

Know your rights

Teacher Lesson Plans



Every child in the world has rights. In the Know your rights workbook, students discover what they are and why they have them. Moreover, they discover that children's rights are important.



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About the Convention on the Rights of the Child

The Convention on the Rights of the Child (an initiative of the United Nations) is a list of agreements that almost all countries in the world including Australia have made with each other. In this binding convention, the countries have described how they should treat children and what all children are entitled to. The treaty contains 54 articles with agreements. The first article indicates to whom the convention applies (everyone aged 0-18), followed by forty articles with all kinds of children's rights. At the end, you will find articles about supervision and reporting, so these children's rights are actually respected.

What does UNICEF do?

The Convention on the Rights of the Child names UNICEF as the organisation that monitors whether countries adhere to children's rights. UNICEF stands up for the rights of all children.

UNICEF helps governments fulfil these commitments, for example, by making laws that protect the rights of children.

UNICEF also helps the children themselves, of course, by providing clean water, healthcare, proper nutrition, and education. In addition, UNICEF tells children how to protect themselves against diseases such as AIDS. UNICEF also ensures that children who have to work can go to school.

Moreover, UNICEF protects children from exploitation and abuse.

Read more about the Convention on the Rights of the Child and UNICEF's role in that at: unicef.org.au/what-are-child-rights.

Set-up and structure

This teaching package for students consists of three consecutive lessons of 1 hour.

- **Lesson 1:** Children's rights: what are they? (duration: 60 minutes)
- **Lesson 2:** A day full of rights (duration: 60 minutes)
- **Lesson 3:** If I were the boss (duration: 60 minutes)

Tip: organise a children's rights themed week and offer one of the above classes every day.

Material required

- In class: an (online) timer to indicate the time for the assignments
- For each student: the Know your rights workbook, children's rights booklets (in the centre of the workbook), the children's rights poster, pen, pencil, and coloured pencils



Lesson 1: Children's rights: what are they?

In this lesson, the children will learn:

- What children's rights are
- What they really need for a healthy and safe childhood
- What the Convention on the Rights of the Child is
- Who monitors whether countries adhere to children's rights

If necessary, write these objectives on the board as a reminder.

Introduction

Duration: 5 minutes

Needed - a workbook for every student

Discuss the objectives and then hand out the workbooks.

Look at the cover of the workbook together.

What do they think it is about?

Discuss with the students whether they know what UNICEF is and what UNICEF does.

Questions to ask:

- Who has ever heard of children's rights?
- Who would those rights be for?
- For which children?

People often think that children's rights are only for children in poor countries, but children's rights are for all children everywhere in the world. So also, for all students in the class. They will discover this in the workbook.

Can students name a right from the Convention on the Rights of the Child? An overview of all rights can be found in the children's rights booklet in the centre of the workbook and at unicef.org.au/what-are-child-rights. This question provides insight into the prior knowledge of the class.

What subjects do students think the rights are about?

Many subjects are possible, for example, nutrition, housing, health, religion, parents, friends, abuse, war, child labour, fleeing.

What do I like?

Duration: 10 minutes

Needed - page 2 workbook

Students open page 2 of the workbook. They start with assignment 1 and write down three things that make them happy. Start the timer. Is the time up?

Then the students are allowed to walk around the class and look for someone who has written down one thing that is the same. Can they also find someone with two of the same things? And three? Is there someone who wrote down three things that no one else has?

What do I need?

Duration: 3 minutes

Needed - page 3 workbook

Set the timer again and ask students to complete assignment 2. Now, they come up with three things they really need.

What do I really need?

Duration: 6 minutes

Make a word web with the answers that the students wrote down in assignment 2. When writing down, always ask the students: do you really need that? Why? Or is this 'nice' to have, but not really necessary?

The purpose of these assignments is to help students discover that things you really need for a healthy and safe childhood (your rights) do not have to be the same as things you like to do or have. They reflect on their own lives and consider basic needs.

Really needed!

Duration: 5 minutes

Needed - page 3 workbook

In assignment 3, students tick things they think they really need to grow up safely. Start the timer and discuss the assignment when the time is up. Check the boxes for what is really necessary.

Things you really need are... a house to live in, time to do what you want, your own opinion (and the ability to express it), your own religion (and the ability to choose it yourself), a name (so the government knows you exist), protection against discrimination, information (books, TV, and internet), privacy, love and attention from your parents or carer, sports, clothes, a bed.

