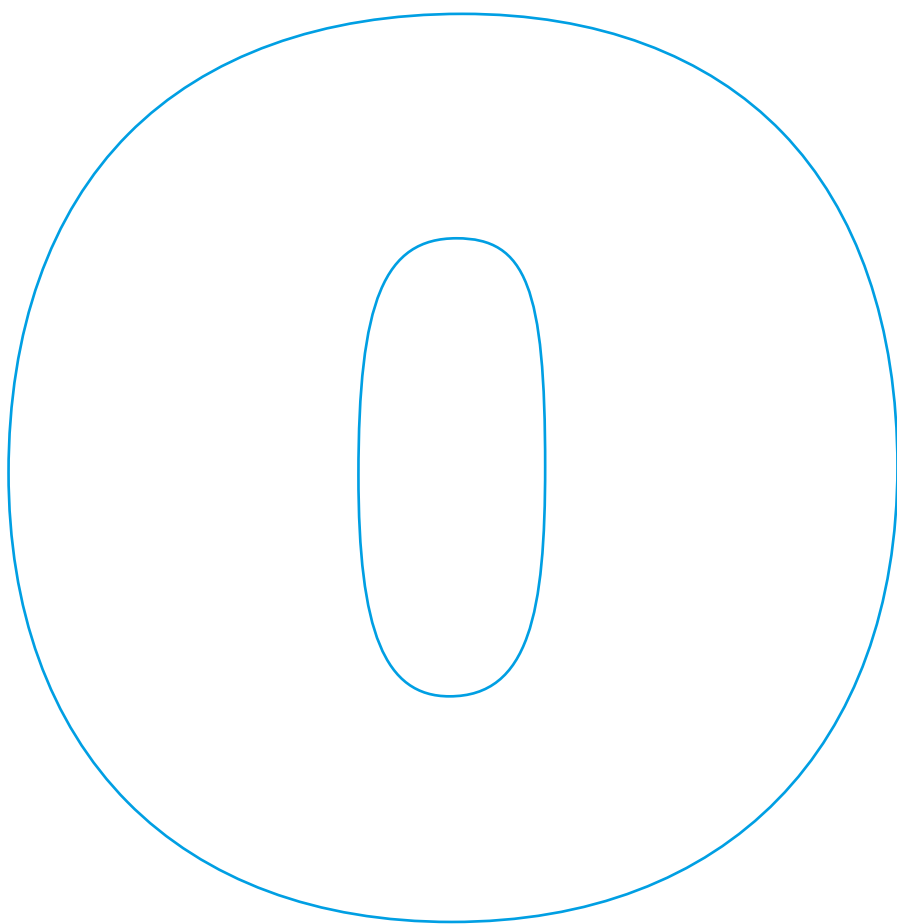




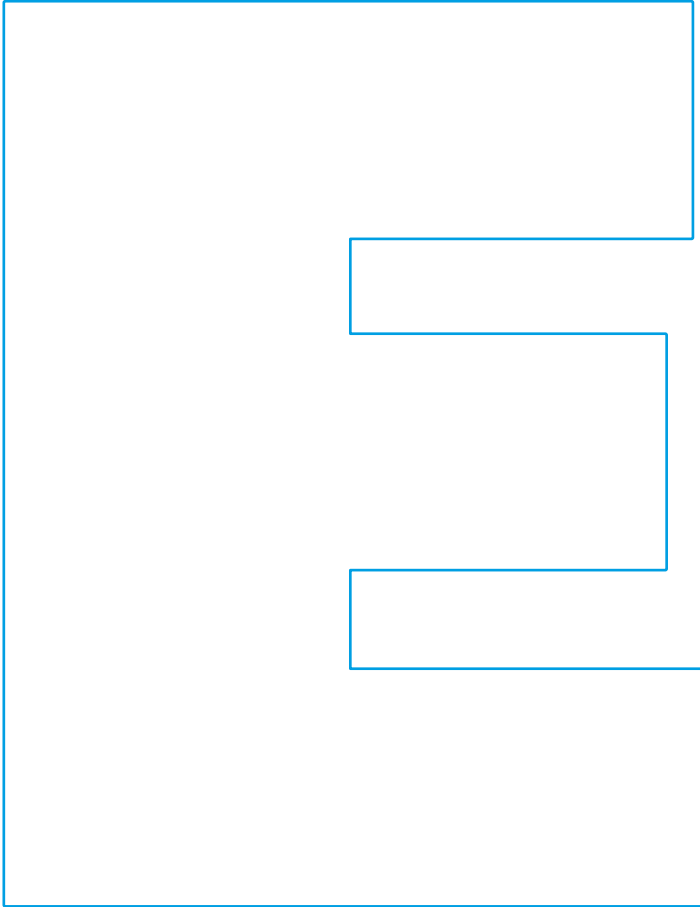












RESOURCE 2

ELECTION VOCABULARY

GENERAL ELECTION VOCABULARY CARDS



DEMOCRACY

The people of a country or community have a say (a vote) in choosing who leads their country and makes decisions and laws.

MANIFESTO

A list of things that candidates or political parties promise to do if they win an election.

CONSTITUENCY

All of the people in one geographic area that an elected person represents.

POLITICAL PARTIES

Groups of people who care about the same issues and come together to coordinate candidates to compete in an election. If they win, they become Members of Parliament (or Senedd or Assembly).

HOUSE OF COMMONS

The place where UK Members of Parliament debate and pass laws.

