

MAKING IT RIGHT

2017 UPDATE



CHILD RIGHTS

Child rights encompass the right to survival, to develop, to protection and to participation. The photos on this digital poster feature young people around the world working to improve child rights in their own communities. Be inspired by the simple yet significant changes they're making.

This digital poster includes case study information, student activities, social action ideas, templates and guides that will help students understand how they can initiate change locally, nationally and globally.

CONTENTS:

Learn.Think.Act.	Learning activities	page 2
Resource 1	Learning about child rights	page 5
Resource 2	Captions and photos	page 7
Resource 3	Photo stories	Page 9
Resource 4	Quotes	page 12
Resource 5	My rights - Template of child rights	page 13
Resource 6	Child rights FAQ	page 15
Resource 7	Get active teacher guide	page 18
Resource 8	Get active template	page 19
Resource 9	Ideas to get active	page 22
Resource 10	Video advocacy in Georgia	page 26
Resource 11	Child rights video and web links	page 29
Resource 12	Curriculum links - Level 2 to 5	page 34

You also need to download the *Making it Right* photos (ZIP file of 13 photos) to use with this pdf.
Free download: www.worldvision.org.nz/connect/resources In the search menu select - Child rights.
Please contact the schools team if you need any help: nz.schools@worldvision.org.nz

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LEARN.THINK.ACT.

Making it Right helps teachers deepen their students' global learning (Learn), critical thinking (Think) and authentic action (Act) about child rights issues. The activities and photos on this poster are divided into three levels. Photos 1-6 are suitable for students at curriculum levels 2 and 3 and above. Photos 1-10 are suitable for students at level 4 and above. Photos 1-13 are suitable for students at level 5 and above. All activities can be adapted to suit other levels as appropriate to the class.

Teachers: *Some students may not have certain rights met so use your discretion when deciding which activities are appropriate. Remind students if there are any issues that concern them, they can talk to you, a school counsellor or an adult that they trust. Also, when searching the internet about child rights it's important to search using positive terms such as "child rights" to ensure students don't come across unsuitable material.*

MORE CHILD RIGHTS RESOURCES

www.worldvision.org.nz/connect/resources
(In the search menu select - Child rights)

- Download the free *Making it Right* photos (ZIP file of 13 photos 3.8MB) to use with this pdf of information and activity pages.
- Download additional resources such as the *Child Rights topic sheet* and the *Albania photo advocacy project Powerpoint*
- Order up to 10 *Making it Right* print posters from the Education catalogue pdf on this page:
www.worldvision.org.nz/connect/resources

Taking action about rights at school and in the local environment

For levels 2 and 3 use photos 1–6. These activities can also be adapted for older students using the relevant photos.

LEARN: Learning about child rights

Artefacts: Use Resource 1 to introduce child rights in an interactive lesson – What do all children need to reach their full potential? Include the four categories (survive, be protected, develop, participate). Ask students to choose small objects from around the classroom (or find photos or images) to represent the 10 child rights in the summary list on Resource 1. Some suggestions: water bottle, lunch box, tennis ball, exercise book, first aid kit, cultural icon, pen, cell phone. Start a classroom display featuring the list of 10 child rights with these artefacts. Add other student work throughout the topic, such as their speech and thought bubbles, artwork, and the activities they undertake for Get active.

THINK: Thinking about the photos

Interests me: Cover the short captions below photos 1–6. Spread photos around the classroom and ask students to choose one that most interests them and decide why. Explain the reasons for their choice with others who have chosen the same photo.

Photo analysis: Cover the short captions below photos 1–6. In small groups ask students: What do you think is happening in each photo? Which country could each photo be from? What questions do you have about what is happening? As a class, make a list of things you observe in these photos. Use this evidence to brainstorm ideas of what might be happening.

Caption match: In small groups, give each group a set of photos without captions and short captions from Resource 2 to match up. Look back at students' answers to the *Photo analysis* activity. How close were initial guesses about what was happening?

Freeze frame: Read aloud the stories for photos 1–6 from Resource 3. In small groups choose one photo and perform a short drama about the action that happened before the photo was taken. When you get to the situation shown in the photo, freeze in the same positions as the photo subjects. Invite the class to ask a question of the different characters in the photo.

Your feelings: Students imagine they are a child in one of photos 1–6. Write a speech bubble expressing how they feel about what they are doing and why. In another speech bubble, students write what they would like to say in reply. Add the bubbles to the artefacts display.

Reflection: Students choose one photo or story that they found most interesting or surprising. Write reflections in a thought bubble and add to the artefacts display.

THINK: Thinking about child rights issues

My rights: Use the *My rights template* found on Resource 5. Students add examples of child rights in their own lives. Add another column to the table to list the people and organisations that help them have these rights e.g. parents, school teachers, clubs, church, police, etc.

One minute speech: Students choose one child right and write a one minute speech (or five key points) explaining why this right is important to their life and other children. Share speeches or key points in groups.

Art nuevo: Show students the summary list of child rights on Resource 1. Like Niño in photo 4, use art materials to illustrate one of these rights. Add to the artefacts display or make a display in a public place at school, e.g. foyer, fence.

ACT: Taking action about rights at school and in the local environment

Get active: Take action about rights at school and in the local environment. Brainstorm possible issues; Research the issues; Set goals; Brainstorm, test and evaluate possible actions; Choose and Plan an action and List individual responsibilities; Take action; and Reflect on the experience. See Resources 8-10 for the *Get active teacher guide*, *Get active template*, and *Ideas to get active*.

Action song: Make up an action song to suit New Zealand children the same age. Use the words from photo 1, rewrite them, or write lyrics for another health or environment message. Present the songs to other classes.

Teach younger kids: Find a creative way (posters, rap, drama) to communicate with a class of younger children (or local kindy). Choose a health or environment message such as: eat a balanced diet, wash hands, don't drop rubbish etc.

Master chefs: Survey the class about their most/least favourite vegetables. Ask parents, chefs, and search recipe websites for good recipes using these vegetables. Assess the recipes and vote for the top 3, 5 or 10 and try cooking them. NB: Use discretion about allergies, nutrition, cultural aspects, etc. Create a class recipe book with one healthy vegetable recipe from each person, preferably one that students have tried and like. Include recipe reviews or comments to encourage families to try them. Promote to the whole school.

Taking individual responsibility and collective action to advocate for the rights of others

For level 4 use photos 1–10. These activities can also be adapted for younger/older students using the relevant photos.

LEARN:

Learning about child rights

What do you know: Brainstorm what the class knows about child rights and human rights. How are they the same/different? Which is most important?

Define it: Students write their own definitions of a child and of child rights. Share definitions in pairs, then with another pair. Compare definitions with the information on Resource 1 and develop group definitions for both terms.

Classified: Distribute copies of the summary list of 10 child rights from Resource 1. Students sort the 10 rights into the four categories described on Resource 1 (survive, be protected, develop, participate). Discuss their results and the meaning of the fifth category "The responsibility to uphold child rights". Give three examples of what each right might cover and collate these as a class.

THINK:

Thinking about the photos

Sorting: In groups, give out a set of photos 1–10 minus the short captions. Students sort the photos several times. (i) Sort into groups of similar photos using their own criteria and share these with the class. (ii) Sort according to these categories: child rights; roles played by students; responsibilities shown in the photos.

Questions and comments: Hand out photos 1–10 minus the short captions and place each photo on an A3 sheet of paper. Without writing on the photo, students write questions around it with arrows pointing to the subject of each question. Read the short captions then draw speech bubbles for people in the scene, imagining what they might be saying.

Compare the groups: Hand out photos 1–10 with the captions and stories in Resources 2 and 3. Compare how the different groups decided on actions to address a child rights issue in their communities. How are children participating in the groups and actions? What life skills or responsibilities are they learning? What impact does involvement in a group have?

Six thinking hats: Use the six thinking hats to analyse the situations shown in photos 1–10.

Captioning: Students select one photo each. On a piece of paper, write their own caption summarising what they have learned about the people in the photo and what they're doing. Write three facts and three opinions about them and what is happening. Display the photos with all students' captions.

Be the photographer: In small groups, students choose one photo and imagine they are the photographer. What are they trying to communicate through this photo? Write a photographer's statement to display with the photo.

Background: Read the quotes by Rina, Adem and Raphael on Resource 4 and the stories for photos 7, 8 and 10 on Resource 3. Compare and contrast their family backgrounds and other experiences to find similarities and differences. How have these things motivated them to take part in collective child rights actions? What individual responsibilities did they undertake?

Local photo: Students imagine they are a photographer asked to add one NZ photo to this *Making it Right* digital poster. Brainstorm the most important issue/s facing children in their community or NZ. Plan the scene to photograph and take photos. Write a story (100-150 words) explaining who is involved and what is happening.

THINK:

Thinking about child rights issues

Cartoon analysis: Analyse the cartoon on Resource 1 using these questions: **1.** What is shown in the cartoon? Look at the foreground, background, characters, symbols, writing. **2.** Why has the cartoonist featured these things? **3.** What message is the cartoonist trying to communicate and why? How is this shown through action and speech? **4.** Do you agree or disagree with the point of view of the cartoonist? Why or why not? **5.** What message or opinion do you want to share about child rights? Draw this as a cartoon.

Image search: Use newspapers, magazines or online media for students to find situations where children have their rights denied (local, NZ, global). Stick each example in the centre of a sheet of paper for students to annotate around it with: date, source, location, description of the photo, description of the child, the child right it relates to, an explanation of how the child's rights are being denied, people who are advocating for the rights of the child, how they are doing this. Students include what they think about the situation.

Community groups: Students investigate groups that work for child rights in their community, e.g. sports teams, youth groups, council youth affairs officer. Make A4 business cards for each outlining who/what it is, what they do, where to contact them, how to get involved, reasons for getting involved, individual responsibilities of members. Add a photo or drawing to symbolise the group. Choose one to find out more about, write 10 questions to ask, then contact them.