Children's rights

Duration: 12 minutes

Needed - page 4 workbook

On page 4 of the workbook, students read what children's rights are. Explain that there's a children's rights booklet in the centre of each workbook. Leaf through the booklet and discuss a number of rights. Ask the students to leaf through this booklet and hang the children's rights poster in the classroom. Look back at assignment 2. Can the students find the answers they wrote down there among the children's rights on the interactive whiteboard/in the children's rights booklet? They can work together on this. It is often a bit of a puzzle to find out which article the things they wrote down in assignment 2 fall under. Give them enough time for this.

Special rights

Duration: 7 minutes

Needed - page 4 workbook

Discuss this statement with the students: "It is nonsense that there are rights especially for children"

Before starting a discussion, tell them there is no right or wrong answer; that the students let each other finish during the discussion; listen carefully to each other; respect each other's opinion and that it is okay if you do not agree. It is not about being right, but about forming your own opinion and that opinion may also change during the conversation. For example, because someone says something that you agree with and that you had not thought of yourself.

Ask the students who agree with the statement to stand up and those who disagree to sit on the floor. Can they explain why they think this? Ask them to respond to each other's arguments and make sure they stick to the above agreements.

After the discussion, students write for themselves in assignment 5 why it is important that there are rights especially for children. For example:

Children are citizens who should be taken seriously. They just cannot take care of themselves yet or protect themselves. That is why they need special rights. These are the minimum rights necessary to ensure that you can enjoy a healthy and safe childhood.

Ask what the students think it would be like if there were no children's rights.

Conclusion

Duration: 5 minutes

Needed - page 5 workbook

Ask the students to read the 'did you know that...' on page 5 of the workbook. Discuss them together. Does anyone have any questions about these facts?

Finally, ask the students what they learned today. They can say this in their own words.

Conclude this lesson by saying that the students now know what children's rights are and that in the next lesson, they will discover how many children's rights you come across in a day. Spoiler alert: that is probably more often than they think!

Lesson 2: A day full of rights

In this lesson, the children will learn:

- What children's rights there are
- Which children's rights are important to them, you, and others
- How children's rights can sometimes clash

If necessary, write these objectives on the board as a reminder.

Review

Duration: 5 minutes

Ask the students what they remember from the previous lesson.

A day full of rights

Duration: 15 minutes

Needed - pages 6 and 7 workbook

In the following assignments, the students discover that they come across children's rights every day.

The students choose six moments that they experience in a day. The workbook states they can choose the best day of the week, but every day is good.

Before the students start, read the example in the workbook. Do the students know which rights pair up with the moments in the example?

Answers:

moment 1 I got up;

Article 27: You have the right to food, clothes to wear and a safe place to live.

moment 2 I had breakfast;

Article 24: You have the right to care when you are sick and to live in a healthy environment

moment 3 I put on my clothes;

Article 27: You have the right to food, clothes to wear and a safe place to live.

moment 4 My father took me to football;

Article 31: You have the right to play and rest.

moment 5 I sent a message to my best friend;

Article 16: You have the right to privacy.

moment 6 My mum picked me up from football;

Article 9: You have the right to live with your family unless it isn't safe.

The students write down their own six moments and then compare them with the children's rights from the book. They try to link four moments to a right. On page 7, they draw the moments and write below which children's rights pair up with them.

If necessary, set the timer on the interactive whiteboard, so students know how much time they have for the assignment. Ask a number of students to talk about a drawn children's rights moment.

Your rights at a glance

Duration: 15 minutes

Needed - pages 8 and 9 workbook

All children have the same rights. However, which right is important can differ from child to child. The following assignments are about this. Read the text.

The students get their children's rights booklet again to work on assignment 7. Here they make a top 3 of the rights they find most important. Then they explain why they think these rights are important. When the students have finished, discuss the assignment as a class. Are the students on the same page when it comes to important rights or are rights that are important to one student much less important to another?

In the next assignment, they write down which right they think is nonsense. Can they find someone in the class who thinks the same right is nonsense? It could be one person, but it could also be ten or fifteen.

Which 'nonsense right' gets most votes? Can they explain why they consider it a 'nonsense right'? Is it a right that is in the top 3 of important rights for another child? Then discuss for whom this 'nonsense right' is important and when this 'nonsense right' would also become important for them. After the class discussion, they formulate their own answer on page 9.