MEMBER OF PARLIAMENT

The elected people in Parliament who represent citizens at a national level.

**GENERAL ELECTION**

A country-wide vote that decides who is elected as a Member of Parliament, and so which party holds the majority of elected MPs and forms the country's government.

GOVERNMENT

A group of people who have a majority in parliament, which gives them the authority to run their country.

COUNCILLORS

Members of the local government council who are responsible for looking after towns and other smaller areas.

VOTE

How you make your choice in an election. In a democracy it's usually done with a secret ballot – you don't have to tell anyone who you chose.

PRIME MINISTER

The head of the UK Government

DEVOLVED GOVERNMENT

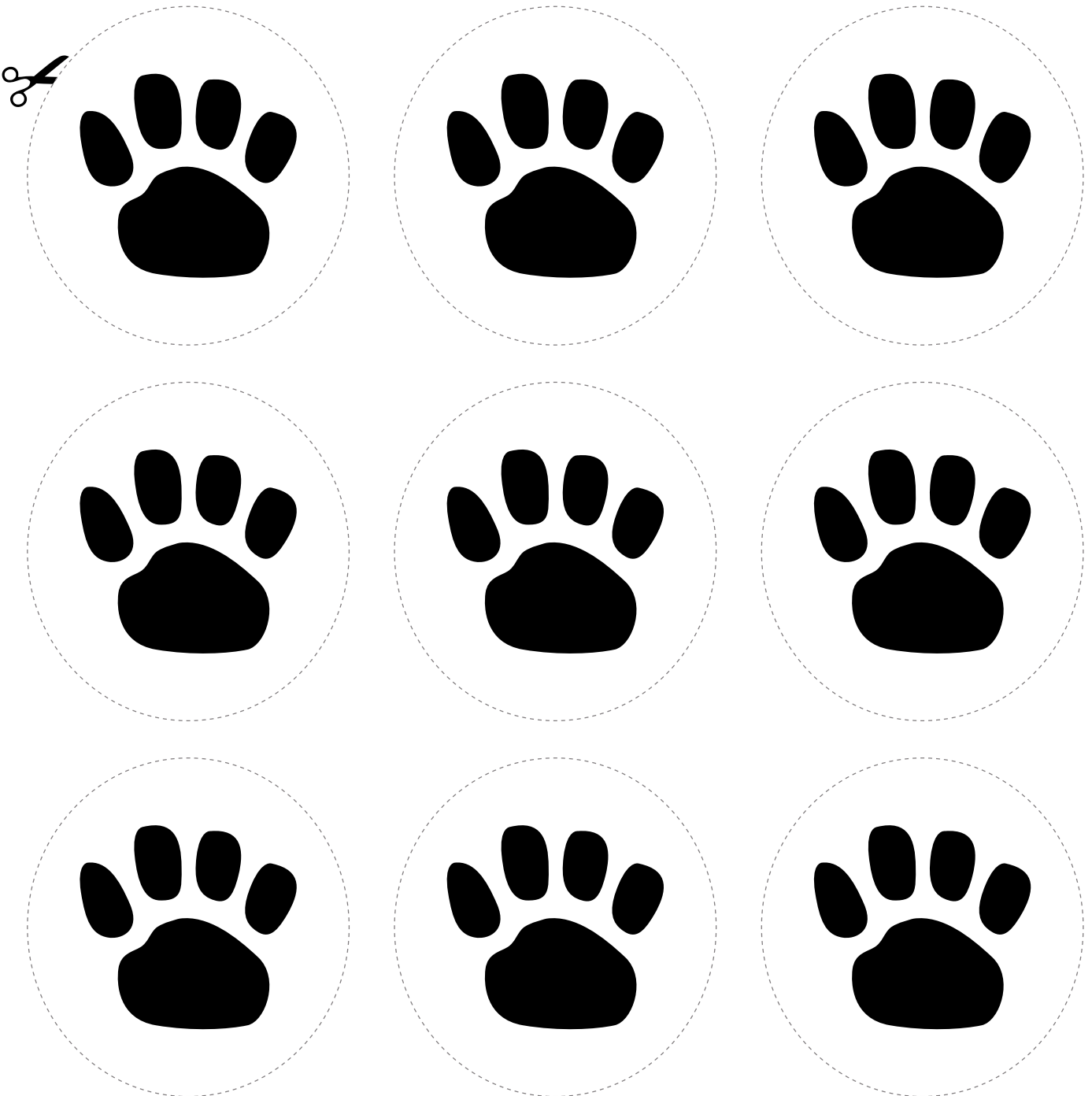
A local democratic government of a specific area that has its own election and has had power transferred from the larger government (like the Scottish Parliament, Welsh Senedd and Northern Ireland Assembly) who you chose.

FIRST PAST THE POST

A voting system where the candidate who gets the most votes from people wins.

BALLOT

A piece of paper on which people who are voting enter their choices.

RESOURCE 3**PADDINGTON'S
PAW PRINTS**

PROGRESS REPORT

INTERVIEW TEMPLATE

1. Child interview

In my country....

[illegible]

A PROGRESS REPORT ON CHILD RIGHTS

2. Adult interview

I was a child... ☐ before 1969 ☐ 1970s ☐ 1980s ☐ 1990s ☐ 2000 or after

In my country.... (ask if the adult grew up somewhere outside of the UK and note where)

[illegible]

"I AM A CHANGEMAKER"

MANIFESTO TEMPLATE

[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.