

2024/25

unicef 
for every child



OUTRIGHT

Speak out on children's rights

Learn how children and young people can use their voices – and inspire them 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.

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WHY CHANGEMAKING?

2024 is a big year for change. Almost half of 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've developed five new learning activities and two campaign actions to complete. This will form a learning journey for young people 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 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 and young people, 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.

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 young people

We've provided a collection of video, PowerPoint, PDF and online resources to help you engage young people 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 young people 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.

Welcome video

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.



► **Cel's welcome video**

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 but 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 young people?

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.

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 young person 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.

The incorporation of the CRC into law in Scotland

Sometimes, change can take a long time, and it can feel like you're not getting anywhere, which can be demotivating and feel a bit overwhelming. We've included this inspiring case study to encourage the young people you're working with to keep going.

The Scottish Parliament has unanimously passed the United Nations Convention on the Rights of the Child Bill, which became law on 19 January 2024.

What went into the long journey to this achievement for child rights?

The determination and persistence of many, including colleagues in UNICEF UK, made it a reality.

The incorporation of this Bill into law means that Scotland is committing to uphold the rights outlined in CRC and to ensure compliance with the CRC.

UNICEF UK has been calling for this law since 2012 and produced a report setting out the case for the law. This was considered, and the Scottish Government agreed that full incorporation was needed. The first Bill was proposed in 2020 but was challenged by the UK Government so campaigners within UNICEF UK worked with the Scottish Government and the law was passed in 2024. This success was because of many colleagues (some who work with data, some who are policy experts), who worked together to achieve a shared goal.

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](#).

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 young people 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.

Data protection:

Your school or organisation is the data controller of any 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 young people) 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 personal data, considering:

- If shared on social media, then the information will be in the public domain, and it is more likely that young people will be identifiable
- The need to gain fully informed consent both from young people 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.

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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 change making. 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, and power is often created when we work collectively – **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

We know that children and young people will have various experiences with democracy and voting and may already be politically engaged. As explored in Activity 3, democracy is about listening to and respecting everyone's views even when they differ from our own. It could be useful to remind young people that they have the right to have their voice heard regardless of who their decision-maker is.

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



For children and young people:

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.

You can explore this UNICEF-produced mental health guide [here](https://www.unicef.org/voicesofyouth), and we'd encourage children and young people to explore some of the blogs available on other topics, such as resilience, activism and change [here: voicesofyouth.org/](https://www.voicesofyouth.org/)

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. We would also encourage you to attend our support workshops throughout the campaign, where you will have 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: Young people are introduced to the UN Convention on the Rights of the Child (CRC), explore why it was developed and understand that the articles protect the rights of all children. Young people 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:

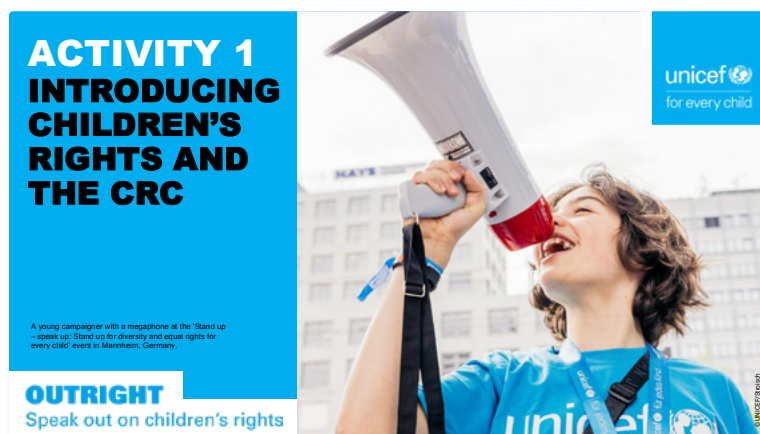
- Activity PowerPoint
- Child-friendly version of the **UNCRC**
- Where did the CRC Come From? **video**
- Whiteboard or flipchart

Young people will need:

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

INTRODUCTION

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



PART 1

What are children's rights?



Write the question "What are children's rights?" on a whiteboard or flipchart. Ask the young people to share what they know already about children's rights. Invite a volunteer to scribe a list of answers. You may want to keep this list and add to it throughout your OutRight activities as young people gain understanding.

Explain: Rights are promises to make sure people have the things they need. Everyone, everywhere in the world has rights as a person (these are called human rights), but children and young people also have their own specific rights because they need particular things to make sure that they grow up well and live a full life. [See the full introduction notes for more].

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

Watch the UNCRC (part 1): **Where did it come from?** intro video.

Invite the young people to reflect on the video:

What new things did they learn?
(Add these to your whiteboard list)

Which of the rights do they feel are most important to them?

PART 2

Which is right? quiz



Invite young people to check in with what they already know about children's rights with a quiz.

To make this more active, they can stand up for A and sit down for B answers, or move around to vote, designating one side of the room A and one side B.

After each question invite young people to share why they chose the answer they did, and have a volunteer read aloud the referenced article from the simplified version of the CRC. Background information for each answer is included in the slide notes.

PART 3

Exploring some key articles



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 and young person around the world to enjoy this right?
- How do young people access these rights at home, in school, in sports, in social settings, in their community?
- What could a world where every child and young person can fulfil this right look like?

Invite each group to create a poster or vision board that includes the text of the article and showcases what this article is about in their view.

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

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

PART 4

Wrap up



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

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

Optional add-on activity:

Split young people into small groups and give each group a set of '**rights cards**'. Invite them to discuss the cards together and think about different ways they might classify or group the cards (rights related to protection, survival, or participation, civil rights, rights that could be impacted by climate change, rights related to health and wellbeing). Note that there are no 'correct' answers in this activity, the challenge is for young people to think constructively about why children's rights are important and different ways they fit together.

