

# Shaping Australia as an even better place to grow up

## Stage 2 (Years 3-4) 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 the importance of World Children’s Day and the *Convention on the Rights of the Child*. They will explore how these rights help make Australia an even better place for every child to grow up, and identify areas where further improvement is needed. Through discussion, video analysis, and creative activities, students will engage with these concepts.

Mapped Curricula Outcomes in Appendix at the back.

## Materials Needed



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



**Video:** [Ruby and Jack Learn About Children’s Rights](#) (3:04 mins)  
*Note: Please preview videos beforehand to ensure suitability for your students.*



**Screen/board** to display answers



**Computer/TV** to show the video



**Double-sided heart shape template** provided in this lesson plan for each student



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



**Reflection Table.** Provided in this lesson plan for each student.

# Lesson Structure

## Activity 1: Generate Curiosity (Video Analysis & Discussion)

### Procedure

#### ① Introduction to Video

- Introduce the video: [Ruby and Jack learn about children's rights](#) (3:04 mins)
  - i. You will need to access YouTube.
- Ask students to complete a *See, Think, Wonder* activity during the video. Display the thinking routine table on the board.

Using the visible thinking routine below, students can critically examine the video content, consider potential biases or implications, and raise further questions for deeper understanding.

#### See, Think, Wonder - Thinking Routine



##### **See**

What do you see, observe or notice?

*I see...*  
*I notice...*  
*I recognise (icons, people, symbols)...*  
*I identify (relevant characters or figures)...*



##### **Think**

What do you think is happening?

*I think this means...*  
*It seems like...*  
*This suggests to me...*  
*It appears that...*



##### **Wonder**

What does it make you wonder?

*How might this impact...*  
*Why did...*  
*I'm curious about...*  
  
*I wonder who is UNICEF?*

(Adapted from: Project Zero's Thinking Routine Toolbox. Harvard Graduate School of Education 2022, <https://pz.harvard.edu/thinking-routines#IntroducingExploringIdeas>)

## ② Watch the Video

- Show the video [Ruby and Jack learn about children's rights](#) (3:04 mins)
  - You will need to access YouTube.
- Guide the class through the See, Think, Wonder routine. Encourage students to share observations and thoughts.

## ③ Introduction to the United Nations & UNICEF

- Briefly explain the UN's role and introduce UNICEF. Highlight the Convention on the Rights of the Child and explain its importance in protecting children's rights.

*The United Nations Children's Fund (UNICEF), originally known as the United Nations International Children's Emergency Fund, was created by the United Nations General Assembly on 11 December 1946, to provide emergency food and healthcare to children and mothers in countries that had been devastated by World War II. In 1950, UNICEF's mandate was extended to address the long-term needs of children and women in developing countries everywhere. What mattered to UNICEF then was reaching every child in need and protecting children's rights to survive, thrive, and reach their full potential in the aftermath of years of war. Today, more than seven decades later, their mission remains the same. From vaccinating children in war zones to advocating for every child around the world and in Australia, UNICEF is always there – no matter what.*

## Activity 2: Rights Activity

### Procedure

#### ① Introduction to Conventions on the Rights of the Child:

- Show the Convention on the Rights of the Child poster to the students on the screen/board or as a hard copy printed version.
- Read through each of the rights as a class.

#### ② Australia's Responsibility:

- Discuss how Australia has a duty to ensure that all children enjoy these rights.
- Explain that an organisation called UNICEF asks decision-makers to make sure children's rights, are at the **heart** of every decision so Australia can be a good place for children to grow up.

#### ③ Discussion on the Conventions on the Rights of the Child:

- Ask the students what they notice on the poster.
  - What do you see in the poster?
  - How many numbers are there?
  - What rights are you most interested in?
  - What do you wonder about this poster?

Explain that this poster represents an agreement by countries to protect children's rights, which are all equally important and cannot be taken away.

④ **Rights Activity: Reflection Table** *(Provided in this lesson plan for each student).*

Using the table below on the screen or board explain that students will now explore how well Australia is meeting children's rights.

Hand out one **Conventions on the Rights of the Child** poster and Reflection Table per student.

Complete the Reflection Table as a class.

NOTE: Students will require this information for the next activity.

### Reflection Table

#### What we like about growing up in Australia

**What** needs work to make Australia an even better place for young people?

**Which** rights are affected?

Link it to a right from the **Convention on the Rights of the Child** poster

**How** can we improve this for young people?

List as many ideas as you can.

