



# OUTRIGHT

## Speak out on children's rights

Through OutRight learn about international aid, how it supports children and their rights around the world, and inspire your group to take action.

Pictured top: Finn and Ruby attend the Youth Advisory Board handover meeting in November 2023, which saw existing team members meet new ones.

# 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 them to 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 their rights and the UNCRC, 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 – Cel Spellman.

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.







Left to right: Jamie, Arushi and Arthur attend a Youth Advisory Board meeting in May 2022. The group met to discuss plans for World Children's Day.

## 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.

# 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



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?'. © UNICEF/Madeleine Finn

## 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. In the UK, it's known as Official Development Assistance, however 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 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 create a briefing that demonstrates 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 and young people 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 briefings. 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 and don't 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/organisations'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](https://www.childline.org.uk)**

YoungMinds runs a text messenger service to support children in crisis, which is free on most networks. The organisation also runs a parents' and carers' helpline.

**[youngminds.org.uk/contact-us](https://www.youngminds.org.uk/contact-us)**

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

### For you:

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:** Young people explore their rights and the UN Convention on the Rights of the Child (UNCRC). This activity sets the framework for linking the UNCRC rights to education, health and an adequate standard of living (Articles 6, 24, 27, 28,29) to the topic of international aid.

### To prepare:

- Review the key rights
- Prepare access to a **summary version of the UNCRC**
- Prepare a cut out set of rights cards, or write out key children's right on cards, one per card

### You'll need:

- Activity PowerPoint 1
- UNCRC **Icon Cards**
- Tape, sticky tack, labels or string

### Young people will need:

- UNCRC **rights cards**
- Arts materials

## INTRODUCTION

This activity introduces young people to the UN Convention on the Rights of the Child (UNCRC). They'll play a game to familiarise them with all 54 Articles in the Convention. After establishing a foundational understanding, the activity will focus on five key articles linked to this year's OutRight topic of international aid.

The group will begin building a mural that will grow over the course of the activities to be ready for presenting on World Children's Day.



## PART 1

### What is the UNCRC?



**Explain** that UN Convention on the Rights of the Child (UNCRC) is a list of 54 articles. These outline the rights that the government in the UK and governments around the world have agreed that all children have (that is, everyone under the age of 18). The first 41 articles outline the rights all children have – the ‘right holders’ – no matter their “ethnicity, sex, religion, language, abilities or any other status” (we’d expect that “any other status” in this article wording would include many aspects of identity, including gender). Articles 42–54 outline how adults and governments must work together as ‘duty bearers’ to fulfil their obligation to make sure children can enjoy all their rights.

Present the summary version of the UNCRC to the group.

## PART 2

### Which right am I?



**Distribute** your prepared rights cards, attaching them to the young people’s backs, without letting them see what’s on theirs – you could use sticky notes, tape or string. Check all the key rights are highlighted and that there is one right for each young person.

**Check** that young people can see each other’s cards, but not their own.

**Explain** that each person represents a different right. Invite young people to take turns going around the room, asking each other questions to help figure out which right is on their back. They can answer each other’s questions and give clues but mustn’t directly say the right.

The instructions for questions can be made easier or harder based on your group’s age and familiarity with the UNCRC. For example:

- Easiest: they can chat about the right (‘can you give me an example of a child enjoying this right?’, ‘what might keep a child from enjoying this right?’)
- Harder: they may only ask simple yes or no questions (‘does my right have to do with going to school?’, ‘does my right have to do with health?’)
- You may choose to provide a copy of the summary version of the convention to use as a resource for the game.

Once someone thinks they know their right, they can guess. If incorrect, they keep asking questions. Young people who have guessed their rights become clue-givers until everyone in the group has figured out which right they represent.

## PART 3

### Introduction to key rights for international aid



**Explain:** this year in OutRight, we're going to learn about international aid and how it helps children around the world to be able to enjoy their rights. Invite young people to briefly share what/if they know about international aid, and why they think it might be important to talk about. There's a general, topline definition in your PowerPoint to help guide this quick knowledge check, but do let the group know that they'll find out more about what it means in activity 2.

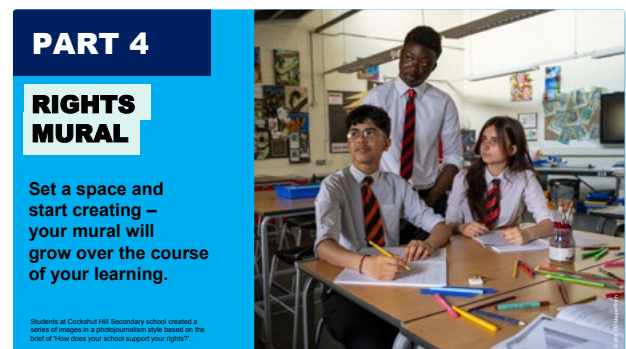
**Show:** Activity PowerPoint 1 to draw young people's attention to Articles 6, 24, 27, 28 and 29. Ask them to take turns reading each of the highlighted articles out loud.

**Explain:** even though governments have agreed that all children, everywhere, have these rights, which should be respected and protected, there are many children who aren't accessing or enjoying all their rights as they should. There are many different reasons why this can happen, and it can happen in any country, including the UK, but children in lower-income countries face the greatest barriers. International aid, known as Official Development Assistance (ODA), is when the government of a high-income country supports another low or middle-income country by giving money or resources to help people, sometimes through organisations that work to protect children's rights and well-being.

**Ask:** looking at our focus rights, how do you think the idea of international aid might relate to protecting each right for children around the world?

## PART 4

### Rights mural



Choose a blank wall or display board and begin to create a Rights Mural that young people will add to over the course of their activities to display their learning (you might also choose to do this digitally using an online collaborative whiteboard tool). You may have young people create a background for the mural as a first step, explaining that the mural will grow each week we'll be adding new ideas, case studies and stories.