Create an OutRight reading challenge, encouraging each young person to read at least one or more books from the **UNICEF child rights book list for ages 11-18** during the OutRight period. You could even give a prize to the top reader on World Children's Day.

ACTIVITY 2

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

Aim: Young people understand what the 'Concluding Observations' report is and 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 optional or add-on activities

You'll need:

- Activity PowerPoint 2
- Child-friendly **UNCRC**
- "What does the UNCRC say?" **video**
- UN Committee on the Rights of the Child **video**

Young people will need:

- Copies of the CRC
- Sample reports created by young people
- Materials to make a presentation (PowerPoint or arts/crafts materials)
- Flipchart or whiteboard

INTRODUCTION

The 'Concluding Observations' is a sort of progress report we can look at to see how the UK government is doing in the work they've agreed to do to protect the rights of children. Children and young people can make their own recommendations to the UN Committee on the Rights of the Child if they believe their rights are not being protected.



PART 1

Reviewing your rights warm-up

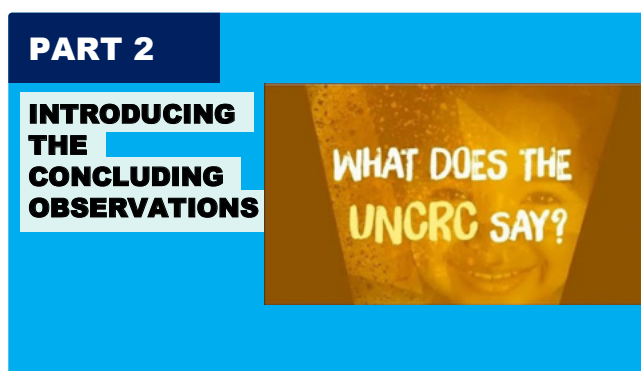


Invite volunteers from the group to read out Articles 4 and 42 (from the child-friendly CRC, the PowerPoint or their posters from activity 1).

Ask: How do you think this article might relate the UK government's job of protecting children's rights?

PART 2

Introducing the Concluding Observations



Explain that when the UK government signed the CRC, it committed to protecting 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 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.

Watch part 3 of the UNCRC video series:

What does the UNCRC say? If your group would like to explore more, this **YouTube playlist** has more parts to the story.

Children can't be on the committee, but they have a right to use their voice (Articles 12, 13), and can make their own report to the committee to let them know if their government is doing a good job on children's rights.

When the Concluding Observations are published for a country, the government is responsible for making the recommendations available for all to see — and they're encouraged to make them available in their national language(s) and produce a simplified version so that children and young people can understand it too. If a state does not do this, young people can create their own child-friendly versions to help other children understand it.

Once the Concluding Observations are published, they're used to inform countries on what their priorities should be for children. Governments and organisations can also use them to spur others into action and campaign for changes in laws and practice.

Invite the young people to split into small groups to review one or more of these reports created by young people:

Report to the UN Committee on the Rights of the Child from children and young people in Scotland (February 2023) **PDF**.

Protecting Children's Rights: A Wales Report on the UNCRC 2022 **PDF**.

Report to the UN Committee on the Rights of the Child from children of Northern Ireland, Scotland and Wales (November 2022): [PDF](#).

As young people review the reports, consider:

- What are three things that surprised you in the report you reviewed?
- Which challenges that the young people have reported on are also a challenge to rights in your own experience?
- Why do you think it is important for young people to know about the Concluding Observations? How could the information in this report help you?

PART 3

Create your own rights report



Watch the video from the UN Committee on the Rights of the Child, inviting young people to share their observations.

Work in groups to identify what you think are some of the rights that need improvement in your country within the UK, in or your local community. As a group, put your thoughts together and decide how you'll present them back (young people can use slides, video, role-play, etc. – whatever you have available). If you include the optional progress report timeline activity, young people could also incorporate this information in their report.

Next, using the adult interview version of the progress report template, invite young people 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. Be sure to capture a date range.



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 young people will be bringing these questions home, and of course check and follow your setting's usual policies.

Sort the completed interviews along a timeline to map progress. Consider: how have things changed over time? Has anything surprised you during this process? 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:

Create a progress report timeline

Ask young people to choose a few rights that are important to them. Invite them to use the progress report template in the resources to show how well they think the UK (or their local community) is doing on protecting these rights for children, using the marking system 'enjoyed by all children', 'enjoyed by most or nearly all children' or 'enjoyed by some children'.

A PROGRESS REPORT ON CHILD RIGHTS

PROGRESS REPORT INTERVIEW TEMPLATE

A PROGRESS REPORT ON CHILD RIGHTS

A PROGRESS REPORT ON CHILD RIGHTS

ACTIVITY 3

THE VOICE OF DEMOCRACY

Aim: Young people understand how democracy works, why general elections in the UK are important to give everyone a voice in who forms the government and how those elected protect the rights of children. (Article 3)

To prepare:

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

You'll need:

- Activity PowerPoint 3
- Ballot box for mock election
- UK Parliament **video clip**

Young people will need:

- Whiteboard or flipchart paper and markers
- Copies of the candidate manifesto template
- Blank paper to make trivia cards

INTRODUCTION

This year, there have been many elections going on around the world. In fact, people in more than 60 countries have been voting this year to have a say in who their leaders are.

People under 18 may be too young to vote in some elections, but this doesn't mean that their opinions aren't valid, or their voice isn't important. The whole idea of democracy is about giving a voice to every person through representation. As a young person, it's important to understand how and why democracy works, so you can use your voice to speak to those who are elected, so they represent your needs and protect your rights.



