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Total Time

Part 1: 35 mins

Part 2: 35-60+ mins

Age Range

8-14 years

with some flexibility for 4-7 and +14 years

Safe To Learn

An Activity Pack to #ENDviolence In and Around Schools



UN Convention on the Rights of the Child – The universal rights for every child to be safe and to get a quality education (Articles 19 & 28)

Subject

Citizenship, Social Studies, Philosophy, Language, Creative Writing, Art and Drawing

Learning Outcomes

- To understand how important it is that school environments are safe for all.
- To feel able to take action to create an environment in which all children are safe to learn.
- To feel motivated to speak up for other children and to advocate for change.
- To develop critical thinking skills and express ideas verbally, in writing and through drawing.

Materials

- Paper, writing, drawing and craft materials
- Copies of relevant Appendices
- Internet connection, screen and audio equipment to watch World's Largest Lesson animation and other online resources (optional)

Please Note

- This activity pack consists of two parts. Part 1 introduces the topic and the core learning. Part 2 offers a series of four activities to choose from that enable students to demonstrate their learning with action. It's important that you use Part 1 first. Then you can pick and choose all or some of the Part 2 activities to suit.
- There is a Teacher Guide in [Appendix A](#) to help you prepare. This includes tips on how to deal with discussions around the sensitive topic of violence. We strongly recommend you read this.
- Although the terms 'teacher', 'student' and 'lesson' are used, you can use this activity pack in non-school settings like youth groups.
- Each lesson is aimed at children aged 8-14, with ideas on how to adapt it for other age groups. The Comic Contest in Activity 4 is aimed at 8 to 18-year-olds.
- If students are not familiar with the Global Goals, watch this [animated video](#) first. For an explanation of child rights, see the [Lesson for World Children's Day](#).



How to Use the Activity Pack

- This activity pack has been created as part of UNICEF's [#ENDviolence](#) campaign. It specifically focuses on ending violence in and around schools so that all children can learn in safe environments.
- The concept of “ending violence against children” should be approached in the classroom through the positive lens of “creating safe environments for all children to learn”.
- Violence and safety mean different things in different places, to different people. We must let children define as much as possible how these issues affect them and identify the areas they want to address.
- The activity pack is flexible: you can tailor lessons and activities to suit the age of children and the time and resources available.

- » **Step 1:** Familiarize yourself with the background to the topic, sources of further information and the safeguarding considerations in the Teacher Guide (Appendix A).
- » **Step 2:** Complete Part 1 (35 mins).
- » **Step 3:** Turn learning into action by choosing one or more of the activities in Part 2 (35-60+ mins each). These actions cover: “What can I do in **my: school - community - country or world** so that every child is safe to learn?”



To help you navigate the Activity Pack, use the Global Goals icon on each page to click back to the contents page.

Key Dates

Activities can be done at any time, but...

- If you want to contribute to the **online survey in Part 1**, you need to submit your responses by **1 May 2019**.
- If students want to take part in the global **School Superhero Comic Contest** (Activity 4), submissions need to be received by **21 October 2018**.
- If students want their ideas to contribute to the **UNICEF End Violence Youth Manifesto**, submissions need to be received via the [WLL digital map](#) by **30 October 2018**.
- Global activities will be taking place on **20 November 2018** for [World Children's Day](#) [full information available in September 2018].
- If you want children's voices to be part of national advocacy processes, like your country's [Voluntary National Review of the Global Goals](#), or their report to the [UN Committee on the Rights of the Child](#), then check out the specific national timelines for these processes.

Contents

	Title	Age Range			Mins	Appendices & Resources
		4-7	8-14	14+		
Part 1	Everyone Should Be Safe To Learn	[Introduce the topic by discussing a picture; think about solutions by watching WLL animation - live from 30 June 2018]	Introduce the topic by discussing a picture; do a joint class survey; make links to the Global Goals and Convention on the Rights of the Child; think about solutions by watching WLL animation - live from 30 June 2018		35	<ul style="list-style-type: none">• A (Teacher Guide)• B (Picture)• C (Survey)• D (Global Goals)• E (Convention)• Internet connection (optional)
	Activity 1: What Can I Do in My School So That All of Us Are Safe To Learn? – Develop a Safety Charter		Generate ideas to address problems identified in the class survey; make and sign up to a class safety charter; discuss what it means to keep a promise		35	<ul style="list-style-type: none">• Class survey results from Part 1• F (Charter ideas)• Writing/art materials, glue, scissors
		Make a “paperchain of promises” to promote safety			20	<ul style="list-style-type: none">• G (Paperchain)• Writing/art materials, glue, scissors
				Get the class charter adapted to a whole school charter and support its implementation	60+	
		Extension: do a school safety walk leading to a student-led action plan			60+	<ul style="list-style-type: none">• H (School safety walk)
	Activity 2: What Can I Do in My Community So That All of Us Are Safe To Learn? – Create a Community Map and Action Plan	[Do a guided meditation to think about the journey to and from school]	Do a guided meditation to think about the journey to and from school; create a community map marking safe and less safe places; develop a community action plan; develop a creative communication to send to a local community leader		40-60+	<ul style="list-style-type: none">• B (Picture)• Class survey results from Part 1• I (Guided meditation)• Simple map of local community• J (Community mapping emojis)• K (Community action plan)• Writing/art materials, glue, scissors
		Do an activity for World Children's Day - live from September 2018				
		Draw/create a collage community map; identify people in the community who help keep children safe			20	<ul style="list-style-type: none">• Writing/art and craft materials, glue, scissors
		Draw or build an ideal safe community			20+	
		Take a walk in the local neighbourhood and draw/ share stories about safe and less safe places			60+	
				Extension: do a community safety walk leading to an action plan	60+	<ul style="list-style-type: none">• H (School safety walk)
	Activity 3: What Can I Do in My Country So That All of Us Are Safe To Learn? – Campaign to Make Schools Safer		Decide on key messages by analysing UNICEF's global advocacy messages for governments; develop an advocacy strategy		40	<ul style="list-style-type: none">• L (UNICEF's advocacy asks)• M (Advocacy strategy)
			Extension ideas: further develop advocacy strategies and creative messages to decision-makers; watch online, or develop your own UNICEF Youth Talk (live from July 2018); do an activity for World Children's Day (live from September 2018); feed into your country's reporting processes (for Global Goals and Convention)		20+ each	<ul style="list-style-type: none">• Internet connection (optional)
	Activity 4: What Can I Do in My World So That All of Us Are Safe To Learn? – School Superhero Comic Contest!	Create a comic superhero to help every child be safe to learn; (optional) enter a global competition (aged 8-18) with a chance to win an opportunity to work with professionals to develop a full comic book			40	<ul style="list-style-type: none">• N (Comic worksheet)• O (Parental consent form)• Writing/art materials
		Extension ideas: further develop and act out comic storylines (freeze frame drama techniques; alternative endings etc.); explore how we can all be “everyday superheroes”; explore other existing Global Goals comics			20+ each	<ul style="list-style-type: none">• Equipment to scan or digitally photograph competition entries; email / Internet connection
		Note: Take a deeper dive into this activity with this additional lesson plan				



PART 1

Everyone Should be Safe To Learn

35
mins

Note: Read the Teacher Guide in [Appendix A](#) as preparation.

