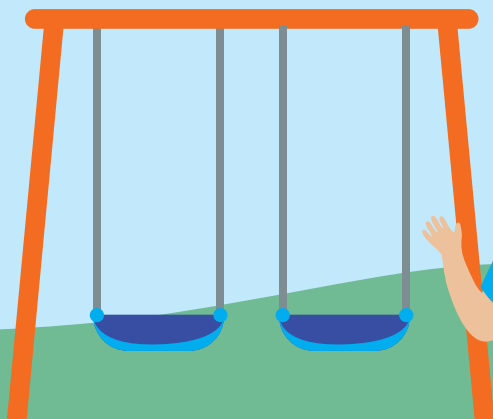


Shaping Australia as an even better place to grow up

Preschool Lesson Plan

Learning about child rights through
creative exploration and expression



What does UNICEF do?

UNICEF is the world's largest children's charity working to protect children, globally and here in Australia. We help children realise their full potential by providing access to clean water, lifesaving vaccines, quality education and health care. We ensure every child is safe and protected from harm and we're always there during times of emergency.

UNICEF and Child Rights

In 1989 something incredible happened. After talking and learning from the experts, governments from all around the world (including Australia) sat down and agreed on 54 different rights that every child under 18 years old should have to live a safe, healthy and happy life. They made a promise to every child to protect and fulfil their rights, in what is now known as the United Nations Convention on the Rights of the Child.

Making sure children know their rights — and working to ensure these rights are upheld — factors into everything UNICEF does.

For many children and young people, Australia is a great country to grow up in. But sadly, not everyone has this experience. Our work aims to create a better future for all children and young people in Australia by ensuring children's rights extend to every child, no matter their gender, religion, culture or ethnicity.

Protecting a child's rights is everyone's responsibility, including children, parents, carers and governments. Our child rights-focused school resources are designed to help teachers have these important conversations with their students and to hear their views.



Activity Overview

Students will:

- Learn about children's rights, with a focus on the right to education and play.
- Understand the role of **UNICEF** in promoting and protecting children's rights worldwide.
- Explore and express their ideas on how to make Australia an even better place for every child by drawing or sharing their thoughts.

Mapped Curricula Outcomes in Appendix at the back.

Materials Needed



Video: [A blue bag that can change a life](#) (38 seconds)

Note: Preview the video before class to ensure appropriateness for your students.



Computer/TV for showing the video



Globe or map of the world



Convention on the Rights of the Child Poster: provided in this lesson plan for each student. [View poster](#)



Heart shape template provided in this lesson plan for each student



Art supplies (paper, markers, crayons, etc.)



Screen/board for displaying answers and the poster

Lesson Structure

Activity 1: Introduction to the Lesson (Generate Curiosity)

- **Ask** the students: “Do you know what country we live in?”
- Have students find Australia on a map or globe.
- Introduce the idea that Australia has promised to protect children’s rights.
- **Ask:** “Do you know what ‘rights’ are?”
 - Explain that rights are things everyone should have or be able to do.
 - Clarify that all children have rights to make their lives happy.
- Use examples like the right to go to school and learn (#28).
- Introduce **UNICEF**: Explain that it is an organisation that promotes children’s rights globally and works to improve health, nutrition, education, and well-being. Point back to the map or globe and explain to the children that the globe incorporates (or is) all countries of the world!
- **Engage students:** “How many rights do you think there are for children?” (Let them guess.)
 - Reveal there are **54 rights**.
- **Display** the Convention on the Rights of the Child [poster](#) and ask the students how high they can count to. Then read a few key rights, ending with the **Right to Education** (#28).

Activity 2: Discussion (Interactive Questions)

- **Ask:** “Who likes coming to preschool?” and “Who brought a backpack today?”
 - Ask if (2-4) students would like to share with the class what is inside their school backpack. NOTE: The teacher might explore their backpack (pre-organised before the lesson). Explore what’s inside their backpacks (hat, water bottle, toys, etc.).
 - Explain that children around the world carry things in their backpacks to help them realise their dreams.