Write a song: Students write a song or rap to make others their age aware of the list of 10 child rights and the five categories. Students could adapt a song they already know or create a completely new one. For inspiration from children around the world see the YouTube links on Resource 11.

ACT:

Taking individual responsibility and collective action to advocate for the rights of others

Get active: Take collective action to advocate for the rights of others. Brainstorm possible issues; Research the issues; Set goals; Brainstorm, test and evaluate possible actions; Choose and Plan an action and List individual responsibilities; Take action; and Reflect on the experience. See Resources 8-10 for the *Get active teacher guide*, *Get active template*, and *Ideas to get active*.

Student broadcast: Write the script for a 10 minute broadcast about child rights for children the same age. Include different elements such as an interview, story, song, vox pop etc. Use student radio or TV, or set up student TV for the school via the internet and make it available via podcast or YouTube. Advertise for classes to tune in at the right time. Spread the word to families through the school newsletter, website and Facebook page.

Slideshow: Provide students with access to cameras so they can take photos that illustrate situations (i) where children's rights are not being realised or (ii) where they can take collective action to advocate for the rights of others. Students plan the scene(s) to photograph. Get permission beforehand from anyone who will be in the photo. Take several photos and write short caption and story (100-150 words) for the best photos. Present in a suitable slideshow programme such as PowerPoint or Photo Story. For inspiration, show the photographs taken by Albanian children about issues in their community. Download this from:

www.worldvision.org.nz/connect/resources. In the search menu, select Child rights and find the *Albania photo advocacy project* Powerpoint file.

Student council: Students investigate if a student council (or other student-led group) operates in their school or community. Invite a speaker from the council to visit the class. Formulate some questions about how the council operates, the role children play and the difference this makes. If there isn't yet a student council, write a proposal to establish one, explaining the important role it could perform. Use examples from the photos as specific evidence in the proposal.

Taking action to influence your local, national or global community

For level 5 use photos 1-13 (particularly 9-13). These activities can also be adapted for younger students using the relevant photos.

LEARN:

Learning about child rights

Children and rights: Hold a class discussion about who is responsible for protecting and promoting child rights. Consider different contexts such as: at home, at school, locally, nationally, in overseas countries, globally. Discuss the role children/young people have in gaining and protecting child rights within each context.

Negotiation: Using the list of 10 child rights on Resource 1, give each pair of students two child rights from the same category (survive, be protected, develop, participate). Each student takes one right and prepares reasons why their right is top priority. Then the pair negotiates to choose one of these two rights as their top priority and presents it to the class with reasons. From all the rights presented, students negotiate one right the class feels most strongly about. Alternatively, negotiate the top three rights or prioritise all 10 rights.

Debate: Offer resources to help groups of three students prepare for formal debates on these topics, or other topics they suggest. **1.** It's all right: NZ children have no worries about child rights. **2.** Making it right: The United Nations plays the most important role in realising child rights. **3.** What's right? The Human Rights Declaration makes the Convention on the Rights of the Child unnecessary. **4.** I'm right about this: All child rights are equally important.

THINK:

Thinking about the photos

Main messages: As students study the poster photos and title, ask them: What are the main messages it communicates to you? Read the photo stories and quotes then ask the question again. Hold a discussion: Do you think the poster content effectively communicates its messages? How would you improve the effectiveness? What relevance does this theme have for students? Why do you think World Vision produced this photo poster for schools?

Job description: Students imagine they work for a job placement company specialising in volunteers. They need to create a job description to find suitable candidates to run a new child rights group. Read the photo stories and quotes and summarise the background, qualities, motivation, values, and skills of children leading these groups. Use these to help write the job description.

What would you say: On Resource 4 there's no quote for the group in photo 11. Students imagine they are a member of the Child Parliament in Beni city. They are being interviewed about their personal reasons and motivation for being involved. Use all the quotes on Resource 4 and the story for photo 11 on Resource 3 to write a quote expressing this.

Promotion: Students imagine they belong to one of the groups featured in the photos. Design a promotion for a radio broadcast, newspaper, or street drama performance that communicates what their group does and how they help children and young people. The promotion must have a clear purpose and call to action for the viewer. Decide if the promotion targets children whose rights are not realised, people who want to support child rights or if it makes a stand against the issue they're addressing. Tailor the promotion to the audience. Consider visual and aural elements, e.g. colour, music.

Youth activism award: Students are judging a global youth activism award. Create criteria to judge the groups shown in the photos. Use the criteria to evaluate the groups and recommend a global winner. Justify the choice.

Vox pops: Students prepare a 1 minute vox pop (spoken quote) expressing their opinion about the effectiveness of child-led groups. Include at least two reasons for their opinion and examples from the photos and stories. Alternatively use SWOT (strengths, weaknesses, opportunities, threats) to prepare the vox pop. Students record their vox pops or write them as speech bubbles.

THINK:

Thinking about child rights issues

News search: In small groups, allocate different situations from the news such as natural disaster, war and violence, economic recession, changes in government policies. Allow time to brainstorm how children's access to child rights could be affected. Students research the situation further with a focus on children and the impact this situation has on them. Choose how to present findings.

Roosevelt says: Students read the Eleanor Roosevelt quote on Resource 1 then write what it means to them in their own words. Share ideas as a class. Do an informal survey of other classes to find out how many students are aware of human rights or child rights in their day to day lives. Use these personal and class responses as a springboard for taking action.

Address the United Nations: Students imagine they have the opportunity to speak to the United Nations for 5 minutes about the issue of child rights. Individuals brainstorm their most important points and write them into a speech. For inspiration, find out more about 12-year-old Severn Cullis-Suzuki's speech to the United Nations Rio Earth Summit in 1992 – see Resource 11 for the video link.

Training resource: Design a training resource (flow chart, help sheet, web page etc.) to help others establish their own group to address a child rights issue. Use the groups from the *Making it Right* digital posters, stories and quotes, and also students' own experiences. Include tips and ideas. Test it with someone and revise it.

ACT:

Taking action to influence your local, national or global community

Get active: Take action to influence your local, national or global community. Brainstorm possible issues; Research the issues; Set goals; Brainstorm, test and evaluate possible actions; Choose and Plan an action and List individual responsibilities; Take action; and Reflect on the experience. See Resources 8-10 for the *Get active teacher guide*, *Get active template*, and *Ideas to get active*.

Kiwi kids: Brainstorm organisations, events or campaigns in New Zealand that deal with child rights issues. Are any run mainly by school students? How are students involved? How does/could their leadership make a difference (i.e. students running the 40 Hour Famine, Amnesty International campaign, Kids Can event)? Choose one organisation, event or campaign. Investigate what is involved by requesting information or contacting them (Skype, email, in person). Participate then present findings afterwards as a one-page fact sheet.

Making it right NZ: Students imagine they are a photographer asked to create a New Zealand version of the *Making it right* poster. The aim of their poster is to influence their local or national community about child rights issues. Students choose the community context and identify important child rights issues. Plan the scene(s) they want to include. Take photos and/or source them online, from publications or organisations. Take note of any copyright restrictions and ask permission from people to be photographed. Collect quotes and write short captions and stories (100-150 words) explaining who is involved and what is happening. Present in a poster format or a suitable slideshow programme such as PowerPoint or Photo Story. Organise an exhibition or presentation of students' final work, inviting special guests. For inspiration, show the photographs taken by Albanian children for the Photo Advocacy Project. Download this from: www.worldvision.org.nz/connect/resources and in the search menu select Child rights. Find the Albania photo advocacy project Powerpoint file.

You have dignity and worth. You are important. You deserve respect. You have rights.

RIGHTS

Rights are ideals which everyone is entitled to because they are human. Rights don't depend on a person's gender/sex, age, height, eye colour, language, religion, ethnicity, where they were born, abilities or disabilities. Everyone has dignity and worth, everyone is equally important, and everyone deserves respect.

CHILD RIGHTS

Children have special rights (in addition to Human Rights) because they need to be protected so they have the opportunity to grow and reach their full potential. For this reason, the United Nations adopted the Convention on the Rights of the Child in 1989. The Convention reminds governments, community groups and adults of their responsibility to protect the rights of children. Nearly every country in the world has signed the Convention and made it into law.

RIGHTS AND RESPONSIBILITIES

When someone has rights they also have a responsibility to protect the rights of others. A responsibility is something you should do because it is morally or legally right. As global citizens, we have the responsibility to make this a fairer world for all and ensure every person has all their rights protected or met.

WHAT'S IN THE CONVENTION?

The Convention on the Rights of the Child contains 54 articles. Article 1 of the Convention defines a child:

“ A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. ”
(Majority means the legal age that a child becomes an adult.)

The Articles 2-41 specify rights that are necessary to assure the well-being of children. These rights can be grouped into four categories: the right to survive, be protected, develop and participate. A fifth category is made up of Articles 42-54 which outline the responsibility to uphold the rights of children.

THE RIGHT TO SURVIVE

Children have the right to all basic needs, including the right to life, adequate shelter, food, water and primary health care.

THE RIGHT TO DEVELOP

Children have the right to reach their full potential. Development rights include the right to education, constructive play, advanced health care, access to information, and freedom of thought, conscience and religion.

THE RIGHT TO BE PROTECTED

Children have the right to be protected from all forms of abuse, neglect and exploitation. Protection rights refer to issues such as special protection during war, child labour, drug abuse, abuses in the justice system, and sexual exploitation.

THE RIGHT TO PARTICIPATE

Children have the right to participate in society. This includes the right to express their ideas freely, to have a say in matters affecting their own lives, and to join associations.

THE RESPONSIBILITY TO UPHOLD CHILD RIGHTS

Adults, community groups and governments should work together to protect children's rights.

Child rights summary

Under the Convention on the Rights of the Child, some children's rights include the right to:

- Be with their family or those who best care for them
- Enough food and clean water
- An adequate standard of living such as a decent home
- Access to health care and medical services
- Recreation and time to play
- Free and compulsory education
- Protection from neglect, cruelty and exploitation
- Speak their own language and practise their own culture and religion
- Express their opinions
- Participate in their community

Cartoon



What are human rights?

