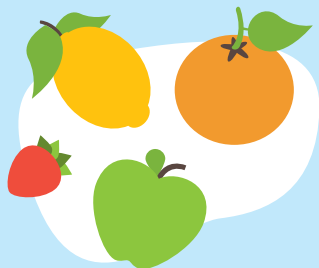


Shaping Australia as an even better place to grow up

Stage 4 (Years 7-8) 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 understand the significance of the United Nations (UN) and the Convention on the Rights of the Child, exploring these rights and identifying how we can make Australia an even better place for every child to grow up. They will identify areas for improvement in Australia and express these through discussion, quizzes, video analysis, and creative activities.

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](#)



Quiz: “Who’s Right? Child Rights Quiz”. Provided in this lesson plan for each student.



Video clips: [One team, one goal](#)
[Young people take to the halls of Parliament](#)
(Please preview video clips before class to ensure appropriateness.)



Screen/board: For displaying answers



Art supplies: or digital tools for creating advertisements



Storyboard template. Provided in this lesson plan for each student.



Reflection table. Provided in this lesson plan for each student.

Lesson Structure

Activity 1: Generate Curiosity (Video Analysis & Discussion)

Procedure

① Watch the Video

- Show the [One team, one goal](#) video (1:27 minutes).
- Guide the class through the *See, Think, Wonder* routine. Encourage students to share observations and thoughts.

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 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.

③ Discussion on the Convention on the Rights of the Child Poster

- Show or distribute the Convention on the Rights of the Child 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.
- Ask students which rights they connect with most and discuss surprising elements.

Activity 2: Quiz on Children's Rights

Procedure

① Who's Right? Quiz *(Provided in this lesson plan for each student).*

- Distribute quiz sheets or display the quiz on the screen (Who's Right? Child Rights Quiz).
- Have students work in pairs to complete the quiz. Review the answers as a class, focusing on key points about children's rights.

② See, Think, Me, We" Thinking Routine

- Re-watch the [One team, one goal](#) video. (1:27 minutes)
- Use the *See, Think, Me, We* routine to deepen understanding inviting students to make personal connections to the bigger picture.

<p>①</p> <p>See</p> <p>Look closely at the video. What do you notice?</p>	<p>②</p> <p>Think</p> <p>What thoughts do you have about this video?</p>
<p>③</p> <p>Me</p> <p>What connections can you make between you and the work UNICEF is doing?</p>	<p>④</p> <p>We</p> <p>How might UNICEF's work be connected to bigger stories - about the world and our place in it?</p>

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

Teaching Points:

The **SEE** step focuses on observation. Encourage students to describe what they see without interpreting or giving opinions yet. You can deepen this by revisiting the “See, Think, Wonder” activity.

In the **THINK** step, students share their thoughts on the video. Guide them with questions like:

- What’s happening here?
- What might it mean?
- Why do you think that?

The **ME** step invites personal connections. Create a safe, trusting space by sharing your own response first. For larger groups, consider pairing students for this step.

The **WE** step encourages students to connect personal experiences to broader human themes. This can be challenging, so model your reflections to guide them.

Activity 3: Youth Perspectives & Discussion

Procedure

① Explore Youth Perspectives

- Show the *Young people take to the Halls of Parliament* <https://www.unicef.org.au/stories/young-people-take-to-the-halls-of-parliament>.
 - i. Read the article
 - ii. Watch the video (59 secs)
 - iii. Explore the youth survey “Designing the Future”
- Use the *See, Think, Wonder* routine to unpack students’ thoughts on this information.

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?

② Reflection Table Activity

Ask students to reflect on how well Australia is meeting the needs and rights of young people, and suggest ways to make it an even better place to grow up.

Distribute or display the table below on the screen or board and have students discuss the youth survey “Designing the Future” findings with a partner or in small groups.

Distribute one copy of the **Convention on the Rights of the Child** poster and the **Designing the Future** survey to each pair.

Complete the Reflection Table as a class, in pairs, or in groups.

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 Organizations: 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 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.

③ HEADLINE Activity: Summarising the Heart of the Topic

Ask all students to create a **headline** that captures their key impressions and ideas from the completed table.

This activity encourages students to synthesise the topic concisely and listen to different perspectives.

Explain that the goal isn’t to create the “best” headline, but to explore various interpretations and viewpoints. Guide students as they develop their headlines, emphasising the importance of hearing diverse thoughts on the topic.

“Young people are NOT the problem. We are the solution!”

“Our generation is motivated!”

Have students write a **headline** that highlights the most important aspect of the topic or issue.