Activity 3: [A blue bag that can change a life](#) (38 seconds)

- **Show** the video.
 - *Tip:* Pause after each child in the video shows their item to allow students to absorb the information. You will need to read the subtitles aloud.

Activity 4: Post-Viewing Discussion

- **Explain** that **UNICEF** delivers backpacks to children worldwide to help them realise their dreams.
- **Ask** students:
 - “What did the children in the video put in their backpacks?”
 - Possible answers: flowers, milk, birds, music, football boots, the world.
 - “If you could carry anything else in your backpack, what would it be?”
 - Gather student responses and display them on the board.
- Revisit the map: Ask students to point to Australia again.
- Pose the question: “What are your dreams or ideas to make Australia an even better place for every child?”
 - Record student answers on the board.

Activity 5: Creative Activity - Shaping Australia

- **Explain** that students will now choose their favourite idea on how to make Australia an even better place for every child.
- Highlight that **UNICEF** asks decision-makers to focus on children’s rights (education, play, safe environments) and ensure that children’s rights are at the **heart** of every decision so Australia can keep improving and be the best place for children to grow up.
- **Hand out** heart-shaped templates and art supplies.
 - Instruct students to draw their favourite ideas **from the board** inside the heart template.
 - Provide assistance as needed.

Activity 6: Sharing and Conclusion

- **Discuss** the different ideas and how each suggestion can improve Australia for children.
- Have students share their drawings with the class or even at a school assembly.
- Link to **Right 13**: Children have the right to share freely what they think and feel, whether by talking, drawing, or in other ways.
- Conclude the lesson by reinforcing the importance of education and ensuring children have safe places to play.
- Finish by going outside for playtime.

Assessment:

- Participation: Monitor student engagement during discussions and activities.
- Understanding: Observe responses to questions for insight into students' comprehension.
- Creative Expression: Review their drawings to assess whether they can express ideas about improving Australia for every child.

Follow-Up Activity:

- **Display** the heart-shaped drawings in the classroom or a common area for the school community to see.
- **Encourage** students to share what they've learned with their families.

Notes for Teachers:

- Provide guidance and support during the creative activity to help students express their ideas visually.
- Use interactive questions to keep the students engaged and thinking critically throughout the lesson.



More Teacher Resources and Lesson plans are available on UNICEF Australia's website [unicef.org.au/teacher-resources](https://www.unicef.org.au/teacher-resources)

Share with us!

We would love to see your student's work from these activities as hearing and seeing young people's views is very powerful in the work we do when urging decision makers to create change. Simply scan or take pictures of your student's work and email them, along with your name, class and school to submit@unicef.org.au Thank you!



Appendix: Alignment to Curriculum

The Early Learning Framework for Australia

Target Audience: Children aged 3-5 years

Vision: Belonging, Being and Becoming

Principles:

- Secure, respectful and reciprocal relationships
- Partnerships
- Aboriginal and Torres Strait Islander perspectives
- Equity, inclusion and high expectations
- Respect for Diversity

Practices:

- Holistic, integrated and interconnected approaches
- Responsiveness to children
- Play-based learning and intentionality
- Learning Environments
- Cultural responsiveness
- Continuity of learning and transitions
- Assessment and evaluation for learning, development and wellbeing

Learning Outcomes

Outcome 1- Children have a strong sense of identity

Children confidently explore and engage with social and physical environments through relationships and play. Show interest and curiosity through observing, listening, selecting and making choices. Demonstrate increasing awareness of the needs and rights of others and display awareness of and respect for children's diverse worlds, e.g., culture, family structure, capabilities and strengths.

Outcome 2- Children are connected and contribute to their world

Children learn what they do can make a difference. Focus on caring for our natural world and living peacefully, fairly and respectfully together in resilient local and global communities. Advocate for their own rights with the adults that care for them and contribute to fair decision making in matter that affect them. Share and reuse materials and resources as part of economic sustainability.