During the Second World War (1939-1945) many horrors took place and lots of people suffered inhumane treatment. In response, the United Nations created the Universal Declaration of Human Rights and adopted it in 1948. For the first time, this declaration listed human rights which are to be protected. It is the most translated document in the world, having been translated into more than 360 languages. It has also resulted in the creation of 80 other human rights documents.

The full text of the Universal Declaration of Human Rights is found at: www.un.org/en/documents/udhr/index.shtml



Eleanor Roosevelt at the United Nations, 1947.

Credit: US Government
<http://docs.fdrlibrary.marist.edu/images/photodb/09-2442a.gif>

Eleanor Roosevelt played an important role in writing the first United Nations rights document, called the Universal Declaration of Human Rights. She was the wife of Franklin D. Roosevelt, USA President from 1933-1945. In 1958 she said:

“ Where, after all, do universal human rights begin?
In small places, close to home – so close and so small
that they cannot be seen on any maps of the world.
Yet they are the world of the individual person;
the neighbourhood he lives in; the school or college
he attends; the factory, farm, or office where he works.
Such are the places where every man, woman, and
child seeks equal justice, equal opportunity, equal
dignity without discrimination. Unless these rights have
meaning there, they have little meaning anywhere.
Without concerted citizen action to uphold
them close to home, we shall look in vain
for progress in the larger world. **”**

Demonstrating to support the exploited children in their city.

ALBANIA

Working together to improve their community's environment.

INDIA

Explaining child rights and speaking up for at-risk children.

RWANDA

Watering the vegetable garden for their school lunch programme.

THAILAND

Presenting action songs about keeping clean and healthy.

ETHIOPIA

Supporting each other through problems that affect their education.

INDIA

Advocating for education instead of underage marriage for girls.

BANGLADESH

Meeting to plan child rights activities for their community.

DEMOCRATIC REPUBLIC OF CONGO

Reporting cases of child exploitation to improve children's lives.

ETHIOPIA

Learning about healthy eating from older students at school.

PHILIPPINES

Making friends and building understanding through Kids for Peace clubs.

KOSOVO

Communicating with the community about child rights and health issues.

INDONESIA

Using art to tell others about child rights and responsibilities.

PHILIPPINES



- 1 This WASH Watchdogs club presents an action song at their primary school assembly in Ethiopia. The catchy beat helps everyone at school remember the words: "Being dirty brings disease. We can protect ourselves by washing our hands, washing our faces, washing our hair, washing our bodies, cutting our fingernails and brushing our teeth." The word WASH stands for Water, Sanitation and Health. After learning about how sickness spreads, the students realised they could help other children stay healthy. All the students learned the song and sing it at home with their families. It's a great way to make sure everyone takes action!
- 2 Cardboard vegetable cut-outs make learning fun for this class of 5 to 7 year olds in the Philippines. They're learning about healthy eating from older students who have volunteered to help. Fifteen-year-old Daryl says: "It's our small contribution to our community. Sharing our knowledge and teaching them about the importance of eating nutritious food could reduce the number of malnourished children in our village." Daryl and his friends are child facilitators which means they've learned about children's responsibilities and rights. The young children go home and tell their families what they've learned about healthy eating.
- 3 Four young students in Thailand demonstrate a clever bicycle-powered water pump they made for their school garden. Their agriculture group grows vegetables and mushrooms, and farms chickens, pigs and fish. Students in the group work after school and in their school holidays to look after the garden and care for the chicken coop, fish pond and other animals. Some of the food gets used for their school lunch programme. Group members share left over produce, either taking it home or selling it. The idea started up with some help from World Vision but grew after their teachers got other funding. The agriculture group has won a national award from Thailand's King for their sustainable ideas, such as creating biogas from pig manure. The biogas is a fuel that's used for cooking the school lunches.
- 4 Niño is 11 years old and lives in the Philippines. He first learned about child rights when he became a sponsored child through World Vision. He remembers an art session where the teacher encouraged him to express his ideas creatively. Afterwards, Niño began painting child rights pictures on his t-shirts and wearing them to mufti days at school each Wednesday. Niño's classmates asked what his t-shirt meant so he explained that the peaceful community with children playing shows that "every child has the right to be given opportunities for play and leisure". Although Niño isn't a confident speaker, he proudly shares child rights messages through his drawings. "I'm using my talent to advocate for the rights and responsibilities of children."
- 5 Nearly 200 children participated in World Environment Day (June 5) in a suburb of Delhi, India. Children tied green ribbons on their wrists symbolising unity in creating a clean, green city. The Children's Club and Youth Club organised the event. Groups from the Children's Club were in charge of different activities. Some created handmade posters on issues like reducing pollution, improving hygiene and keeping the planet clean. This Road Stars team cleaned the streets, while the Angels team spread the message that "Good health is only possible if we keep our environment clean". Rahul (14) said, "There's a lot of pollution in our area. We need to reduce pollution because it causes sickness." During the event the Youth Club president, Yogender, presented a petition to the Deputy Mayor about the lack of safe places to play. Yogender asked for more parks to create a healthier, cleaner environment and pledged that the clubs would look after them. The Deputy Mayor spoke about protecting the environment and appealed to the participants to educate their parents. He promised to build parks and plant trees because healthy environments help children reach their potential.
- 6 The Children's Club in Majlish Bagh village, India, started after a child rights workshop for students. Participants decided that they needed to take responsibility for all the children in their village. Club members range in age from 8 to 18 years old. They hold regular club meetings on the school veranda to talk about any problems they're facing and to help each other find solutions. To fund their activities they run a vegetable garden and a mango tree nursery. Nine-year-old Sajini shared that her parents were struggling to make a living and might need to mortgage their land to pay for their children's schooling. Club leaders understood that once land is mortgaged there is little chance that the family could repay the loan to get their land back. Thirty club members rallied to support Sajini's family using income from selling vegetables plus membership contributions. "Our aim is to support children. We want to help children who are sick or whose parents cannot afford to send them to school," said Konak, the 18-year-old club president. The club is now working towards opening a library in their community so that children can borrow books.

7 Rina (15) presents a regular one-hour broadcasting spot on a local radio station in Indonesia. She uses her 'on air' opportunities to advocate for child rights and health issues. The community radio station is only a small soundproof room but it broadcasts up to seven kilometres away. During her programme she reads important announcements, profiles well-known figures and checks her mobile phone for messages from listeners to read out. She searches the computer for songs to play and browses the internet for background information. She's a confident speaker and aims to keep her programme lively and entertaining. Now at senior high school, Rina is also a peer educator and involved in Child Forum activities. The Child Forum she attends offers computer and English courses. They also organise activities like celebrating National Children's Day to increase awareness of child rights in their community.

8 Adem (14) dreams of a peaceful Kosovo, symbolised by the drawing he's holding of a peace dove. His country, Kosovo, was part of Yugoslavia but Serbian and Albanian ethnic groups disputed the territory. During the Kosovo war, citizens got caught in the conflict and violence. People took sides which divided the country. In the fighting, Adem's family home was burned to the ground. His brother and sister were abducted by Serbian police and never seen again. After the war, Adem's older sister Fatmira was only 11 years old when she came up with the idea of Kids for Peace clubs. World Vision helped her get the first club started in 2002. These days there are 17 clubs throughout Kosovo with more than 300 children participating. Through the clubs, children like Adem learn to make friends and build understanding with children who they once considered enemies. While it is difficult for Adem to forget his painful past, he does not want to get revenge. Adem says: "Kids for Peace clubs have helped me forget the violence in my past life and to look forward to a better future with peace."

9 On the International Human Solidarity Day (20 December), a youth group of 50 young people from Lezha, northeast Albania, held a demonstration to raise awareness about exploited children in their city. They had noticed a dramatic increase in the number of children dropping out of school too young with no skills or qualifications. The only option for these children was poorly paid manual labour so they struggled to earn enough to buy food. Denise (17) was one of the youth group members who came up with the idea of a demonstration. Their youth group was started through World Vision's development work in their community. Before the demonstration, the young people worked with World Vision for two weeks to develop their ideas into a professional presentation. The message was: "It's time to change." One group did a chant and held banners saying things like: "I have lost my dreams", "I feel lonely", "Is there someone who can protect me?", "If we are equal before the law, why do I feel discriminated against?", "Try to see the world through my eyes". Another group performed a flash mob dance entitled: "Searching for the Sun". They invited local media and a TV crew to broadcast their message so they reached more people than those in the city centre.

10 Outspoken activist, Raphael (12), lives in a remote village in Rwanda. At celebrations for the Day of the African Child (June 16), he advocated for child rights and child protection. A year ago, Raphael realised that child abuse was increasing. "Many children were dropping out of school. There were many cases of child abuse and corporal punishment such as caning or slapping. Some children were kicked out of home at night to sleep in the cold as punishment." Raphael formed a group with ten friends – girls and boys aged 10 to 13 years. They met with the local World Vision manager where Raphael explained their initiative. The group would identify and report child abuse cases so that World Vision could provide follow-up support. Raphael shares their approach: "We get close to them and invite them to play with us – mostly football. By the time we finish the game, we are friends. We sit and ask them questions and they open up and talk to us. We've talked street children into quitting drugs and many have gone back to live with their guardians. Some children tell us they don't have school books or stationery so they've dropped out of school. We ask World Vision to support them. In some cases, we've lent them our own supplies to get them back to school quickly." One villager reports that, "The kids are making a big difference. Harsh punishments have reduced dramatically and parents know that the kids won't hesitate to report them to local leaders." The World Vision manager praises them. "It's amazing! After investigation, almost all the child abuse cases they report are true. They've even helped us identify children with severe malnutrition. I now strongly believe that kids can make a difference in their community!"