Step 1: Setting the Scene

5
mins

- Use the picture in [Appendix B](#) to facilitate discussion - *How do you think these people are feeling? How can you tell? Who is making this person feel this way?*
- Children first think of the answers themselves and then turn to a partner to discuss different ideas before coming back together as a class to share ideas.

Step 2: Defining the Concepts

10
mins

- Link the discussion that you have in Step 1 to the idea that these real-life scenarios could be considered violence and might lead to these children feeling unsafe.
- Ask students *“where do you believe you have the right to feel safe?”* (refer to the poster for ideas if necessary).
- To aid this you might draw the figure of a child inside 4 concentric circles (using a flipchart, board, or floor). Ask what these circles could represent. Lead a series of questions aimed at identifying ‘school’, ‘community’, ‘country’ and ‘world’.

Prompt questions:

- » *Where do children have the right to be safe?* [Everywhere]
- » *What kinds of violence do children have the right to be protected from?* [Examples of (e.g.) physical, emotional, sexual, online and offline violence]
- » *Where do these types of violence against children take place?* [Everywhere]
- » *Do some children experience more violence than others? If so, who?* [Girls? Children with disabilities? Children from minority groups?] *Is this fair?* [No. All children have the right to be protected everywhere]
- » *Why does violence against children happen?* [Attitudes, fear of what is different, abuse of power, not knowing how to solve problems without violence etc.]
- » *What impact does it have?*
- Summarize: *There are a lot of problems with violence against children. Children, adults and organizations around the world are already doing things in all these different circle settings to help children enjoy the right to be safe – and we can help.*
- *We’re going to look specifically at ending violence against children in and around schools so that all children can be safe to learn. Although this is looking only at one of the circles (school), if we make a difference here, it can help safety ripple out to all the other circles.*
- *The first thing we can do is help UNICEF know how safe children currently feel in and around their own schools. UNICEF works worldwide so they are keen to find out how they can help children everywhere feel safe. They want to ask lots of young people to give their opinion. We are going to help by sharing some information about how we feel. So let’s think how the picture [[Appendix B](#)] relates to the situation at our own school.*



Step 3: Doing the Survey

10
mins

- Lead a class discussion to see whether students agree or disagree with the statements in [Appendix C](#) about feeling safe in and around school. This can be done in different ways, but the important thing is not to embarrass or draw attention to individual students who answer differently to others.
 - » **Option 1:** Students close their eyes so they can't see how others answer. Read out each statement from [Appendix C](#) and ask students to put their hand up if they think it's true most, some or none of the time.
 - » **Option 2:** Each student has a copy of the 3 smiley / neutral / unhappy faces (you could use [Appendix J](#)). Students close their eyes and hold up the relevant face in response to each statement that you read out.
 - » **Option 3:** Place each of the smiley / neutral / unhappy faces in a different place around the room. As you read out the statements, students move around the room to demonstrate how they feel about the statement, leading to discussions, and allowing students to change their minds if/when they are persuaded by others. [Be careful that this method doesn't alienate students who vote differently to the majority].
- For all of the options, or any alternative method you use, explain the activity in advance:
 - » *The answers we give as a class are anonymous, so please be honest – nobody will know who we are, just which country we live in. We won't get into any trouble. We will upload our class answers to the global survey.*
 - » Explain the meaning of each emoji face / voting option:
 - 🟢 *We think this is true most or all of the time*
 - 😊 *We think this is true only some of the time*
 - 🔴 *We think this is never true, or only rarely true*
 - » *It's up to you to decide for yourself what you mean by "feeling safe".*
- Following the "voting process", lead a discussion around what the majority of the class thought for each statement and why some students might disagree with the majority (without identifying individual students who voted differently). Jointly agree on a class response for each statement to submit for the global survey.
- Upload the class answers into the [WLL database](#) — live from 30 June 2018.
- If you are doing another activity from this pack, keep these collective answers as a basis for future discussions.

Step 4: Making the Links to the Global Goals and the Convention

5
mins

- Refer to the Global Goals ([Appendix D](#)) and the Convention on the Rights of the Child ([Appendix E](#)).
- *Which of the Goals and Articles are relevant for being safe to learn?* [Mainly Goals 4 and 16 and Articles 19 and 28 - although students may make valid links to a wide range of other Goals and Articles as well.]

Step 5: Thinking About Solutions

5
mins

Students watch the new 3-minute [WLL animation](#) (live from 30 June 2018) and start thinking about ideas to make children safe to learn, thus ending on a positive note.

Step 6: Closing the Lesson

- Students mark their participation in this lesson by putting themselves on the [WLL Global Map](#) (selecting "UNICEF" from the dropdown menu "I am taking part in the World's Largest Lesson thanks to..." — live from 30 June 2018).
- Teacher uploads class survey to the WLL database – live from 30 June 2018.



PART 2

Activity 1: What Can I Do *In My School* So That All of Us Are Safe To Learn? Develop a Class Charter

35-60+
mins

Step 1: Setting the Scene

5
mins

- Ask students to summarize the issues discussed in Part 1: [Everyone Should Feel Safe To Learn](#).
- *This lesson focuses on what we can do **in our school** so that every child feels safe to learn.*
- Remind students of the class survey findings from Part 1.
- Move the discussion to the school as a whole and focus on what aspects of the school students think need improving so that all children feel safe.
- Encourage them to think about changes needed in relation to “people” (adults and children) and “places” (specific places in the school).

Step 2: Generating Ideas

10
mins

- In small groups, give students 5 minutes to generate ideas on what they can do, as individuals or as a class, to help resolve any of the issues raised in Step 1. Discourage any evaluation of ideas at this stage. The more ideas the better. Each group presents their ideas to the class. Ask one student to take notes and group similar ideas together. Ask students to vote on the top 3 ideas.
- The result should be a list of agreed actions that the class can take. It can include actions the students and teacher will do themselves (like “I will not be mean to others”) as well as actions they want others to do (like “We will ask the head teacher to talk to the whole school about being safe to learn / put better locks on the toilet doors” etc.). Students are not responsible for solving all of the school’s problems as some issues will be beyond their control. However, they can raise awareness of the problems and encourage others to take action.

Step 3: Making a Charter and Keeping Our Promises

20
mins

- In pairs, groups or individually, students write out and illustrate the agreed actions to create a collective class charter that everyone, including the teacher, will sign at the end. This is the class “promise”. See [Appendix F](#) for ideas of what this might look like. It could be a banner or wall display. It can be illustrated with references to Global Goals 4 and 16, and Articles 19 and 28 of the Convention on the Rights of the Child.
- All students (and the teacher) can sign it, mark it with a fingerprint or handprint, attach their photo etc., but the important thing is that everyone “signs up” or “promises” to do these actions.
- Discuss what this means using age-appropriate language and concepts. For example, ask for examples of formal and informal “promises”, like a promise to a friend, or clicking on “I agree” when installing a new phone app or piece of software. Remind students that nearly all governments around the world have legally promised to make the Convention on the Rights of the Child a reality, including all the articles relevant to being safe to learn.
- *What happens when someone doesn’t do what they promised? Why does this happen? How can we positively encourage people to keep their promises, but also “hold them to account” when they don’t? How can we keep the promises in our class charter and what happens if we don’t?* [If the government doesn’t keep its promises regarding the Convention, we can remind them of this and tell the United Nations Committee on the Rights of the Child – see [Activity 3](#)].
- Keep the charter displayed prominently in the class for the whole school year. Check periodically that everyone is keeping their promises and that you’re making progress on any actions you agreed to do. Refer to it as necessary to help with conflict resolution / when issues of safety come up.