Split into five groups and assign each group one of the key articles. Invite each group to craft a visual aid (like a small poster) that highlights their article, to add to the mural. Invite each group to present their work. They'll have to work together as the mural takes shape to piece the art together and make room for new information.

## PART 5

### Wrap-up discussion



Invite young people to discuss in pairs: What's 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:** Young people explore 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). Young people will begin to understand the role international aid plays (and has played) and why it matters to children's rights that the UK continues Official Development Assistance.

### To prepare:

- Preview international aid background resources, aid vocabulary, the Circles of Responsibility diagram, photocard stories, and background information in the facilitator notes
- Do visit our support hub for workshop recordings and video guides to help you support more in-depth discussions
- Prepare aid vocabulary notecards (headings only, with space to fill definitions)
- Prepare access to a summary version of the UNCRC

### You'll need:

- Activity PowerPoint 2
- Circles of Responsibility diagram
- Prepared vocabulary notecards

### Children will need:

- Research resources, library or internet
- Arts and crafts materials: paper, markers and scissors for mural making
- Circles of Responsibility diagram

## INTRODUCTION

Governments around the world have promised through the UNCRC that they will help all children, everywhere, to be able to access their rights. However, there are many barriers – poverty, inequality, climate effects, conflict, disaster – that can stop children accessing their rights. If your group would like to explore these barriers more, the discussion expansion guide on our support hub could help.





**Explain:** in this activity, we'll look at key vocabulary around international aid, then build on this, acknowledging that people have different opinions and understandings about what international aid does and if it's effective. Young people will discuss some common misconceptions about aid and explore why UK government funding of Official Development Assistance is important to protect the rights of children everywhere.

## PART 1

### Aid vocabulary scavenger hunt



Divide young people into seven small groups of 3 to 4 (words can be repeated if you have more than six groups). Give each group one of the prepared vocabulary heading cards. Give the group five to ten minutes to use whatever research resources are available (books, trusted websites, etc) to search for the meaning of their assigned word and write down a clear and simple definition in their own words (ask them to note their sources and not just copy the first thing on their internet search results list!). If there's time, you could ask young people to include an example or image to help explain the word.

Use Activity PowerPoint 2 to review the terms one by one, first allowing the group to present their own definition, and then reviewing the OutRight definition. Encourage young people to ask questions of the group that explored each word.

**Official Development Assistance (ODA):** This is what we mean when we talk about international aid, and ODA is now the preferred name. This is government aid designed to promote the economic development and welfare of low- and middle-income countries. ODA is often provided

as grants, either directly from one country to another (bilateral) or through international organisations like UNICEF (multilateral). This aid is planned and organised at a national level and is often part of long-term efforts to reduce poverty, improve health and education, or respond to disasters.

**Humanitarian Aid:** Assistance provided typically in response to crises such as natural or climate disasters, or conflicts. Also called emergency aid. The objective of humanitarian aid is to save lives, alleviate suffering, and maintain human dignity while responding to crises. Humanitarian aid can be logistical support, support with needed skills, or material assistance to meet urgent needs like food, water or other emergency supplies, shelter, temporary safe play and learning spaces, emotional support and child protection services.

**Development Aid:** Financial aid given to support the long-term economic, environmental, social and political development of low- and middle-income countries. While humanitarian aid focuses on urgent needs after a disaster or emergency like an earthquake or conflict, development aid focuses on ongoing structures and systems that might need to change to help allow a country to develop and protect people's rights.

**Charity:** When individuals, groups, or organisations choose to give help – usually money, food, clothes or time – to others who need it. Charities are often run by volunteers or private groups, and they decide who and how to help. You might donate to a charity or take part in a fundraising event to support a cause you care about.

**Foreign, Commonwealth and Development Office (FCDO):** The FCDO leads the UK's international diplomacy, foreign and development policy. It leads the UK's international aid work, supports people in emergencies and helps build relationships between the UK and the rest of the world. FCDO is the department responsible for planning and delivering UK Aid.

**UK AID:** The support given by the UK government (with oversight from FCDO) to other countries to reduce poverty, respond to emergencies and support education, health, and safety. It is paid for by the UK government using public money and aims to "help create a world without poverty on a liveable planet".

### Sustainable Development Goals (SDGs):

The SDGs are a global plan of 17 goals adopted by all United Nations member states in 2015 to end poverty, reduce inequality and build more peaceful and prosperous societies by 2030. Sometimes called the Global Goals, the SDGs are a call to action to create a world where no one is left behind.

**Note:** The SDGs are for everyone, but they can't be achieved without realising children's rights. See the World's Largest Lesson for more learning activities for young people on the SDGs.

### Optional add-on activity:

Depending on how familiar your group already is with these themes, you could add more depth by including SDGs among your vocabulary words and exploring the goals with the group. You could use [this selection of videos](#) and other SDG and UNICEF resources.

Through discussion, build out the circles, guiding young people to provide examples from your own community, including local organisations. If your school or organisation supports or is supported by a charity, 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 the child-friendly version of Article 6.

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

Show one additional 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.

**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.

## PART 2

### Who gives aid?



Use the Activity PowerPoint 2, Part 2 (or a whiteboard) to introduce the 'Circle of Support' diagram to show how charity and aid help children access their rights. Show the child in the centre circle. In a second circle, ask/suggest: could family and friends be the first level of 'helpers' or 'duty bearers'?

## PART 3

### Who gives aid? Reviewing your rights



Using Activity PowerPoint 2, part 3, show the international aid photocards to the group. For each, invite young people to use their new vocabulary and the Circles of Responsibility diagram to answer:

What kind of aid do you think this is?