11 The Child Parliament in Beni city, in the Democratic Republic of Congo, started in 2006. Members come from diverse backgrounds and experiences: some are well-educated, some have been abused, and others were child soldiers or sex workers. They all live, work or go to school in the city. Their group's mission is to protect children. They advocate for the rights of children, fight all kinds of abuse, promote equality and encourage children to become leaders in their communities. The Child Parliament places posters around town and presents a weekly spot on a local radio station to discuss child rights and how children can fight any injustice they're facing. They put pressure on local politicians, look for ways to prevent abuse, and educate others. They also organise sporting and cultural events to discourage young people from getting into street violence, fighting or prostitution. The Child Parliament has a child protection network active in local schools to educate teachers and students about child rights. They work alongside the education ministry and teachers union to promote child rights messages in schools. A committee runs the Child Parliament, led by a president, secretary, vice-secretary and a public relations officer. Six committee members each manage a different part of their work: quality education, health, child protection, reducing child poverty, peace and security, and care of children. At their meetings each week, everything is democratic. They discuss and vote on all issues and activities. The Child Parliament receives support through World Vision's community development work. The parliament also partners with a local lawyer who champions their ideas and fights their causes in court. Recently they won several legal battles to release unfairly detained children from jail and they are now pressuring the mayor to shut down brothels in the city.

12 Child rights abuses are widespread in the Gonder Zuria district of Ethiopia. "Children are the targets of all forms of abuse and harmful traditional practices. We are the most at-risk segment of society. People knowingly or unknowingly harm us," says 16-year-old Liyuwork, Chairperson of the district's Child Parliament. "Our peers are forced into marriage at an early age, children are stolen and taken to remote areas for hard labour, and some children are raped and their abusers aren't taken to court. Some families make their children look after cattle rather than go to school." World Vision helped the young people in Gonder Zuria district start a Child Parliament and supports them with training, advice, visits to other parliaments and activity costs. Each village area sets up a Child Parliament committee with 10-12 members. Whenever they hear rumours of rights violations or illegal activities involving children, the committee follows the case and reports it to village leaders. If they don't respond in time, the committee reports back to the Child Parliament. The parliament works closely with the district police to follow up these leads and take appropriate action. Since their parliament began in 2008, it has undertaken a number of child advocacy initiatives and freed several children from harsh abuse. "We have taken abduction, rape and child trafficking cases to court and the offenders have been penalised with up to 15 years imprisonment," reports Liyuwork. Their contribution is valued by the wider community and their actions have improved children's lives. As part of their prevention strategy, they also organise positive activities such as sports and cultural events to educate and raise awareness in the community.

13 Shapla (16) lives in Bangladesh and uses her experience of facing underage marriage to help others in similar situations. Her parents struggled to earn enough to survive and hoped to improve their situation by arranging for Shapla to get married when she was 15 years old. Her future husband was young like her, but his parents were financially secure. Even though it's illegal in Bangladesh, more than 60 per cent of girls face underage and forced marriage. Shapla didn't want to get married and tried to tell her parents how she felt, but they wouldn't listen and stopped her from going to school. Marrying off daughters early can be a way to ease a family's financial burden and, to some extent, a way to protect and provide for a daughter's future. It's a tradition fuelled by poverty and gender inequality. One evening at home while reading her Life Skills textbook, Shapla came across a chapter about underage marriage. Reading it over and over she became afraid of the consequences: young pregnancy, high birth rates, maternal mortality, domestic violence, and low education levels, leading to more poverty. She shared her problem with friends at the local Child Forum and urged them to get someone to help her. A community leader spoke with her parents, making them angry at first, but now their views have changed. They hadn't realised the consequences and have postponed her marriage until she is 18. Shapla's parents are proud of her now and feel positive that she'll get a good job in the future. Shapla appreciates how the Child Forum helped her learn about issues that affect her future. Their meetings and discussions made her more aware and gave her the support she needed. Her experience has also motivated her to help stop the underage marriages of two other girls she knows.

Children's Club, Youth Group, Child Forum, Child Parliament

Although these groups have different names, rules, types of leadership and ways of organising themselves, they are very similar. They are organised and run by children or young people who decide on the group's focus or purpose. Adults, teachers and parents only have a supporting role and don't take responsibility or make any decisions.



7 Rina was the highest achieving student last year. "At school I pay attention to the teachers when they explain material and I make notes if there's something very important. Before I go to sleep, I read my notes."

She's been awarded leadership opportunities and attended youth conferences in other cities. "If I'm selected for these activities, it means that there is strength in me."

Although her parents graduated from high school, they don't earn much money. Once she looked after her siblings when her parents had to work in another city for three months. "I was afraid, but I tried to encourage myself to be courageous."

Rina dreams of studying at university and using her knowledge to serve other people.

Rina (17), student radio presenter, Indonesia

“... Around here I see so many children dropping out of school early, ending up working on the streets of Lezha, or doing hard jobs like in construction and receiving only very little money, sometimes not even enough to buy a piece of bread to eat. What breaks my heart is that employers exploit and mistreat children routinely, offering them only strenuous jobs at very low pay. Children can't raise their voices about it because nobody cares about them. Even their parents mostly don't do anything because they need the meagre money they earn. This tragedy really shocked me to seriously search for something that can be done to change this tragic pattern.”

Denise (17), one of the flash mob organisers, Albania



Translation: Is there someone who protects?

“ There is a popular saying in Kosovo that I like a lot and it's my motto for life: 'To have goodness and not revenge, to have feelings and not violence.' There's a lot of peace in my heart and I want to share it with all children in the world, regardless of their ethnicity.”

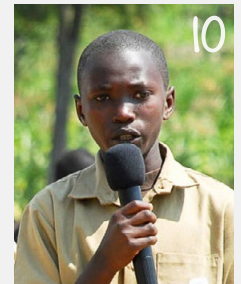
“We have our own song in our Kids for Peace club. My favourite part is when we all say 'peace forever'— it gives me the inspiration and courage that I can do anything I dream of. My dream is to start an organisation that will promote and facilitate peace all around the world. I want my country, Kosovo, and all its children to know peace without violence.”

Adem (14), Kids for Peace club member, Kosovo



“... I strongly believe every child has a right to education, health care, rights to play, get food, shelter and safe water. We decided to work with World Vision because we live in this community and we are always the first people to know when other children are mistreated.”

Raphael (12), leader of a child action group in Rwanda



“We were shocked by Raphael's intelligence. He explained their initiative confidently. It was their group's own idea. They outlined challenges faced by some of the children in their village and wanted to work as a team to identify those children. They wanted partnership.”

Denis Bideri, World Vision development manager, Rwanda

“I'm surprised when I see Raphael engage and speak to older people about child rights. Sometimes I wonder where he gets all this information and confidence!”

Raphael's mother, Rwanda

“ All these issues seemed normal to me and my friends until we were given training on child rights and abuse. After the training I realised that what had seemed right was actually wrong! I was the first to become a member of our Child Parliament.”

“Our involvement has changed attitudes in our community. These days no one openly violates child rights or promotes harmful traditional practices. In the past, children were ignored and their contribution considered worthless. But now we participate in district meetings and contribute to any development initiatives.”

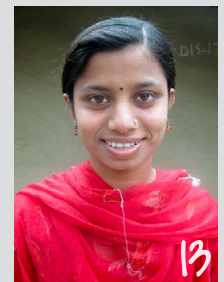
Liyuwork (16), Ethiopia Child Parliament chairperson



“ When I was 15, my parents arranged my marriage. Our poor financial situation meant that my parents were desperate to marry me off. But I didn't want to marry. I mustered up courage and objected to their plans but then they stopped me from going to school...”

“... I'm very happy be a part of the Child Forum. Here we learn many things we need to know that will help us to choose a path of self-empowerment. In the future when I marry, I shall get respect in my new family because of my job and my determination. No one will neglect me.”

Shapla (16), Child Forum participant, Bangladesh



MY RIGHTS

Template of child rights

RESOURCE 5

Use the template table of rights below. In the first column add examples of child rights in your own life.

In the second column list the people and organisations that help you have these rights e.g. parents, school teachers, clubs, church, police, etc.

Child Rights	Give examples of this right in your own life or community	The people, groups or organisations who help meet these rights
1. Be with your family or those who best care for you		
2. Get enough food and clean water		
3. Have an adequate standard of living, such as a decent home		
4. Get access to health care and medical services		

Child Rights	Give examples of this right in your own life or community	The people, groups or organisations who help meet these rights
<p>5. Have recreation and time to play</p>		
<p>6. Have free and compulsory education</p>		
<p>7. Protection from neglect, cruelty and exploitation</p>		
<p>8. Speak your own language and practise your own culture and religion</p>		
<p>9. Express your opinions</p>		
<p>10. Participate in your community</p>		

1. What is a right?

Rights are standards of living that all people should have. Rights include things like the right to life, the right to healthcare, and the right to education.

You cannot touch a right, but it is part of your humanity. Rights could be described as ideals or freedoms. As an ideal – everyone should have access to good healthcare and education. As a freedom – everyone is free to access healthcare and education when they want it or need it.

Access to rights does not depend on age, gender, language, religion, ethnicity, where you were born, eye colour, height, abilities or disabilities – rights are for everyone. Every person has equal importance and dignity.

2. What is the Universal Declaration of Human Rights?

The Universal Declaration of Human Rights is a United Nations international treaty which lists rights for all people. It was adopted in 1948, before the Convention on the Rights of the Child.

The Declaration was created after World War 2 (1939-1945) to ensure that people would be treated with dignity and no longer suffer the horrors that took place during the war. Adopted in 1948, the Declaration listed, for the first time, the rights that are common to all people. It has been translated into 360 languages and has resulted in the created of 80 other human rights declarations, treaties and conventions, including the Convention on the Rights of the Child.

3. What is the Convention on the Rights of the Child?

The Convention on the Rights of the Child is a United Nations international treaty that describes human rights for children.

The Convention on the Rights of the Child describes the civil, political, economic, social, health and cultural rights of children. It became the first legally binding international convention to affirm human rights for all children. It is the most rapidly and widely ratified international human rights treaty in history. The Convention was adopted by the UN General Assembly on 20 November 1989.