Please note: When discussing promises and rights, do *not* link “rights and responsibilities” in a way that implies that children can only enjoy their rights if they first fulfil certain responsibilities. Governments are the ones who have “promised” to implement the Convention, not children. Rights are not dependent on responsibilities and they should not be used as a way to “control” children’s behaviour. Instead, encourage students to think about “understanding their own rights and respecting the rights of others”. The “promises” made in the class charter are a way to help with this. See UNICEF UK’s short paper on [“Myths and Misconceptions about the Convention on the Rights of the Child”](#) for more information.

Step 4: Closing the Lesson

- Take a photo of your charter, banner, paperchains and/or action plans and upload it to the [WLL digital map](#) (selecting “UNICEF” from the dropdown menu “*I am taking part in the World’s Largest Lesson thanks to...*”—live from 30 June 2018). Via the WLL digital map, UNICEF is collecting students’ thoughts on what they commit to and what they need from others in order to be safe to learn to feed into the [UNICEF End Violence Youth Manifesto](#) which will be developed in November 2018.

Alternative Activity for 4-7-Year-Olds

20
mins

- Instead of a charter, create a “paperchain of promises” to help each other enjoy the right to be safe to learn. See [Appendix G](#) for a template for children to write or draw their ideas. Examples might include: “I will tell the teacher if I don’t feel safe”; “I will make friends with someone who is sad or lonely”; “If I feel angry with someone, I won’t hit or hurt them” etc. Make sure the paperchains are displayed where children can easily read them / look at the pictures on an ongoing basis throughout the year.

Alternative Activity for Older Students

60+
mins

- Once the charter is complete, have older students present it to the head teacher and ask for their support in making it a whole school charter. Prepare and deliver a presentation for the whole school and ask all students to sign up to the promise. Encourage all older students to become role models and younger students to feel able to talk to older students if they have any concerns.

Alternative or Extension Activity for All Age Groups: School Safety Walk

60+
mins

Where it is safe to do so, and would not put children at risk: In addition to, or instead of, the class charter/banner/paperchain, students can join their teacher - and other adults where appropriate, like the head teacher, non-teaching staff and a representative from the parents - to do a school “safety walk” (walking around the school as a group, discussing and noting places, times and things that make children feel safe or unsafe: see [Appendix H](#) for a sample methodology). This can be adapted for all ages. This results in a mapping of safe and unsafe places in the school which forms the basis of a “whole school” student-led action plan, developed and implemented with adults. This can include changes needed to transform relationships (among children, among adults, and between children and adults), and to transform places (making places physically and emotionally safer). Where relevant the plan should include online safety and the integration into schools of migrant and refugee children. The action plan can be implemented throughout the school year by a joint committee of children and adults. The initial mapping can supplement the survey answers from Part 1 to act as a baseline against which to measure progress at the end of the year (e.g. re-do the survey and the safety walk to note any positive or negative differences after one year).

For interest: Safety walks, surveys, action plans and joint student/adult implementing committees form the basis of [UNICEF’s Rights Respecting Schools](#) (RRS) approach, which is a whole school approach to embedding child rights throughout the functioning of the school on an everyday basis. In the RRS, however, the plan addresses the full range of child rights, including - but going wider than - just the focus on safety. For more information see [this 5-minute video](#), and the UNICEF country examples from [Denmark](#), [Germany](#), [Italy](#), [Slovakia](#), [Spain](#), [Sweden](#), [UK](#).





Activity 2: What Can I Do *In My Community* So That All of Us Are Safe To Learn? Create a Community Map and Action Plan

40-60+
mins

Step 1: Setting the Scene

5
mins

- Remind students of the discussions you had in Part 1 relating to the picture in [Appendix B](#) and the class survey results. Explain that this lesson will focus on what we can do *in our community* to make sure every child is safe to learn. If you think it will help to set the scene, lead students through the guided meditation in [Appendix I](#), adapting the language and content according to age and the local context.

Step 2: Mapping Our Community

15
mins

- Show the class a simple pre-prepared map on a flipchart of the local community showing key buildings, places and roads, in particular the areas around the school. This could be a copy of an actual map, or a hand drawn simplified version.
- Ask students to think back to their meditation and add in details or things that are missing from their perspective. Using cutouts of the smiley/neutral/unhappy face emojis in [Appendix J](#), students mark places they feel safe 😊 or not safe 😞, or where they are not sure/where they feel safe only some of the time 😐.
- This can either be done using one class map, in small groups using multiple copies of the map, or individually or in pairs using handouts of the map.
- Lead a discussion to review the map as a whole class and identify:
 - » *Why do certain spots feel safer than others? What makes a space safe? Does it have good lighting? Is it close to a trusted adult who can help you in case of trouble? Are other children in that space kind and inclusive?*
 - » *What needs to change in the other spaces that feel less safe?*
 - » *Let's agree on 3 main things we want to change so that every child can be safe to learn.*

Step 3: Developing an Action Plan

10
mins

- Break the class into 3 groups and allocate one place or situation per group. Ask them to work through the questions in [Appendix K](#) to begin to build an action plan.

Step 4: Communicating Your Message

10
mins

- If there is time, ask students to focus on the [Appendix K](#) question "Who can make this change happen?" and develop a creative communication or a persuasive letter to convince this person/these people to take action in their community so that every child can be safe to learn. This might include posters, leaflets, photo stories, blogs, vlogs or podcasts as well as letters. Students can refer to Global Goals 4 and 16, and Convention on the Rights of the Child Articles 19 and 28.
- As an alternative this could be a homework task.