Who might be the providers of aid here? Where do you think they would go in our circles?

Why do you think aid is needed?

Which rights do you think are being supported?

### Mural update

Are there any facts, maps, questions or ideas that the group want to add to your rights mural after working through the photo cards?

### Optional add-on activity:

If your group is already familiar with international aid and the SDGs (sustainable development goals), invite them to consider for each image, which SDG is being supported?

## PART 4

### Investigating international aid



To introduce this investigative part of the activity, share the UNICEF [‘Interview with an Aid Worker’](#) video that shows one example of what international aid looks like in action in Romania. Then consider these questions with the group:

- Where do you think that UNICEF fits in the Circles of Responsibility diagram?
- Where do you think the UK government fits in?
- What did you learn about why it’s important, for children, for governments to invest in aid?
- What’s one question you’d ask this person if they were in the room with you?

Next, encourage young people to put on their investigative journalist hats. What can they find out about what international aid is, what good it has done in the past, how it has evolved and why it’s still evolving, and why funding international aid has been in the news recently. (We’ve included some suggested links below).

Invite young people to get into small groups and take one of these questions to answer in the course of their research:

- Why does Official Development Assistance matter for children?
- How does it link to Article 6?
- What good has international aid done in the past?
- How has international aid changed over the years, and how is it still changing today?
- Why has funding for international aid been in the news recently?

**Suggested sources/search terms for research:**

- UNICEF (www.unicef.org) – look for info on global aid and children’s rights
- BBC Newsround – search “international aid” or “UK aid cuts”
- Global Citizen (www.globalcitizen.org) – Articles about how aid helps communities
- The Guardian (Young Reporter section) – news about international development
- UK Parliament Education – facts about UK Aid and how it works
- UNICEF articles on aid cuts including **this one** on child-focused aid, and **this one** about funding gaps

**What did they find?**

Once groups have done their research, ask them to share a fact, story or quote they found during their research, and encourage discussion between the groups. Revisit the research questions and see if they found answers.

If you need to prompt discussions, ask: Did they discover that aid has made life better for millions of people around the world – and helped children access their rights? International aid hasn’t always got everything right, but has evolved? Is it still changing continuously as we keep learning? Do they agree that aid is still something worth doing? Do visit our support hub and the discussion expansion guide for more points to consider.

**PART 5****Wrap up: revisiting the rights mural**

Conclude the lesson by inviting the young people to consider, in their small groups, one or two things from this activity that they’d like to incorporate into their rights mural. Some ideas might include adding facts about international aid, adding a circle of responsibility diagram that you can add to as you go, posting your vocabulary notecards or printing out the photocards and posting them alongside the articles they’re most closely linked to.



# ACTIVITY 3

## HOW DOES INTERNATIONAL AID HELP CHILDREN ENJOY THEIR RIGHT TO EDUCATION?

**Aim:** Young people explore the importance of international aid in supporting children around the world to enjoy their right to education.

### To prepare:

- Review case studies and preview video clips
- Create and cut out a set of 'Education Everywhere' cards

### You'll need:

- Activity PowerPoint 3
- 'Education Everywhere' cards

### Children will need:

- Mural materials
- Circles of responsibility

## INTRODUCTION

**Explain:** this activity will invite you to imagine diverse, rights-based approaches to education around the world. We'll explore how 'school' looks different everywhere, and the role that international aid plays in both development aid and emergency aid to help make sure children enjoy their right to education.

### ACTIVITY 3 A RIGHT TO EDUCATION

Ukrainian and Romanian children are using the laptops delivered by UNICEF within the Back to School Campaign organised in September. These supplies were delivered to 16 districts that host the largest refugee communities from Ukraine.

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



## PART 1

### Reviewing your rights



In plenary or small group discussions, invite young people to consider the question:

‘Why do you think education matters for everyone?’ or ‘Why do you think it’s important for all children to be able to go to school?’

Allow young people to explore their own ideas of why they think learning is important. (Some answers might be: understanding the world around them, gaining skills, preparing them for getting jobs, etc.)

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

## PART 2

### Envisioning a world where every child learns



**Ask:** can you think of some reasons why children might not be able to go to school or access their right to education? **Some answers might be environmental factors like conflict, climate change, physical access to school; or social inequalities like poverty, disabilities, cultural norms around gender roles, etc.**

International aid can help make education possible in places where children otherwise wouldn’t be able to learn – but international aid isn’t about making every school look the same. It’s about helping all children enjoy their right to learn in ways that work for their community.

Create and cut out a set of “Education Everywhere’ cards so that each young person (or pair of young people, if working in pairs) has a card. Invite them to use the prompt on the card they’ve received 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 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 young people 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?

**Share:** Between 2015 and 2024, the UK Government supported more than 10 million girls around the world to gain a decent education (FCDO). This includes disabled girls who had previously faced significant barriers, and girls who were excluded from school because they were mothers.

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 envisioned that it's about supporting governments and communities to be able to give all children an opportunity to learn, no matter the particular challenges that make access to learning more difficult where they are.

## PART 3

### Right to education case studies



Using the activity PowerPoint, introduce the two UNICEF case studies of Ari in Jamaica (development aid) and Justine in the Democratic Republic of The Congo (emergency aid), whose stories highlight different ways international aid can help children enjoy their right to education.

#### Referring back to the Circles of Responsibility diagram, ask:

What is a duty bearer? (a person who is responsible, on behalf of government, for helping make sure children are able to access their rights).