**Who** in our community could help us make these improvements?

## The teacher answers for “Who” column:

**Local Government Officials:** Children can send their ideas to their local mayor or city council members, who can influence community-level changes.

**State Education Department:** Suggestions related to schools, learning environments, and educational programs can be directed to the state department of education.

**Federal Politicians:** Writing to Members of Parliament or Senators can help bring their recommendations to a national level.

**Environmental Organisations:** Ideas about improving natural spaces and wildlife conservation can be shared with organisations like the Australian Conservation Foundation or local environmental groups.

**Children’s Advocacy Groups:** Groups such as UNICEF Australia and the Australian Child Rights Taskforce can help amplify their voices and push for policies that benefit children.

**School Principals and Teachers:** Sharing their ideas with school leaders can lead to immediate changes in their own educational environment.

**Community Groups:** Engaging with local community groups or neighbourhood associations can help children participate in grassroots efforts to improve their areas.

## Activity 3: Creative Task - Shaping Australia

### Procedure

- 1 Begin by reminding students that UNICEF encourages decision-makers to prioritise children’s rights in every decision. To do this, we need to hear from the children of Australia about how we can make Australia an even better place to grow up.
- 2 Explain that students will now select their favourite idea from the Reflection Table, specifically from the column titled “What needs work to make Australia an even better place for young people?”
- 3 As a class, review the ideas, and have each student choose ONE focus area that they feel needs improvement to make Australia better for young people.
- 4 Provide students with the UNICEF heart-shaped template. On one side of the heart, students will:
  - Draw their chosen focus area that they would like to improve.
- 5 On the other side of the heart, students will:
  - Write how this focus area connects to one of the rights from the *Convention on the Rights of the Child* poster.
  - Explain (verbally or in writing) their idea for improving this right for children in Australia, and
  - Identify **who** could help make this improvement.

- 6 Supply students with art materials to assist them in drawing their selected ideas on the UNICEF heart shaped template.

## Activity 4: Conclusion

### 1 Sharing and Solution Discussion:

- Have each student show their UNICEF heart-shaped template and share their ideas and proposed solutions with the class.
- Discuss the different solutions and how their ideas can help to make Australia an even better place for every child.
- Link it to Right 13: Sharing thoughts freely. Children have the right to share freely with others what they learn, think and feel, by talking, drawing or in any other way unless it harms other people.

### Assessment:

- Participation in discussions and activities.
- Observation of students' understanding through their responses to questions.
- Evaluation of the Reflection Tables to see if students can identify how well rights are being met and propose solutions for improvement.

### Follow-up Activity:

- Display the Reflection Table in the classroom or a common area to share the students' findings with the school community.
- Authentic Audience: Encourage students to share their ideas from their UNICEF heart shaped templates and what they've learned with organisations or individuals who can support children's rights in Australia.



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](mailto:submit@unicef.org.au) Thank you!





# Appendix: Alignment to Curriculum

	NSW Curriculum	Australian Curriculum Version 9
<b>Target Audience:</b>	<b>Stage 2</b>	<b>Years 3 and 4</b>
<b>Syllabus Area:</b>	<b>English</b>	<b>English</b>
<b>Sub-topic:</b>	<ul style="list-style-type: none"> <li>• Oral language and communication</li> <li>• Creating written texts</li> </ul>	<ul style="list-style-type: none"> <li>• Language for expression and developing ideas</li> <li>• Interacting with others</li> <li>• Creating texts</li> </ul>
<b>Syllabus Outcomes / Content Descriptors:</b>	<p><b>A student:</b> <b>English</b></p> <p><b>EN2-OLC-01</b> Communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting.</p> <p><b>EN2-CWT-03</b> Plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience.</p>	<p><b>Year 3 students:</b></p> <p><b>AC9E3LA09</b> Identify how images extend the meaning of a text.</p> <p><b>AC9E3LY02</b> Use interaction skills to contribute to conversations and discussions to share information and ideas.</p> <p><b>AC9E3LY06</b> Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words.</p> <p><b>Year 4 students:</b></p> <p><b>AC9E4LA10</b> Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts.</p> <p><b>AC9E4LY02</b> Listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information.</p>

**Syllabus  
Outcomes  
/ Content  
Descriptors:**

**AC9E4LY06**

Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation.