4. Why was the Convention on the Rights of the Child adopted?

Children need to be looked after differently to adults and the Universal Declaration of Human Rights didn't say enough about children.

Human rights apply to all age groups; children have the same general human rights as adults. However, world leaders recognised children needed a convention just for them, because people under 18 years old often need specific care and protection that adults do not. They also wanted to ensure children were no longer viewed as commodities or passive objects of charity, but as distinct holders of human rights.

5. How does the Convention on the Rights of the Child define a child?

A child is someone under 18 years old.

The Convention defines a child as a person below the age of 18, unless relevant national laws recognise an earlier age. In some cases, countries are obliged to be consistent in defining milestone ages, such as the age for admission into employment and completion of compulsory education. In other cases the Convention designates a specific age, such as prohibiting life imprisonment or capital punishment for those under 18 years of age.

6. Which countries are part of the Convention on the Rights of the Child?

Nearly all countries in the world have signed up to the Convention on the Rights of the Child.

There are 194 countries who are party to the Convention. A full list of countries that have ratified and acceded, including the date they did so, is available here: <http://ow.ly/z7t87>

7. How does a country agree to the Convention on the Rights of the Child?

To agree to the Convention, a country's government normally takes three steps.

1. First the government might **sign** the Convention which shows it agrees with it.
2. The government must make a decision to be part of the Convention and follow their own legal requirements to **make it law**.
3. They then write a letter to the United Nations to say they agree to be legally bound by the Convention – this is called **ratification**.

If a country did not sign the Convention they can still join it by going through steps 2 and 3 – this is called **accession**. A country that has ratified or acceded is called a **State party** to the Convention. Find out more about the process here: www.unicef.org/crc/index_30207.html

8. What is the Committee on the Rights of the Child?

The Committee on the Rights of the Child checks how countries follow the Convention on the Rights of the Child.

Governments that ratify the Convention or its Optional Protocols must report to the Committee on the Rights of the Child. These reports outline the situation of children in each country and explain the measures being taken to address children's rights there. The Committee is made up of 18 experts in human rights. Each member is elected for a term of four years.

9. What is an Optional Protocol?

Optional Protocols are sections added later on to improve the Convention on the Rights of the Child.

Optional Protocols are created to complement the existing convention and recognise new commitments governments need to respect. Optional Protocols, once ratified, carry the same strength as the convention and can be used in the same way.

The Convention on the Rights of the child has three Optional Protocols: the first addresses the rights of children who are in situations of armed conflict; the second addresses different forms of the sale and sexual exploitation of children; and the third has to do with a communications procedure and how children or their representatives can file a complaint to address the violation of their rights.

10. Is the Convention on the Rights of the Child enforceable?

Countries cannot be forced to follow the Convention or punished if they don't.

The Committee on the Rights of the Child can engage in activities to encourage implementation of their recommendations but it cannot force governments to act on any recommendations they make. This is because the Convention is a "non-self-executing treaty", meaning it does not grant any international body the right of enforcement.

11. Does the Convention on the Rights of the Child take away the rights of parents?

The Convention says that parents play a really important role in bringing up children, and governments should support them in doing that.

The Convention upholds the primary importance of the parental role and refers to it repeatedly throughout the document. It says governments must respect the responsibility of parents and caregivers for providing appropriate guidance to their children, including guidance as to how children shall exercise their rights. It also places on governments the responsibility to protect and assist families in fulfilling their essential role in nurturing children. However not all children are safe with their families – many experience physical, verbal or emotional abuse, and the Convention ensures that governments protect abused children.

12. Why does abuse and neglect of children's rights continue?

Not all people know about children's rights, understand children's rights or value children's rights. When families or communities face difficult situations it can affect what people value and how they treat others, especially children.

The reasons children's rights are not fulfilled are varied and complex. They are often linked with poverty and discrimination, family environment, and other civil, social and economic factors. Children are vulnerable to being treated poorly when they can't seek help easily without the support of adults around them. The Convention sets out the responsibilities of governments to establish systems to protect children. National legal frameworks are not always sufficient to guarantee rights, and implementation of the law remains a major challenge around the world. Getting the right laws, and the mechanisms and institutions for their implementation, is one of the most essential steps to meeting children's rights.

13. How does the Convention on the Rights of the Child guarantee a child's right to participate?

The Convention says children's opinions are important and children should have access to information so they can form opinions.

Article 12 of the Convention, together with the other key rights in the document, recognises children as active in exercising their rights. This right of active engagement has been broadly conceptualised as 'participation', although the term itself is not used. Participation can be defined as an ongoing process of children's expression and active involvement in decision-making at different levels in matters that concern them. It requires information-sharing between children and adults based on mutual respect, and requires full consideration of their views be given, taking into account the child's age and maturity.

14. Why is the right to participate so important?

When children help make decisions that affect them they learn important skills, and the decisions will be more relevant to their lives.

There is growing evidence that taking children's views and experiences into account – within the family, at school and in other settings – helps develop children's self-esteem, cognitive abilities, social skills and respect for others. The more children participate, the more effective their contributions and the greater the impact on their development. Children also have unique knowledge about their needs and concerns. Decisions informed by children's perspectives will be more relevant, more effective and more sustainable.

Steps to effective social action

Use this guide together with the *Making it right* poster, Get Active template, Ideas to Get Active and Learn.Think.Act guide as your students take action about rights in their local, national or global communities.

Before Getting Active

- Extend students' global learning by engaging with them as they learn about child rights.
- Enable students to think critically about the issues they are learning about.

1. Brainstorm possible issues

Engage in reflective activities and discussion so you can discover the child rights issues that have made an impact on the class and how they want to respond.

2. Research the issues

Use this opportunity to embed appropriate research techniques. Encourage students to relate the background causes and issues directly to their possible actions.

After Getting Active

- Reflect on your experience of social action and consider how you can improve the learning outcomes for future groups.
- Consider how student interests can contribute to a new learning direction.
- Encourage critical thinking about the issues uncovered in the learning.
- Take part in further authentic action.

3. Set goals

For example: How will the class know if their action has been successful? Are there any constraints on what the class can do? Who does the class need to get permission from?

4. Brainstorm, test and evaluate possible actions

Start with as many ideas as students can come up with and trim the list down to three that are achievable. Use an evaluation technique such as SWOT (strengths, weaknesses, opportunities, threats) and teach decision-making practices.

7. Reflect on the experience and measure the success of the action

How did the action meet teacher and class goals? What would they do differently next time?
Invite students to celebrate, acknowledge or mark their participation, action and learning in some way.

6. Take action

Keep a record of what happens so you can use this experience to guide the next group of students who want to take action.
Take photos and record responses so students have a record of what they achieve.

5. Choose and plan the action and list individual responsibilities

Set an achievable time line with all the tasks required. Ensure all students have ownership of the social action so that it's meaningful to everyone involved. Encourage students to work together and help each other – especially if it's a lot of work.

GET ACTIVE TEMPLATE

Planning to take social action

Use this template to help you plan to take action about child rights. As you plan your action, record your responses and decisions for each step on this sheet
Enlarge the pages to A3 if you need more space to write.

STEPS TO TAKING ACTION	RECORD ALL YOUR RESPONSES AND DECISIONS FOR EACH STEP
<p>1. Brainstorm possible child rights issues</p> <p>(a) At what scale will you work? <i>Your school, local, national, or global community?</i></p> <p>(b) What issues do children face there?</p> <p>(c) Which child rights need to be addressed?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. Research the issues</p> <p>(a) Use 5W+1H to find out about the issues. (who, what, where, when, why, how) <i>You might ask these questions for 'who': Who is involved? Who is being affected by the issues? Who is neglecting child rights? Who can take action to remedy the situation?</i></p> <p>(b) Find out more about the background causes of the child rights issue.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Set goals</p> <p>(a) What would you like to achieve with your action? <i>Raise awareness about the issue? Fix a problem? Help children who do not have their rights met? Fundraise? Change an environment? Support someone/a group who is already taking action?</i></p> <p>(b) How will you know you've been successful? How many people would you like to reach? What changes do you hope to bring?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Different ways to take social action

Build on your learning and thinking about child rights by taking action. Look through this list and mark any ideas that interest you or might work well for your situation, skills and focus. Evaluate your options and choose an action. Plan your action deciding on a timeline and each person's responsibilities.

AT SCHOOL

Action song: Make up an action song to suit New Zealand children the same age. Use the words from photo 1 on the Making it Right poster. Rewrite them, or write lyrics for another health or environment message. Present the songs to other classes.

Teach younger kids: Find a creative way (poster; rap, drama, story book, video message or advertisement, game) to communicate with a class of younger children (or local kindy). Choose a health or environment message such as: eat a balanced diet, wash hands, don't drop rubbish etc.

Master Chefs: Survey the class about their most/least favourite vegetables. Ask parents, chefs, and search recipe websites for good recipes using these vegetables. Assess the recipes and vote for the top 3, 5 or 10 and try cooking them. NB: Use discretion about allergies, nutrition, cultural aspects, etc. Create a class recipe book with one healthy vegetable recipe from each person, preferably one that students have tried and like. Include recipe reviews or comments to encourage families to try them. Promote to the whole school.

Student broadcast: Write the script for a 10 minute broadcast about child rights for children the same age. Include different elements such as an interview, story, song, vox pops etc. Use student radio or TV, or set up student TV for the school via the internet and make it available via podcast or YouTube. Advertise for classes to tune in at the right time. Spread the word to families through the school newsletter, website and Facebook page.

Pick a spot: Choose an area in your school that could be improved for children and suggest how to do this, e.g. identify slippery areas in the corridor; create safer playground rules to encourage younger children to play with older ones.

Breaking barriers: What kinds of students find school a challenging place? What barriers make it challenging for them? Set up a way to address the barriers and challenges, for example: a friendship station people can go to at lunchtime, a welcome system for new students, a buddy system for students to practise speaking English.