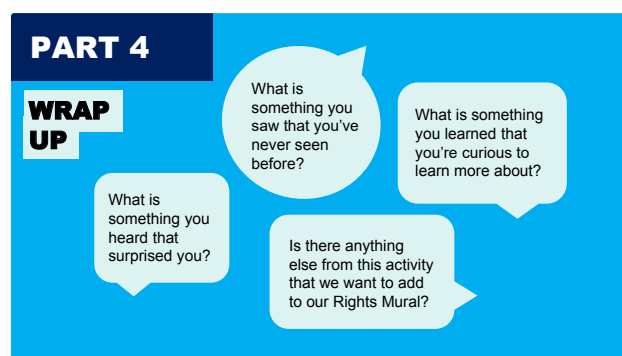
Who are the duty bearers who should make sure children go to school or have a school to go to? (community, adults, local governments and, in some ways, parents and carers too although they are also rightsholders).

#### Invite a volunteer from the group to read out Article 28.

What does this article say about who should support if the duty bearer is not able to provide what children need to enjoy their right to education? It says other governments! This is why international aid is so important.

## PART 4

### Wrap up



- 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 this activity that we want to add to our Rights Mural?

# ACTIVITY 4

## HOW CAN INTERNATIONAL AID HELP CHILDREN ENJOY THEIR RIGHTS TO A HEALTHY AND SAFE ENVIRONMENT IN THE FACE OF CLIMATE CHANGE?

**Aim:** Young people will explore how climate change threatens children's rights; and consider how international aid supports countries to prepare for, respond to and adapt to climate effects to protect children's rights to a healthy and safe environment.

Young people will consider the concept of climate justice and how this is linked to the responsibility of governments to provide international aid.

### To prepare:

- Review key rights, case study scenarios and video clips
- Prepare 4 buckets, 2 scoopers/cups, and scenario cards for the water walk
- Prepare 3 sets of role-play cards – or enough so everyone in each group has a role
- If you choose to do the neighbourhood walk, prepare your route and arrange permissions

### You'll need:

- Activity PowerPoint 4

### Children will need:

- Mural materials
- Circles of Responsibility diagram

## 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.





**Explain:** many of the countries most affected by climate change – through droughts and 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 safe and healthy and discuss why climate justice calls for wealthier countries to support lower income countries experiencing climate impact. We'll consider real-world examples of how climate change threatens children's rights and how international aid can help protect their futures.

For more activities that explore what climate change is and how it impacts children's rights, take a look at the **OutRight 2023–24 pack**.

## PART 1

### Reviewing your rights



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

**Ask:** Why do you think it's important that children grow up in safe and healthy places?

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 the best possible health?

Can you think of why countries like the UK might have a responsibility to help other countries that are experiencing climate effects so that all children can enjoy their rights?

### Optional add-on activity:

Invite young people to take a short local neighbourhood walk. As they explore, ask them to point out things that contribute to a safe environment for children to live (you might discuss homes, parks, clean water, clinics, supermarkets, clean (or not so clean) air around us, etc.), and those things that may make an environment unsafe for children (rubbish, pollution, dangerous traffic, unfit housing, etc. – and extreme weather like storms or heatwaves might make things unsafe, too). Invite young people to share their discoveries and reflections on what it means to have a safe home or environment, or even create a map to show what they've noticed.

## PART 2

### Water walk and climate justice



Use this interactive warm-up activity to demonstrate the concept of inequity/ injustice. Split the young people into two groups, A and B, 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, taking turns like in 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 to act as the game leader, who says “GO” to start the game – but everyone in the group 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 this can teach 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 3

### Climate aid roundtable roleplay



Using the stories in Activity PowerPoint 4, explore the examples where children’s ability to access their rights to health or a safe home or environment are hindered by the effects of climate change.

We’ll see how floods, high temperatures, droughts and water shortages can affect children’s safe spaces, whether it’s their homes, schools or other parts of their community. Can the group think of any other effects that climate events might have on people’s lives? What about wildfires?

We’ll also see that the work that needs to be done to prepare for and adapt to these climate changes can require expert help.

As they play their roles, the group will need to think back through their learning – and use their creativity! – to imagine what different people, within affected communities and beyond, can do themselves to address these challenges, and where they’d need help so that children enjoy their rights to a safe home and healthy environment.

- Split the young people into three groups and assign each group one of the case studies. In each group, use the prepared role cards to assign each person in the group a persona (child, parents, community members, local government official, UK government official responsible for ODA, and an international aid worker).
- Invite each small group to present their scenario and proposed solutions in character.
- If it helps to fill in any gaps or answer any questions, you can revisit the Activity PowerPoint to look for examples of how ODA supported children in each of these real life cases.

## PART 4

### Counting the cost of aid cuts



Watch this UNICEF **short video** on what funding cuts to aid mean.

**Discuss:** ask the group to think back to the climate change scenarios they looked at for their role play and consider – if international aid for climate adaptation and resilience was cut, how might things be different for the people affected?

**Share:** not only is the total amount of ODA at risk, but also, the amount of this money being spent on supporting children affected by climate is also decreasing. In 2023, child-focused International Climate Finance fell 46% since its peak in 2018. (For a closer look at these climate spending figures, you can **see the full report here**.)

**Ask:** how might prioritising aid for programmes that support children's rights in the face of climate change impact the future need for development assistance?

As you bring the discussion to a close, you could note that at UNICEF, we believe gains made for children are gains for their wider societies. Looking after our environment is critical for children and their communities 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.

If young people would like to dive deeper into the detail of aid cuts, and read UNICEF's recommendations, **this 8-page briefing paper** has more information

## PART 5

### Wrap up: climate justice for children



Wrap up the activity by inviting young people to work in small groups to write a bold and creative slogan that speaks out for climate justice or against cutting aid that helps children.

Prompt young people to think of something short, powerful and easy to remember – like what you might see on a sign, social media post, or campaign sticker. They might like to use rhyme, rhythm, or strong imagery to make your message stand out. Once everyone has shared their slogan, take a group vote on your favourites and add the top ones to your Rights Mural.