Step 5: Closing the Lesson

- Take photos of your class maps, action plans, communications or letters and upload them to the [WLL digital map](#) (selecting “UNICEF” from the dropdown menu “I am taking part in the World’s Largest Lesson thanks to...”— live from 30 June 2018). If possible, take photos of the students presenting their communications to local leaders, along with any promises these leaders make. Via the WLL digital map, UNICEF is collecting students’ thoughts on what they commit to and what they need from others in order to be safe to learn to feed into the [UNICEF End Violence Youth Manifesto](#) which will be developed in November 2018

Alternative Activities for 4-7-Year-Olds

20-60+ mins

- Option 1:** Tell students they are going to work together to build a simple map of their community around their school. Each student chooses a building or feature of their local community to draw, for example the school, playground, shops, market, hospital, car park, park, police station etc. as relevant. Create a class map of your local community using these individual pieces. Ask students to think of all the different people in their community who work to keep them safe. *Where do they work? What do they do? Who do they look after?* Upload photos to the [WLL digital map](#), selecting “UNICEF” from the drop-down menu.
- Option 2:** Students design what a safe community around the school would look like to them, by drawing, collage or (depending on resources) sculpting with playdough, empty boxes, pipe cleaners and/or recycled materials. Prompt questions:
 - » *What would a safe place to learn look like around our school?*
 - » *What would it include?*
 - » *What would it smell like?*
 - » *What colours would it be?*
 - » *How light would the space be?*
 - » *What sort of people would be there?*
 - » *What sort of things would not be there?* (for example, broken glass, unlit areas or unclean things)
 If possible, present the results in a creative way to local town planners or decision makers. Upload photos to the [WLL digital map](#), selecting “UNICEF” from the drop-down menu.
- Option 3:** Students and teachers take a walk together in the neighborhood around the school, showing each other places they play, walk and spend time. Back in class they can draw either a place they really like or which makes them a bit scared. Afterwards they could show each other the drawings and share “the story behind the picture” if they want to. Upload photos to the [WLL digital map](#) with a short explanation, selecting “UNICEF” from the drop-down menu.
- Option 4:** Choose an action for [World Children’s Day](#) on 20 November 2018 (live from September 2018).

Extension Activity for Older Age Groups: Community Safety Walk

60+ mins

Where it is safe to do so, and would not put children at risk:

- Students can join their teacher - and other adults where appropriate, like a representative from the local council and/or a parent - to do a community “safety walk” (walking around the local community as a group, discussing and noting places, times and things that make children feel safe or unsafe: adapt the methodology from the school safety walk in [Appendix H](#) as appropriate). Use this walk to create a mapping of safe and unsafe places in the community around the school.
- Follow the main activity from Step 3 onwards to form a “whole school” student-led action plan, developed and implemented with adults. This can include changes needed to transform relationships (among children, among adults, and between children and adults), and to transform places (making places physically and emotionally safer).
- Upload photos to the [WLL digital map](#) (selecting “UNICEF” from the dropdown menu – live from 30 June 2018).
- Students could work to implement the plan throughout the school year with the local council, in association with the local children’s council (if this exists) and in collaboration with the school leadership.
- If you want to measure longer term change, the initial mapping can supplement the survey answers from Part 1 to act as a baseline against which to measure progress at the end of the year (e.g. re-do the survey and the safety walk to note any positive or negative differences after one year).





Activity 3: What Can I Do *In My Country* So That All of Us Are Safe To Learn? Campaign to Make Schools Safer

40-60+
mins

Step 1: Setting the Scene

5
mins

- Remind students of the discussions you had in Part 1 about every child's right to be safe to learn and the video about the kind of actions everyone can take to help achieve the Global Goals.
- Explain that this lesson will focus on what we can do **in our country** to make sure every child is safe to learn.
- Remind students of the relevant Global Goals (4 and 16) and the Convention on the Rights of the Child (Articles 19 and 28). Ask students to think about:
 - » *Who are the main people responsible for implementing the Global Goals and the Convention?* [The government, and people who work for the government]
 - » *What can we do as children and young people to help our government fulfil their promises?* [Make our voices heard - linked to Convention Article 12 (children have the right to give their opinion, and for adults to listen and take it seriously); raise awareness of the problems and share our concerns and our ideas for solutions; work with other organizations to strengthen each other's campaigns...etc.]

Step 2: Deciding on Our Messages

15
mins

- In pairs or small groups, students look at the list of things UNICEF is asking governments to do so that every child can enjoy their right to be safe to learn, and work through the questions on the sheet ([Appendix L](#)).
- Groups feed back to the whole class. Summarize the main priorities the class is interested to take action on.

Step 3: Developing an Advocacy Strategy

20
mins

- Adapt [Appendix M](#) according to age, ability and time available. For a simple version, just focus on questions 1, 2, 3 and 5.
- Explain that you are going to develop a plan to encourage the government to take action so that every child is safe to learn. [This is called an "advocacy strategy"].
- In small groups, students fill in the chart in [Appendix M](#), using one of the priorities identified in Step 2 for the question "What do we want to happen?". Groups then feed back their ideas to the whole class. *Was it easy or difficult to answer the questions? How can we find out further information to improve our plans?*

Step 4: Closing the Lesson

- Take photos of your advocacy strategies and upload them to the [WLL digital map](#) (selecting "UNICEF" from the dropdown menu "I am taking part in the World's Largest Lesson thanks to..." — live from 30 June 2018). Via the WLL digital map, UNICEF is collecting students' thoughts on what they commit to and what they need from others in order to be safe to learn to feed into the [UNICEF End Violence Youth Manifesto](#) which will be developed in November 2018.



Extension Activities

20+
mins

- If there is time, students can further develop the ideas in their strategies. For example, they can develop a creative communication or a persuasive letter to the decision-makers identified in their plan (e.g. the Minister of Education). Students can refer to Global Goals 4 and 16, and Convention on the Rights of the Child Articles 19 and 28.
- Students can view the [UNICEF Youth Talks](#) starting in September 2018 and – with teacher supervision – post their thoughts to the online discussion. Your school could also decide to do its own Youth Talk. The Youth Talk Toolkit will be available [here](#) from July 2018.
- Choose an action for [World Children's Day](#) on 20 November 2018 (live from September 2018).
- Find out when your country is reporting to the UN Committee on the Rights of the Child (the process is explained [here](#)) and/or the Global Goals [Voluntary National Review](#), and feed students' voices into these national processes.
- Take photos of your advocacy strategies, communications or letters and upload them to the [WLL digital map](#) (selecting "UNICEF" from the dropdown menu "*I am taking part in the World's Largest Lesson thanks to...*" – live from 30 June 2018). If possible, take photos of the students presenting their communications to national leaders, along with any promises these leaders make.



Activity 4: What Can I Do *In My World* So That All of Us Are Safe To Learn?

School Superhero Comic Contest!

40
mins



About

This activity encourages students to create a superhero character and adventure that keeps schools safe and peaceful. For students aged 8-18, teachers have the opportunity to submit their students' superheroes to the global **School Superhero Comic Contest!** by 21 October 2018, with a chance of a student producing their very own comic book. The top submissions will be voted on online and the winner will work with a professional team to bring their superhero to comic-book life!

Timeline for the Comic Contest



Please note: If you miss the deadline, want to adapt the activity for students younger than 8, or if you don't want to take part in the Comic Contest, this activity can still be done on its own.

- **21 October 2018:** Final day to submit superheroes online!
- **16-25 November 2018:** Digital Global Vote
- **December 2018:** Winner announced
- **July 2019:** Final comic book launch at UN global forum where Education and Peace Goals (4 and 16) are under review

Materials

- Print and have students complete the parental consent form if entering the contest ([Appendix O](#)).
- Print copies of the activity worksheet for students to do by hand (see [Appendix N](#)).
- If students have computer access, they can input their work via the [digital application](#) (available 1 September - 21 October 2018).
- Drawing and writing materials.
- **Note:** There is a [more detailed guide](#) for this activity that includes a Powerpoint to help facilitate a discussion about problems and solutions to #ENDviolence in schools, leading into the creative activity.