PART 1

Reviewing your rights warm-up

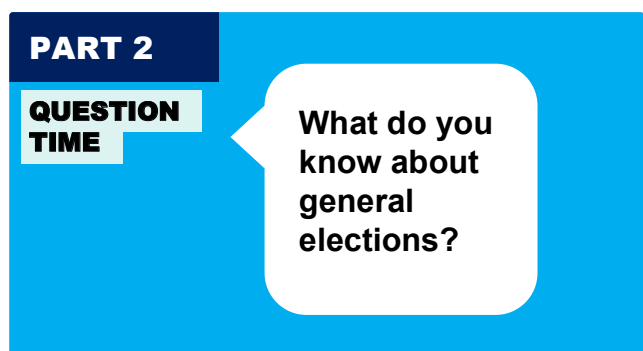


Invite volunteers from the group to read out Articles 3 and 4 (from the child-friendly CRC, the PowerPoint or their posters from activity 1).

Ask: How do you think this article might relate to the topic of elections and democracy in the UK?

PART 2

General election question time



Play a round of general election question time using the PowerPoint. You can play individually for fun, or split into small groups for scoring, allowing young people time to discuss their answers for each question before marking them down. Which questions were most challenging?

Optional add-on:

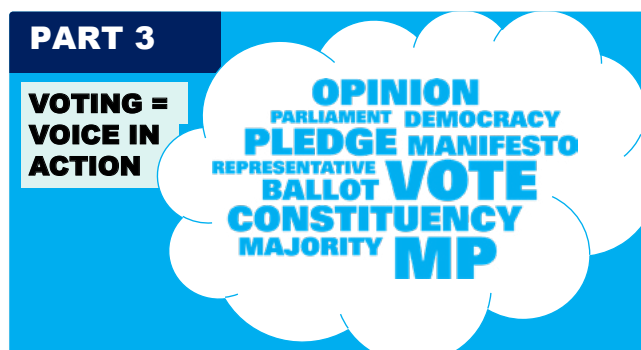
Follow the game with **this video clip** from UK parliament that gives an overview of how the general election voting process works in the UK.

Discuss the quiz (and video, if you're using it) guiding the conversation to cover these key concepts:

- 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.
- In the UK there are 650 Members of Parliament. Each MP represents a different area (constituency) and it's their job to be the voice for the people they represent. This includes all the people in their constituency, whether those people voted for them or not.
- Everyone 18 and above can vote for their MP in a general election in the UK. Even though people under 18 can't vote, they can still have a voice and share their opinion with their MP, especially around issues which are important to them.
- A manifesto is an important document in an election because it's a key way for a candidate to communicate what they think and what decisions they're likely to make if elected. Voters should look at candidates' manifestos to make sure what they're pledging to do represents their own opinions as far as possible.
- Scotland, Wales and Northern Ireland each have their own democratic government in addition to being represented in the bigger UK government (these are called 'devolved' governments). These are the Scottish Parliament, Welsh Parliament (Senedd Cymru) 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 3

Voice in action – illustrating the power of voting



Using your knowledge of how voting works, create a flow chart, infographic or comic that visually shows the process of democracy and how voices – including the voices of children and young people – get represented in the government through the election process. Be creative and use the terms in the word cloud in the PowerPoint as helpful prompts.

Optional add-on:

Create your own YouTube short, TikTok or Instagram reel **like this example** to share one fun fact about general elections and why voting is important as one way for adults to protect the rights of children. Remember this is about promoting the process of voting and exercising your voice – not promoting any specific parties or candidates.

PART 4

Mock election



Create your own practice democratic experience by holding a mock election for the fictional position of UK Children's Rights Special Representative to Parliament.

Split young people into 4 or more small groups and invite each group to make up a profile of a person to run as a candidate in a mock election. (Remind young people that their fictional candidates and parties shouldn't be based on real people).

The campaign: Invite young people to use the candidate template resource to build the profile of their candidate and create a mini manifesto. Make sure each group has a copy of the CRC as reference when thinking about their candidate's priorities, and prompt them to include how their candidate will work to ensure key children's rights are protected if they win. Challenge young people to get creative, make a slogan and create a campaign poster if time permits.

Invite each group to present their candidate. You could also invite other young people or adults to listen to your campaign speeches to include more voters.

The vote: Set up a ballot box and distribute ballot papers to each voter, ensuring they understand how to cast their vote and allowing them to cast their ballot in secret. (You could also hold your election using an online voting tool like SurveyMonkey.com or Mentimeter.com) 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 mock election outcome with the young people, 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:

- Political candidates often see things differently, just like anyone. Sometimes they might want the same thing, but have different ideas of the best way to go about solving problems or addressing issues. Expressing different opinions to each other doesn't have to feel like conflict.
- It's important to listen to and respect everyone's ideas, even if/when we disagree with them. Everyone (including every child) has a right to have their own opinion and share it.

PART 5

Wrap up

PART 5

WRAP UP

In small groups with one member from each mock election candidate group, take turns sharing some of the challenges you faced creating your candidate.

How easy was it to represent the opinions of everyone in their group when creating your candidate?

How might a real candidate be challenged in representing everyone?

Realising that others have the same rights as you, how do your own words and actions help respect the rights of others?

Create new small groups with one member from each mock election candidate group represented in each.

Ask young people to take turns in their group to share some of the challenges they faced in creating their candidate.

- How easy was it to represent the opinions of everyone in their group when creating their candidate?
- How might a real candidate be challenged in representing everyone?
- Realising that others have the same rights as you, how do your own words and actions help respect the rights of others?

CAMPAIGN ACTION 1

ENGAGING YOUR LOCAL REPRESENTATIVE

Aim:

- Young people welcome their local representative
- Young people tell their local representative what they've been learning about children's rights on their OutRight journey
- Young people 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

You'll need:

- To identify your local representative
- Our handy template cover letter
- To have reviewed the consent and data protection guidance
- The welcome banner **template**

Young people will need:

- Copies of the child-friendly CRC
- 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 young people, 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 and young people 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/colored 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.

Alternative action: We know that everyone likes to be creative occasionally, but if you feel your group wouldn't benefit from creating the welcome banner, we'd suggest that they instead write their own 'welcome letter' to a decision-maker, which still covers the recommended suggestions above.

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 including 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.

