



## SECONDARY SCHOOL ACTIVITY

### Preparation:

Read the factsheet that accompanies this activity in preparation for the lesson, and visit [www.una.org.uk/learnabouthumanrights](http://www.una.org.uk/learnabouthumanrights) to download a free child-friendly version of the UN Convention on the Rights of the Child.

Visit the UNICEF YouTube page and take a look at the one-minute videos on children's rights, [www.unicef.org/rightsite/media\\_youtube.php](http://www.unicef.org/rightsite/media_youtube.php), and choose one or more to watch with your class.

### Aims:

- To understand the basic rights that every child has
- To become familiar with the UN Convention on the Rights of the Child
- To understand that the lives of children differ around the world, that they have different opportunities and face different challenges

### Outcomes:

- To understand the significance of Universal Children's Day
- To generate actions to help secure the basic rights of a child.
- To create a newspaper article highlighting the possible difficulties faced by children who do not enjoy their basic rights

### Activity 1 – whole class (suggested time 10 minutes)

Together, watch the UNICEF child rights video. Discuss:

- What difference can the students identify between their lives and the lives of the children in the video?
- What does it mean to be a child?
- What rights are referred to in the video?

Together, take a look at the child-friendly version of the Convention on the Rights of the Child (CRC). Discuss:

- What are the most important rights that children have?
- Are they in the convention?
- Why do children need a convention especially for their rights?
- Why is it important that rights are protected? (Think of particular rights, e.g. the right to life, to shelter, to be treated fairly, to be registered at birth)

Record the key points from the discussion.



## **Activity 2 – in groups and whole class** (suggested time 15 minutes)

Provide large photos of children around the world in different environments and situations (include education, health, play etc). For ideas, see [www.unicef.org/photoessays/30048.html](http://www.unicef.org/photoessays/30048.html)

Students work in pairs/groups to annotate the photos using key words. Each group should annotate one photo and then move on to the next after an allotted time. To facilitate easy discussion/assessment, each group should use a different colour to annotate the photos.

Groups return to the photo they started with. Ask students to prepare a headline for their photo.

Share and discuss:

- What rights are the children/young people given/denied in the photos?
- What things are important to the children/young people?
- How do they feel?
- How do you know?
- How do the pictures make you feel?

Record key points, adding to the list from the previous exercise.

## **Activity 3 – in groups** (suggested time 30 minutes)

Provide students with examples of newspaper articles and remind students of the format. Display key features: heading, subheading, tone etc. Ask the students to produce a joint article based on their group photo within a newsroom deadline.

## **Activity 4 - consolidation** (suggested time 5 minutes)

Share newspaper articles, discuss and display. Provide groups with sticky notes.

*Can students suggest a positive action that can be done to help secure the basic rights of a child? E.g. Raise awareness of issues in school, hold an assembly, write to politicians to secure support of the convention, organise fundraising events, make their own one-minute videos?*

All groups post their ideas on a shared action board.

### **Useful Links:**

**Child Rights Matters** ([www.una.org.uk/learnabouthumanrights/](http://www.una.org.uk/learnabouthumanrights/))

**UN Matters** ([www.unesco.org.uk/un\\_matters](http://www.unesco.org.uk/un_matters))

**UNICEF UK** ([www.unicef.org.uk](http://www.unicef.org.uk))

*This activity has been developed by the UK National Commission for UNESCO*