**Links to General  
Capabilities:**

**Literacy**

- Writing
- Creating texts
- Grammar
- Punctuation
- Spelling
- Reading and viewing
- Understanding texts
- Speaking and listening
- Listening

**Critical and Creative Thinking**

- Generating
- Create possibilities

**Personal and Social capability**

- Social management
- Communication
- Collaboration

**Learning  
Intention:**

**We are learning how to**

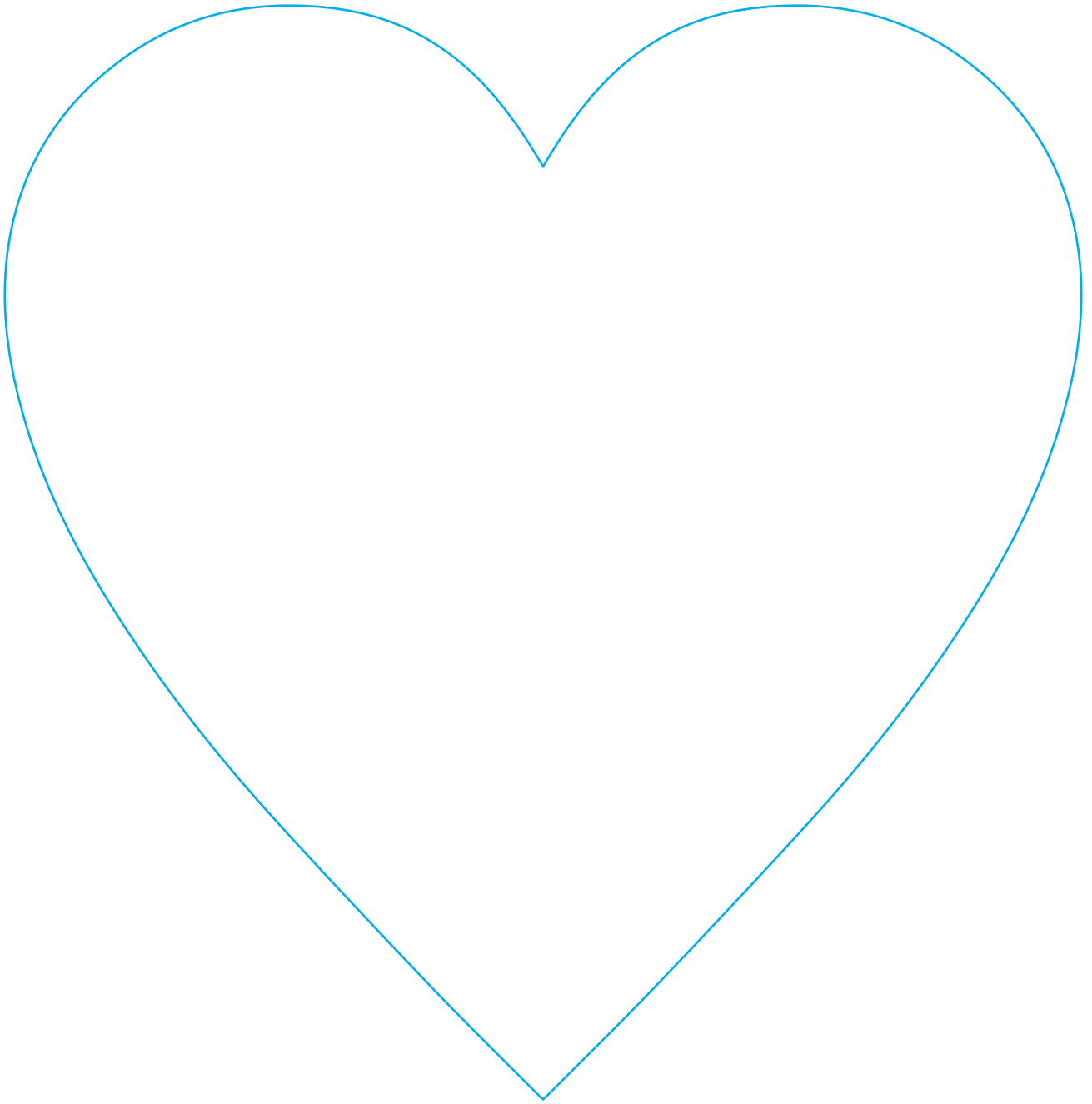
- Understand children's rights and why they are important.
- Identify ways to make Australia an even better place for children to grow up.
- Express our ideas creatively to help improve children's rights in Australia.