Get a group: Establish a group at school with members from different classes to address child rights issues you identify, e.g. caring for the playground or gardens to make a healthier environment. Approach a teacher or adult to support you and have regular meetings to plan your activities.

Make it happen: Plan a fundraising activity that will support the work you plan to do or issue you are interested in. Make this the theme of your fundraiser so you raise awareness as well as funds. When you have raised enough money to complete the work, ask a teacher to help you buy what you need and make it happen.



Kelly Lynch / World Vision



IN YOUR LOCAL ENVIRONMENT / COMMUNITY

Slideshow: Take photos that illustrate situations (i) where children's rights are not being realised or (ii) where you can take collective action to advocate for the rights of others. Plan the scene(s) to photograph. Get permission beforehand from anyone who will be in the photo. Take several photos and write short captions and stories (100-150 words) for the best photos. Present in a suitable slideshow programme such as PowerPoint or Photo Story. For inspiration, show the *Albania photo advocacy project PowerPoint* of photographs taken by Albanian children about issues in their community.

Download this from: www.worldvision.org.nz/connect/resources
In the search menu, select Child rights and find the Powerpoint file.

Student council: Investigate if a student council (or other student-led group) operates in your school or community. Invite a speaker from the council to visit the class. Formulate some questions about how the council operates and the role children play and the difference this makes. If there isn't yet a student council, write a proposal to establish one, explaining the important role it could perform. Use examples from the *Making it Right* poster photos as specific evidence in the proposal.

Helping hand: What parts of your local community need improving? Plan an event and invite members of the school community to take part, e.g. repairing and painting a school fence, a picking up rubbish at a stream, beach or park.

Take part: Participate in a community initiative that promotes child rights, e.g. stream clean-up day, community fair.

The young ones: Plan an achievable idea to help younger children (from your school or a local primary school) to learn about child rights or gain access to one of their child rights, e.g. a mentoring programme, a community garden, a school breakfast club.

Get local: Research child rights issues that are significant to your community, for example by contacting the local Citizens Advice Bureau, Salvation Army or other community centre or group. Then take action. For inspiration read about young people in Georgia advocating for a new pre-school building on Resource 10. Watch the video they created, with English subtitles (3:30 mins): www.youtube.com/watch?v=hxceDa1REts

Youth affairs: Contact your local council youth affairs officer to find out about the issues affecting children and youth that they are most concerned about. Find a way of raising awareness of these issues.

Get involved: Join a community organisation to learn skills and provide assistance to your community, e.g. St John Youth. <http://youth.stjohn.org.nz>

Helping out: Choose a local community group that works for the rights of children and their well-being. Plan a fundraising activity that will support the work or issue you are interested in. Make this the theme of your fundraiser so you raise awareness as well as funds.



Amelia Harris / World Vision



NATIONWIDE

Kiwi kids: Brainstorm organisations, events or campaigns in New Zealand that deal with child rights issues. Are any run mainly by school students? How are students involved? How does/could their leadership make a difference (i.e. Students running the 40 Hour Famine, Amnesty International group, Kids Can event)? Choose one organisation, event or campaign. Investigate what is involved by requesting information or contacting them (Skype, email, in person). Participate and then present findings afterwards as a one-page fact sheet.

Making it Right NZ: Imagine you are a photographer asked to create a New Zealand version of the Making it right poster. The aim of the poster is to influence your local or national community about child rights issues. Choose the community context and identify important child rights issues. Plan the scene(s) to include. Take photos and/or source them online, from publications or organisations. Take note of any copyright restrictions and ask permission from people to be photographed. Collect quotes and write short captions and stories (100-150 words) explaining who is involved and what is happening. Present in a poster format or suitable slideshow programme such as PowerPoint or Photo Story. Organise an exhibition or presentation of final work, inviting special guests. For inspiration, show the *Albania photo advocacy project PowerPoint* of photographs taken by Albanian children about issues in their community. Download this from:

www.worldvision.org.nz/connect/resources
In the search menu, select Child rights and find the Powerpoint file.



Kevisa Breshani / World Vision



Investigate: Investigate a child rights issue in New Zealand, e.g. domestic violence, bullying, youth suicide, obesity. Write a report about this. Describe how common it is in New Zealand, the causes and risk factors, and any initiatives that are working to improve how NZ addresses that child rights issue.

Do it: Participate in a national initiative to promote child rights, e.g. 40 Hour Famine, Kids Can event.

Politics: Contact your local MP about the issues that concern you. Write a letter, send an email, or arrange for them to visit your school. Find out who your MP is and how to contact them: <http://www.parliament.nz/en-nz/mpp>

Youth Parliament: Find out about representing the youth of your community at New Zealand's Youth Parliament: www.myd.govt.nz/young-people/youth-parliament

Have your say: Take advantage of existing opportunities for young people to have their say. Visit The Ministry of Youth Development: www.myd.govt.nz/young-people/index.html

Make it count: Choose a national charity organisation that works for children's rights and their well-being. Plan a fundraising activity that will support the work or issue you are interested in. Make this the theme of your fundraiser so you raise awareness as well as funds.

GLOBAL COMMUNITY

Commemorate: Select an international day (or week or year) to commemorate and plan a relevant event, for example Universal Children's Day (20 November), World Environment Day (5 June). For further international days see: www.un.org/en/events/observances/index.shtml

Going public: Choose a child rights issue for your class to advocate about. Select a public space which is well used by your community where you can reach a lot of people about this issue. Contact the council to arrange to use the space. Choose a creative way to raise awareness for the child rights issue you have chosen. See photo 9 on the *Making it Right* poster for some ideas.

Around the world: Choose one of the countries featured on the poster; one you have visited or know something about. Research child rights issues and culture in that country. Design a brochure that explains rights issues the children face. Hold a cultural event featuring food and dress from the country, and hand out brochures to raise awareness of the issues faced by children there.

United Nations: Participate in the Model United Nations: www.unyouth.org.nz

Make it count: Choose an international charity organisation, such as World Vision, that works for children's rights and their well-being. Plan a fundraising activity that will support the work or issue you are interested in. Make this the theme of your fundraiser to raise awareness as well as funds. For example: hold a book marathon (read-a-thon for younger kids) to raise awareness and funds to improve literacy and access to education for girls; wash cars to help children get better access to water.

Number crunching: Use data from UNICEF'S State of the World's Children www.unicef.org/sowc to analyse countries' progress towards addressing child rights against Article 24 of the Convention on the Rights of the Child. Article 24 summarises/describes children's right to good health. Publicise this information in an effective way to your peers.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - (a) To diminish infant and child mortality;
 - (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
 - (d) To ensure appropriate pre-natal and post-natal health care for mothers;
 - (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
 - (f) To develop preventive health care, guidance for parents and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.



Kathryn Lett



Dan Mtonga / World Vision

After taking part in advocacy training and learning how to film and edit videos, Khatia (17) and Tornike (18) were issued with a challenge: to create a video on an issue that is important to them. Little did they realise that their awareness-raising video would make a real change in their community.

Khatia and Tornike live in a community in the southern part of Georgia, near the borders of Turkey and Armenia. “We thought the kindergarten was the biggest issue for our community,” says Tornike. The Ude #2 Kindergarten is for 3 to 5-year-students and Khatia had attended there as a child.

The kindergarten was now 48 years old and rumours were going round that it would need to close because the building was in such a bad state.

First Khatia and Tornike spent a spring day at the kindergarten where they interviewed the manager, Natia, and the children’s parents. They also filmed plenty of footage showing the problems with the kindergarten. After two weeks of editing with World Vision staff, the video was ready to be screened.

Their 4-minute video showed that the kindergarten wasn’t safe: bricks were falling out of walls and the roof was collapsing. The separate toilet block was old and inadequate. Every year, the cold, snowy winter threatened to destroy the building and risk the safety of the preschoolers attending there.

During her interview, the kindergarten manager, Natia, was clearly afraid there would be a catastrophe at the kindergarten. “Safety was the biggest issue. When the kids played, we made a ‘live wall’ of teachers to protect the children from the real wall in case any bricks fell from it.”



Khatia and Tornike show the video they created.

Michelle Siu / World Vision



Kindergarten manager Natia with her son Mate (6 years) who is a former pupil of the kindergarten.

Michelle Siu / World Vision



Above: The old unheated outdoor toilets consisting of a wooden booth and a hole in the ground. Below: The new indoor flush toilets. These will improve student health during the snowy winters.



Michelle Siu / World Vision

Tornike and Khatia's video encouraged community-based organisations to work with the council to take action. These organisations included: World Vision, which contributed NZ\$41,700 for building materials; Save the Children, which gave NZ\$8,700 for a fence; and the Mercy Corps, which donated NZ\$10,700 for furniture, toys and books.

When the teens showed the video to the local council and the governor learned that community-based organisations were contributing to the renovation, the council managed to allocate NZ\$15,500 to help fund the improvements.

The council's governor says: "We knew for several years that safety was a problem. Although we wanted to, we couldn't solve this problem by ourselves." He continues: "Development of the country starts at the local level... It's really important for the community to see that youth were so involved with these changes."

Kakha Gordadze, World Vision Georgia's community programme manager, says that the renovation project at Ude #2 Kindergarten was unique because it brought together a number of organisations whose projects in the wider community are diverse. But the video convinced everyone that something urgent needed to be done.

Maka is a parent whose five-year-old son, Giorgi, attends the kindergarten. Her son's health has improved now that there are indoor toilets and he is eager to attend each day. "He is happy to come along. It's not us saying that he should go," she says. "Such great projects like this are only possible if many people unite."



A photo of the old building, held in front of the renovated kindergarten, shows the dramatic improvement.



Michelle Siu / World Vision

Kindergarten students play musical chairs at Ude Kindergarten.



Michelle Siu / World Vision

Students enjoy their colourful, safe and warm environment.