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 to, 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, young people discuss how the government we elect and decisions we make in the UK can affect the rights of children and young people in other parts of the world. (Articles 3, 29)

To prepare:

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

You'll need:

- Activity PowerPoint 4
- World map

Young people will need:

- Whiteboard or flipchart paper and markers for mapping

INTRODUCTION

Even though our home is in the UK, we are all citizens of the world! The world is made up of 193 UN-recognised countries and many other territories, and the decisions that the people and the leaders make in each of these countries can affect the lives of people in other countries, because we're all connected.

All of rights in the articles of the CRC are universal (this means for all children, everywhere), and the CRC says countries with money, resources and ability to share, like the UK, should help make sure that children and young people 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.

What sort of things might we do in the UK that could affect children and young people in other countries? Think about the choices we make individually and as a country.



PART 1

Reviewing your rights warm-up



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

Ask: How do you think this article might relate to the topic of being a global citizen?

PART 2

What does it mean to be a global citizen?



Show slide 3 from the activity PowerPoint and present the question “What does a global citizen look like?” Invite the young people to get into small groups and give them a few minutes to write a short biography of a global citizen, answering the following questions:

- How does a global citizen think?
- What does a global citizen do?
- What does a global citizen look like?
- How does a global citizen speak? What do they say?

Then invite volunteers from the groups to share their ideas about global citizens, looking for common threads between their ideas. Conclude the activity by focusing on the concept that we are all global citizens.

PART 3

UNICEF global citizen case studies



Use the activity PowerPoint to introduce the young people to 4 UNICEF case studies that show issues to consider through the lens of a global citizen. For each case study, ask:

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

Optional add-on:

As you mark the case study locations on the map, challenge young people to learn a new fact about one of the places to share at your next OutRight activity session.

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.

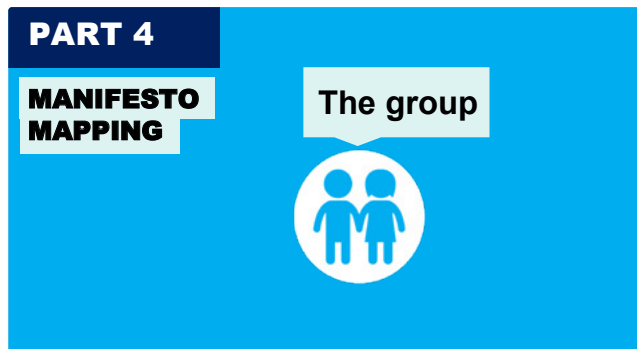
Facilitator notes: Whether schools and hospitals have been damaged during conflict, or children have had to suddenly move away, it can make it hard for children to get the healthcare and education they need. The UK and other governments can have an important role to play in ensuring conflicts around 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

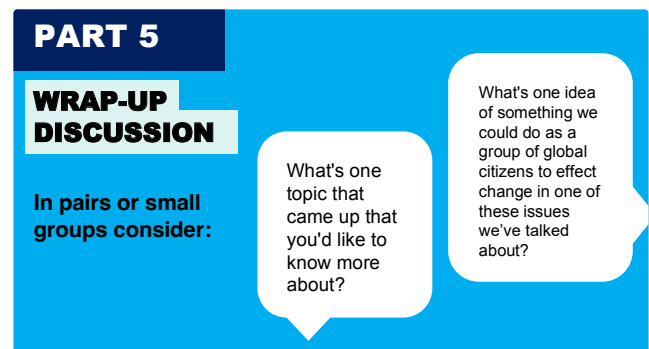
Manifesto mapping project



Invite the group to create a mural or display board representing the local, national and global issues they care about and think are important. This could be a set of concentric circles, with your group at the centre. In a bigger circle around that, highlight local concerns the young people may 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 is 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 that you would like to know more about? What is one idea of something that we could do 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: Young people learn about other children and young people who are using their voices to advocate for change in the UK and around the world. Young people learn some key skills for being a changemaker and recognise that it's their right to share their opinion or any issue they care about – without discrimination. (Articles 3, 12, 13, 29)

To prepare:

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

You'll need:

- Activity PowerPoint 5
- Just a kid **video**
- World map

Young people will need:

- Poster board or paper
- Materials for manifesto creation

INTRODUCTION

While people under 18 can't vote in a UK general election, everyone can still have an influence in government, no matter their age. Young people 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 rights issues.



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).

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 issues do 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 they're using? Where is this changemaker from?

Optional add-on:

Young people 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

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

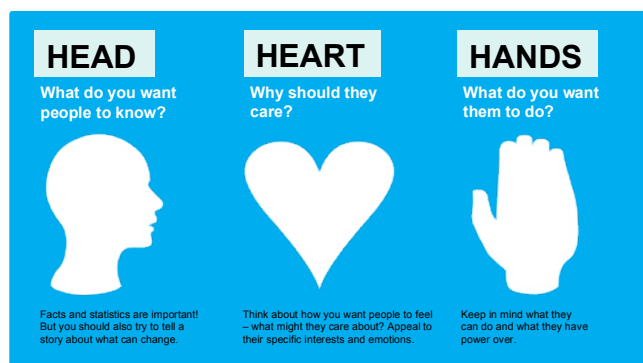


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At 13 years old, Ruairí came out as gay to his friends and family. As a gay teen, Ruairí's own experience led him to want to become a changemaker to help end the daily threat of violence that young gay people deal with – both physical and verbal. As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

PART 3

'I am a changemaker' manifesto



Invite the group to call out or make a list (in plenary or in groups) of what they think are the most important skills for a changemaker to have, reflecting on the stories they've just heard and any other changemakers they've heard of.

Some examples might include: teamwork, problem solving, leadership, caring about others, passion about an issue, creativity (including practical skills like film-making or photography), and being able to communicate about an issue in your own way with diplomacy – even with people who don't agree with you.