# ACTIVITY 5

## CONVERSATIONS AND CAMPAIGNING

**Aim:** Young people will learn about the importance of using their voices and skills to take action on global issues that affect children's rights. They'll explore the idea of 'nothing about us without us' and consider how they can amplify the voices of other young people as they advocate for governments to support their rights. Young people have the opportunity to bring their learning together and create their own content using the principles of advocacy storytelling.

### To prepare:

- Review key rights, UNICEF video and youth advocate profiles

### You'll need:

- Activity PowerPoint 5

### Children will need:

- Craft/art materials for mural making
- Devices for digital storytelling
- Internet / video-editing tools

## INTRODUCTION

Articles 12 and 13 tell young people they have the right to speak out and use their voice to influence change – and to be taken seriously.

This activity introduces young people to UNICEF youth advocates working to bring about change in their own countries so that children can enjoy their rights. Invite the group to consider that effective international aid starts by listening to what communities need.



## PART 1

### Reviewing your rights



Invite a volunteer from the group to read out Articles 12 and 13.

**Ask:** Why do you think these rights are important? How do you think they relate to our topic of international aid?

As young people answer, guide them towards the understanding that they have the right to use their own voices to raise awareness about issues they care about – and that the UNCRC also says that duty-bearers must take their opinions seriously.

**Watch:** the UNICEF Youth Advocates introduction YouTube video clip. Share that one of the best ways we can help children access 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.

## PART 2

### Agree or disagree – the debate for ODA



Use Activity PowerPoint 5, part 2, to introduce a series of ten statements about ODA.

For each statement, have young people decide if they agree or disagree with the statement. You could make this game interactive using a 'four corners' approach to voting. Label the spaces "strongly agree," "agree," "disagree," "strongly disagree," and invite young people to vote for their answer by moving to the space that aligns with how they feel about the statement.

**Invite** young people standing in each space to volunteer to share why they've chosen to stand where they are. Use the statements as a conversation starter to engage young people in friendly debate.

After each a) statement is voted on, add the second part – the b) statement – and see if members of the group want to change their mind about their vote. Which statements do they think are facts, and which are opinions? Do look at our discussion expansion guide for more support too.

**Note:** the aim of this exercise is not for young people to get the answers "correct," but to recognise that there are many different narratives and opinions about international aid.

Encourage the group to record the statements that they disagreed on, or the ones that they found harder – maybe the group could create a 'tough questions' section on the mural? It's important to be able to disagree respectfully, and when discussions get harder, it can show you've uncovered something important that needs further investigation!



## PART 3

### Meet UNICEF youth advocates



Use the Activity PowerPoint 5, Part 2 to introduce three UNICEF Youth Advocates from around the world.

Note: All youth advocates highlighted are young people working to make changes in their own communities and countries. As you introduce these profiles, guide young people to recognise that international aid isn't about people doing things for other people who are helpless, but rather, standing in solidarity with and amplifying the work and voice of local people like these youth advocates who are already working to bring change to their communities.

As you read the story of each advocate, discuss the following:

- What is one thing that stood out to you from this youth advocate's story?
- Which rights is this 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?
- Is there a link between their work and the support of international aid?
- What could you add to your mural, to represent the work of this advocate?

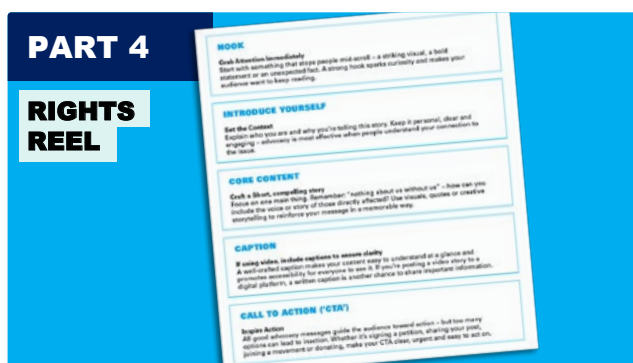
After meeting all three advocates, invite young people to consider:

- 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 people like these youth advocates who are working to bring change to their communities?

- How might you use your own voice to talk about an issue you care about in your own community, or amplify one of the issues you've heard others talk about?

## PART 4

### Rights Reel



Use the Activity PowerPoint 5, part 3 to introduce the idea of advocacy storytelling that highlights a children's rights issue, amplifies real voices and is based on research and evidence. **Ask:** what would you like to tell others about how international aid is important to support children around the world to enjoy their rights?

Share the key elements of a good advocacy story:

- **Listening** to people experiencing a problem
- **Researching** the issue/data to understand root causes and solutions
- **Creating** a message or an "ask" for change

Ask young people to think back on the activities they've completed, the stories they've heard and what they've added to their rights mural, and select one children's rights issue that they care about deeply. As a prompt for creating the script for their story, young people can start with this sentence as an outline: "I saw..., I heard..., I learned... and I care about... because..."

Guide the group to choose a medium to share their advocacy story. Older or more digitally confident groups could storyboard and produce a short video reel or create a slide deck with visuals, quotes and data. For younger groups or those with limited access to technology: focus on creative writing, preparing a speech for an assembly or visual murals/installations.

Use the Content Creation Guidance in the Activity PowerPoint and the Resource **Sample Reel Script** to help guide young people in packaging their story. Encourage young people to highlight one of the case studies they learned about (practicing the principle of ‘nothing about us without us’ and share how international aid can make/has made a difference. If your school or young people choose to post their digital creation to a social media platform, be sure to tag **@UNICEFUK\_Action**.

