

2025/26

unicef   
for every child



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# OUTRIGHT

## Speak out on children's rights

Hand-in-paw with Paddington™, learn about international aid, how it supports children and their rights around the world and inspire your group to take action.



Pictured top: In 2024, UNICEF UK partnered with two Rights Respecting Schools in the UK to create a set of images relating to rights. These images were co-created with students at the schools, meaning that the subjects, composition and aesthetics of the images were all driven by the students themselves.

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

# WHY ARE WE LEARNING ABOUT INTERNATIONAL AID?

International aid makes a huge difference for children around the world. This year, the Government announced a large reduction in the money they spend on this support. This decision will affect children everywhere, because international aid helps to them get things like life-saving medicines and vaccines, clean water, good nutrition, and good education, as well as helping children, families and communities deal with the problems they face, such as climate change.

At UNICEF UK, the UN Convention on the Rights of the Child (UNCRC) is the basis of all our work. The UNCRC is for every child, everywhere. It explains the rights that apply to every child, and that every child is entitled to claim them. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

We know that children suffer first and worst in the face of climate change and extreme poverty. Less money in support will mean that millions of children will go without vital healthcare, the right food, and clean water. They'll also miss out on their learning. UNICEF UK is asking the UK Government to make sure there is a fair share of money to help meet the needs of children.

## Why is this important?

The UNCRC says adults and the UK Government are 'duty bearers', which means they are responsible for making sure children's rights are met, protected, and promoted in the UK and around the world. Children, as 'rights holders', are not responsible for upholding the UNCRC, but we can help them know their rights and understand the ways they can take an active role in having their voices heard and included in decision making – even on international decisions!

These may seem like distant concepts for children and young people to learn about, but finding out about international aid (what

it is, who gives it, why it's important) means examining our responsibilities for each other as humans sharing the same planet, and how we can act as global citizens.

There is power in children being involved in discussions, including complex ones, and in supporting children so they are connected to their community and the wider world. This year, we're determined to show that when it comes to making decisions about children's rights – there should be 'nothing about them, without them'.

## What are the objectives?

This year, children and young people taking part in OutRight will develop their knowledge of:

- Children's rights and the UN Convention on the Rights of the Child
- What international aid is, why it's important and the difference it can make for children (using climate change and education as examples)
- How to use their voices on international issues that matter to them and their community, by contacting a decision maker.

## How will this happen?

This year, we're bringing you five learning activities, packed with activities and discussions. The journey will conclude with a campaign action to complete at the end of the learning activities.

You'll follow a learning journey that will remind children and young people of the UNCRC and their rights, before they examine the importance of international aid. It's a big topic this year, so we've chosen two key themes: climate and education, that will provide a lens for the activities and discussions.

At the end of their journey, we'll encourage children to contact a decision maker to inform them of their learning, and to ask for children's rights to be protected globally.



## WELCOME TO OUTRIGHT

We're so pleased that you and your group are joining us for OutRight this year. We've got an exciting learning journey for you. We'll explore the topic of international aid and encourage children to think about how children's rights can be protected all around the world.

We hope that this year's campaign will support children and young people to think about rights in a global context and explore the ways they can make change and have influence.

We understand that this theme may not be one that not everyone is familiar with. Luckily, we have our team of experts at UNICEF UK ready to support you on your learning journey, so you feel confident and comfortable completing OutRight in your setting. This year, we'll bring you even more support resources to dip into as you need, alongside our background reading section, which should familiarise you with the topic.

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 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. We always love to hear from you.

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

We'll email you in spring 2027 with details of how to get your group's certificate.





Students at a Rights Respecting School worked with a photographer to set up this image to illustrate article 13: the right to protest.

## 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.

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 is keen to go out and explore the world, and he's not afraid to stand up for the things he believes in. Alongside his eagerness to solve problems for himself, and willingness to ask for help when needed, these characteristics make him the perfect champion for children, and an ideal companion on this learning journey.



# TIMELINE

## Suggested timeline to help you plan your learning journey

### August



Review the learning resources, understand what the campaign is about, introduce it to your group and plan how and when you'll complete the activities

### September



**16 September**, first support workshop: join us online to 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 activity journey in your setting.

### October



Continue working through the learning activities.

### November



**13 November**, second support workshop: join us online to learn about the campaign action and ask any questions.



Start planning what you're going to do for World Children's Day (20 November).



Sign up for our World Children's Day online event for children and young people!

### December



Continue working through the learning activities.



#### World Children's Day

- This year, World Children's Day is on **Thursday 20 November**.
- Join our event for children and young people to celebrate the day.
- Let us know how you've marked the day, tag us on social media **@UNICEFUK\_Action**

Continue working through the learning activities.

### January



Continue working through the learning activities.

### February



Start thinking about the campaign action.



**11 February**, final support workshop: opportunity to ask any last-minute questions.

### March – April



Complete the learning activities and the campaign action. Complete the OutRight 2025–26 feedback survey to tell us about your experience this year.

### May



Receive your OutRight 2025/26 certificate!

## Your campaign journey

**Activity 1.** Introduction to UNICEF, children's rights and the UNCRC.

**Activity 2.** What is aid?

**Activity 3.** Why is aid important for education?

**Activity 4.** Why is aid important for the impact of climate change?

**Activity 5.** Expanding conversations about global issues and taking a campaign action.

### Campaign Action

Across the learning activities, you'll explore and link to the following articles, discussing what children need for these rights to be realised globally.

- Article 6 – life, survival and development
- Article 24 – health and health services
- Article 28 – right to education
- Article 27 – adequate standard of living

### Flexible

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 topics around global community and responsibility, culminating with children taking action – we recommend completing the learning activities in order, but as ever the journey is designed so you can adapt to your group as you go.

### You told us and we listened

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

### Campaign actions

This year, the learning journey finishes with one campaign action. This is due to the longer learning activities, and the feedback from you that different settings deliver OutRight at different times.

### 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.

### 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.

### Support

You can watch video explainers to help you along the way [here](#).

We will also be joined by our advocacy experts in our Support Workshops, for you to ask questions. We're touching on some complex ideas this year, so don't forget to sign up to these.

### Certificates

We love to hear about your experience of OutRight, so please do complete our feedback survey at the end, and make sure your school or organisation receives your OutRight certificates. This will be emailed to you in spring 2026.

### 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 encourage you to mark the day in whatever way is best for 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, share your news and pictures on the day across social media and don't forget to tag us: **@UNICEFUK\_Action**



Students at Cockshut Hill Secondary school created a series of images in a photojournalism style based on the brief of 'How does your school support your rights?'.

## BACKGROUND READING

We're excited to bring you a brand-new topic for OutRight this year, but we understand that it's one that not everyone is familiar with. We'll support your learning journey, so you feel confident and comfortable to complete OutRight in your setting.

### What is the UN Convention on the Rights of the Child?

The UN Convention on the Rights of the Child (UNCRC) 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 UNCRC has 54 articles that cover all aspects of a child's life, and it's 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 UNCRC is best understood as a whole: all the rights are inter-linked, and no right is more important than another.

### What is international aid?

International aid is assistance predominantly given by high-income countries to low and middle-income countries to support them to develop sustainably and tackle poverty. This is usually now known as Official Development Assistance, but we'll call it international aid in this journey, as this is a term your group is more likely to have heard before.

This assistance takes many different forms. For example, UK Aid (aid given by the UK government) provides life-saving medicine, vaccines, healthcare, clean water and therapeutic food for malnourished children. It also supports good education and mental health care. It helps children, families and communities deal with climate change. And it supports the protection of children from violence, abuse and exploitation.

Countries including the UK also provide development assistance in response to humanitarian emergencies, such as war, famine and disasters such as earthquakes, storms and other weather-related crises.

## Why is aid important for education?

Sustainable Development Goal 4 is to ensure inclusive and equitably accessible quality education for all by 2030. However, 251 million children and young people remain out of school globally, only 1% lower than when the Goal was set in 2015.

Education quality is also an issue, with 70% of children in low or middle-income countries unable to read and understand basic text by the age of 10.

Increasing conflict and climate crises are contributing to this lack of progress. Out of the 234 million children impacted by crises, 85 million are completely out of school.

Education is a human right. It also has a powerful effect on communities, boosting economic growth and reducing inequality. Investing in education also fosters stability, reduces conflict, and is essential to empowering communities to adapt to climate change.

International aid helps children around the world realise their right to education, whether through temporary learning spaces set up the wake of disaster, investing in teacher training, or providing schools with equipment and essential infrastructure like toilets and clean water supplies

## How does international aid support action against climate change?

Because of human-induced climate change, the Earth is warming faster than it would naturally. From heatwaves and droughts to rising sea levels, it impacts every aspect of our world today and threatens the health and wellbeing of people everywhere. Globally, climate disasters are already disrupting education for 1 in 7 students. More unpredictable rainfall leads to longer periods of drought, forcing people to walk longer in search of water and reducing their access to drinkable water and food.

Climate change is a global challenge that all countries have a responsibility to address, and the UNCRC states that those with more wealth and resources have a responsibility to step up and support those with less.

Climate change affects people and countries differently. Babies, toddlers and older people are more likely to suffer from heat-related illnesses. When extreme weather disasters strike, children who already face exclusion and discrimination can be left particularly vulnerable to poverty and violence.

While richer and more developed countries often contribute most to emissions and warming, it's the lower-income countries where people face some of climate change's most life-changing effects.

International aid can help governments and people everywhere take urgent action to combat climate change and its impacts (Sustainable Development Goal 13). Among many other things, it supports farmers to plant more resilient crops, use water-saving irrigation systems, supports schools to provide climate education, and allows governments to invest in clean energy and restore vital ecosystems like mangroves.

# PREPARING FOR THE CAMPAIGN ACTION

This year, OutRight is encouraging every child to campaign on the importance of international aid.

## Context

Through this year's OutRight, UNICEF UK would like to share the children's learning about international aid, and its impact on children's rights – with an important decision maker, the Foreign Secretary. The Foreign Secretary heads up the Foreign, Commonwealth and Development Office (FCDO) of the UK Government, which manages relationships with other countries.