We can all use our skills to make change in different ways, but one common thread is that **changemaking always starts with a goal or vision, and the crafting a message to communicate that vision effectively.**

Reflection and skill-finding:

Invite the group to work in pairs to think about skills they personally have that could be used to create positive change. Ask them to write down at least one skill they have that they could use as a changemaker.

(If needed, prompt them with ideas, taking inspiration from the case studies: being good at art, poetry, debating, writing, making videos or using social media, experience in public speaking or building and organising groups/communities, 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 young people have identified a changemaking skill, or a set of them, invite them to think about all the different challenges/

issues they've learned about related to children's rights in the UK and around the world.

Ask them to choose an issue that's important to them and write it down. Remind them 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.

Visioning: Use the head, heart, hands method on slide 11 to prompt young people to think through how they want to change what others think, feel and do around the rights issue they've selected.

Manifesto creation: Remind young people what they've learned about general elections, and how candidates create manifestos to tell voters about the issues they care about and how they'll work to make a difference.

Invite them now to create their own changemaker manifestos to share about themselves and the issues where they want to create change for children. Encourage young people to think creatively in presenting their manifesto.

Whether they want to make a video, give a presentation or make a piece of art, their manifesto should include the answers to these questions:

- Who are you?
- What do you care about? (choose 1 or 2 children's rights issues you're interested in)
- What skills do you have that you could use to be a changemaker?
- What is your vision for change?

When young people have finished their manifesto creation, invite volunteers to share with their peers in the larger group.

Note: For more tools to help young changemakers develop their vision and craft messaging, please see the **UNICEF Youth Advocacy Toolkit**.

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

Finish the session by inviting the group to reflect on the following questions:

- What is one thing you can do with the skills you already have to work towards your vision of change?
- What is one way you can practice your changemaking skill(s) so that you can become an even stronger changemaker in the future?

CAMPAIGN ACTION 2

CHECK IN WITH YOUR LOCAL REPRESENTATIVE

Aim:

- Children and young people update their local decision-maker on the progress of their learning journey
- Children and young people ask their decision-maker about 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

Young people 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.

So, 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 would 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.



If you've arranged a meeting with your MP, or they're coming into your setting, then please find some helpful guidance [here](#).

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.




OUTRIGHT
Speak out on children's rights

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[illegible]



for every child

"I AM A CHANGEMAKER"

MANIFESTO TEMPLATE



VOTE FOR:



The children's rights issue I care about:

My vision of a better world for children:

OUTRIGHT

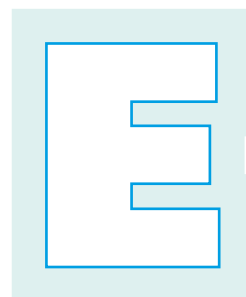
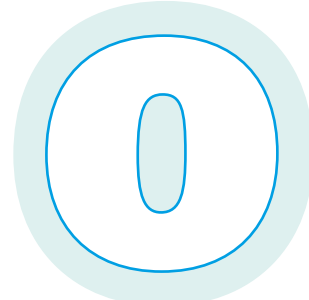
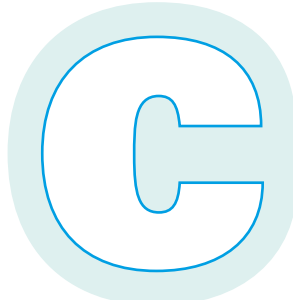
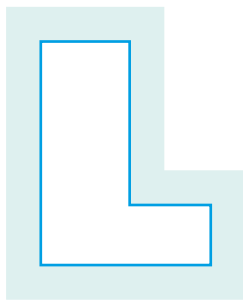
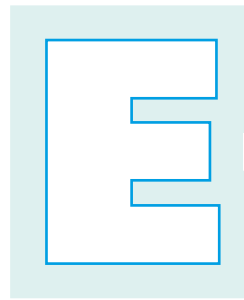
Speak out on children's rights