*Note: Students will need this for the next activity. **Record student responses on the board or in their notes.***

Activity 4: Creative Advertisement or Awareness Campaign

Procedure

Explain to students that they will design an advertisement or awareness campaign (print, video, poster, etc.) focusing on children's rights. The campaign should highlight **how Australia can become an even better place for children and young people to grow up.**

1. Review Key Information:

Reflect on the table completed in the Reflection Table activity, which outlines students' experiences, challenges, and suggestions for improving children's rights in Australia.

2. Choose a Focus:

Discuss with students which rights they want to highlight in their campaign. They can work individually or in small groups.

3. Explore Ad Formats:

Discuss different types of advertisements (print, video, poster, social media, etc.) and review their key features.

Key Features of a Successful Campaign: *See below for more media-specific KEY FEATURES.*

- **Target Audience:** Who is the campaign for?
- **Message Consistency:** Ensure it aligns with the overall goal.
- **Persuasiveness:** Use emotional appeal and facts.
- **Accessibility:** Make it clear and understandable.

4. Create a Draft:

Using the **UNICEF storyboard template** provided, have students outline their advertisement. Review the attached example for guidance.

5. Design the Final Version:

Students will gather or create materials (photos, drawings, video clips, etc.) and develop the final version of their advertisement. Teachers should provide art supplies or digital tools like Canva, iMovie, or stop-motion. NOTE: Videos should be limited to 1 minute.

Teaching Point: Link to Right 13:

Remind students that their work aligns with Right 13, which allows children to share freely what they learn, think, and feel, as long as it doesn't harm others.

KEY FEATURES

Print Advertisement

1. Headline:

- Catchy and attention-grabbing.
- Summarises the main message.

2. Visuals:

- High-quality images or illustrations.
- Relevant to the message.
- Eye-catching and engaging.

3. Body Text:

- Clear and concise.
- Provides detailed information.
- Uses persuasive language.

4. Call to Action (CTA):

- Encourages the reader to take a specific action (e.g., visit a website, or support a cause).
- Clear and prominent.

5. Layout and Design:

- Balanced and easy to read.
- Effective use of colour and typography.
- Proper branding and logo placement.

Video Advertisement

1. Script:

- Engaging and clear narrative.
- Includes a strong opening, informative middle, and compelling conclusion.

2. Visuals:

- High-quality footage or animations.
- Relevant and visually appealing.

3. Audio:

- Clear and professional voiceover or dialogue.
- Background music or sound effects that enhance the message.

4. Call to Action (CTA):

- Verbally or visually prompts the audience to take action.
- Can be included at the end or throughout the video.

5. Editing and Production:

- Smooth transitions and pacing.
- Professional editing to maintain audience engagement.
- Subtitles or captions for accessibility.

Poster

1. Headline:

- Bold and attention-grabbing.
- Summarises the main message.

2. Visuals:

- High-quality images or illustrations.
- Large and impactful.
- Relevant to the message.

3. Text:

- Minimal and to the point.
- Clear and easy to read from a distance.
- Uses persuasive language.

4. Call to Action (CTA):

- Prominent and clear.
- Encourages immediate action.

5. Layout and Design:

- Balanced and visually appealing.
- Effective use of space, colour, and typography.
- Proper branding and logo placement.

Social Media

1. Visuals:

- High-quality images, graphics, or short videos.
- Eye-catching and scroll-stopping.

2. Text:

- Short and engaging.
- Uses hashtags and mentions to increase reach.
- Adapted to the platform's style and character limits.

3. Call to Action (CTA):

- Encourages interaction (e.g., like, share, comment, click a link).
- Often placed at the end of the post or integrated into the visual.

4. Engagement:

- Encourages audience interaction and participation.
- Utilises platform-specific features (e.g., stories, polls, live videos).

5. Branding:

- Consistent use of logos, colours, and brand voice.
- Clear identification of the brand or cause being promoted.

Activity 5: Conclusion

Sharing and Discussion:

- Have students present their advertisements to the class.
- Discuss the different ideas and solutions proposed by the students.
- Highlight common themes and encourage students to think about how they can contribute to shaping Australia to be an even better place to grow up.

Assessment:

- Participation in discussions and activities.
- Observation of students' understanding through their responses to questions and quiz performance.
- Evaluation of the audit tables and advertisements to see if students can identify missed rights and propose solutions for improvement.

Follow-up Activity:

- **Exhibition:** Organize a showcase where students can display their advertisements to the school community or parents, turning it into an event that raises awareness about children's rights.