We want to empower children and young people to use their voices to speak up about what they think is important about international aid, and the UK Government's commitment to prioritising children's rights around the world.

This year's campaign action is designed to raise awareness of what children have learned and show a decision maker that children and young people are informed about global issues, their rights, and the impact of the decisions that the UK Government is making.

We have designed an activity for your group to collectively create postcards that demonstrate this.

## What do you need to do?

Please review the information and decide if you'd like to complete this activity with your group.

If you do go ahead, please make sure you:

- **Share** the letter we've sent you with parents and carers, ensuring they have an opportunity to review the activity and to let you know if they would rather their child(ren) not take part. It's important that they receive this letter and have enough time to let you know if they have concerns before you start the activity.

- **Help** children understand why we are completing this activity – to share their learning with the decision makers (who might not know as much about children's rights as them!)
- **Explain** to the children and young people what UNICEF UK will do with their postcards and their information, how we're protecting it and what they should avoid in their message and why (i.e., sharing personal information).
- **Supervise** the children during the activity and check the postcards. Children and young people should not share any personal information, such as surname, date of birth, address, contact details, etc.
- Once reviewed, please scan the work and convert it to a high-resolution PDF format (you can find services online). Please scan rather than photograph the work – it must be clear and readable for us to collate it.
- Name the file with the form/group name, the organisation/school name, and the date it's uploaded.
- Upload it via our secure link which can be accessed [here](#).
- Please ensure that you have submitted this to us by **1 May**.

## Information for children and young people

What do we mean by information:

- Your class or group name, e.g. Form 4A
- Your school/organisation's name
- The work you and your group create about the importance of international aid.

## What should you not include?

Please do not share any personal or private information like:

- Your name
- Your date of birth
- Your address
- Your contact details



Poppy attends a Youth Advisory Board meeting, in May 2022, to discuss plans for World Children's Day.

## What will UNICEF UK do with your information?

- We will share the piece of work that you and your group create with the decision maker before the end of 2026.
- We will ask them not to share the work with anyone else.
- We will store this information on our secure server in a restricted access folder, until December 2026.

## 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 letter we've provided to explain the activity.

## Data protection:

Your school or organisation is the data controller of any children's personal data

that's 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 campaign action we recommend is 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.



## SUPPORT

### For children:

We believe that children should feel safe and supported to talk about any issue that affects their lives. We know that learning about children's rights may lead to difficult conversations about what it feels like when your rights aren't upheld/realised. It may also feel heavy or unfair for children to have 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 doing. 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](http://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](http://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](http://cypmhc.org.uk)**

### For you:

Do join our support workshops that are part of the resources offered as part of the OutRight journey. 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 read through all the resources available on the website, including the support videos.

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](mailto:jo@samaritans.org)**

Mind also 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 for Bank Holidays.

# ACTIVITY 1

## INTRODUCING CHILDREN'S RIGHTS AND THE CRC

**Aim:** Children will explore their rights and the UN Convention on the Rights of the Child (UNCRC) – this year's key focus rights cover education, health and an adequate standard of living.

### To prepare:

- Review the key rights (if you like, watch the We All Have Rights video)
- Prepare access to a summary/child-friendly version of the UNCRC
- Prepare materials for UNCRC Bingo
- Prepare a space to create an 'OutRight Expedition' mural /display board (or a digital collaborative whiteboard-style space)

### You'll need:

- Activity PowerPoint 1
- Child-friendly version of the [UNCRC](#)
- UNICEF rights [video](#)
- UNCRC rights [cards](#)

### Children will need:

- Sets of bingo cards created from the UNCRC icons and definitions
- Arts materials for sign and mural making

### Adaptation for early years:

- For younger children, explain that rights are about having the things you need to live a safe life and be as well as possible. Every person in the world has rights, but children have special rights. In circle time, ask children to share (or draw) the things they think they need to be safe and well. Guide children in understanding the difference between their rights/needs and things they just want. Share examples and have children vote if they think it really is a right (e.g., cake for breakfast vs. nutritious meals; my own bedroom in our home vs. a safe home to live in).
- Simplify the bingo game by using the same card for each child and allowing them to match by symbol or number, rather than by description (or by colour if using a colour printout).
- Use pages from the UNICEF Child Rights Activity Book to talk about what rights are.

## INTRODUCTION

We all have rights! This activity introduces the idea of rights to children new to the UNCRC and can be used as a reminder for children already familiar with it. We'll introduce the key rights for this year's OutRight focus (Articles 6, 24, 27, 28 and 29) and get ready for an "OutRight Expedition" by starting a mural display that will become our expedition tracking map over the course of the activities.



## PART 1

### What is the UNCRC?

#### PART 1

Introducing the UN Convention on the Rights of the Child (UNCRC)



**Explain** that the UN Convention on the Rights of the Child (UNCRC) is a list of 54 'articles' that explain rights. These are rights that governments in the UK and around the world have agreed that all children have (all young people under the age of 18).

- The first 42 articles outline the rights that all children have as 'rights holders' – no matter their ethnicity, sex, religion, language, abilities or any other status (we'd expect "any other status" in this wording to cover many aspects of identity, including gender).
- Articles 43–54 outline how adults and governments must work together as 'duty bearers' to make sure children everywhere can enjoy all their rights.

For younger groups, or those less familiar with children's rights, the video We've All Got Rights – created by a UNICEF UK Rights Respecting School – may be helpful.

## PART 2

### Rights bingo

#### PART 2

#### RIGHTS BINGO

Mark your cards as rights are called out and call "Bingo!" when you have a row or full house.



Using the UNCRC cards, choose the version of the adaptable Bingo game you feel is best for your group. The aim is to help them become more familiar with the articles of the UNCRC.

#### Group UNCRC Bingo

- Split children into groups and divide one set of your prepared UNCRC cards equally between the groups (adapt as needed – groups of three or six will work best to cover all 54 articles). Place the second set of cards in a bag (or hat, box, etc.).
- One by one, pull cards randomly from the bag, or invite children to take turns pulling out a card.
  - Easy version: read out each article number.
  - Harder version: read out the text of each article.
  - Hardest version: describe what each article, or its violation, means – e.g., "If this right isn't respected then children have no chance to relax and have fun." (Art. 31).
- Each team calls out when they think they have that article on their card. If playing a harder version, have them read out the article so you can check they're right as you go. The first team to have all their articles called out wins.

#### Individual UNCRC Bingo

- Prepare a copy of the blank UNCRC Bingo card for each child. Have children fill in the blank spaces on the cards, selecting random numbers between 1 and 54.
- Place another set of all 54 UNCRC cards in a bag, calling them one by one and playing at your chosen level of difficulty as above.
- As time permits, you can play until one player either reaches 5 in a row or covers all their spaces.

## Optional add-on activity:

To make the activity harder, have the teams explain why they think each article is important as they're called. If they can't explain, other teams can 'win' the called article by explaining its importance, swapping it for one of their own cards that hasn't been called yet. The game can continue until one winning team has all their articles called.

## PART 3

### Introduction to key articles



Use the Activity PowerPoint to draw children's attention to Articles 6, 24, 27, 28 and 29.

**Ask** children to take turns reading each of these articles out loud. (We'll introduce Articles 12 and 13 later in Activity 5.)

**Share:** this year in OutRight, we're going to learn about the important topic of international aid and how aid helps children around the world to be able to enjoy their rights.

**Invite** children to share any ideas they have about what international aid is.

**TIP** To prompt them if needed, you could look at the words 'international' and 'aid' separately, perhaps asking where else they might have heard the word 'aid' (e.g., 'first aid') and what they think it means. But do explain that this is just a quick group-think and that we'll look at the definition in more depth in the next activity.

**Explain** the UNCRC articles are like promises of the rights that all children everywhere have. But sometimes children can't access or 'enjoy' all their rights. There can be many different reasons for this, and many reasons why duty-bearers might need extra support to help them make sure children are enjoying their rights. This can happen anywhere in the world, including in the UK. International aid is when governments give support to other governments and organisations to help people in other countries.

## PART 4

### Getting ready for our OutRight Expedition

#### PART 4

##### INTERNATIONAL AID

International aid is when a high-income country supports a low or middle-income country by giving money or resources to help people, sometimes through organisations that work to protect children's rights and wellbeing.



**Share:** over the course of our OutRight activities, we'll be going on a virtual expedition to learn more about how international aid helps children around the world enjoy their rights. And we'll be tracking our journey by creating a mural in our activity space. We'll add to our mural as we progress, but for now, we'll begin by creating some directional signs that highlight our key rights!

**Invite** children to work in groups to create directional (pointing) signs with the words of the highlighted articles written on them. Choose your paper size depending on the size of your mural space. Children may choose to make their signs in a road sign style, or be creative with their own style!

#### Optional add-on activity:

Invite children to take a walk around the school or activity area in a parade to kick off OutRight for the year, showing off their rights placards (you'll need to make bigger, sturdier versions of your mural signs). Encourage children to create a slogan or message, which celebrates their rights, to chant along their route. You may choose to include other participating Outright groups or classes to watch or walk in your parade.

Finish the activity by adding your signs – and/or maybe photos from your parade – to your mural.

## PART 5

### Wrap-up discussion

#### PART 5

##### WRAP UP

###### What have we discovered?



In pairs, invite children to share with a partner: What is one thing they learned in this activity – about rights or international aid – that they hadn't thought of before?

# ACTIVITY 2

## WHAT IS INTERNATIONAL AID?

**Aim:** Children are introduced to the topic of international aid and the responsibility of governments of high-income countries, like the UK, to support lower-income countries to ensure children everywhere have their rights met (Article 6). Children will begin to understand the role international aid, or Official Development Assistance, plays.