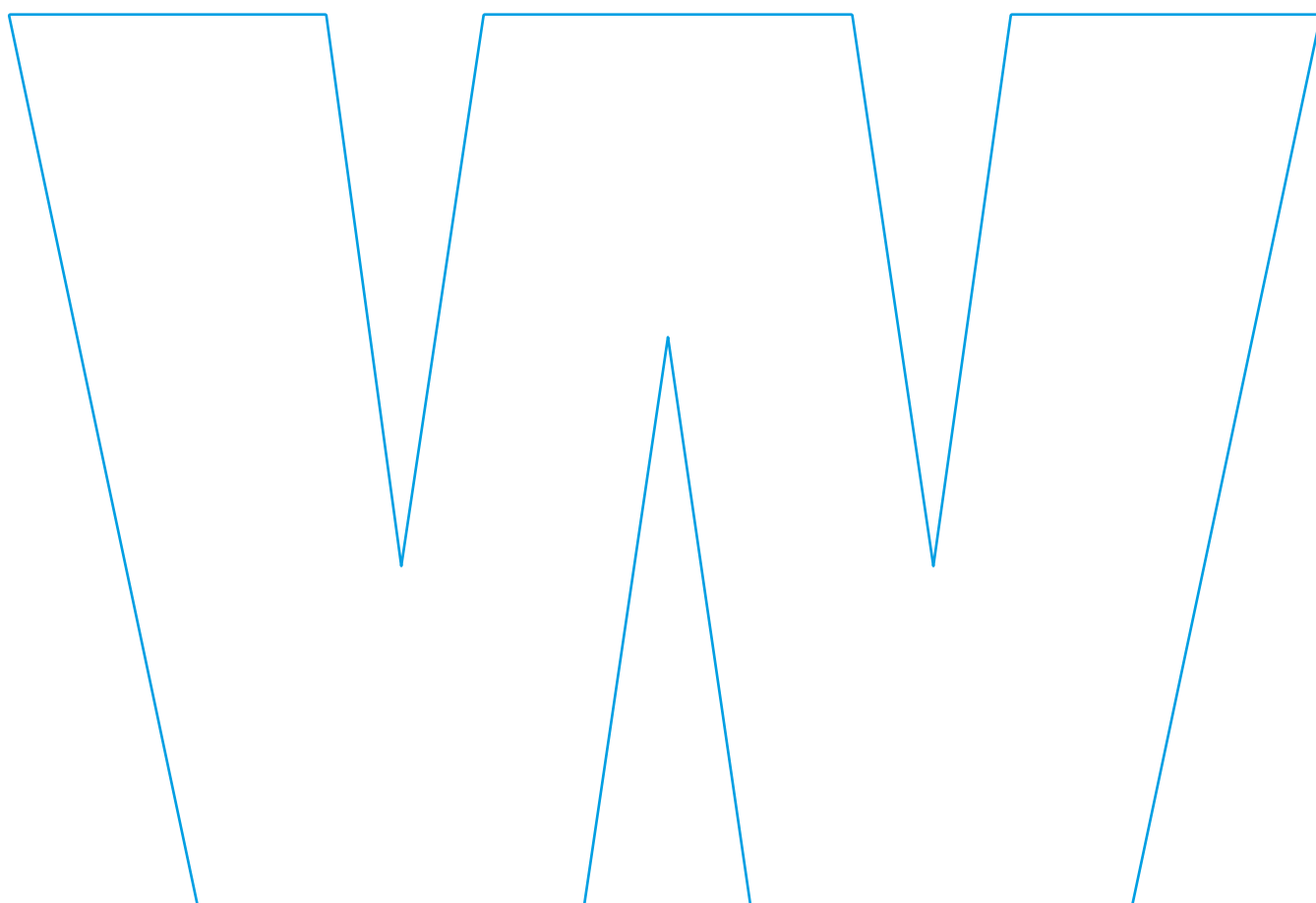
Updated: July 2020. This is not a commercial website.
United Nations Committee on the Rights of the Child. Registered Charity No. 1034810 (England & Wales), SC328261 (Scotland).