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

	NSW Curriculum	Australian Curriculum Version 9
Target Audience:	Stage 4	Years 7 and 8
Syllabus Area:	English	English
Sub-topic:	<ul style="list-style-type: none"> • Reading, viewing and listening to texts • Understanding and responding to texts • Expressing ideas and composing texts 	<ul style="list-style-type: none"> • Interacting with others • Creating texts
Syllabus Outcomes / Content Descriptors:	<p>A student</p> <p>EN4-RVL-01 Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.</p> <p>EN4-URC-01 Identifies and explains ways of valuing texts and the connections between them.</p> <p>EN4-ECA-01 Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.</p>	<p>Year 7 students learn to</p> <p>AC9E7LY02 Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts.</p> <p>AC9E7LY06 Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical.</p> <p>Year 8 students learn to</p> <p>AC9E8LY02 Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion.</p> <p>AC9E8LY06 Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical.</p>

Links to General Capabilities:**Critical and Creative Thinking**

- Generating
- Create possibilities
- Analysing
- Draw conclusions and provide reasons

Literacy

- Writing
- Creating texts
- Speaking and listening
- Listening
- Reading and viewing
- Understanding texts

Personal and Social capability

- Social management
- Communication
- Collaboration

Learning Intention:**We are learning how to**

- Analyse and reflect on the current state of children's rights in Australia and suggest ways to improve the well-being of young people.
- Create an effective awareness campaign that communicates key ideas about children's rights and how Australia can become an even better place for all young people.
- Collaborate and use creative tools to design advertisements that raise awareness and promote positive change for children's rights in Australia.

Success Criteria:

- I can analyse and discuss how well Australia is meeting the needs and rights of young people, and suggest ways to make it an even better place to grow up.
- I understand the key principles of the Convention on the Rights of the Child and how they apply to young people in Australia.
- I can collaborate with peers to create an effective advertisement or awareness campaign that highlights ways to improve children's rights in Australia.

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?

Who's right?

Child rights quiz

- 1a.** The UN recognises any young person below the age of 18 as a child under the UN Convention on the Rights of the Child. T
 F
- 1b.** Once a young person passes the age of 18, they have new human rights that are just for adults. T
 F
- 2a.** The rights that each child has are determined by the government where they live. These rights can change as governments change. T
 F
- 2b.** Children's rights, as stated in the UN Convention on the Rights of the Child, are timeless and do not change. T
 F
- 3a.** The UN Convention on the Rights of the Child was written 35 years ago. Because it has not been changed it is becoming less relevant and important for children in modern times. T
 F
- 3b.** The UN Convention on the Rights of the Child was written 35 years ago. Although it has not changed since then, it is a living document which continues to adapt itself to the new realities that children face. T
 F
- 4a.** Children's rights in the UN Convention on the Rights of the Child are linked with responsibilities and can be taken away if a responsibility has not been met. T
 F
- 4b.** Children's rights, like all human rights, are unconditional. T
 F
- 5a.** Children have a right to know information that is important for their health and well-being. T
 F
- 5b.** Children should be protected from information about their health and well-being because it might frighten them. T
 F
- 6a.** The government must listen to the voice of a child and take the opinion of a young person seriously even if they are not old enough to vote. T
 F
- 6b.** Governments must only consider the opinions of children if the opinion is shared and expressed by their parents who are old enough to vote. T
 F
- 7a.** All children in Australia are guaranteed the right to use the internet to access information because information is a right for children. T
 F
- 7b.** Having access to information is a right for children, and governments should encourage the media to provide information that children can understand. T
 F
- 8a.** Australia has signed the UN Convention on the Rights of the Child and this makes the articles part of Australian law. T
 F
- 8b.** The UN Convention on the Rights of the Child is not part of Australian law, which means legally it has no power. T
 F
- 9a.** All children have the rights to be loved, to be happy and to have friends. T
 F
- 9b.** The UN Convention on the Rights of the Child is about the conditions, resources, protections and freedoms that a child needs to grow up feeling happy and loved. T
 F
- 10a.** Health, education and free speech are the most important rights, while the other rights in the UN Convention on the Rights of the Child are not as important. T
 F
- 10b.** All of the rights in the UN Convention on the Rights of the Child are connected, and no right is more important than another right. T
 F

Answer sheet and discussion notes

1a. TRUE 1b. FALSE

The Convention considers anyone below the age of 18 a child. Article 1 defines a child, and everyone under the age of 18 has all the rights listed in the Convention.

.....

2a. FALSE 2b. TRUE

The lives of children may look different in every country, but children's rights outlined in the Convention apply to all children no matter where they live. The only country that has not ratified the Convention is the USA, yet children's rights are still recognised in the law there.

.....