## PART 5

### Mural wrap-up

**PART 5**

**WRAP UP**

**Guided 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/stick a note on the part of the mural that meant the most to you.
2. Was there anything you saw in the stories shared that you've never seen before? Maybe it was an experience children face in another country, or how aid helped them gain access to their rights. What caught your attention?
3. Where do you see yourself in the Circles of Responsibility? In which circles might you use your voice to advocate for the rights of children?
4. What is one thing you learned about ODA?
5. What might be some of the consequences to children around the world if funding for ODA is cut further, or even ends?

Invite the group to gather around the mural they've created over the course of the activities. Use the prompts to guide reflection and discussion:

### Guided 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/stick a note on the part of the mural that meant the most to you.
2. Was there anything you saw in the stories shared that you've never seen before? Maybe it was an experience children face in another country, or how aid helped them gain access to their rights. What caught your attention?
3. Where do you see yourself in the Circles of Responsibility? In which circles might you use your voice to advocate for the rights of children?

**Example prompts if needed:** are you the child with rights in the centre of the circle? Could you also help in other circles to make sure other children in your community have their rights met

4. What is one thing you learned about ODA?
5. What might be some of the consequences to children around the world if funding for ODA is cut further, or even ends?



**Optional:** Take a photo of your mural and share it with UNICEF

# CAMPAIGN ACTION

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

## Aim:

- Young people reflect on the new learning from the campaign, considering why international aid is important for children's rights around the world
- Children adapt campaigning content for different audiences
- Young people 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 briefing

## Children will need:

- Creative materials, such as pens, paper/digital tools to use
- Access to their previous work to draw on

## 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 the concept of writing a parliamentary briefing. Explain that this year, we're going to be writing a brief/letter to the Foreign Secretary to tell them about international aid and children's rights.

## Step 2:

Invite young people to consider the learning journey they have been on and reflect on any new information they've learned about international aid. Activity 2, Part 4 is a good place to start, as this asks children and young people to research international aid independently. 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.

## Step 3:

Introduce the example parliamentary briefings we have provided and read through them in small groups. Invite young people to reflect on what information has been provided, what makes it compelling, and the design and layout of the briefings. Discuss that often we include statistics, and sometimes we may include stories/case studies to talk about an important issue.

Invite young people to get into small groups and plan their own briefing – using their research, learning, and any content from Activity 5, Part 4, and the voices of children they've learned about along the way. Consider, '**How can you include the voice of a child we've met through OutRight in your briefing**' and '**Why is international aid important for the UK Government to prioritise?**' and most importantly '**Why does this matter to you?**'

**Step 4:**

Either in those small groups, or as a class – design and write your briefing. Encourage young people to think about the use of imagery, what information from OutRight they are choosing to include, and what message they'd like to communicate to the Foreign Secretary. You can design this by hand, or digitally.

**Note:** You can use the OutRight resources for helpful guidance. Have you noticed that we use captions alongside our images to ensure that we're giving context to them?

**Note:** You'll notice that we often vary the types of briefings that we send to decision makers, to ensure that our messaging stands out. Reflect with the young people around you, '**What is going to make your briefing unique and exciting?**'

**Step 5:**

This year, we're aiming to collectively send the briefings 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