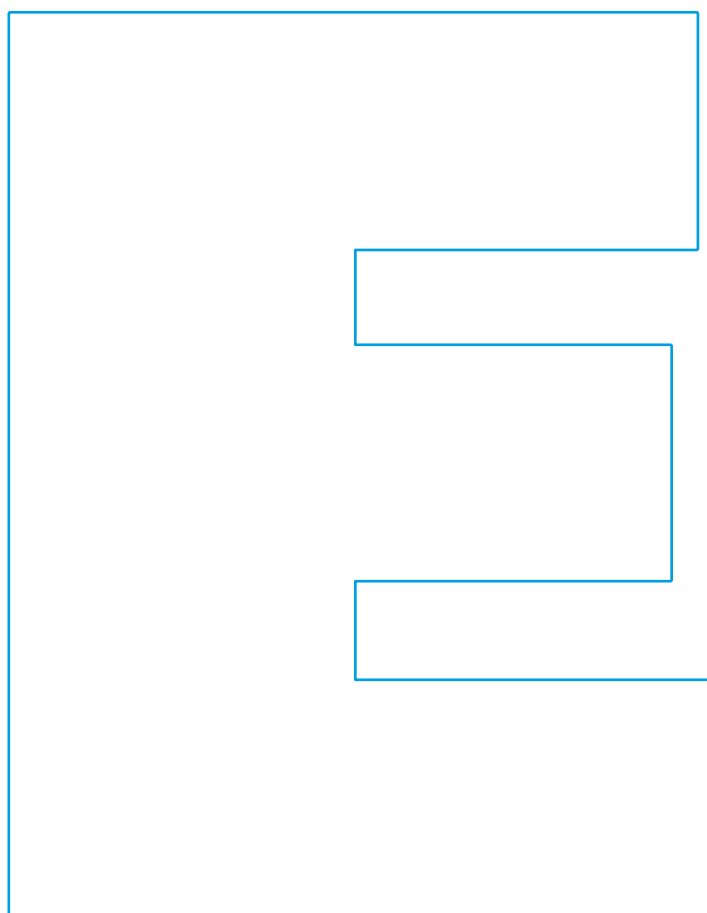
RESOURCE 1

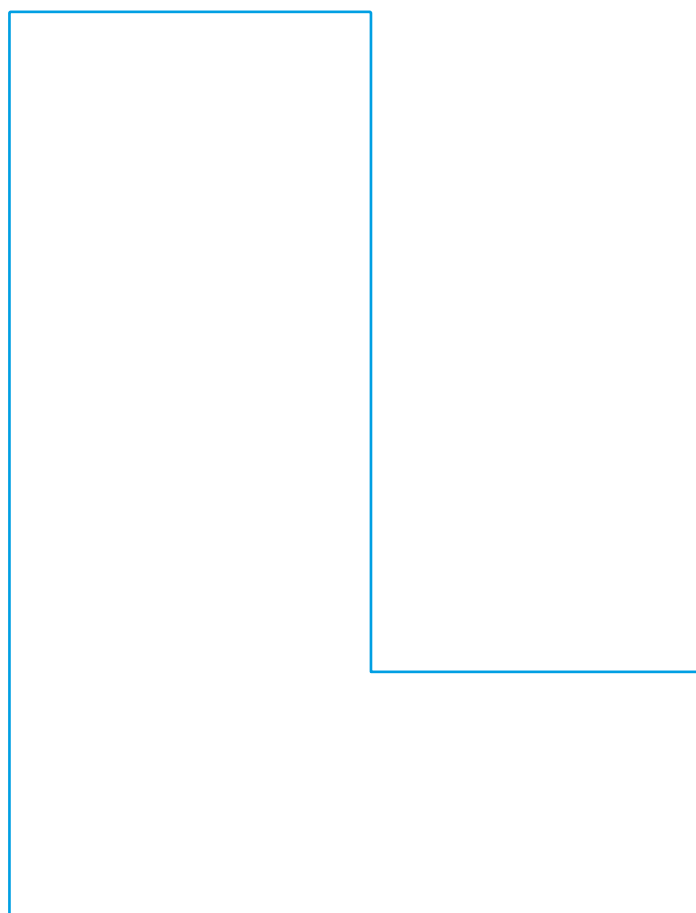
WELCOME BANNER

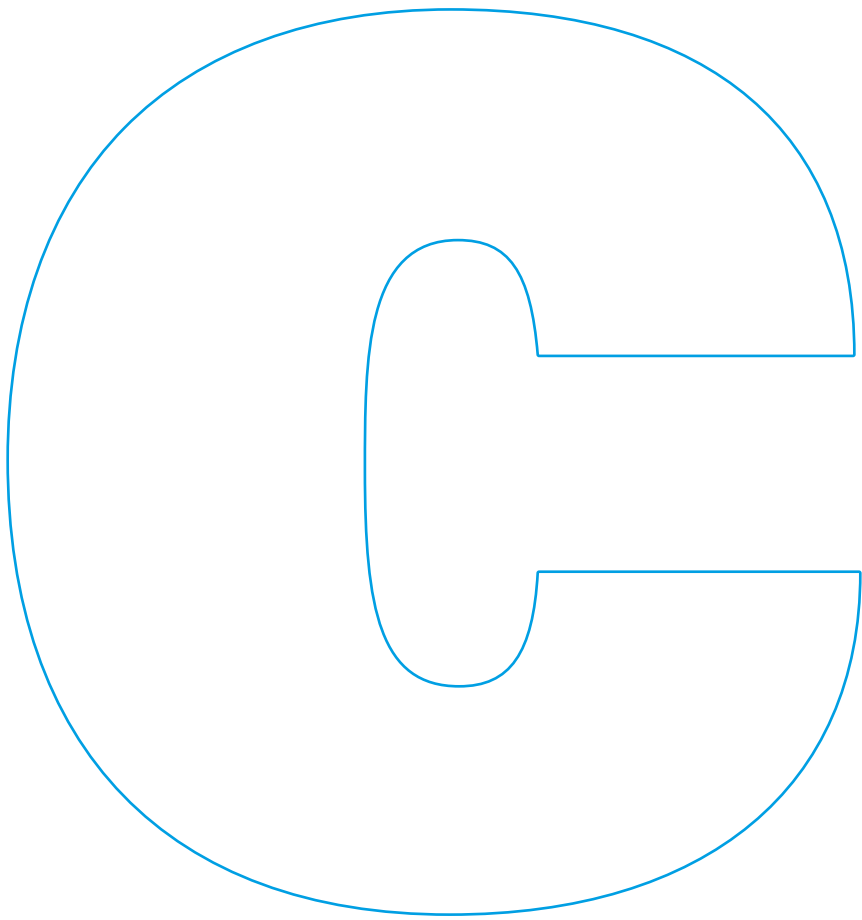
Cut out or collage onto and around the letters from these pages to make your welcome banner.