3a. FALSE 3b. TRUE

The Convention took years to develop before it was adopted by the UN in 1989. While what is written in the Convention hasn't changed, the Convention as a whole is a living document that adapts to the new realities that children face in modern times. There are regular reviews, called General Comments, that are used to share information and good practice about how governments should implement different rights, and three optional protocols have been added.

.....

4a. FALSE 4b. TRUE

Rights are not linked to responsibilities. Children's rights, like all human rights, are unconditional. This means there are no conditions attached to rights. Rights can never be a reward for the fulfilment of a responsibility and they can never be taken away because a responsibility hasn't been met.

.....

5a. TRUE 5b. FALSE

Article 17 says that children have the right to receive information that is important to their well-being. It also says that adults should help children find and understand the information that they need. Article 24 says that children have the right to access the information they need to stay well.

.....

6a. TRUE 6b. FALSE

The Convention protects a child's freedom of expression. According to Article 13, every child must be free to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously, as long as they are within the law.

.....

7a. FALSE 7b. TRUE

Having access to information is a right, however having access to the internet to get this information is not a guaranteed right. Article 17 says that every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.

.....

8a. FALSE 8b. TRUE

Australia signed and ratified the Convention in 1990, but it is not part of Australian law and is not upheld in a court of law. Australia and other countries that have ratified the Convention are periodically reviewed by the UN Committee on the Rights of the Child to ensure governments are upholding the rights of their children. Australia's next periodic review is currently scheduled for 2026.

.....

9a. FALSE 9b. TRUE

Being loved, being happy and having friends are all very important for children, but these are not rights that are listed in the Convention's 54 articles. Feelings cannot be a legal requirement, therefore the articles in the Convention help provide the conditions, resources, protections and freedoms that a child needs to grow up feeling happy and loved. Article 15, for example, ensures children the right to meet with their friends.

.....

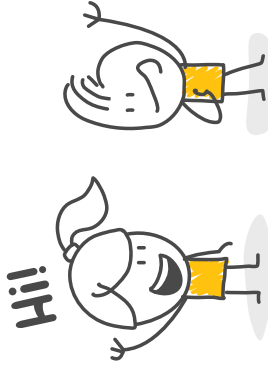
10a. FALSE 10b. TRUE

Health, education and free speech are very important rights, however no right is more important than another. A key aspect of the Convention is that it must be considered as a whole and all rights are connected.

.....

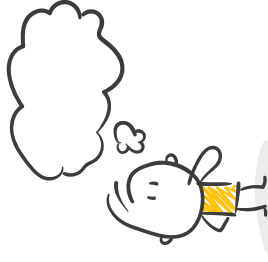
Storyboard (Example)

Scene:



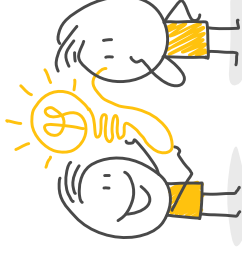
Notes: Friends meet and talk about children's rights

Scene:



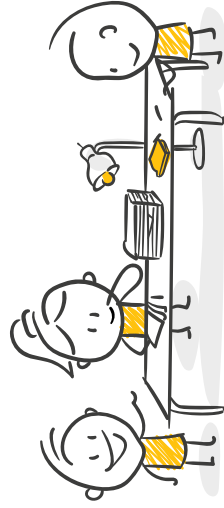
Notes: Thinking about how Australia meets children's rights

Scene:



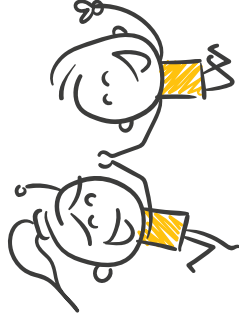
Notes: Talk to others about your idea

Scene:



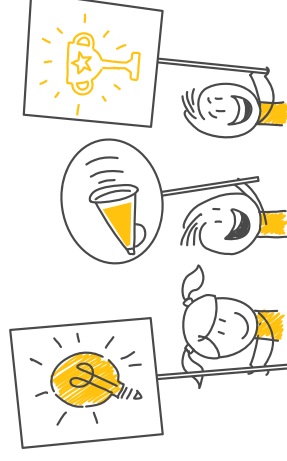
Notes: Make a plan to make Australia an even better place to grow up

Scene:



Notes: Teamwork makes the dream work!

Scene:



Notes: Get loud about how to make Australia an even better place to grow up.

Storyboard

Scene:

Notes:

Scene:

Notes:

Scene:

Notes:

Scene:

Notes:

Scene:

Notes:

Scene:

Notes:



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