**To prepare:**

- Review the international aid background resources, preview photocards, video clips and stories
- Prepare access to the summary version of the UNCRC
- Prepare sets of vocabulary matching cards for small groups

**You'll need:**

- Activity PowerPoint 2
- Circles of Support Diagram

**Children will need:**

- Arts and crafts materials: paper, markers and scissors
- Circles of Support Diagram

**Adaptation for early years:**

- For younger children, begin with a simplified version of the helping hands reflection. Trace and colour hands and have children answer a helping question on each hand (a time I helped someone and a time someone helped me). If you like, cut out the hands and create a circle with them.
- Introduce the idea of being 'global citizens' and talk about why we care for one another in different countries. Have children colour and cut out a Global Citizen badge to wear, or colour a [Paddington suitcase worksheet](#) and paste your Global Citizen badge on as a travel sticker.

## INTRODUCTION

**In this activity, we'll come back to the basic idea of 'aid' as different ways we help one another, and 'international aid' as different countries helping each other. We'll also look at how official development assistance is important to help children everywhere access their rights.**

## ACTIVITY 2

### WHAT IS INTERNATIONAL AID?

Srey Noy (left) and Chhoun Chea (right), both 12, use the Water, Sanitation and Hygiene (WASH) station at a Primary School in Kandal Province, Cambodia. The school was built by the Cambodian Ministry of Education, with support from the UNICEF Cambodia Country Development Partnership Fund, through UNICEF, to improve education and prevent the spread of disease in rural Cambodian communities.

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



We're going to lead children on a virtual 'OutRight Expedition' around the world, a bit like the expedition Paddington and the Brown family take in Paddington in Peru!

Over the next three activities, we're going to create our own expedition map mural as we learn how children all over the world are overcoming their own challenges – like floods and droughts, conflict, not having schools or teachers, or getting sick – and how international aid supports their own government's work to help make sure they can enjoy their rights to education, health and a safe place to live.

**Invite** children to then use arts materials to trace their hand on a piece of paper and write or draw their answers/thoughts from the reflection inside their hands using words, pictures or symbols to show their ideas and feelings. Let your group know you'll lend them your hand if they think their own hand is too small to include all their thoughts (you could prepare some copies of a larger hand outline in advance for this). Invite children to cut out their hand shapes and hang them around the activity room, use them to create a display or join the hands together to create a frame around your mural to symbolise the power of collective action — you could even turn them into bunting!

## PART 1

### Helping hands personal reflection

**PART 1**

**HELPING HANDS**

- Have you ever helped someone? What did you do?
- Has someone ever helped you? What did they do?
- Have you ever needed help so you could help someone else? What happened?
- Has anyone ever helped you in a way that didn't feel helpful?
- How does someone show they really understand what you need?
- How does it feel when someone really listens to you, or stands up for you?

**Invite** children to take a quiet moment together to think about what helping others and being helped means to them. They may want to close their eyes and take a few breaths as they think. Introduce the following questions one by one, inviting volunteers to share:

- Have you ever helped someone? What did you do?
- Has someone ever helped you? What did they do?
- Have you ever needed help so you could help someone else? What happened?
- Has anyone ever helped you in a way that didn't feel helpful?
- How does someone show they really understand what you need?
- How does it feel when someone really listens to you, or stands up for you?

After creating the helping hands, guide children in a discussion, using the examples that children shared to discuss themes, noting that helping/aid in its simplest form (one person to one person) isn't just about giving things – it also means sharing skills, standing up for fairness or listening to people's needs.

Show the following short video clips from Paddington, using the prompts to further explore ideas of helping others, aid and charity.

#### **Clip 1: Aunt Lucy Rescues Paddington from the River**

(Explore the idea that most often the people who help us and help make sure we enjoy our rights are within the community around us.)

#### **Clip 2: A behind-the-scenes look at the "Home for Retired Bears"**

(Imagine with your group that this was a real charity to help retired bears – do you think the space has been set up to help the bears by listening to what they actually want? Do you think the bears have made the space their own, adapting it over time with their own ideas? What can you see that might show this?)

## PART 2

### International aid vocabulary



Split children into small groups, giving each group a set of vocabulary matching cards.

**Invite** them to work together as a group to match each term with its definition. To make the game more interactive, distribute the terms and definitions among the children and invite them to move about the room until they find their matching pair.

**TIP** For younger children, you may decide to add simpler vocabulary words to ensure foundational understanding (e.g., government, income, resources, climate change, emergencies, etc.).

Use the Activity PowerPoint to review the vocabulary terms, having children volunteer to read the definitions out loud. As you go through the list, have children check the matches they made.

## PART 3

### Who gives aid? Reviewing your rights



Building on the explorations from the videos and helping hand exercise:

**Share:** lots of different groups of people give support/aid to help make sure that children can have their rights met.

**Use** the Activity PowerPoint 2 (or a whiteboard) to create a 'Circle of Support' diagram to show how we help others. Show the child in the centre circle. In a second circle, suggest family and friends are the first level of 'helpers' or 'duty bearers' to support children.

Through discussion, build out the circles, guiding children with examples from your own community, including local organisations. If your school or organisation supports or is supported by a charity (e.g., maybe you've had a dress-up or non-uniform day – either to support a charity, or organised by the PTA to raise money for the school?), discuss what help they're giving and how this might be different from when one person helps another.

As you get to the outer circles of the diagram, invite a volunteer from the group to read out Article 6.

**Ask:** according to this article, who is responsible for making sure children can enjoy their rights? Where do children think local government should be in the diagram? What about the national governments of different countries?

**Show** one extra outer circle. In this circle, put international aid. Explain that sometimes, even when there are so many people working to help make sure children can access their rights, there are still barriers that can get in the way – we'll look at some of these in coming activities. International aid supports governments, and organisations like UNICEF who work in partnership with the government of each country and with their permission.

Revisit the definition of international aid: International aid, or official development assistance, is when governments of high-income countries, like the UK, support lower-income countries to make sure children that live there have their rights met. This is different from donations, gifts and fundraising from individuals and communities such as schools. Visit our [\*\*facilitator support hub\*\*](#) for discussion guides.

**Map it:** Create and add an icon for Article 6 to your expedition mural.

## PART 4

### OutRight Expedition introduction

#### PART 4

##### WHAT DOES AID LOOK LIKE IN ACTION?

"We come here to drink the water, but we stopped because it doesn't taste good," says Bill (left). In drought-affected Ethiopia, water scarcity is forcing children like Bill and his friend, Teftaalegn (right), to drink unsafe water, leading to serious and potentially fatal diseases such as cholera.



**Explain:** we're going on an expedition around the world to learn more about international aid and children's rights. We'll meet children in different countries and learn about the obstacles that keep them from enjoying their rights. We'll also see how international aid has helped to reduce some of those obstacles.

We've already begun to prepare a mural space, and throughout our activities we'll use arts, craft and recycled materials to design and build a showcase of our journey and track what we've learned.

At this point, or before beginning Activity 3, invite children to think about how they might want to organise their expedition mural. It could just be a giant freestyle collage, or like a map where they include a drawing of your school or activity location, or town name, as your starting point, or a story-telling frieze. Create a key of symbols they can add to throughout the journey (e.g., a map pin symbol, 'X' or country flags to mark locations visited; a trail marker to note learnings or directions; symbols representing the rights explored – maybe a school for education, a house for shelter, a heart for health; and a symbol representing the support of international aid, etc.).

The mural will develop over the activities, and children can continue to expand their ideas to show their learning journey as you go.

**Note:** You might think about Paddington's explorer map, or the expedition map of the Amazon in the Reverend Mother's office to get ideas!

**Invite** children to create a symbol to add to their mural when they notice an obstacle or challenge – for example it could a boulder, mountain or gate. We'll practice identifying these and adding them to our mural in the next part of the activity.

## PART 5

### International aid photo cards

**PART 5**

**INTERNATIONAL  
AID PHOTO  
CARDS**



**PART 6**

**INTERVIEW  
WITH AN  
AID WORKER**



Using Activity PowerPoint 2, show different examples of international aid, and read (or invite a child to read) the short story for each. As the children look at each photo card, invite them to explore:

- What's happening? What's the obstacle? (Create an obstacle symbol for each one that you identify)
- Who is helping/Who should be helping? Where do you think they would go in our circles?
- Why do you think aid is needed? What kind of aid do you think this is (e.g., emergency aid or development aid)?
- What did we hear the community say?
- Which rights are being supported?

**Interactive adaptation:** Print the photo cards and pass them around in circle time; or package the photos into stacking boxes inside one another for a game of pass-the-parcel. If playing the game with boxes, emphasise the idea that many people think that international aid is just giving things, but aid is so much more, as we can see!

#### Optional add-on activity:

If your group is already familiar with international aid and the SDGs (sustainable development goals), invite them to consider, as part of Part 5, which SDG is being supported in each photo card? You can use these [SDG and UNICEF learning resources](#).

## PART 6

### Interview with an aid worker

**PART 6**

**INTERVIEW  
WITH AN  
AID WORKER**



**Share** the UNICEF '[Interview with an Aid Worker](#)' video.

- Where do you think that UNICEF fits in the circles of support diagram?
- How does the government of the country fit into the circles of support? How do you think that UNICEF works with the country's government to help children enjoy their rights?
- Where do you think the UK government fits in the circles of support diagram?
- What did you learn about why it might be important for children for governments to invest in aid?
- What is one question that you would ask this person if they were here in our activity space?

## PART 7

### Wrap it and map it

**Discuss** the obstacles that you identified in the photo card activity, that kept children from enjoying their rights. Add these to your map.

What interesting things did you hear in the interview with an aid worker or in the stories shared alongside the photocards? Write these on speech bubbles (or present them however you like) and map it!

Is there anything else from today's learning you'd like to add to your mural? Perhaps flags from the countries visited, or printouts of the photo cards, for example?

# ACTIVITY 3

## EXPLORING HOW INTERNATIONAL AID CAN HELP MEET CHILDREN'S RIGHT TO EDUCATION

**Aim:** Children will explore different ways that international aid helps children around the world enjoy their right to education.