Step 1: Setting the Scene

10
mins

Share with students the objectives of this activity.

- » We will develop a comic story featuring a superhero as a way of sharing what we've learnt about this issue with others so that they learn about it too.
- » If we want to [for ages 8-18], we can submit our superheroes to the School Superhero Comic Contest to help raise awareness about, and inspire, action on the issue.
- » The winner will have the opportunity to create a real comic book that will be presented at the United Nations.

Step 2: Getting Creative: Character and Story Development

15
mins

This section helps students to come up with a School Superhero. The activity worksheet is meant to prompt them, but students are not limited to the problems or superpowers listed.

- Pass out the activity worksheet ([Appendix N](#)) and pair or group students to work together.
- Remind students of the previous activities they have done in relation to being safe to learn and ask them to turn to Page 1 of their worksheets.



1. Choose a Problem to Solve

- Ask students to choose the problem they would most like their superhero to solve.
- Ask them to map out the problems and solutions together.
- They should address what factors contribute to the problem, how the problem affects students, and how the problem can be solved.
- When this is complete ask students to now work individually. *Turn to Page 2 of the worksheet.*

2. Superpower Selection

- Have the students think about the superpower they want to use in solving their selected problem.

3. Character Development

- Each student will develop their character based on the superpower selected. Create a name, origin, nemesis and other characteristics for the character. This will help inspire details for the next storyline activity.
- *Turn to Page 3 of the worksheet.*

4. Story Arch

Students will develop an outline for the “adventure” of their superhero. Remember that at the end of the “adventure” the problem that students identified is meant to be solved. Remind students how all great stories have a beginning, middle and end.

- **Beginning:** students should explain where and why the problem takes place.
- **Middle:** students should introduce their superhero and explain how their hero can solve the problem.
- **End:** students should finally portray how the superhero overcomes the problem and how the world now looks.

Step 3: Drawing

10
mins

Note: The drawing is a mandatory element of the contest in order to be considered.

- *Turn to Page 4 of the worksheet.*
- Encourage students to bring their character to life in artform.
- If in art class, this is an opportunity to put artistic abilities and techniques to work. But the quality of drawings is not the deciding factor for the contest. Stick figures and simple drawings are fine.

Step 4: Concluding and Submitting

5
mins

- [For students aged 8-18 who have parental consent] Explain to the students that their creations will be submitted to the global School Superhero Comic Contest.

Key Instructions and Deadlines for Submitting Student Work

In order to make your students’ voices heard, submit their superheroes to the contest by **21 October 2018**.

- » Scan and email your students’ work to engage@unicef.org.
- » Alternatively, if your students participated in the workshop online via the [digital application](#) (live 1 September 2018), the form automatically submitted their work.

Scanned submissions must be accompanied by the Parental Consent Form in [Appendix O](#).

The top submissions will be selected, voted on globally on the [comic contest website](#) and the winner will work with a professional team to develop and publish a comic book launched at the United Nations.

Extension Activities

20+
mins

- Spend more time sharing students’ superhero stories as a class, including - where appropriate - through role play, “freeze frame” drama techniques, asking questions and exploring alternative endings (paying particular attention to the safeguarding guidance in the Teacher Guide - [Appendix A](#)).
- Discuss ideas to bring the superheroes to life in your school. *How can we all be “everyday superheroes”, keeping everyone safe to learn?*
- Get your students inspired to tell a comic story by visiting www.comicsunitingnations.org for free, downloadable comic books. This includes a teacher’s guide for using comics in the classroom.



Appendix A: Teacher Guide

1: Safe To Learn: The Issues

What's the problem?

All children have the right to be safe, to go to school and to learn. However, not all children are able to go to school, are safe to get to school, are safe at school, or are included at school. These problems are caused by various issues: too often a child's gender, disability or their minority status affects their ability to attend school; in some cases, geographic location, road safety, community violence or conflict impedes a child's journey to school; in other cases, children face discrimination, bullying or physical punishment in or around school. These violations of children's rights can cause lasting physical or mental harm to children that can last into adulthood. Not giving children a safe place to learn also has a social and economic cost, impacting families and societies as a whole. An unsafe school environment is often a result of social and gender norms and stereotypes, and is enforced by unequal power dynamics. A safe learning environment is therefore needed to ensure every child is protected from bullying, corporal punishment, verbal or sexual harassment and abuse, non-consensual touching, sexual coercion, assault and rape, among others. It is important to note that violence can take place in person or online.

- Worldwide, **close to 130 million (slightly more than 1 in 3) students** between the ages of 13 and 15 experience bullying. Students who experience bullying score lower in math and reading than those who do not ([*A Familiar Face: Violence in the lives of children and adolescents*](#), UNICEF, 2017).
- Violence occurs not only on school premises but also on the way to school. In 2016 alone, **close to 500 attacks or threats of attacks on schools** were documented or verified in 18 conflict-affected countries or areas ([*UNICEF 2017*](#)).

How is this campaign on ending violence in and around schools linked to other frameworks?

The Global Goals: In 2015, all 193 UN Member States adopted the 17 Sustainable Development Goals. Global Goals 4 and 16 specifically reaffirm global commitment to every child's right to learn and be safe.



Global Goal 4 (Quality Education) calls for safe, non-violent, inclusive and effective learning environments for all.



Global Goal 16 (Peace and Justice) calls for ending abuse, exploitation, trafficking and all forms of violence against and torture of children.

The UN Convention on the Rights of the Child: Being safe to learn is not an act of charity towards children: it is their right. All States except one have agreed to implement the Convention. Many articles are relevant, especially:



Article 19 (freedom from all forms of violence)



Article 28 (right to education)



Article 12 (children have the right to speak out and be taken seriously regarding issues affecting them)



Why should you help?

Day-to-day violence against children continues to remain hidden and unacknowledged. Universal improvements must be made across borders and cultures. Violence in and around schools is likely to be exacerbated during situations of crisis and conflict. It is imperative to make this often invisible crisis visible. Ending violence in and around schools, including in humanitarian contexts, is essential for children's rights and critical for sustainable development. Doing so requires individual, community, school and national level actions to proactively implement the necessary measures so that every child is safe to learn. This Activity Pack aims to contribute to these local, national and global efforts. Even doing just one of the activities will help to raise awareness and get children thinking of ways to create change. Taking part in school action (Activity 1), local and national advocacy (Activities 2 and 3), and in the global survey (Part 1) and Comic Contest (Activity 4) will allow students to contribute even more solutions to these problems. Through these activities, each student should better understand their own contribution to a safe school environment and their right to a safe learning environment.

If you are interested in having a stronger impact, think about:

- **Both short-term and long-term change:** What are you and your students trying to achieve? How long will this change last?
- **Monitoring and evaluation:** How will you show that you have made a difference? What is your starting point (or 'baseline') against which you can measure change and impact - before and after your actions?
- **Communicating results:** How can you share this impact with the global campaign? When uploading photos and resources to the digital map, think through - with your students - how best to show not just what you're doing, but what difference it's making.

Where can I find additional resources?