Find out more:

Khatia and Tornike's video advocating for the Ude #2 kindergarten:

<https://www.youtube.com/watch?v=hxceDaIREts> (3.30 mins)

World Vision Georgia's video featuring the Ude #2 kindergarten before and after its renovation:

<https://www.youtube.com/watch?v=IYp0bsZF5h8> (1.34 mins)

Even though Georgia is located to the east of Europe, in a region known as the Caucasus, it's classified as a low-income, food-deficit country. Communist Georgia became independent from Russia in 1991 but suffered civil unrest and economic crisis. Since 2003, there have been democratic and economic reforms but poor and vulnerable communities need economic assistance and intervention.

Find out more about Georgia and World Vision's work there:

<http://www.wvi.org/georgia>

VIDEOS EXPLAINING THE RIGHTS OF THE CHILD

What are child rights? - UNICEF Australia 2013 (3:04 mins)

Cartoon brother and sister explain the Convention on the Rights of the Child. Suitable for primary students.

<https://www.youtube.com/watch?v=VIBFLitBkco>

20th Anniversary of the Convention on the Rights of the Child – UNICEF 2009 (6:48 mins)

Explains the convention, its background, aims and successes. Produced for the 20th birthday of the convention (2009). Narration over photos. Gives examples from Nepal, Romania, Sudan, and India. Mentions sexual exploitation, but doesn't go into detail. Suitable for intermediate and secondary students.

<https://www.youtube.com/watch?v=A-icxE5qrNg>

The Convention on the Rights of the Child – Andre Farstard 2012 (5:43 mins)

Claymation using Jobi the blob and Andre the narrator to define rights and explain the convention (first 2 minutes), then summarises and explains some children's rights.

https://www.youtube.com/watch?v=J_0LhcSD_UA

The Convention on the Rights of the Child introduction – Burning Red Ltd 2012 (2:00 mins)

Right words wrong order – cleverly uses the same words forwards and backwards to say why the convention is necessary. First it gives a negative point of view, then plays the same words backwards to give the positive point of view.

<https://www.youtube.com/watch?v=tesGUxyd-lw>

From children's rights to children's realities – Save the Children 2012 (3:26 mins)

Explains barriers to children gaining their rights and how those barriers can be overcome. Cartoon and written words with music background. For secondary students as high reading level required.

<https://www.youtube.com/watch?v=pjAa3IGnZMM>

VIDEOS LISTING CHILD RIGHTS

Children's and young people's rights

German Federal Ministry for Economic Cooperation and Development 2013 (2:45 mins)

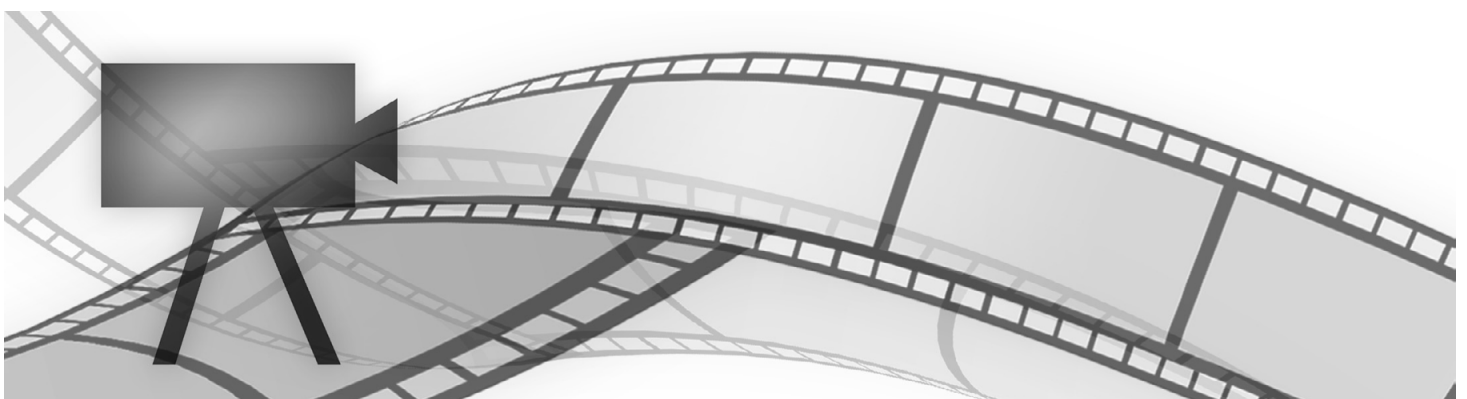
Summary list of child rights. Cartoon with music background. For secondary students, contains content that needs to be read.

<https://www.youtube.com/watch?v=mjggYdw3l0k>

Listening to children's voices – World Vision 2014 (5:38 mins)

Children and teenagers from around the world explain how they would like specific child rights from the convention to be realised in their lives. English subtitles.

<https://www.youtube.com/watch?v=8BGTBulDh6U>



CARTOONS ILLUSTRATING CHILD RIGHTS

Cartoons on child rights 1 – UNICEF 2012 (14:35 mins)

A series of 30 second cartoons illustrating specific child rights. Each cartoon is separated by a 10 second blue screen (see table below). Most are appropriate for primary students.

<https://www.youtube.com/watch?v=442yLFwrzs8>

	Time code	Category	Child right
1	0:15 min	Protection	Protection from child labour
2	1:00 min	Participation	Appropriate information
3	1:45 min	Participation	The right to express themselves
4	2:30 min	Protection	Protection in times of war
5	3:15 min	Protection	Protection from trafficking and abduction (suitable for primary students if desired)
6	4:00 min	Development	To know and live their culture
7	4:45 min	Protection	Protection from neglect
8	5:30 min	Development	The right to play
9	6:15 min	Protection	Protection from landmines
10	7:00 min	Protection	Protection from sexual abuse (menacing but not explicit)
11	7:45 min	Participation	The right to express themselves
12	8:30 min	Survival and Development	The right to survive and develop to the fullest
13	9:15 min	Survival	The right to a home
14	10:00 min	Development	The right to privacy
15	10:45 min	Survival and Development	The right to a loving and caring family
16	11:30 min	Protection	Protection in times of war
17	12:15 min	Participation	The right to express their opinions
18	13:00 min	Participation	The right to meet and share views with others (poor quality for first 5 sec)
19	13:45 min	Protection	The right to a drug-free world

Cartoons on child rights 2 – UNICEF 2012 (13:32 mins)

Eleven 30 second cartoons created in different countries to illustrate specific child rights, followed by a 5 minute animation at the end. Each cartoon is separated by a 10 second blue screen (see table below). Most are appropriate for primary students.

<https://www.youtube.com/watch?v=t6RMZ96r3EM>

	Time code	Category	Child right
1	0:15 min	Participation	The right to express themselves.
2	1:00 min	Protection	Protection from dangerous labour.
3	1:45 min	Development	The right to their own identity.
4	2:30 min	Protection	Protection from neglect
5	3:15 min	Development	Freedom of thought
6	4:00 min	Survival	The right to adequate nutrition and healthcare
7	4:45 min	Development	The right to an identity
8	5:30 min	Development	The right to quality education
9	6:15 min	Participation	The right to appropriate information
10	7:00 min	Protection	Protection from mental violence (emotional abuse)
11	7:45 min	Development	The right to play
12	8:30 min (5 mins)		Frieden: The tree of peace by Alina Chau (1998)

VIDEOS ABOUT SPECIFIC CHILD RIGHTS

Fatima dreams of helping others when she grows up – World Vision 2013 (2:17 mins)

Fatima, aged 12, tells her story of learning about child rights and taking action to prevent bullying in her community. In Spanish with English subtitles.

<http://www.youtube.com/watch?v=Y9YSjYQGkqs>

A child's right to health part 1 – World Vision and Save the Children 2013 (2:27 mins)

Children from around the world speak about what the right to health means to them. English subtitles. Some repetition with part 2 and *Listening to children's voices*.

https://www.youtube.com/watch?v=c9Qv4VIZb_M (part 1)

A child's right to health part 2 – World Vision and Save the Children 2013 (2:36 mins)

Children from around the world share what the right to health means to them. English subtitles. Some repetition with part 1 and *Listening to children's voices*.

<http://www.youtube.com/watch?v=6NH08XU9UpY> (part 2)

SONGS ABOUT CHILD RIGHTS

The UN Convention on the Rights of the Child – Penpol School 2007 (4:56 mins)

Animation to children singing. Created by Year 6.

https://www.youtube.com/watch?v=dj_vlj2K_kQ

The Children's Rights song – UNICEF 1999 (3:52 mins)

Featuring children singing about children's rights.

<http://www.youtube.com/watch?v=iPj5w3BnOkQ>

We are the Children of Freedom – World Vision 2010 (4:20 mins)

This song featuring child rights was part of an Arts for Peace project by World Vision Lebanon. In Lebanese with English subtitles.

<http://www.youtube.com/watch?v=xZ9TId9WWbY>

VIDEOS TO INSPIRE ACTION

Severn Cullis-Suzuki

At age 9, Severn and a group of friends started the Environmental Children's Organisation. In 1992, aged 12, Severn delivered a speech to the Rio Earth Summit. She is now an activist and writer who continues to speak out about social justice and environmental issues.

- Severn Cullis-Suzuki at Rio Summit – 1992 (8:32 mins)
<https://www.youtube.com/watch?v=oJJGulZVfLM>
- Severn Cullis-Suzuki's speech at the Rio+20 Earth Summit –2012 (20 years later) (10:02 mins)
Suitable for older students due to complex content.
<https://www.youtube.com/watch?v=IFmSxmpitBA>

Khatia and Tornike

After advocacy training and learning how to film and edit videos, Khatia (17) and Tornike (18) created an awareness-raising video for their community's run-down kindergarten in Georgia.

- Khatia and Tornike's video – 2013 (3.30 mins)
<https://www.youtube.com/watch?v=hxceDaIREts>
- The kindergarten project, before and after its renovation – World Vision Georgia, 2013 (1.34 mins)
<https://www.youtube.com/watch?v=IYp0bsZF5h8>

THE CONVENTION ON THE RIGHTS OF THE CHILD

The following websites contain background information for teachers about child rights.