**To prepare:**

- Review case studies and preview video clips
- Prepare materials for the OutRight Expedition mural
- Prepare Education Everywhere Cards if you're doing the optional activity

**You'll need:**

- Activity PowerPoint 3

**Children will need:**

- Mural materials
- Circles of Support

**Adaptation for early years:**

- Show and tell with a Paddington suitcase or other bag. Have children guess what you packed in the bag for the expedition. Include three objects that you can link to eyes, ears and curious mind (e.g., glasses, headphones, pencil and pad). Alternatively, include many items and work with children to identify which items would help them listen, see, and ask questions.
- Invite children to draw a 'curious self-portrait', drawing attention to the eyes, ears and mind. You could include the following words on their blank drawing page, or to use as prompts: "To help well I can ...."

*Call attention to the difference between just using our hands to help, like we talked about in activity 1, and using our curiosity to help – discuss how good help starts with understanding what people need before taking helping actions.*

## INTRODUCTION

**When Aunt Lucy went missing in Peru, Paddington and the Brown family followed a special map when they searched for her. Along the way, they faced challenges and obstacles, but Paddington used his kindness and courage, and the whole Brown family met people – and bears! – who helped them along the way.**

### ACTIVITY 3 INTERNATIONAL AID AND CHILDREN'S RIGHT TO EDUCATION

OUTRIGHT  
Speak out on children's rights

unicef  
for every child



Over the next three activities, we're going to continue to build our expedition map mural as we learn how children all over the world are overcoming their own challenges – like floods and droughts, conflict, not having schools or teachers, or getting sick. We'll see how international aid can support their own government's efforts to help make sure they can enjoy their rights to education, healthcare and a safe place to live.

Pack your bags and put on your adventure hats! It's time to set out on our OutRight Expedition.

In this activity, we'll pack the essentials for our trek and visit children in two countries to learn about how international aid is helping them enjoy their right to education.

**Optional add-ons:** set up the chairs in your activity space as if they're rows in an aeroplane to prepare for your adventure. Create a UNCRC Passport or an Explorer's Club hat and journal, have children log their thoughts as they learn.

## PART 1

### Reviewing your rights

#### PART 1

##### REVIEWING YOUR RIGHTS



**Invite** a volunteer from the group to read out Articles 28 and 29.

In circle time or small group discussions, invite children to consider the question:  
**'Why do you think that that education matters for everyone?'**  
 or  
**'Why do you think it's important for all children to be able to enjoy their right to go to school?'**

Allow children to explore their own ideas of why they think learning is important.

**TIP** Some answers might be: understanding the world around them, gaining skills, preparing them to grow up, etc.

**Map it:** Create and add icons for Articles 28 and 29 to your expedition mural.

## PART 2

### Pack for the trek

#### PART 2

##### PACKING FOR THE TREK

READY FOR AN ADVENTURE



Set the stage for the OutRight Expedition by playing the "[Let's prepare for Paddington](#)" video clip from Paddington in Peru.

Ask children to think about what they would pack if they were going on an adventure like the Brown's expedition to Peru – or any adventure around the world.

After discussing physical items, ask children if they can think of important things we can take that don't go in our rucksack or suitcase – like the attitudes and skills of an adventurer, learner and helper. What do they think these skills might be? Some examples may include bravery, friendship, listening and hope.

**TIP** If it helps to prompt your group, try considering Paddington's qualities – how he's curious, kind and always tries to help – but can also give a hard stare when he needs to!).

Using Activity PowerPoint 3, share and discuss the ears, eyes, curious mind packing list.

Whatever senses we have, using them carefully helps us understand how to best support others – as well as helping us remember what we learn from all the amazing young people we'll meet.

## PART 3

### First expedition stop – the right to education



Use Activity PowerPoint 3 to introduce the global challenge of children not having access to education.

**Map it:** ask children to consider how they'd like to show the right to education on their mural, if they haven't decided already.

Show the symbol that the children designed to note an obstacle and invite the group to consider question:

#### Can you think of some reasons why children might not get the chance to learn?

(Depending on your group, some answers might be: due to conflict, because they're living in poverty and/or they have to work, because they're a girl in a place where girls' rights aren't always respected, because they're disabled, because there's no school nearby, because their school was destroyed, because of a pandemic, etc.)

**Map it:** Add these obstacles on your mural



For more discussion ideas, take a look at this UNICEF [Education page](#).

Using the PowerPoint, introduce Ari in Jamaica and Justine in DRC whose situations show how international aid can help children enjoy their right to education.

Invite the children to use the tools they packed in their suitcase (ears, eyes, curious mind) to think about these stories from Jamaica and DRC:

- What did you notice/remember when you listened to the story? What did they notice/observe when you looked at the picture? What did Ari and Justine say?
- What were the obstacles getting in the way of the right to education?
- How did international aid help support the children's right to education?
- How do you think that this story would be different if international aid didn't exist?

Referring back to the circles of support/responsibility from Activity 2, review with the children:

#### What is a duty bearer?

A person responsible for fulfilling children's rights.

#### Who are the duty bearers who should make sure children go to school or have a school to go to?

Community, adults, local governments and sometimes parents (though parents are also rights holders).

Invite a volunteer from the group to read out the child-friendly version of Article 28.

#### What does this article say about who should help if the duty bearer isn't able to provide what children need to enjoy their right to education?

It says other governments! This is why international aid is so important.

We talked about how 251 million children around the world are not enjoying their right to education – but did you know that between 2015 and 2024, the UK Government supported 19.8 million children to gain a decent education. This means that children can access services that may support them in other ways, such as access to healthcare and food, and water.

## Optional add-on activity:

Cut out a set of 'Education Everywhere' cards so that each child (or pair of children, if working in pairs) has a card. Invite them to use the prompt on their card to imagine what learning/enjoying the right to education would look like for a child in the scenario written on their card. Then invite them to illustrate children enjoying their right to education in this new way they've imagined. They could create a drawing or painting, write a poem, make a graphic, or use whatever tools you have – but remind them that if they'd like to add this to the mural, they'll need to choose a format that works.

If needed, prompt with questions like 'who's teaching them?', 'what tools or resources do they have?', and 'how might children with different needs (e.g., disability, language, literacy level, etc.) be included?'

Invite any children who'd like to add their artwork to the mural to do so, if possible in a way that demonstrates its links to Articles 28 and 29. Invite the group to look at each other's visions displayed in the mural.

### Ask:

- What surprised you?
- How did these visions account for differences in education from place to place, but still support children's rights?
- What are some ways you saw international aid supporting children (directly or indirectly) through these different ways of learning?

Conclude by emphasising the learning objective: understanding that aid in education isn't about making learning everywhere fit a template created in one particular country, continent or culture, or just about building schools or giving out school materials. We've illustrated that it's about supporting governments and communities to be able to give children an opportunity to learn, no matter the challenges that make access to learning more difficult where they are.

## PART 4

### Wrap it and map it



**What is something you heard that surprised you?**

**What is something you saw that you've never seen before?**

**What is something you learned that you're curious to learn more about?**

Is there anything else from today's learning you'd like to add to your map? (Suggestions: speech bubbles with memorable quotes, flags from the countries visited, obstacles children faced, your backpack packing images, symbols for eyes, ears and mind, or images you drew from the optional activity, etc.).

# ACTIVITY 4

## EXPLORING HOW INTERNATIONAL AID CAN HELP MEET CHILDREN'S RIGHTS TO A HEALTHY AND SAFE ENVIRONMENT IN THE FACE OF CLIMATE CHANGE

**Aim:** The group will explore some ways that climate change affects children's lives and rights; and consider how international aid supports communities to prepare for, respond to and adapt to climate effects to protect children's rights to a healthy and safe environment.

**To prepare:**

- Arrange permissions and prepare children for neighbourhood walk
- Review key rights, video clips, case study scenarios and facilitator notes on funding cuts
- Prepare materials for the water walk (4 buckets, at least 3 cups, 1 broken cup, etc.)

**You'll need:**

- Activity PowerPoint 4
- UNICEF **Cost of Cutting Aid** video

**Children will need:**

- Mural materials
- Circles of Support

**Adaptation for early years:**

- Using the Article 27 page from the child right's activity book, have children share their idea of what a safe and healthy place to live looks like.
- Take a short local neighbourhood walk with your group, or even a stroll around your school or setting, seeing if you can spot things that are there for safety and comfort. On or after the walk, discuss what it means to have a safe place to live or learn.
- Play a simplified version of the water walk game (e.g., one group may have a shorter walk or a larger cup) and talk about the ideas of fairness and equality.

## INTRODUCTION

Articles 24 and 27 of the UN Convention on the Rights of the Child say that every child has the right to the best possible health and a safe environment. But climate change is putting these rights at risk for millions of children around the world.

### ACTIVITY 4 CLIMATE CHANGE AND RIGHTS

After a full day of school, as soon as six-year-old Ari gets home he wants to share what he has learned with his grandfather. He searches for "My Brain is My Boss" on his tablet and finds UNICEF's Accessible Digital Textbook (ADT) on the BookFusion app.

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



Many of the countries most affected by climate change – through drought or extreme weather events, for example – are those that have contributed the least to the problem and have fewer resources to cope. Through international aid, countries that are seeing more climate impact can get support to protect children's rights.

In this activity, we'll explore how climate change affects children's ability to grow up safely and healthily, and discuss whose responsibility it is to help. Together, we'll look at real-world examples of how climate change threatens children's rights and how international aid can help protect their futures.

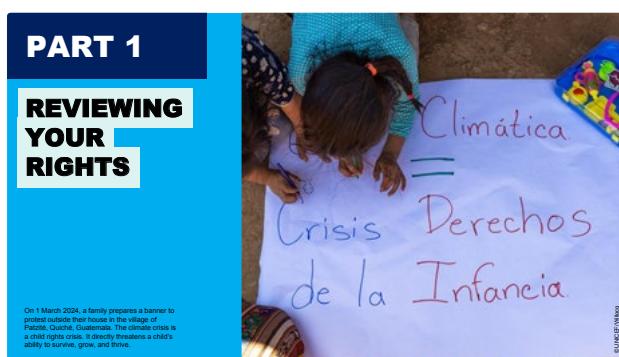
For this activity, children should have a basic understanding of what climate change is. For more activities that explore this, take a look at the **OutRight 2023–24 pack** equity and equality.