Possible answers:

For example, Article 20 Children without a family. If you live with your parents, this article may not seem important, but if for some reason they cannot take care of you, it is great that you have the right to be taken care of in a place where people protect you.

Or Article 22 Children on the run. If you live in a country where there is peace, you will not really think of this right, but if there is a war and you have to flee, it is important that you are helped, protected, and received in the country to which you flee.

EXTRA ASSIGNMENT Page 9

Ask students who quickly finish the assignments or can use an extra challenge, to choose a right from their children's rights book and make a drawing, poem or catchy sentence that says something about that right.

The rules about rights

Duration: 12 minutes

Needed - page 9 workbook

Write these three statements on the board or read them one by one. Then ask the students to discuss them in pairs, then as a class.

It is your birthday, and you invite 10 children to your party. The rest of the class is not allowed to come. Are you violating someone's right?

Choose: Yes/No

During the game you grab your friend's phone - just for fun - and look at his pictures. Nice joke? Or are you now violating his rights?

Choose: Nice joke/Violation of a right

Your neighbour speaks Spanish. You do not understand the language, so you think he should speak English with his mother at home when you play with him. Justified?

Choose: Justified/Not justified

Answers:

1 No, you are not violating any rights. You have the right to come together as a group. Article 15 states you have the right to choose your own friends. But if you get together in a group and you start bullying and laughing at the kids who are not allowed to come to the party, you're not doing the right thing!

2 You are violating his rights. Every child has the right to privacy [Article 16]. So, you cannot just look into someone's phone, read someone's diary or enter someone's house.

3 Not justified, he has the right to have his own language and culture at home and you should therefore not treat him differently. But you can of course ask him to translate what they say for you.

What if rights clash?

Duration: 12 minutes

Needed - pages 10 and 11 workbook

Briefly discuss with the students what they think of Emma's case and ask them to look up which rights clash. Who do they agree with? How could this be resolved?

Answers Emma's case:

This is where the right to privacy and the role of parents, who must ensure that children grow up safely and thus protect them, clash. The students write down who they agree with and think how Emma and her mother can solve this together, without violating rights. For example: they can make agreements together, discuss what the problem is, and both come up with a solution with which they can live.

For example: Emma lets her mother read her messages once a day, but her mother cannot just grab her phone.

Extra assignment

Ask the students to review the following two cases in the workbook in groups of 3 or 4. They first tell each other what they think of the situations, then find out which rights always clash and answer the questions together. Discuss the answers as a class.

Answers Jack's case:

This is where the right to live and grow up with parents and the right to a good education and possibly the right to express your opinion/be heard clash.

Yes, that is allowed, if parents are really not able to take

care of their children (see Article 9). Article 3 further states: the best interests of the child do not mean that what you want happens, but what is best for your well-being.

Answers Fahdi's case:

Here the right to leisure, the right to your own opinion, the right to good education/information and the right to play clash. For example, Fahdi's father could talk to him and listen carefully to Fahdi whether he really enjoys helping in the store and whether he has enough time for his homework. According to Article 18, his father must also ensure that Fahdi can go to school. Homework is (unfortunately) part of that.

Conclusion

At the end of the lesson, ask the students what they learned today. They can say this in their own words.

Lesson 3: If I were the boss

In this lesson, the children will learn:

- What children's rights they would introduce if they were in charge
- Why that is a good idea, or not
- How much they know about children's rights
- Recognising children's rights when they see them

If necessary, write these objectives on the board as a reminder.

I can say so

Duration: 5 minutes

Ask the students to discuss the following statement: "If I don't like someone in class, I can say so. I am free to express my opinion." Why do students agree or disagree with this? How far can you go in giving your opinion? Can you also give it if you hurt others with it? Then look back at the previous lesson. Which children's right or rights fit this statement? Ask them to look this up in their children's rights booklet or on the poster.

EXTRA ASSIGNMENT

Duration: 10 minutes

Expand the lesson with this assignment if necessary. Give the students a statement that concurs with a child's right. Ask them to defend the position by using a right. For example:

- In class, we have to celebrate Christmas and Eid al-Fitr. Because everyone has the right to freedom of religion.
- I have to learn how to use social media myself, so it is not good if my parents are watching.
- As a child, I can decide for myself what time I go to bed.
- If a child bullies another child, the whole class should be punished.