# VOCABULARY CARDS



**OFFICIAL  
DEVELOPMENT  
ASSISTANCE**

**UK AID**

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

**HUMANITARIAN AID**

**DEVELOPMENT AID**

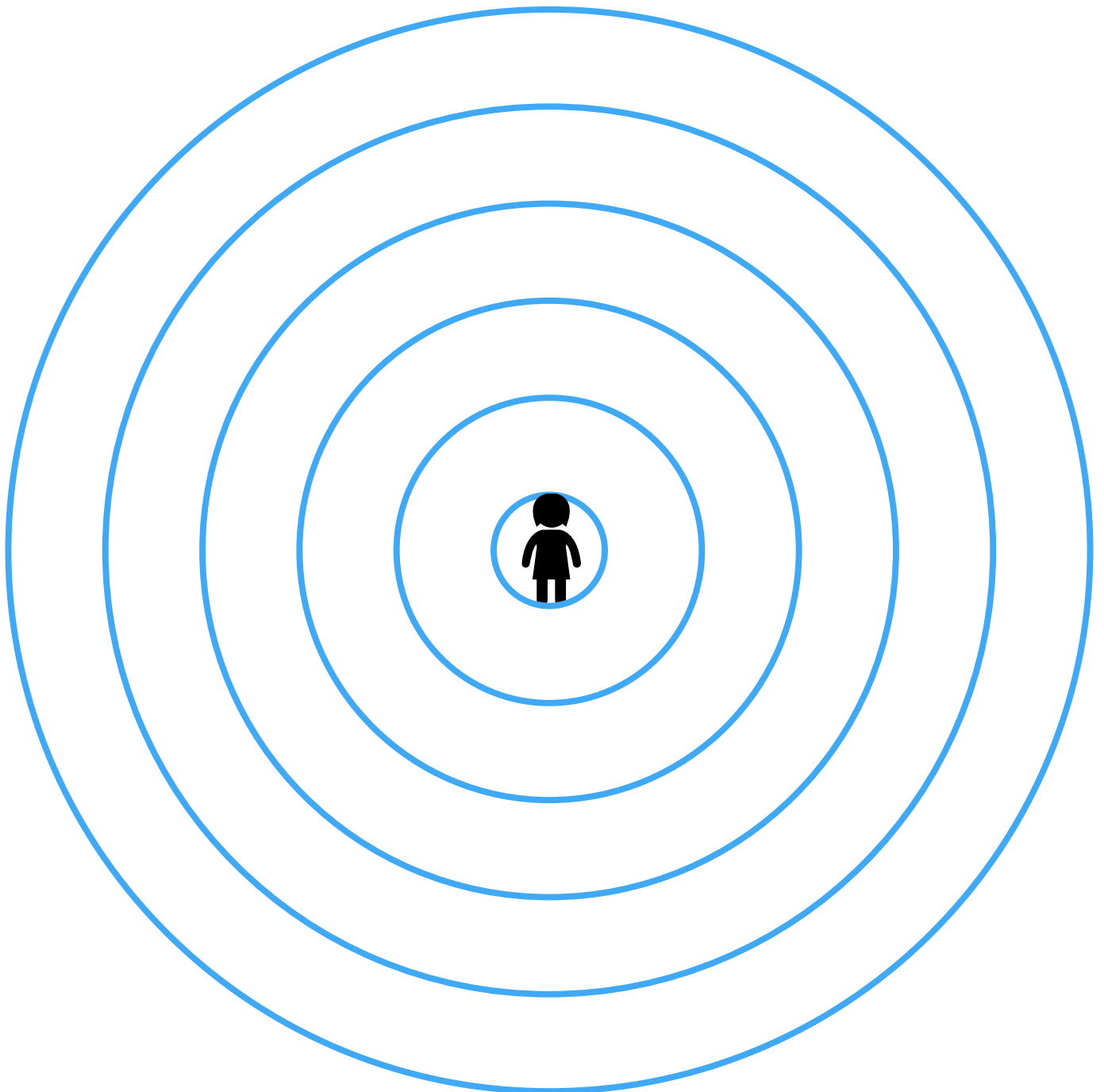
**SUSTAINABLE  
DEVELOPMENT  
GOALS**

**CHARITY**



## RESOURCE 2

# CIRCLES OF SUPPORT DIAGRAM



## RESOURCE 4

# 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 digital classroom powered by solar panels.

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

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

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

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

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

Through radio lessons, common in emergencies or remote regions.

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

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.

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

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

## RESOURCE 5

# WATER WALK SCENARIO CARDS



### **DROUGHT**

Team B's water source has dried up because of drought and now, they must go twice as far to collect water for drinking, cooking and washing. Move Team B's 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 (a table or 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 emergency safety check support 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 6

# CLIMATE AID ROUNDTABLE ROLEPLAY CARDS



**INTERNATIONAL  
AID WORKER**

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

Official in charge  
of UK Aid

**CHILD**

**PARENT OF  
THE CHILD**

**COMMUNITY  
MEMBER**

**LOCAL GOVERNMENT  
IN THE COUNTRY OF  
THE CASE STUDY**



## RESOURCE 7

# STATEMENT SORTING



**1a.** The UK spends half its money helping other countries instead of fixing problems at home.

**1b.** The UK spends half its money helping other countries instead of fixing problems at home.

*Less than 1% of the UK's national budget goes to ODA. Most money is still spent on services in the UK.*

**2a.** Aid is just free money that's handed out without checking where it goes.

**2b.** Aid is just free money that's handed out without checking where it goes.

*Aid is planned carefully. The UK government and organisations like UNICEF track how ODA is spent and check how it's making a difference to achieve the outcomes it's working towards.*

**3a.** Helping other countries means we're safer and healthier in the UK too.

**3b.** Helping other countries means we're safer and healthier in the UK too.

*When aid stops diseases from spreading or supports education and peace in other countries, it helps build a safer world for everyone.*

**4a.** International aid means the UK is always helping others, but never getting anything in return.

**4b.** International aid means the UK is always helping others but never getting anything in return.

*Aid builds partnerships and solidarity between the UK and other countries and creates opportunities for peace and global teamwork.*

**5a.** Most aid money is wasted or lost to corruption.

**5b.** Most aid money is wasted or lost to corruption.

*No system is perfect, but most aid is used effectively, and there are checks in place to prevent fraud and misuse.*

**6a.** Aid is mostly about giving things – like sending emergency supplies after disasters.

**6b.** Aid is mostly about giving things – like sending emergency supplies after disasters.

*Emergency aid is important, but meeting urgent needs with material goods is a small part of what international aid does. Most aid focuses on long-term support to help end poverty — like teaching new skills, improving health and combatting or reducing climate effects. Even in emergencies, giving ‘things’ is only part of the way aid responds.*

**7a.** The UK should stop giving aid because it harms other countries and prevents them from solving their own problems.

**7b.** The UK should stop giving aid because it harms other countries and prevents them from solving their own problems.

*Many low- and middle-income countries have had to borrow money to try to look after their populations, and now spend more of debt repayment than they have left for services in their countries. And, through history, some of this inequality between countries has been caused, or made worse, by high-income countries using resources in lower-income countries. So, you might think higher-income countries have a responsibility to help.*

*Problems like poverty, inequity, climate change, and global health need cooperation between countries to tackle. When international aid is used well, and with respect, it can help countries solve their own problems themselves, so things are fairer in the future.*

**8a.** International aid saves lives and helps protect children's rights.

**8b.** International aid saves lives and helps protect children's rights.

*Aid has helped millions of children access clean water, education, healthcare and protection from harm.*

**9a.** International aid is old-fashioned and doesn't really help people in modern times.

**9b.** International aid is old-fashioned and doesn't really help people in modern times.

*International aid has changed a lot over time. Today, it focuses on smart, long-term solutions like improving healthcare, fighting climate change, supporting equality, and helping people earn a living. There is a lot of work being done to develop international aid, such as using data, local knowledge, and working in partnerships with communities. It's not just about giving – it's about working together to solve global problems in modern, effective ways. But this is an ongoing process.*

**10a.** The UK has a responsibility to help the countries who are experiencing the effects of climate change.

**10b.** The UK has a responsibility to help the countries who are experiencing the effects of climate change.

*Some higher-income countries, like the UK, have produced more pollution over time, which has added to climate change. But the countries being hurt the most – through floods, droughts, and extreme weather – are often the ones that have done the least to cause it and have the least resources to recover and adapt. That's why many people believe wealthier countries have a responsibility to help.*

## RESOURCE 8

# CONTENT CREATION GUIDANCE



### HOOK

#### Grab attention immediately

Start with something that stops people mid-scroll – a striking visual, a bold statement or an unexpected fact. A strong hook sparks curiosity and makes your audience want to keep reading.