## PART 1

### Reviewing your rights

#### PART 1

#### REVIEWING YOUR RIGHTS



Invite a volunteer from the group to read out Articles 6, 24 and 27.

**Ask:** can you think of some reasons why children might not have a safe place to live? How might climate change make it harder for children to enjoy their right to good health? Can you think of why countries like the UK might help other countries that are experiencing climate effects so that children can enjoy their rights?

**Map it:** create and add an icon for Articles 24 and 27 to your expedition murals.

## PART 2

### Neighbourhood explorations

#### PART 2

#### NEIGHBOURHOOD EXPLORATION

In Sudan, children walk back home from a UNICEF-supported child friendly space in Al Houri internally displaced people's (IDP) camp, Al Houri, Sudan.

© UNICEF/UN0200020/Al-Saleh

## Optional add-on activity:

Show the Paddington in Peru treasure map video clip as a prompt for the treasure-map making activity. Invite children to share their discoveries and reflections. Guide children to understand that a safe and healthy environment is important for all children. (This will set the scene for learning about how climate change keeps children from accessing their rights).

Aid looks different everywhere – because it's based on people's needs and the action they're already taking.

We talked about how children around the world today are not able to enjoy their right to a safe and healthy environment because of the effects of climate change – but did you know... that UK Climate Finance (a type of international aid) has helped 213 million people to cope with the impacts of climate change through climate adaptation?

## PART 3

### Expedition climate change



Using Activity PowerPoint 4, present different scenarios where children are not enjoying their rights to health or a safe home due to climate change.

Use the stories to explore how international aid might support countries and communities around the world to prepare for, adapt to and respond to climate effects and emergencies, so that children enjoy their rights to a safe home and healthy environment.

For each case study, remind the children to use the tools they packed in their suitcase (ears, eyes, curious mind):

- What did you notice people saying?  
What did you notice people doing?
- What did you learn about the obstacles children face, or the help they need to enjoy their rights? (**Map it!**)
- How might international aid be used to support the children in the story to enjoy their right to a healthy environment or safe place to live? Who else might be found in their circle of support?
- How do you think this story might be different if international aid wasn't possible?

## PART 4

### Water walk and climate justice



Split young people into two groups, setting up a bucket of water for each group on one side of the space and an empty bucket of the same size on the other. Challenge the two groups to complete the same task of moving the water from one bucket to another, like a relay race. Challenge the two groups to complete the same task of moving the water from one bucket to another, like a relay race – will team A or B move all their water first? This activity will work best in an outdoor activity space if available, but you can adapt the activity to work for you – you don't have to use water – a pile of blocks or bucket of sand can also work well.

Invite one volunteer young person to act as the game leader. Before you start, instruct the young people that they may start when the game leader says GO, but they must immediately pause when the game leader says FREEZE!

After calling "GO" and letting the groups move back and forth, for a while, the game leader will call "FREEZE!", then read a

game card which will instruct the teams to take an action. The actions will make the activity easier for one group or more challenging for the other. Continue to call a new card every few minutes, playing the game until one team has transferred all their water, or until all the cards are called.

Ask the two groups: How did it feel to play this game? Did it feel fair? How did it feel when the actions of one group made it harder for you? How did it feel when the other group supported you? What do you think it is teaching us about climate change and international aid?

Review this definition of climate justice with your group, if it's helpful:

Climate Justice is the idea that countries who contribute the most to climate change should support the countries who are experiencing the greatest effects of climate change with international aid.

Wrap up by discussing the following two statements within your relay teams:

- As children and young people, we all have the same rights, but not the same tools to realise them.
- Countries who are creating climate effects should support countries who are dealing with its effects.

## PART 5

### Wrap it and map it



What is one thing you learned about climate change that you didn't know before?

Invite children to look at the obstacles and barriers that have been marked on their mural – across climate and education. What ways have you learned that aid can help to help overcome them, so that children can enjoy their rights? Can you recognise any crossover areas where aid is supporting both education and responding to climate change at the same time (e.g., a floating classroom is a climate adaptation that also helps children enjoy their right to education.)

Is there anything else from today's learning you'd like to add to your map? Maybe flags from the countries visited, obstacles children faced, a symbol or slogan to show how you feel about climate justice, some extra helping hands to demonstrate where aid supported for example.

# ACTIVITY 5

## CONVERSATIONS AND CAMPAIGNING

**Aim:** Children will learn about the importance of using their voices and skills to take action on global issues that affect children's rights. They will explore the idea of 'nothing about us without us' and consider how they can amplify the voices of other children as they advocate for governments to support their rights.

**To prepare:**

- Review Articles 12 and 13.
- Prepare sets of statement sorting cards for each group

**You'll need:**

- Activity PowerPoint 5

**Children will need:**

- Arts materials to add to mural

**Adaptation for early years:**

- Bringing together the helping hands exercise from Activity 1 and the ears, eyes and curious mind packing from Activity 3, introduce the concept of campaigning. Ask your group to think about what they've seen, heard and learned, and the world around them, and again use hand shapes – colour themed if you like – to express 'I care about...' on one hand, and 'I'd like you to...' (describing change they'd like to see) on the other hand.

## INTRODUCTION

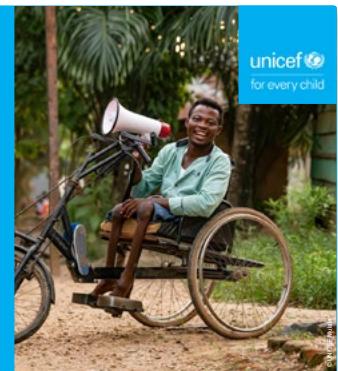
This activity will help children bring together their learning through an unpacking of their expedition and a 'debate' on international aid. Children will also review Articles 12 and 13, as a reminder that they as young people have the right to speak out and be listened to, and can use their voice to influence change so that children around the world can enjoy their rights.

## ACTIVITY 5

### CONVERSATIONS AND CAMPAIGNING

Rajulu Vembise, 27, polio survivor and UNICEF-supported community worker, educates parents in his neighbourhood about vaccinating children against polio in Kindu, Maniema province, DR Congo, March 27, 2024.

OUTRIGHT  
Speak out on children's rights



unicef  
for every child

## PART 1

### Reviewing your rights

#### PART 1

#### REVIEWING YOUR RIGHTS



Invite a volunteer from the group to read out the child-friendly versions of Articles 12 and 13.

**Ask:** why do you think these rights are important? How do you think they relate to the topic of international aid that we've been talking about? As children answer, guide them towards the understanding that as children, we have the right to use our own voices to raise awareness about issues that are important to us – and we have the right for duty bearers to take our opinions seriously.

**Watch:** the UNICEF Youth Advocates introduction YouTube video clip. Share that one of the best ways we can help other children get access to and enjoy their rights is to be an advocate for them!

An advocate is a person who actively uses their own voice to make a difference – to speak out and take action to protect someone's rights.

**Map it:** Create and add icons for Articles 12 and 13 to your expedition mural.

## PART 2

### Unpacking from your OutRight expedition – a debate at basecamp

#### PART 2

#### UNPACKING FROM YOUR EXPEDITION



Invite children to create a final trail marker, or flag to your mural to show that you've completed the trek. You've arrived at Base Camp.

Use your adapted version of the “unpacking from your OutRight Expedition” facilitator script below to introduce the reflection prompts and facilitate a debriefing and a friendly debate about international aid.

Remind children that we all have a right to be heard, even when we might see things in different ways. A debate is when we can talk about why we agree or disagree on something in a respectful way. When we debate, we use our voice to express what we think, but it's very important to also use our curious minds and ears to hear other points of view.

#### Unpacking from your OutRight Expedition script and reflection prompts:

OutRight Explorers – you made it! – welcome to Base Camp.

We've been on quite the journey together. We've packed our bags with bravery, open ears, eyes and hearts, and curious minds. We've visited children and their communities around the world. As we've trekked, we've considered the obstacles they face that can keep them from enjoying their rights. We've met helpers and advocates for children and we've explored how international aid helps in many different ways. Now it's time to look back at our mural and unpack what we've learned.

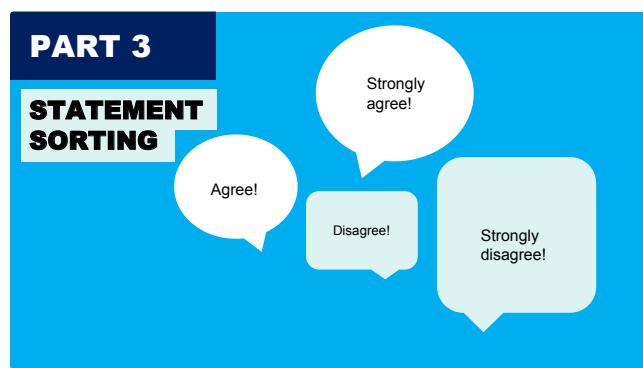
#### Reflection prompts:

1. What did you hear that surprised you? Let's take a moment to walk along our mural. Is there a story that surprised you or made you think differently? Stand by the part of the mural that meant the most to you.
2. What did you see that you've never seen before? Maybe it was something in another country, or how someone helped. What caught your attention?
3. What is one thing you learned about international aid? Was there a child's voice or story that made you feel something? Which right were they not able to access, and who helped them so that they could enjoy this right again?

- Where do you see yourself in the circles of support? Where in our circles of support do you think you can be? What kind of helper would you like to be now that you know more?
- What would you like to tell others about how international aid is important to support children around the world to enjoy their rights?

## PART 3

### Statement sorting – continuing the debate



Continuing the friendly debriefing debate, in small groups, provide children with one set of cut out statements from the Statement Sorting resource.

**Invite** children to read each of the statements in their group, then discuss and sort into two piles: agree or disagree.