- UNICEF [#ENDviolence](#) campaign, with a specific focus on [ending violence in and around schools](#) - live from July 2018
- See here for the [School Superhero Comic Contest website](#) - live from 5 October 2018
- [World Children's Day Lesson](#) and [actions](#) - live from September 2018: A fun day of action for children, by children! On World Children's Day, 20 November - the anniversary of the Convention on the Rights of the Child, the world will come together to reach 1 billion children and young people, to play their part so that every child is in school, safe from harm and can fulfil their potential. World Children's Day is a day to listen to children and fight for their rights. Schools are encouraged to take action. Full details will be available in September 2018.
- [UNICEF Youth Talks](#) on ending violence in and around schools - live from July 2018
- [UNICEF cartoons](#) regarding online safety of children where children play an active role
- [No Bully](#)
- [Great Kindness Challenge](#)
- [Middle School Kindness Challenge](#) (USA only)

Follow the Campaign

Share

With students' informed consent, and ensuring that no harm will come to students as a result (i.e. do not include information that would identify children or put them at risk), post photos or videos of students working on their activities and images of their final products.

Through the following hashtags you can connect on social media:

#ENDviolence
#WorldsLargestLesson
#ComicContest

Tag UNICEF and the World's Largest Lesson

Facebook: @UNICEF @TheWorldsLargestLesson
Twitter: @UNICEF @TheWorldsLesson
Instagram: @UNICEF @theworldslesson

Vote for the Comic Contest winners

Engage your students in the online vote taking place 16-25 November 2018: [website](#) live from 5 October 2018.



2: How to Teach Sensitive Topics



Please note: The discussions you have with your students in these activities need to be handled sensitively and with consideration given to students' backgrounds and experiences. You want to make the classroom a safe place for your students to share their ideas and even experiences. Some students may want to be excused from certain discussions and this should be respected. For some children it could be the first time they have thought about the idea that violence against children may not be acceptable or the common experience of all children.

You may find the suggestions here a useful reminder, even if you are already experienced in handling sensitive topics.

Before the session:



- Do you already know a particular student or students who is/are personally affected by issues of violence? If so, you could let them know in advance that you will be discussing how to end violence in and around schools and check if they are happy to participate. You can give them the options of not taking part, leaving the room if necessary, and discussing the matter further with you or an appropriate colleague (such as a school counsellor or someone more experienced).

At the start of the session:



- If you already have standard “ground rules” in place for managing inclusive and respectful discussions in the classroom, refer to them at the beginning of the session as you explain that you will be discussing important but sensitive issues.
 - If you do not already have such ground rules, can you develop them with your students? This will help them to exercise their critical thinking and empathy skills and they will have more ownership and commitment to respecting the rules. The rules can be illustrated and displayed in the classroom for regular use. Prompt questions:
- » *What rules do you think we should have to make sure that everyone feels safe to express their opinions?* [Regarding confidentiality, people outside of the group won't need to know who said what (unless one of the students says something that makes the teacher feel they aren't safe or need some help or support outside of the activity)]
 - » *How can we give everyone a chance to express themselves, not just the students who feel confident?* [Only one person talks at a time; no interrupting; listen carefully and respectfully to what others say; use a “talking stick” if necessary (only the person holding the stick can talk); a student can write their idea if they don't want to say it out loud; if someone hasn't said anything, we can ask if they'd like to (without forcing them) etc.]
 - » *What should we do if someone doesn't want to express their opinion?* [Respect this and don't force them to speak or embarrass them (expressing an opinion is a right, not an obligation); understand that some people feel more confident than others to speak out in a group, but that everyone has valuable opinions that they can express in lots of different ways to suit them]
 - » *What should happen if we disagree with each other? How can we disagree in a respectful way, not in a hurtful or rude way?* [Politely ask the person to give reasons for their opinion so that we can understand it better; challenge the idea, not the person; thank the person for sharing their idea, and explain that you have a different idea and why; use language like “I think...”, not “You are...”; don't use offensive comments, insults or bad language; take a deep breath to calm down before speaking if you are angry or very excited; understand that there is no such thing as total freedom of expression (for adults or children); we can't say absolutely anything we want if it hurts the rights or reputation of another person, or if it encourages people to hurt other people; before you say something, think “Is it true? Is it necessary? Is it kind?”; say “thanks for taking the time to explain. We can agree to disagree on this issue” etc.]
 - » *What should we do if someone gets upset?* [Let a friend comfort them; give them the chance to continue or to leave the discussion; don't draw attention to them or force them to say what's wrong, but respect their privacy; have a quiet corner of the room where they can go if they need to; the teacher can offer to talk to them separately; welcome them back into the activity if/when they're ready etc.]



- Lead into the topic gently. If you are short of time, don't be tempted to skip the “setting the scene” discussions or activities. It can be helpful to imagine that you are carefully opening the lid of a jar of sweets/marbles/beans (which represent potentially sensitive emotions). You don't want all of the contents suddenly flying out, uncontrolled across the floor. Instead, open the jar slowly and tip out the contents carefully and delicately.
- As much as possible, focus on solutions rather than problems.
- If you think it's necessary based on the local context (cultural considerations, particular personalities and dynamics in the group etc.), you could divide the class into smaller groups based on age, gender or experience to create a more relaxed atmosphere to encourage students to participate.

Throughout the session:



- Keep an eye on students' body language and how they are interacting with each other. Is anyone getting upset? Is anyone uncomfortable or very withdrawn? Intervene gently and appropriately. Give them the opportunity to stop participating in the activity as necessary. (See also the advice in ground rules regarding if a student gets upset).
- Change the atmosphere by interspersing either some “energizing” or some “calming” activities if necessary.
- [See Section 3 below on actions to take if a child discloses violence].

At the end of the session:



- Make sure to close the session properly. You need to gently gather all of the “sweets/marbles/beans” back into the “jar” and close the lid. You can do this by: having the opportunity for students to feed back from their group work and to ask any questions; offering them the chance to speak to you separately after the lesson if they're worried about anything; thanking the students for their thoughtful/creative/interesting contributions and for listening to each other in a kind and respectful way; expressing that you are proud of them for contributing their valuable thoughts on this difficult topic; moving the discussion towards a positive note (looking to the future); ending on a positive, preferably fun note (age-appropriate song, dance, joke etc.).

After the session:



- Be prepared for students to approach you to discuss anything that might be bothering them.
- Follow up on anything you promised to do, for example finding out more information about something.
- If possible, feed back to the class throughout the year on how the WLL/UNICEF campaign is going (e.g. by keeping up to date with relevant social media or email posts).

Further reading:

You may find the following sources of advice on how to approach controversial topics in the classroom useful.

[Oxfam UK's guide to Teaching Controversial Issues](#)

[The Historical Association's guide to Teaching Emotive and Controversial History](#)



3: Actions to Take if a Child Discloses Violence



Please note: It is essential that activities are carried out with the safety and well-being of children involved as the paramount consideration. The activities in this pack deliberately address the issue of violence from a positive, solutions-based perspective as much as possible. However, discussions with children on *any* subject could potentially reveal that a child may be at risk of harm. This is particularly true when the discussions deliberately focus on safety and the right to protection from violence

The following guidance will help you know how to respond if a child discloses any information about themselves or another child that suggests they may be at risk of harm. Of course it is just as possible that this will not happen! The guidance here is not aimed to scare you but to prepare you and reinforce your confidence. It can act as a refresher for those who are already experienced.