Outcome 3- Children have a strong sense of wellbeing

Wellbeing is related to resilience, providing children with the capacity to cope with day-to-day stress and challenges. The readiness to persevere when faced with unfamiliar and challenging learning situations creates the opportunity for success and achievement. Children's developing abilities and taking increasing responsibility for self-help and basic health routines, promote a sense of independence and confidence. Children are aware of the importance of living and learning interdependently with others.

The Early Learning Framework for Australia

Learning Outcomes

Outcome 4- Children are confident and involved learners

Children use active mental processes such as exploration, experimentation, questioning, collaboration and problem solving across all aspects of curriculum. Active involvement and engagement in learning builds children's understandings of concepts and the creative thinking and inquiry processes that are necessary for lifelong learning. They can challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations. Children's active involvement changes what they know, can do, value, and transforms their learning and thinking. Sustainable ways of creating can be integrated using natural and manufactured materials and tools, drawing on Aboriginal and Torres Strait Islander stories, history, culture, customs, and celebrations.

Outcome 5- Children are effective communicators

Experiences in early childhood settings build on the range of experiences with language, literacy and numeracy that children have within their families and communities. It extends their social worlds beyond families to include educators, peers and others to support children's everyday interactions. Encouraging children's positive attitudes and competencies in literacy and numeracy are essential for all children's successful learning. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy. All children benefit from opportunities to explore their world using technologies and to develop confidence in using digital technologies and media. It is essential that the mathematical ideas with which children interact are relevant and meaningful in the context of their current lives. Educators require a rich mathematical vocabulary to accurately describe and explain children's mathematical ideas and to support numeracy development.

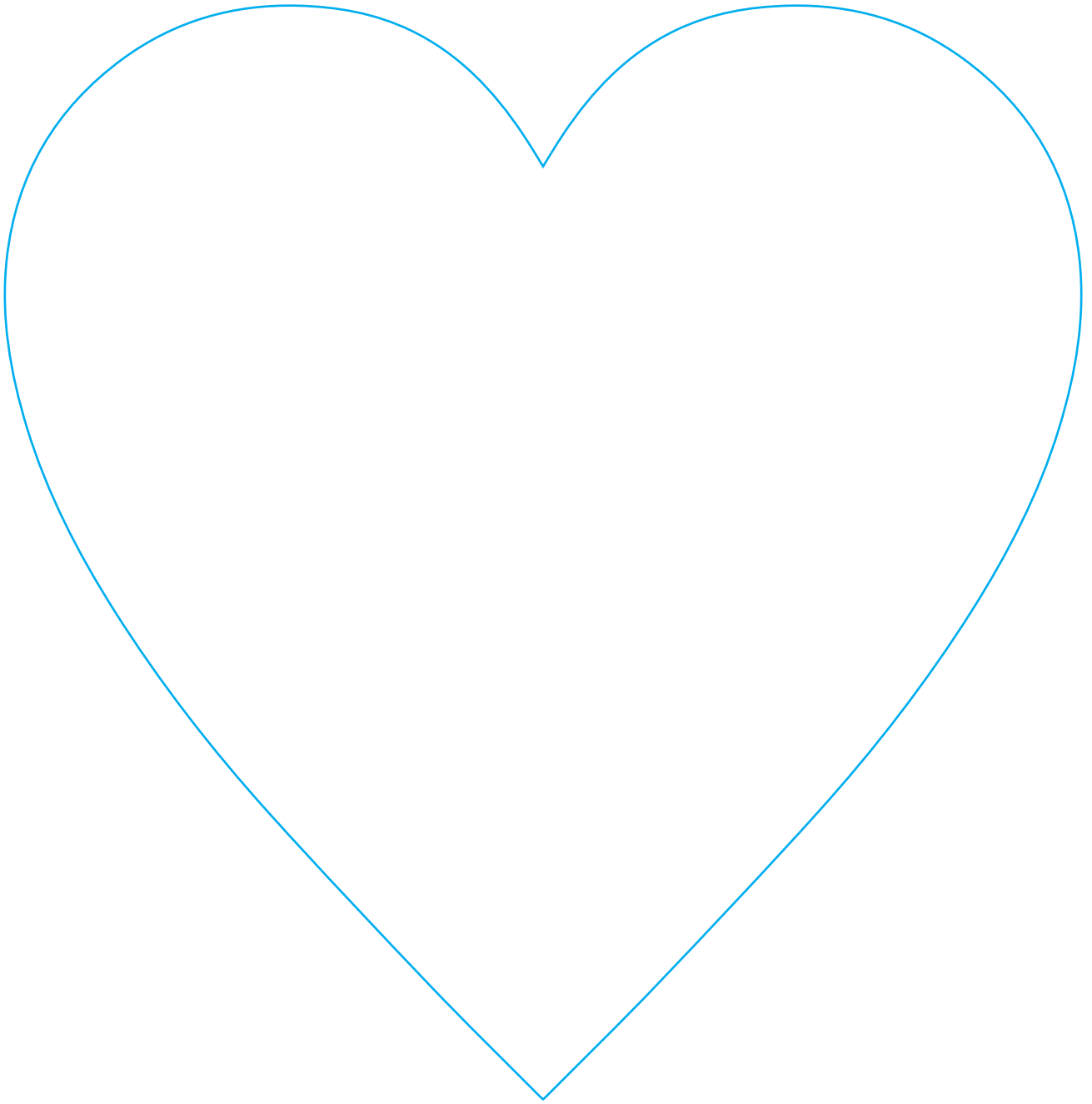
Learning Intention:

We are learning how to

- Talk about children's rights.
- Draw our ideas for making Australia a better place for every child.
- Share our thoughts with our friends.

Success Criteria:

- I can say one or two rights that all children have.
- I can draw my idea to make Australia better for every child.
- I know how to share my ideas with others.





The United Nations Convention on the Rights of the Child

Just like adults, children have rights too!

No matter who you are or where you live, these rights belong to every child in the world.

#1

Every child under the age of 18 has all of these rights

#2

You have the right to be treated fairly by everyone

#3

Adults should do what's best for you



#4

Governments should support these rights

#5

Your family will help you with your rights

#6

You have the right to live and grow



#7

You have the right to have a name, to belong to a country and know your family

#8

You have the right to have your own identity

#9

You have the right to live with your family unless it isn't safe

#10

You have the right to see your parents if they live in another country

#11

You have the right to be protected from kidnapping

#12-13

You have the right to share your ideas and be listened to on things that impact you

#14

You have the right to think for yourself



#15

You have the right to choose your friends

#16

You have the right to privacy

#17

You have the right to access safe and reliable information

#18

Your parents or guardians should always consider what is best for you

#19

You should be cared for and protected from harm

#20-21

You have the right to be cared for if you do not live with your parents

#22

You have the right to help and protection if you are a refugee

#23

You have the right to special help if you need it

#24

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

#25

If you can't live at home, where you live should be checked regularly to see if it's the best place to be

#26

Governments should provide support if you need it to keep you healthy and safe

#27

You have the right to food, clothes to wear and a safe place to live

#28

You have the right to go to school and to learn



#29

You have the right to learn to be the best you can

#30

You have the right to share your culture, language and religion

#31

You have the right to play and rest



#32

You have the right to not do unsafe work

#33

You have the right to be kept safe from dangerous things

#34

You have the right to never be hurt by others

#35

You can not be kidnapped or sold

#36

You have the right not to be exploited

#37

You have the right to be treated fairly, even if you break the law

#38

You have the right to be protected during war



#39

You have the right to special help if you are hurt by war

#40

If you break the law, you have the right to access legal help

#41

You should enjoy the protection of any Australian law that protects you better than these rights

#42

You have the right to know your rights



#43-54

Governments, the United Nations and organisations must work together to make sure your rights are protected