You may adapt this activity to do in a group as circle time, or a wall-sorting with sticky notes, or make it interactive as a four corners activity (label the corners strongly agree, agree, disagree, strongly disagree). Explain that the goal is not to choose a 'correct' answer but to hear different views and explore why people might feel differently about aid.



Visit the **support hub** for deeper discussion guides.

## PART 4

### Counting the cost of aid cuts

#### PART 4

##### COUNTING THE COST OF AID CUTS



Explain to children that the UK has been supporting international aid (both emergency aid and development aid) and climate justice through its Official Development Assistance (you may want to revisit the vocabulary terms UK Aid and FCDO here). Less than 1% of the UK's national budget goes to ODA. Most money is still spent on services in the UK. This is a very small part of the UK budget, but right now the UK government is making a decision about cutting these costs, including how much of this money will be spent to help children.

**Invite** children to watch the **UNICEF short video** on what funding cuts to aid mean.

Referring back to the case studies, ask each group to consider, for their scenarios, if international aid were cut, would there be a different outcome? In what ways do you think children's rights might suffer with the UK's proposed cuts to Official Development Assistance?

**Share:** child-focused aid became a small proportion of the UK's overall aid from 2016 to 2022 (from 30% to 18%).

**Ask:** how might prioritising official development funds into programmes that support children and children's rights impact the future need for development assistance?

Bringing the discussion to a close, emphasise that gains made for children are gains for their wider societies and overall development. Good health and education are critical for children to survive and thrive. Investing in the world's children is not a favour, but a practical and essential step towards a secure future for everyone.

## PART 5

### Meet UNICEF youth advocates

#### PART 5

##### MEET THE YOUTH ADVOCATES

Youth Advocate Mambisoa Fidiana at United Nations Headquarters in New York, in September 2024. Mambisoa is a 20-year-old Health Advocate from Madagascar.



Use Activity PowerPoint 5 to extend your expedition to visit three UNICEF Youth Advocates from around the world. For each advocate, discuss the following points, and add their story to your mural:

- What did you see, hear or learn from hearing the youth advocate's story?
- Which right is the youth advocate campaigning for? What obstacles are they working to help others overcome?
- Where do you think the Youth Advocates fit into the circles of responsibility?
- How are youth advocates linked to international aid?

After meeting all three advocates, invite children to consider:

- It's important to support others to have their voices heard – especially people who need support to get their rights realised. How can we stand in solidarity with each other and amplify (make louder and more known) the work and voices of local people like these youth advocates who are already working to bring change to their communities?
- How might you use your own voice to talk about an issue you care about, or that you've heard about on our rights expedition?
- We can use our own voices to raise awareness about an issue that's important to us. How can you use your own voice to talk about an issue you care about?

## PART 6

### Wrap up your map

#### PART 6

##### WRAP UP YOUR MAP



Is there anything final that children would like to add to their mural map after listening to the stories shared about the youth advocates?

Once the group has decided their mural is complete, take a photo of your masterpiece. You may choose to gather in front of your work and have a photo taken as a group with the mural as a backdrop!

**Optional:** share the photo of your mural with the UNICEF UK team.



Now's the time to take everything you've learned and jump into your campaign action!

# CAMPAIGN ACTION

Before jumping into this year's campaign action, please have a look at the guidance on 'preparing your campaign action' on [page 10](#) and complete any steps in there that are relevant to you.

## Aim:

- Children reflect on the new learning from the campaign, considering why international aid is important for children's rights around the world
- Children engage with a decision maker

## To prepare:

- Complete the learning activities with your group
- Preview the action steps below, and prepare the resources relevant for your group

## You'll need:

- Campaign Action PowerPoint
- The template postcard

## Children will need:

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

## Step 1:

- Use the Campaign PowerPoint to introduce this year's campaign action. The first half of the PowerPoint introduces the Foreign Secretary, and the second introduces letter writing as an activity. Share the [UNICEF letter writing video](#) with your group, and explain that this year, we're going to be writing a short letter/postcard to the Foreign Secretary to tell them all about our learning journey.

## Step 2:

- Invite children to think about the things they've seen and heard about children enjoying their rights. Bring in discussion points from the learning activities, including the importance of international aid on both climate and education and the links to children's rights. You can also highlight the fact that the UK Government has reduced its spending on international aid and the impact this might have on children.
- Choose one topic you care about, consider why it's important, what you'd like to see done about it, and how international aid might make this right more accessible to children. As a prompt, children can start with this sentence as an outline: "*I saw..., I heard..., I learned..., and I care about this because...*"

## Step 3:

- Invite children to get into small groups and write a postcard together about the journey they've taken and what they've learned about aid and why it's important. *"How can you include the voice of a child we've met on your OutRight Expedition as you talk about children's rights?"*
- Using the postcard template, give children time to write their postcard about their aid expedition and learning journey. Use the prompts from the Campaign Action PowerPoint or previous learning materials.
- You can either use both sides of the postcard (with Side A being for images/pictures children may create) or just use one side only (Side B being for their words).

## Step 4:

- This year, we're aiming to collectively send postcards to the Foreign Secretary. We're confident they'll have the maximum impact if they're delivered together. Please return to the guidance on 'preparing your campaign action' for information on how to send them to us.

## RESOURCE 1

### UNCRC BINGO CARD

<b>U</b>	<b>N</b>	<b>C</b>	<b>R</b>	<b>C</b>
		<b>FREE</b>		

## RESOURCE 2

# VOCABULARY MATCHING RESOURCE CARDS



### INTERNATIONAL AID

This is when a high-income country supports a low or middle-income country by giving money or resources to help people, sometimes through organisations that work to protect children's rights and wellbeing.

### CHARITY

Money or support (sometimes food, clothing or time) given by individuals, groups, or organisations to others who need it. Often run by volunteers or private groups, they get money to help through fundraisers or asking for donations.

### DEVELOPMENT AID

Money or support given to countries that have less money or resources so they can develop over time. This aid is not for emergencies and urgent needs, but for long-term improvements to help people, like better schools, hospitals, jobs and a healthier environment.

### EMERGENCY AID

Help that's given to people during a crisis like a climate disaster or war. This help is sometimes called humanitarian aid. It's meant to save lives, reduce suffering and show care for people in need. It can include things like providing food, clean water, shelter or medical care when people don't have it, or sending people with special skills to help.

### SUSTAINABLE DEVELOPMENT GOALS

A plan of 17 goals that were agreed by all the countries of the United Nations in 2015 to end poverty, reduce inequality and build a more peaceful and prosperous world by 2030.

### CHILDREN'S RIGHTS

A list of 54 rights that governments have agreed that all children in the world have. These belong to all children, and children do not have to do anything to earn them.



## **UK AID**

Money given from the UK government to other countries to help reduce poverty and make life better and fairer for people around the world. This money is often used to respond to emergencies and support education, health and safety.

## **FOREIGN, COMMONWEALTH, DEVELOPMENT OFFICE (FCDO)**

The part of the UK government that works with other countries. It leads the UK's international aid work, supports people in emergencies and helps build strong relationships between the UK and the rest of the world. This is the government department responsible for planning and delivering UK Aid.

## **CAMPAIGNING**

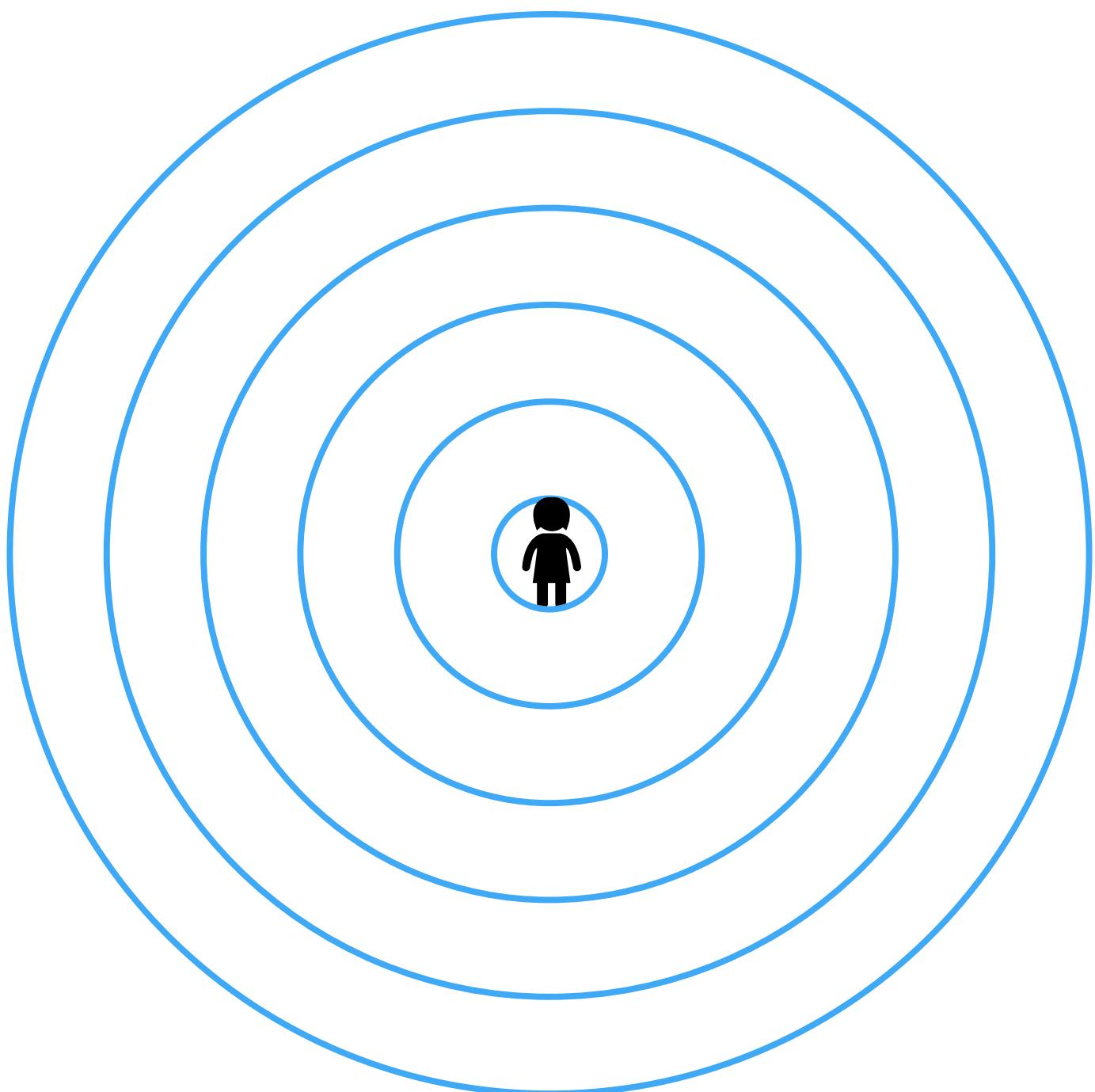
Taking action and speaking out to help make the world a better, fairer place for everyone and every child.