Before the activity, think through in detail what you would do in different scenarios. The more you do this, the more confident you will feel. If you are not sure about something, speak with other colleagues. What you will do depends largely on the local context. Some countries have very clearly defined policies and procedures to follow whereas others do not.

Preparing in advance:



- *Is there legislation in place that makes it compulsory for you to report concerns to an external authority?*
- *Does your school or organization have specific policies and procedures? [If so, make sure you are familiar with them and that you comply with them.]*



- *Is there a designated focal person in your school or organization who handles child protection or safeguarding issues? [If so, let them know in advance that you will be teaching about the topic of safety/violence and make sure you know how to contact them. Ask them for advice on what to do if a child discloses violence to you.]*
- *Is there a local or national advice/hotline number that you or a child could call for help? [In some countries there are also online advice services for children.]*



Child protection / safeguarding focal point: _____

Hotline number(s): _____

Online advice: _____

- *Have you received training on child safeguarding? [If so, it may be helpful to review your notes from this training.]*
- *If none of these things are in place (i.e. no policies or procedures, no focal point, no hotlines, no training): ask colleagues if the issue has come up previously, and if so, what happened, as well as what should happen in an ideal situation; read through the guidance here, and think through the ramifications of different courses of action, bearing in mind relevant legislation and the best interests of the individual child, as well as the best interests of any other children who may be at risk of harm from the same perpetrator(s) or situation.*



Listening to a child's disclosure of violence:



- [If relevant] Help the child get emergency medical treatment such as first aid.
- Allow the child to say what they want to say and do not react or pick up on it during the session.

• If there are policies, procedures and/or a safeguarding focal point in your school or organization:



- » Follow the procedures.
- » As soon as possible make a written note of what the child has said, including the name of the child.
- » Report the information to the safeguarding focal point in the school/organization immediately after the session. It is your duty to report the issue, even if you're not sure about the details. It is their role to take the matter further.



- » Although some children may describe what we might consider to be "low level violence", it's important not to make a judgement at this stage about how serious it could be. All incidents should be reported to the safeguarding focal point who will then follow the correct procedure for escalating any concerns if necessary, as directed in the school's/organization's safeguarding policy.

• If there are no policies, procedures or a safeguarding focal point in your school or organization:



- » Speak to the child after the session. Explain that you want to help them, but do not promise secrecy: you may have to tell someone else in order to help them properly. At this point, the child might choose not to disclose anything further, in which case, respect their decision and do not force them, but make it clear that they can talk to you at any time if they change their mind.



- » You could also give them details of any hotlines that exist.
- » If the child chooses to tell you more, detailed advice on how to react, what to say and what not to say can be found in the ChildHope [Child Protection Policies and Procedures Toolkit: How to Create a Child-Safe Organization](#) [available in English, French, Spanish and Arabic] – *Appendix 11 (Allegations from a child - listening to a child's disclosure of abuse)*. *Appendix 1 (Recognizing signs of abuse)* might also be useful.
- » At the end, let the child know what you are going to do next and that you will let them know what happens.
- » Take appropriate action based on your preparatory discussions with colleagues, the legal framework in which you're working, and consideration of the best interest of the child and of any other children who may be affected. This may or may not involve reporting the case to external authorities such as the police or social services. If external authorities are involved, it is their responsibility to investigate the incident, not yours.
- » Seek help for yourself if you feel you need support.



Remember! It might never happen, but it's good to be prepared just in case it does!

Openly and sensitively discussing ways to end violence against children is a hugely positive step to empower children and adults to take action, breaking through cultures of silence and helping every child to realise their rights to protection and to education.

Thank you for helping to make this a reality!



Appendix B: Picture

DOES EVERYONE HERE FEEL SAFE?

WORLD'S LARGEST LESSON

In partnership with **unicef**

DRAWING: MARGREET DE HEER

WHAT DANGERS MIGHT THERE BE HERE?

IS THIS RIGHT?

WHO DO YOU THINK IS UPSETTING HER?

WHAT DO YOU THINK THIS PERSON MIGHT BE FEELING? WHAT COULD YOU DO TO HELP?

WHAT DO YOU THINK IS HAPPENING HERE?

WHAT CAN WE DO TO CHANGE THIS?

CONVENTION ON THE RIGHTS OF THE CHILD - ARTICLES 19 & 28

WHAT DO YOU THINK IS HAPPENING HERE?

THE GLOBAL GOALS For Sustainable Development




4 QUALITY EDUCATION

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Appendix C: Class Survey

1. Our **country** _____
2. **Average age** of students in our class _____
3. Total number of **girls** in our class _____
4. Total number of **boys** in our class _____
5. Total number of children who **don't identify as either a girl or a boy** in our class _____
6. We live in (choose one):
 - ☐ A village/rural area
 - ☐ A small or medium-sized town
 - ☐ A large town/city
7. Is there anything you want to say about the class discussions? For example, was there a difference of opinion between students? If so, was this linked to students' age/gender/other status?
8. In the table below, mark (X) whether the class thinks each statement is mostly true, only sometimes true, or rarely/never true. Choose only one answer per statement. Don't mark answers halfway "between" the columns.

	True most of the time	True only some of the time	Never true, only rarely true
			
1. Generally, we feel safe at school			
2. There are some places in our school where we don't feel safe			
3. In general, we feel safe on our way to and from school			
4. There are some places on the way to and from school where we don't feel safe			
5. In general, we feel safe online (Internet / phone / computer)			
6. Adults at school, including teachers, help children to feel safe			
7. Children at school help other children to feel safe			
8. Girls and boys at our school feel equally safe			
9. Children with disabilities and children without disabilities feel equally safe at our school			
10. Children from different countries or cultures, or who speak different languages, feel as safe as the other children at our school			
11. Every child has the right to be safe			



Appendix D: Global Goals

THE GLOBAL GOALS

For Sustainable Development





Appendix E: United Nations Convention on the Rights of the Child

The Articles in Child-Friendly Language

GENERAL PRINCIPLES (GP)

1. Everyone under 18 years of age has all the rights in this Convention.

2. **All children have all these rights**, no matter who they are, where they live, what their parents do, what language they speak, what their religion or culture is, whether they are a boy or girl, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

3. All adults should **do what is best for children**. When adults make decisions, they should think about how their decisions will affect children.

4. Governments **must use all available resources** to implement all the rights in this Convention.

5. Governments should respect the **rights and responsibilities of families** to guide their children so that, as they grow up, they learn to use their rights properly.

GP

6. Every child has the right to **life, survival and development**.

7. Children have the **right to a name**, and this should be officially recognized by the government. They have the **right to a nationality** (to belong to a country).

8. Children have the **right to an identity** – an official record of who they are. No one should take this away from them.

9. **Children should not be separated from their parents** unless it is for their own good. Children whose parents have separated should stay in contact with both parents unless this might harm the child.