The student is first given (a maximum of one minute) time to defend the statement. Then another student may say why he/she does not agree with the statement or put forward other arguments that support the statement.

Ask the students what they think is important for a good discussion and, as a teacher, monitor the rules agreed on during the first lesson. For example: make sure the students listen to each other, let each other finish, name arguments, be respectful to each other, speak clearly, look others in the eye, etc.

Home rights

Duration: 5 minutes

Needed - pages 12 and 13 workbook

The students read the text on page 12 and complete the first part of assignment 10 (home rights) individually. Set the timer and discuss the answers when the time is up.

Possible rights students can think of: The right to sleep in, the right to eat whatever you want, the right to play games or watch TV all day, the right to meet a friend every day, the right to say what you want to your parents, the right to decide for yourself whether you clean up, etc.

School rights

Duration: 5 minutes

Needed - page 13 workbook

Ask the students to complete the school rights section in groups of 4. Set the timer and briefly discuss the answers when the time is up. Then ask two students from each group to move on to another group for the next assignment.

Possible answers: The right to take only classes that you enjoy. The right to home schooling. The right to different school hours, the right to choose your own teacher, the right to a bed in the classroom, or to a mobile phone during class, etc.

Good idea?

Duration: 10 minutes

Needed - page 13 workbook

In their new group, students discuss what they wrote down in the previous assignment. Together, they choose one school right they would like to have. Together, they answer the questions about this right. When the students have finished, discuss 2 or 3 examples with the class.

Write the answers on the interactive whiteboard, so students from other groups can complete or provide additional input.

Know your rights quiz

Duration: 10 minutes

Needed - pages 14 and 15 workbook

Briefly explain the quiz and let students work individually in their workbook. On these pages, the students test the knowledge they have acquired in the past lessons. Note: multiple answers are possible for some questions.

Answers:

1 A and D / 2 B, C and E / 3 A, B, C, D and E are all correct / 4 A and C / 5 B / 6 C / 7 A, B and C are all correct. Discuss the answers. If students get fewer than five questions right, they can practise with the workbook. If they have more than five questions right, they are children's rights experts.

Freedom of speech

Duration: 5 minutes

Needed - pages 14 and 15 workbook

One of the questions in the quiz was this:
You are entitled to your own opinion.
What does that mean?

- A. You have the right to express your opinion (and thus say what you think about something).
- B. You have the right to be proven right.
- C. Adults should listen to you carefully.
- D. You always decide what happens to you.

Ask a few students which answer they chose

Question: Does this right also mean that you should be able to say anything? Ask a number of students to respond to this and to each other.



Find it!

Duration: 3 minutes

Needed - page 16 workbook

Ask the students to sit together again in groups of 4 with the Find It Map on page 16 of the workbook in front of them. When the timer starts, the students write down as many children's rights as possible that they see on the Find It Map. Once the time is up, they stop writing.

And... found it?

Duration: 10 minutes

Needed - page 16 workbook

Ask which group has found between 0 and 4 rights. Then which group found between 4 and 8 rights. And finally, 8 or more. Let the groups with the fewest rights first tell which ones they have found. The groups that have more are discussed later and supplement. Will the class be able to find all 12 children's rights that are on the Find it Map?

Answers:

- No discrimination (Article 2)
- Access to information (Article 17)
- Help from family (Article 5)
- Health, water, food, and environment (Article 24)
- Name and nationality (Article 7)
- Growing up with family (Article 9)
- Food, clothing, safe house (Article 27)
- Express your opinion freely (Article 13)
- Free ideas and religion (Article 14)
- Access to education (Article 28)
- Protecting privacy (Article 16)
- Games and leisure (Article 31)

Read the text 'If things go wrong'.

Ask if they can think of a situation where children's rights could be violated? In their workbook (page 16), the children read what to do if their rights are violated:

- Discuss it with someone you trust, such as your parents, carer or your teacher.
- You can also contact Kids Helpline on 1800 55 1800 or www.kidshelpline.com.au or Youthlaw Australia on www.yla.org.au who provide free, confidential legal information for young people under 25.

Ask the students of this series of lessons what they learned today. They can say this in their own words.



More teacher resources and lesson plans are available on UNICEF Australia's website unicef.org.au/teacher-resources

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