## **GLOBAL CITIZEN**

A person who believes in global justice and acts to make the world a safer, fairer and more sustainable place in which human rights and children's rights are protected and respected.

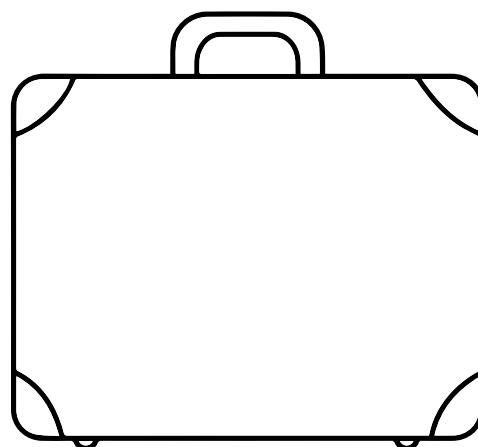
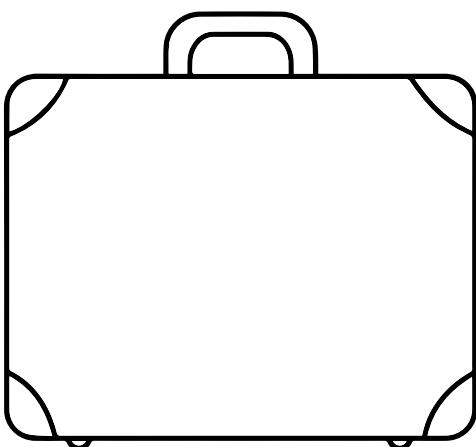
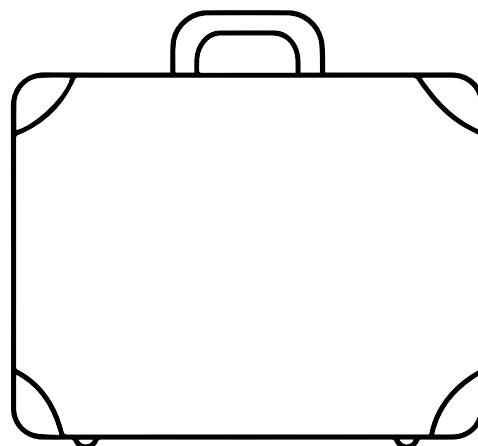
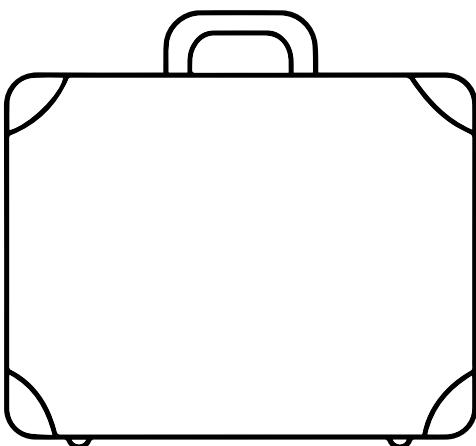
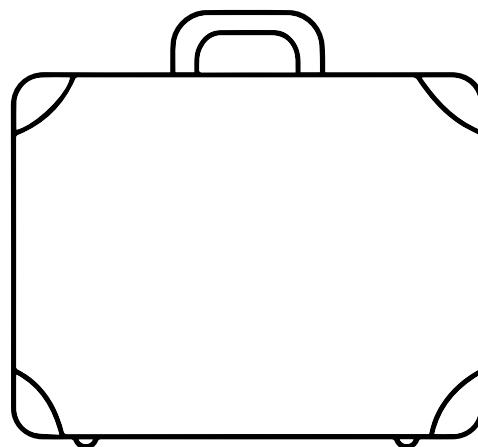
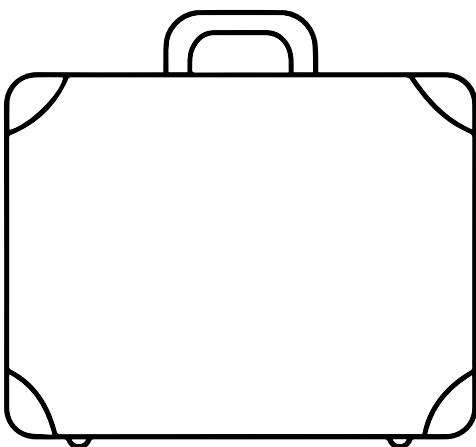
## RESOURCE 3

### CIRCLES OF SUPPORT DIAGRAM



## RESOURCE 4

### PADDINGTON SUITCASES



## RESOURCE 5

# EDUCATION EVERYWHERE CARDS RESOURCE



Under a tree in a rural village where there's no formal school building, but a teacher comes to lead lessons.

In a multi-lingual classroom where children attend school in two different languages.

At an after-school tutoring programme for children at risk of dropping out of regular lessons.

In a school rebuilt by a community, with support from emergency aid, after it was damaged by an earthquake.

With lessons delivered by radio or internet during a pandemic lockdown.

In a school built with climate-smart design to keep learning going during extreme weather events (like a school on stilts in a flood-prone area).

In a temporary classroom in a refugee camp built with tents or tarps, often supported by aid agencies.

At a school with ramps, braille books, and adapted toilets designed for disabled children to access their right to education.

In a girls-only school in a country where girls are excluded from traditional education.

At home with a solar-powered tablet used in remote areas where schools are too far away.

In a mobile classroom on a boat reaching children in flood-prone or island communities.

In a tent classroom after an earthquake or flood where school buildings were damaged, and education had to quickly restart.

Through catch-up learning classes for children who missed years of schooling due to crisis or poverty.

In a temporary school during conflict or displacement – set up quickly to help children regain routine and stability.

With community elders teaching under a traditional shelter – combining local knowledge with basic education.

In a digital classroom powered by solar panels.

In a safe space for children affected by emergencies – where psychosocial support and informal education are combined.

At a school offering meals through a feeding programme where food helps keep children in class, supported by aid.

Through radio lessons, common in emergencies or remote regions.

At a school using sign language and other tools – for children who are deaf or have impaired hearing, often supported by aid through inclusive education projects.

In a nomadic classroom that moves with families who live in the desert and migrate each season.

## RESOURCE 6

# WATER WALK SCENARIO CARDS



### DROUGHT

Team B's water source has dried up because of drought, now, they must go twice as far.

Move Team B's water bucket ten more steps away.

### FLOODS

Team B's patch is flooded due to extreme weather events. You must go around the flooding to reach your water source.

Place an obstacle (e.g, a chair) in Team B's path.

### INTERNATIONAL AID ARRIVES

Team B receives support from international aid partners to access a new water source.

One member of Team A joins team B for two turns, allowing them to carry double the water.

### FUNDING CUTS

Team B's community asked for help but none came.

Team B must carry their cup using only one hand.

### CYCLONE WARNING

A disaster hits Team B's community. Damage to their water system means water may not be drinkable.

Team B must stop for 30 seconds while they wait for help with an emergency safety check to arrive.

### INDUSTRIAL INVESTMENT

Team A develops a new industrial plan in Team B's country. Team A gets richer from the manufacturing, but they're using most of the water Team B needs for their crops, when their country is already seeing more droughts than ever before.

Team A takes Team B's cup for one turn (they can use both cups while Team B has none).

## RESOURCE 7

### STATEMENT SORTING



All children have rights, no matter where they live.

Countries with lower incomes need the help of countries that have more money or resources.

Governments should work together so that all children around the world enjoy their rights.

Countries like the UK, who contribute more to climate change, should help countries who are experiencing the effects of climate change.

The UK government should help children in other countries who are not able to access their rights.