Full text of the Convention on the Rights of the Child

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Full text of Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx>

Full text of Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx>

Full text of Optional Protocol to the Convention on the Rights of the Child on a communications procedure

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPICCRC.aspx>

UNICEF website with links to the Convention in many different languages

<http://www.unicef.org/magic/briefing/uncorc.html>

Signatories to the Convention on the Rights of the Child and the optional protocols

https://treaties.un.org/pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-I I&chapter=4&lang=en

UNICEF explanation of each of the articles

http://www.unicef.org/crc/files/Rights_overview.pdf

Office of the High Commissioner for Human Rights webpage

<http://www.ohchr.org/EN/pages/home.aspx>

The Committee on the Rights of the Child webpage

<http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>

THE CONVENTION IN CHILD-FRIENDLY LANGUAGE

Various organisations have produced versions of the Convention in language suitable for students at different levels.

1 page poster by UNICEF (all levels)

<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Child rights colouring sheets by Child rights international network (level 2)

https://www.crin.org/docs/CBU_Real%20coloring%20book-1.pdf

2 page brochure by UNICEF (level 4)

http://www.unicef.org/rightsite/files/rights_leaflet.pdf

2 page brochure by UNICEF (level 5)

http://www.unicef.org/rightsite/files/Child_Rights_Flyer_FINAL.pdf

2 page brochure by UNICEF (level 4–5)

http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf

15 page booklet by UNICEF (level 3–4)

<http://www.unicef.org/rightsite/files/rightsforeverychild.pdf>

26 page booklet by UNICEF (level 4–5)

http://www.unicef.org/rightsite/files/little_book_rights.pdf

RESOURCES ABOUT CHILD RIGHTS

Each year UNICEF produces *The State of the World's Children* to highlight issues affecting children. Each report is supported by the latest global and national statistics

<http://www.unicef.org/sowc/>

The *State of the World's Children* 2014 report is focuses particularly on child rights

<http://www.unicef.org/sowc2014/numbers/>

WorldVision New Zealand six page topic sheet giving more information about child rights

<https://www.worldvision.org.nz/connect/resources/child-rights-topic-sheet>

WorldVision Australia education webpage for teachers with classroom activities related to child rights

<https://www.worldvision.com.au/get-involved/school-resources/search-results?topic=child+rights>

WorldVision Australia education pdf for teachers outlining the articles and optional protocols to the Convention on the Rights of the Child

[https://www.worldvision.com.au/docs/default-source/school-resources/convention-on-the-rights-of-the-child-\(p-5\).pdf?sfvrsn=0](https://www.worldvision.com.au/docs/default-source/school-resources/convention-on-the-rights-of-the-child-(p-5).pdf?sfvrsn=0)

UNICEF suggestions for how teachers can advance child rights

http://www.unicef.org/rightsite/whatyoucando_356.htm

UNICEF website with information about the Convention

<http://www.unicef.org/crc/>

UNICEF website with information about the Convention and multimedia resources including photo essays and videos of celebrities talking about child rights

<http://www.unicef.org/rightsite/>

Child rights information network

<https://www.crin.org/>

CHILD RIGHTS IN NEW ZEALAND

Children's Commissioner web site with information about child rights and New Zealand's reports to the UN Committee on the rights of the child (filed under reports/child rights)

<http://www.occ.org.nz>

<http://www.occ.org.nz/childrens-rights-and-advice/uncroc-2/>

New Zealand's most recent report to the UN Committee on the rights of the child

<http://www.occ.org.nz/childrens-rights-and-advice/uncroc-2/uncroc-reporting/>

Human Rights Commission web page about the rights of children and young people from the NZ Human Rights National Plan of Action, which assesses the status of human rights in New Zealand

<https://www.hrc.co.nz/your-rights/human-rights/>

<https://www.hrc.co.nz/your-rights/human-rights/npa/>

TAKING ACTION ABOUT RIGHTS AT SCHOOL AND IN THE LOCAL ENVIRONMENT

VALUES

Students will be encouraged to value:

- Excellence by learning about the difference they can make to uphold child rights while they are children.
- Innovation, inquiry, and curiosity by engaging in activities which encourage them to think critically, creatively and reflectively about child rights, the poster photos and community action about child rights.
- Diversity by learning about children who are taking leadership to uphold child rights in different countries around the world, and by applying this to their lives in New Zealand.
- Equity by learning that all children have child rights, no matter their background, and that they have a responsibility to uphold child rights.
- Community and participation by taking action about child rights.
- Ecological sustainability by sharing environmental messages with younger students and participating in collective action, an event or a campaign with an environmental message.
- Integrity by learning they are responsible for upholding the rights of others.
- Respect for themselves, others and human rights by learning about the importance of child rights, that every child is entitled to child rights, all have responsibility to uphold child rights, and by taking action about child rights.

KEY COMPETENCIES

Students will be:

- Thinking when they relate child rights to classroom artefacts and their own lives, analyse photos, reflect on thoughts and feelings about the photos,
- Relating to others when they participate in class discussions and contribute to small groups.
- Using language, symbols and texts when they study the photo captions, write speeches (or five key points).
- Managing self when they write speeches (or five key points), illustrate a child right.
- Participating and contributing when they get active to take action about child rights, present a song to another class, teach younger children and share a healthy recipe.

ACHIEVEMENT OBJECTIVES

SOCIAL SCIENCES

Level 2

Students will gain knowledge, skills, and experience to:

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.

HEALTH AND PHYSICAL EDUCATION

Level 2

Healthy communities and environments: D1 Societal attitudes and values

Students will gain knowledge, skills, and experience to:

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments..

Level 3

Healthy communities and environments: D2 Community resources

Students will gain knowledge, skills, and experience to:

- Participate in communal events and describe how such events enhance the well-being of the community.

Healthy communities and environments: D4 People and the environment

Students will gain knowledge, skills, and experience to:

- Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

CURRICULUM LINKS

Level 4

TAKING INDIVIDUAL RESPONSIBILITY AND COLLECTIVE ACTION TO ADVOCATE FOR THE RIGHTS OF OTHERS

VALUES

Students will be encouraged to value:

- Excellence by learning about the difference they can make to uphold child rights while they are children.
- Innovation, inquiry, and curiosity by engaging in activities which encourage them to think critically, creatively and reflectively about child rights, the poster photos and community action about child rights.
- Diversity by learning about children who are taking leadership to uphold child rights in different countries around the world, and by applying this to their lives in New Zealand.
- Equity by learning that all children have child rights, no matter their background, and that they have a responsibility to uphold child rights.
- Community and participation by taking action about child rights.
- Ecological sustainability by sharing environmental messages with younger students and participating in collective action, an event or a campaign with an environmental message.
- Integrity by learning they are responsible for upholding the rights of others.
- Respect for themselves, others and human rights by learning about the importance of child rights, that every child is entitled to child rights, all have responsibility to uphold child rights, and by taking action about child rights.

KEY COMPETENCIES

Students will be:

- Thinking when they apply prior knowledge, sort child rights and photos, analyse the photos and cartoon in different ways
- Relating to others when they participate in class discussions and contribute to small groups.
- Using language, symbols and texts when they read the captions, stories and quotes, write a photographer's statement and photo story, search for situations where children have rights denied, create a song,
- Managing self when they plan a local photo, analyse the cartoon, search for situations where children have rights denied, take individual responsibility to advocate for the rights of others.
- Participating and contributing when they get active to advocate for the rights of others, broadcast about child rights, present a slideshow of photos, engage with (or create) a student council.

ACHIEVEMENT OBJECTIVES

SOCIAL SCIENCES

Students will gain knowledge, skills, and experience to:

- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

HEALTH AND PHYSICAL EDUCATION

Relationships with other people: C2 Identity, sensitivity, and respect

Students will gain knowledge, skills, and experience to:

- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

Healthy communities and environments: D3 Rights, responsibilities, and laws; D4 People and the environment

Students will gain knowledge, skills, and experience to:

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

CURRICULUM LINKS

Level 5

TAKING ACTION TO INFLUENCE YOUR LOCAL, NATIONAL OR GLOBAL COMMUNITY

VALUES

Students will be encouraged to value:

- Excellence by learning about the difference they can make to uphold child rights while they are children.
- Innovation, inquiry, and curiosity by engaging in activities which encourage them to think critically, creatively and reflectively about child rights, the poster photos and community action about child rights.
- Diversity by learning about children who are taking leadership to uphold child rights in different countries around the world, and by applying this to their lives in New Zealand.
- Equity by learning that all children have child rights, no matter their background, and that they have a responsibility to uphold child rights.
- Community and participation by taking action about child rights.
- Ecological sustainability by sharing environmental messages with younger students and participating in collective action, an event or a campaign with an environmental message.
- Integrity by learning they are responsible for upholding the rights of others.
- Respect for themselves, others and human rights by learning about the importance of child rights, that every child is entitled to child rights, all have responsibility to uphold child rights, and by taking action about child rights.

KEY COMPETENCIES

Students will be:

- Thinking when they negotiate the most important child rights, write debate speeches, analyse the photos, create criteria by which to judge the groups, apply child rights knowledge to news events,
- Relating to others when they participate in class discussions and contribute to small groups.
- Using language, symbols and texts when they read the captions, stories and quotes, write a debate speech, create a quote, job description, advertisement and training resource.
- Managing self when they write a debate speech, create a training resource, participate in an event or campaign.
- Participating and contributing when they get active to influence their community, lead, organise and participate in an event or campaign, hold a photo exhibition.

ACHIEVEMENT OBJECTIVES

SOCIAL SCIENCES

Students will gain knowledge, skills, and experience to:

- Understand how people define and seek human rights.

HEALTH AND PHYSICAL EDUCATION

Healthy communities and environments: D2 Community resources

Students will gain knowledge, skills, and experience to:

- Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.

Healthy communities and environments: D4 People and the environment

Students will gain knowledge, skills, and experience to:

- Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.