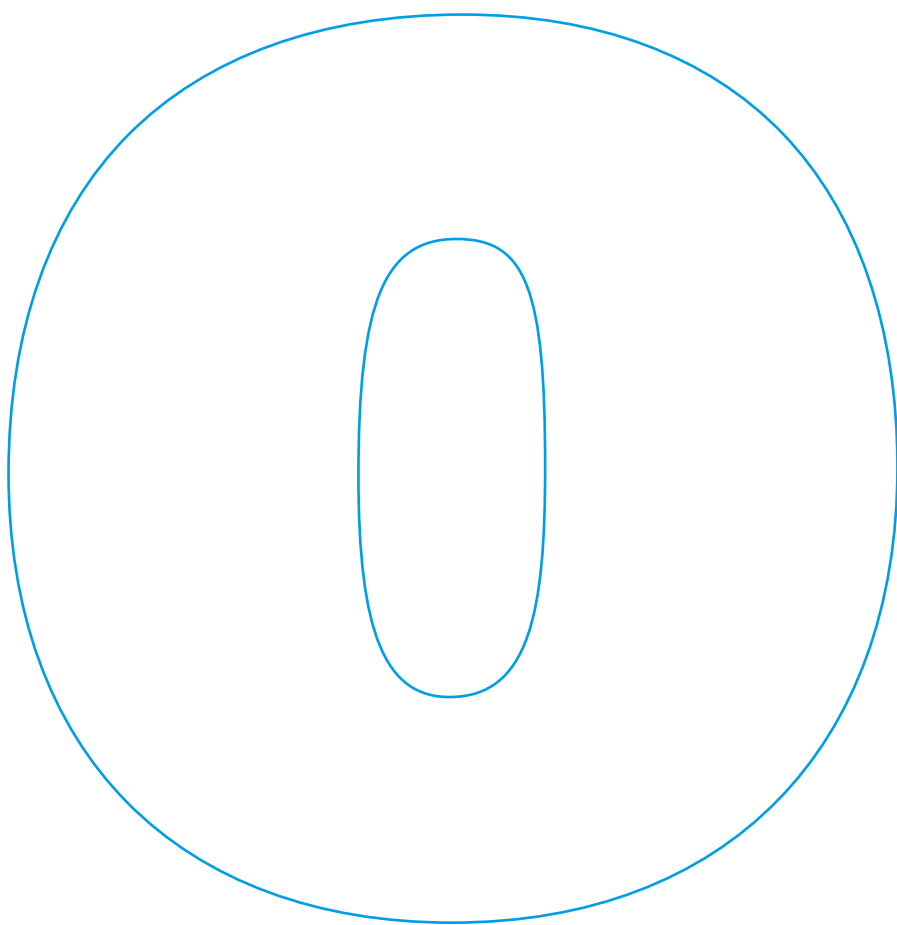


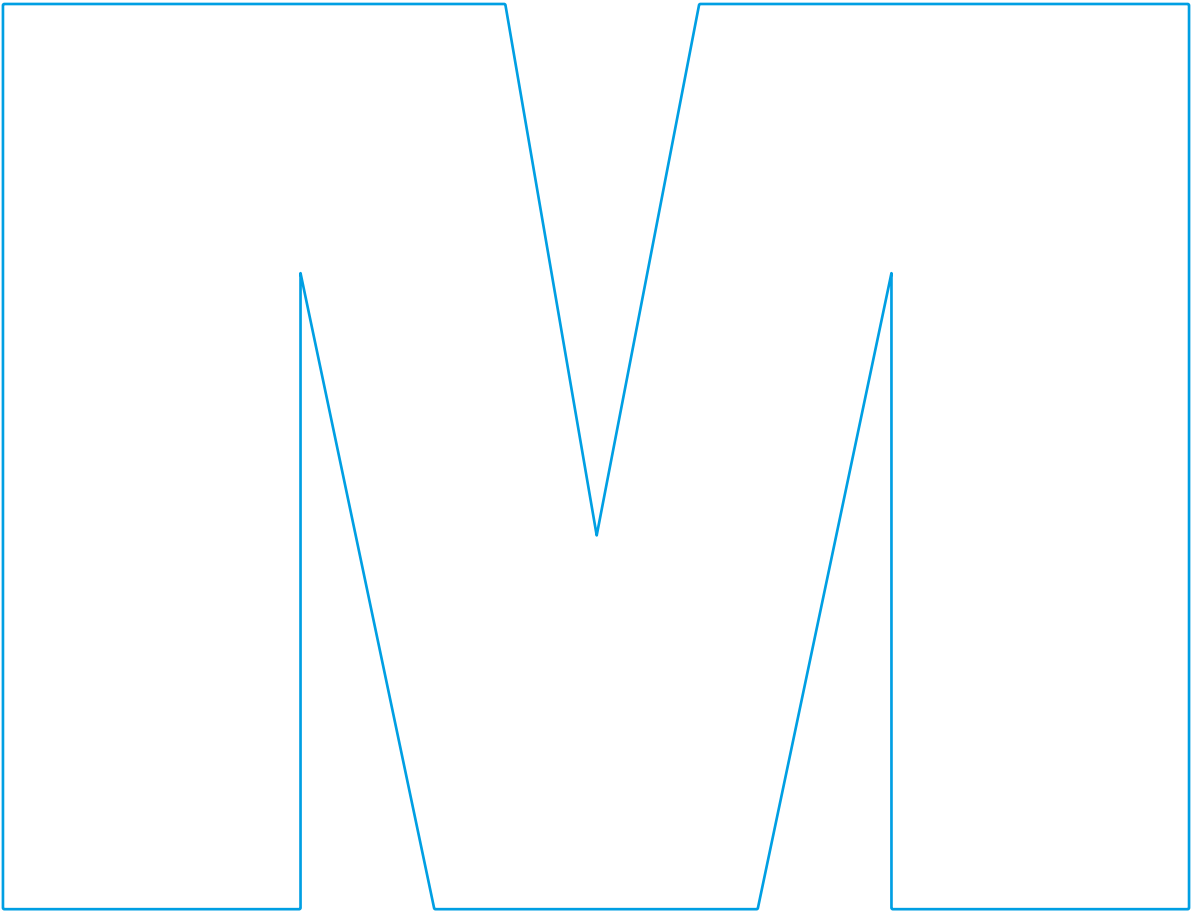


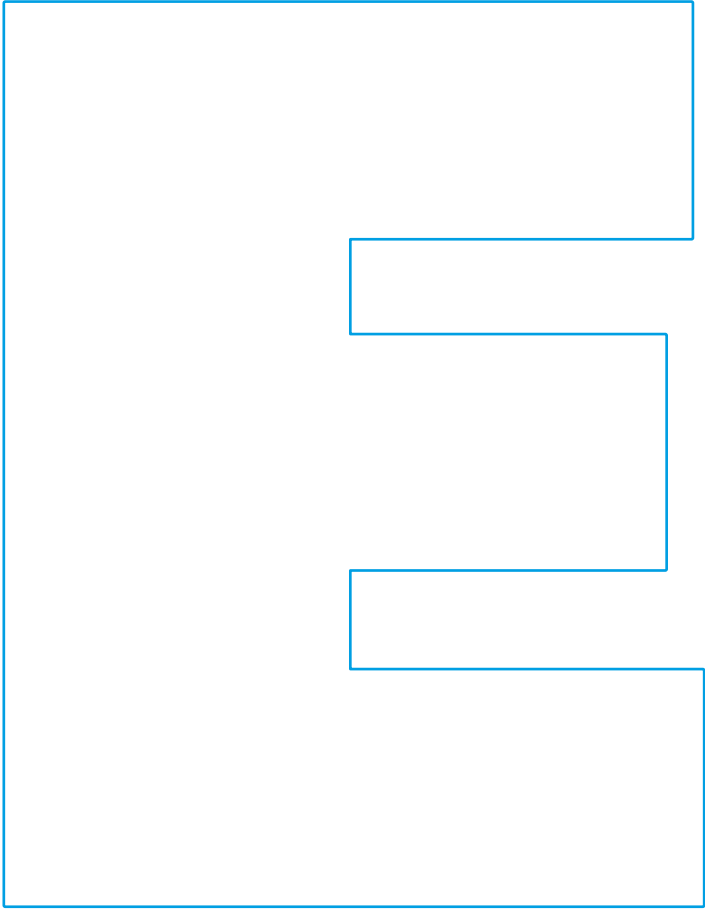












RESOURCE 3

PROGRESS REPORT INTERVIEW TEMPLATE

A PROGRESS REPORT ON CHILD RIGHTS

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][illegible]