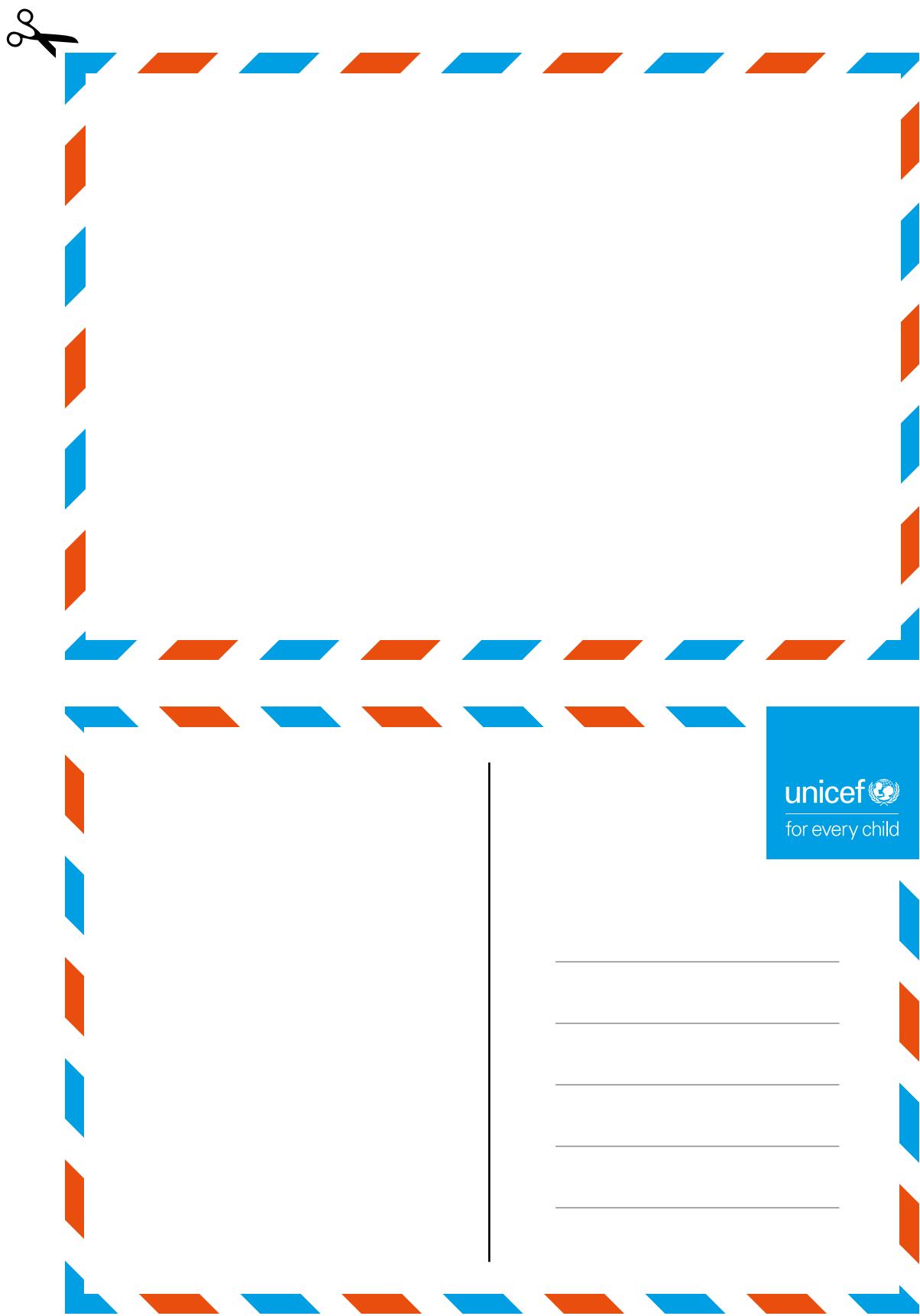
International aid works *with* the governments of other countries, not in place of them.

International aid is old-fashioned and doesn't really help people in modern times.

International aid is only about people getting food aid or help with material items they can't afford.

## RESOURCE 8

### POSTCARDS TEMPLATE



# PHOTOCARDS



## PHOTOCARD 1 OREST, UKRAINE



© UNICEF/Vashkiv

### Nurse Tetiana gives Orest a vaccine.

Eight-month-old Orest is getting a vaccine at a health centre in Kyiv, Ukraine from a nurse named Tetiana.

The vaccines at this health centre are kept in special refrigerators that stay cold, even when the power goes out. This is important, because if vaccines get too warm or too cold, they might not work.

These new refrigerators were given to the centre at the end of 2022 because power supplies haven't been consistent since war began in Ukraine.

Nurses like Tetiana and 1,000 other health workers across Ukraine learned new ways to store and safely move vaccines through a program led by UNICEF and funded by international aid. International aid also made it possible for UNICEF to bring nearly 3 million vaccines to Ukraine in 2023 and early 2024 so that children could continue enjoying their right to this basic healthcare, even in a difficult time of war in their country.

## PHOTOCARD 2 MASTULA, AFGHANISTAN



© UNICEF/Narftalin

### Mastula gets clean water after the floods.

Four-year-old Mastula fills her yellow jerrycan with clean water in Chaghcharan district, Afghanistan. When heavy rains came, flash floods destroyed 25 wells near her village. That meant her family, and many others, had no safe water to drink, cook or wash with.

Because the local government doesn't have enough resources to quickly help the communities recover from the floods, UNICEF is helping provide emergency aid. Our teams are bringing clean water to Mastula's village by truck and filling big water tanks called bladders that hold 5,000 litres of water, so families won't have to go without water until the water sources are repaired. They're also helping with medical care, hygiene supplies and other urgent needs that children and their families have after the floods.

Floods are happening more often in Afghanistan now because of climate change. And because Afghanistan has fewer resources than other countries like the UK, it can be harder and take longer for communities to recover. By lending a hand to support communities as they recover, international aid helps children like Mastula stay safe even when an emergency happens.

# PHOTOCARDS

## PHOTOCARD 3 PHONE PAYAE, MYANMAR



### Phone Payae and his mum receive emergency aid after the earthquake.

Five-year-old Phone Payae is from Myanmar, where just a few months ago, a very big earthquake happened. The earthquake was so big (7.7 on the scale that measures earthquakes) that it was felt as far as the neighbouring country of Thailand. Many buildings fell down, and thousands of people were injured or killed, or went missing.

The government in Myanmar declared a state of emergency, and they asked for other countries and organisations to help.

Organisations like UNICEF, whose job it is to be prepared to rush in when there is an emergency, arrived to help with urgent needs, including clean water, supplies and support to children like Phone Payae. Money from other countries through international aid made this possible.

One of the things Phone Payae and his mother received is a special box called a WASH kit that has water, soap and other supplies to keep them clean and healthy, because after the earthquake they don't have access to clean water or toilets.

## PHOTOCARD 4 RUAA, ETHIOPIA



© UNICEF/Outsider

### Ruaa helps refugee children from Sudan enjoy a safe place to learn and play.

Ruaa is 22 years old. She was a student at University, in the capital city of Khartoum, when war broke out in Sudan. For Ruaa, it was too dangerous to stay, so she left her home and moved to the Ura refugee camp, in the neighbouring country of Ethiopia, to be safe.

Now Ruaa works at an area in the camp called a Child-Friendly Space (CFS) – a place where children can come to learn and play together and get the mental health support that they might need.

"When they're coming here, we try, as social workers, to make a safe environment for the children," Ruaa said. "We play with them, we chat with them. Playing is very important. They make new relationships with other children. Playing makes their mental health better."

The Ura refugee camp was started in June 2024 and one year later (June 2025) it is home to nearly 14,000 refugees including more than 300 children. Camps like Ura and the Child-Friendly Spaces in the camps that give special support to children are supported by international aid.

"I wish for every child to resume their education, to resume their lives, and to live in safety and in peace," Ruaa said.

# PHOTOCARDS

## PHOTOCARD 5 SHEEBA, SUDAN



© UNICEF/ElFadil

### Mahmoud gives Sheeba a polio vaccine.

Seven-month-old Sheeba was born in a small village in a very remote area of Sudan. To reach her home from the nearest town takes a 40km car ride and then you have to use camels or donkeys to go the rest of the way because the roads are very rough.

Despite the long journey, one day, a health worker came to her house to give her a special vaccination for the polio virus.

The Ministry of Health in Sudan found polio in her state, so they started a three-day campaign to protect children like Sheeba from this dangerous disease. Because the government didn't have enough resources themselves for the campaign, they asked for help from the World Health Organization and UNICEF – two organisations who get funding from international aid to solve challenges like this one – and they gave polio shots and vitamin A drops to children under five.

Reaching every child, no matter what, is critical to make sure we meet the SDGs and that no child is left behind. Mahmoud visits the remote villages in the Barqiq valley every month for routine vaccinations and during this campaign, he's reaching them too.

"These are our people and children, so we make every effort to include them in the health campaigns and routine immunisation," he says.

## PHOTOCARD 6 FARZANA, PAKISTAN



© UNICEF/Basim

### Clean water for Farzana means more time for school.

Farzana (dressed in pink) is 12 and lives in a village in Umerkot, Sindh in Pakistan. For many years, there was no clean water in her village because of water scarcity and then a flood – both climate effects.

Farzana had to walk 7km – as many as 3 times a day – with her mother to collect clean water. Because of the time this took, Farzana couldn't go to school for four years.

When the flooding happened, the Government of Pakistan led the response, but the effects of the disaster were too much, so they requested the help of international aid and many countries offered support.

With the help of international aid from the Government of Japan, UNICEF was able to help the government of Pakistan, and Farzana's village specifically, to build a new hand pump. The pump was built on high ground so it stays safe during floods. Now, Farzana and her neighbours can get clean water nearby every day. Farzana is now back in school and learning again.

# PHOTOCARDS

## PHOTOCARD 7 ECUADOR



© UNICEF/Terán

## Hygiene training supports healthy environments.

In a school in Ecuador, children are learning how important good hygiene is – like handwashing and keeping their surroundings clean. These lessons are part of a special training organised by the Ministry of Health, with help from the local government and partners, and the support of international aid.

Learning about hygiene is more than just a school activity – it's about helping children enjoy their right to be as healthy as possible. When children know how to stay clean, it prevents the spread of illness, they can miss fewer school days, enjoy a healthier life and grow up stronger.

Sharing skills that support public health (keeping communities healthy and preventing illness) is an important part of international aid around the world. Public health information helps stop the spread of diseases, including dangerous viruses like those that can cause pandemics.

## PHOTOCARD 8 FATUMA, SOMALIA



© UNICEF/Condien

## A safe place to live and learn amid crisis.

In Dollow, Somalia, most families who have had to leave their home for safety, now live in informal tent settlements.

Fatuma, who is 11, lives with her parents in a temporary shelter made up of orange plastic sheets and fabric lashed with cord and stripped branches. It's one of the thousands scattered over dry land.

There are many reasons why families have to leave their homes for safety and find shelter in a camp. Sometimes it is because of conflict, sometimes a climate disaster...

In camps like these, international aid supports the government and the people in many roles. Sometimes they provide urgent supplies like food, water or shelter, and often, like in this camp in Somalia, international aid helps organisations like UNICEF support the children's rights by constructing Temporary Learning Spaces (TLS), providing school materials for learning and money to support teachers. In this camp in Somalia, the governments of Germany, Finland and the United States are helping support the programs.