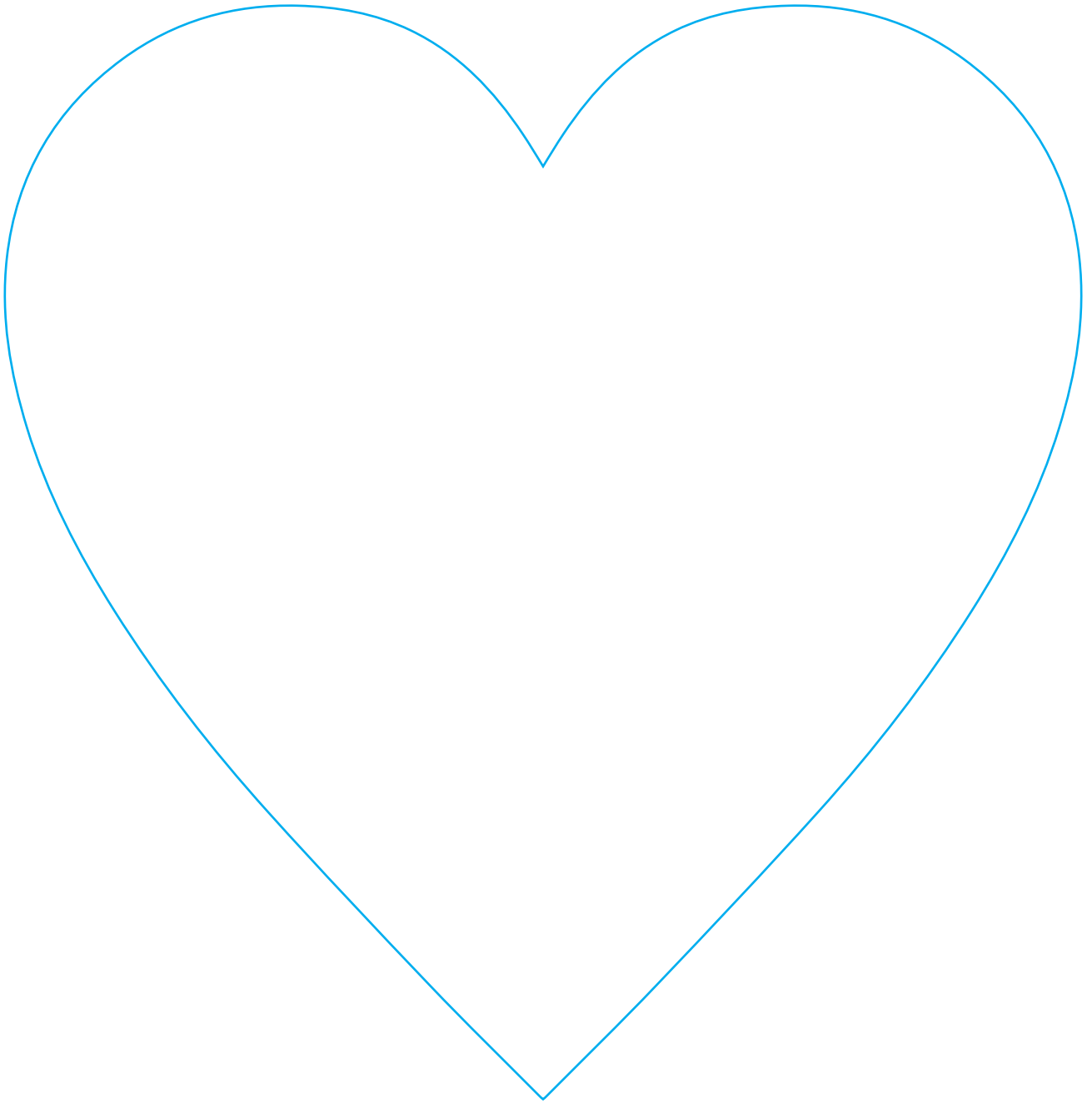
**Success Criteria:**

- I can identify and explain children's rights from the Convention on the Rights of the Child.
- I know how to suggest ways Australia can get even better to support children.
- I understand how to creatively express my ideas for improving children's rights through art and writing.

# Reflection Table

What we like about growing up in Australia			
<b>What</b> needs work to make Australia an even better place for young people?	<b>Which</b> rights are affected? Link it to a right from the <b>Convention on the Rights of the Child</b> poster	<b>How</b> can we improve this for young people? List as many ideas as you can.	<b>Who</b> in our community could help us make these improvements?







# 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