### INTRODUCE YOURSELF

#### Set the context

Explain who you are and why you're telling this story. Keep it personal, clear and engaging – advocacy is most effective when people understand your connection to the issue.

### CORE CONTENT

#### Craft a short, compelling story

Focus on one main thing. Remember: “nothing about us without us” – how can you include the voice or story of those directly affected? Use visuals, quotes or creative storytelling to reinforce your message in a memorable way.

### CAPTION

#### If using video, include captions to ensure clarity

A well-crafted caption makes your content easy to understand at a glance and promotes accessibility for everyone to see it. If you're posting a video story to a digital platform, a written caption is another chance to share important information.

### CALL TO ACTION ('CTA')

#### Inspire action

All good advocacy messages guide the audience toward action – but too many options can lead to inaction. Whether it's signing a petition, sharing your post, joining a movement or donating, make your CTA clear, urgent and easy to act on.

## RESOURCE 9

# SAMPLE REEL SCRIPT



### HOOK

"Imagine losing your school overnight. In Ukraine, over 3,800 schools have been damaged or destroyed since the war began."

### INTRODUCE YOURSELF

"I'm Jasmine, a youth advocate from Bristol. I believe it's important that all children enjoy their right to learn. But for people my age in Ukraine, this right is under attack."

### STORY

"Through UNICEF, I've learned about other children my age like Katya in Kyiv. Katya was only 11 when her school was destroyed by shelling. Now, she takes lessons online from a shelter when the electricity is enough for the internet. She says, 'I just want to feel safe learning again.'"

### SUMMARY

Education is not a luxury. It's a right. War must not take that away.

### CAPTION

Include subtitles over your video throughout.

### CALL TO ACTION ('CTA')

Organisations like UNICEF UK have been supporting children in Ukraine to continue their education despite the war, but this may no longer be possible if the UK cuts its official development assistance. Will you share this video to stand with Ukrainian students and oppose the cuts to international aid? Every child has the right to learn.



## RESOURCE 10

# MP BRIEFING TEMPLATE



UNITED KINGDOM

unicef 

for every child

## RESOURCE 11

# OUTRIGHT BRIEFING TEMPLATE

UNITED KINGDOM  
unicef  for every child

### OUTRIGHT BRIEFING: ADD HERE YOUR MAIN TITLE HERE

[Write here an introductory paragraph of a couple sentences to set the scene and give a short summary of what the briefing is about.]

#### KEY FACTS

- Include up to 3 key facts about the topic you are talking about here, such as statistics which work really well to show why this is an issue.
- An example – *In Sudan, around 90% of children are out of school – equivalent to 17 million school-aged children.*
- Or – *1 billion children are at extremely high risk of the impacts of climate change.*

#### MAIN PARAGRAPH (use a new heading here about the issue)

This section is the main body of the briefing, so you want to include all the main arguments and points to the decision-maker. Feel free to go into detail on your chosen issue, e.g. explain the reasons why it's important for the UK Government to prioritise international aid, why international aid matters for children, and why it's important to you.

#### CASE STUDY

Sometimes we use examples of the topic we're talking about to tell the stories of real people to decisionmakers. The stories in the photocards in your OutRight are good examples of this.

For example, in a briefing about cuts to international aid, we highlighted the progress that could be lost if these cuts go ahead.

*In 2022, the UK Government announced £215 million funding for a new education programme in Tanzania, with the aim of helping 4 million children gain a better-quality primary education. Seen as very successful, the project was 'A' rated when it was evaluated.*

*By 2024, the programme's budget had been slashed to just £73 million. Such cuts will undoubtedly impact the chances of many children in Tanzania getting a decent primary education along with life changing basic literacy skills.*

#### Our key asks

Here is where we list what we want the UK Government to do in order to address the issues in the briefing.

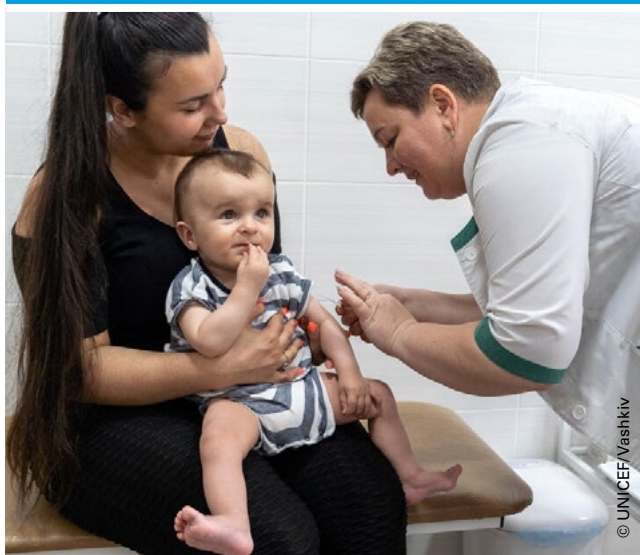
In order to tackle (insert briefing topic), we recommend that the UK Government:

- Recommendation 1
- Recommendation 2

# 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/Nattalin

### 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



© UNICEF/Htet

#### 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/Pouget

#### 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/Elfratih

#### 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 Barqiy 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/Bashir

#### 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



### 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, so 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



### 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 programmes.