10. If a child lives in a different country than their parents do, the child has the **right to be together** with them in the same place.

11. Governments should **stop children being taken out of their own country illegally**.

GP

12. Children have the **right to give their opinion**, and for adults to listen and take it seriously.

13. Children have the **right to find out things and share** what they think with others, by talking, drawing, writing or in any other way, unless it harms other people.

14. Children have the **right to choose their own religion and beliefs**. Their parents should guide them about what is right and wrong, and what is best for them.

15. Children have the **right to choose their own friends and join or set up groups**, as long as it is not harmful to others.

16. Children have the **right to privacy**.

17. Children have the **right to receive information** that is important to their well-being, from radio, newspapers, books, computers and other sources. Adults should make sure the information they are getting is not harmful, and help them find and understand the information they need.

18. Children have the **right to be raised by their parent(s)** if possible. Governments should help parents by providing services to support them, especially if both parents work.

19. Governments must make sure children are properly cared for and **protect them from violence, abuse and neglect** by anyone who looks after them.

20. Children have the **right to special care** and help if they cannot live with their parents.

21. When children are **adopted**, the first concern must be what is best for them.

22. Children have the **right to special protection and help if they are refugees**, as well as to all the rights in this Convention.

23. Children have the **right to special education and care if they have a disability**, as well as to all the rights in this Convention, so that they can live a full life.

24. Children have the right to the best **health care** possible, safe **water** to drink, nutritious **food**, a clean and safe **environment**, and **information** to help them stay well.



25. Children who live in care or in other **situations away from home**, have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
26. Governments should provide **extra money** for the children of poor families.
27. Children have the **right to food, clothing and a safe place to live, and to have their basic physical and mental needs met**. Governments should help families and children who cannot afford this.
28. Children have the **right to an education**. Discipline in schools should respect children's dignity. Primary education should be free. Children should be encouraged to go to school to the highest level possible.
29. Children's **education should help them use and develop their talents and abilities**. It should also help them learn to respect other people's rights, live peacefully and protect the environment.
30. Children have the **right to practice their own culture, language and religion** — even if these are not shared by the majority of people in the country where they live.
31. Children have the **right to play, rest and relax** and to take part in cultural and artistic activities.
32. Children have the **right to protection from work that harms them**, and is bad for their health and education. If they work, they have the right to be safe and paid fairly.
33. Children have the **right to protection from harmful drugs and from the drug trade**.
34. Children have the **right to be free from sexual abuse and sexual exploitation**.
35. Governments must make sure that children are not **kidnapped, sold or trafficked**.
36. Children have the right to protection from any kind of **exploitation** (being taken advantage of).
37. **Children who break the law** should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.
38. Children have the **right to protection and freedom from war**. Children cannot be forced to go into the army or take part in war.
39. Children have the **right to help if they have been hurt**, neglected or badly treated so they can get back their health and dignity.
40. Children have the **right to legal help and fair treatment** in a justice system that respects their rights.
41. If the **laws of a country** provide better protection of children's rights than the articles in this Convention, those laws should apply.
42. Children have the **right to know their rights**. Adults should know about these rights and help children learn about them.
- 43 to 54. These articles explain how governments and international organizations like UNICEF will work to make sure all children get all their rights.



Appendix F: Ideas for Creative Class Charters

Applegarth Academy, UK



Greenhill Primary School, UK



King Street Primary School, UK



Appendix G: Paperchain Promises



STICK HERE



In Partnership with
unicef 

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



STICK HERE



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unicef 

4 QUALITY
EDUCATION



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16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



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4 QUALITY
EDUCATION





Appendix H: Sample Methodology for School Safety Walk¹

Introduction

- The purpose of the safety walk is to explore children's right to a safe school and leisure environment, and to find out in particular if some places make children feel unsafe. If such places are discovered, children are asked why they feel unsafe there, and they are asked to suggest improvements.
- With the help of the teacher, the class decides which places to visit and they then go on the safety walk together. The teacher should make it clear that the students will not get into trouble for speaking freely about what makes them feel safe or unsafe. Students can speak anonymously. Do not write down individual names of who says what.
- The teacher asks the group the questions below and discusses them at each stop on the safety walk. The students and the teacher then discuss the results of the survey when they return to the classroom. The summary can then be used as the basis for an action plan. The same process can be followed in schools, leisure or social centres, and in the community **where it is safe to do so, and where it will not put children at risk of harm.**

Sample form

We are in: Name of school / leisure / social centre _____

We are:

Number of children in the group: _____

Gender ratio within the group (mark the percentage of girls): _____

Staff name: _____

Date (day / month / year): _____

- Do you ever feel unsafe at the school / leisure centre / social centre? _____
- Where do you feel unsafe? _____

[If the discussion does not start by itself, it may be good to mention one of the following places as a prompt: classroom, outdoor area, toilets, hallway / staircases, dining hall, handicraft room, art room, music room, library, office, staffroom, club room, playground, parking lot]

- Where do you feel unsafe? (site 1) _____
- Why don't you feel safe here? _____
- What needs to be done so you can feel safe here? _____
- Where do you feel unsafe? (site 2) _____
- Why don't you feel safe here? _____
- What needs to be done so you can feel safe here? _____
- Where do you feel unsafe? (site 3) _____
- Why don't you feel safe here? _____
- What needs to be done so you can feel safe here? _____
- Etc.
- Is there anything else you want to say? _____

¹ Adapted from UNICEF Iceland and UNICEF Denmark Rights Respecting Schools



Appendix I: Guided Meditation

Note to educators: Explain to the class that they are going to begin a guided meditation. This is an exercise where the students will be asked to think about the answers to some questions in their heads. Create a calm atmosphere - you may want to turn the lights off or play some music quietly. Encourage children to close their eyes for the duration of the meditation, but for those who do not feel comfortable doing so, suggest lowering their gaze or placing their heads between their hands. Explain to students that this is an opportunity to take this time for themselves and to not worry about what other people are doing or saying.

Tell students this guided meditation is going to be based on a normal school day. Read the script below slowly and clearly, taking time to pause between each paragraph.

Imagine you have just woken up at the beginning of the day. How are you feeling? You might be tired from a bad night's sleep. Or you may be feeling excited to get to school. Now think about how you get to school. Do you walk or take the bus? Maybe your parents drive you. What are you feeling about your journey to school? Are there any routes that you avoid? Are there any places you like or don't like going past?

When you arrive at school, maybe you run up straight away to see your friends, or hang back and say goodbye to your parents. How are you feeling at this point? Are you excited to be at school?

The school day begins. How are you feeling in your classroom? Do you feel safe? Are you happy to be there? Do you know who you would talk to at school if you weren't feeling safe? Maybe it's your favourite teacher, or your best friend or an older student. Who do you play with during break time?

Think about how your feelings change over the course of the day. Maybe you begin to feel more excited as the school day comes to an end. Maybe you're tired and ready to go home.

Now imagine it is the end of the school day. How do you get home? Do you walk or are you picked up? Is there anything you watch out for as you leave school? Any people that you avoid? Is there anything you are seeing that is different from what you saw at the start of the day?

Now you are home again. How are you feeling as you have dinner and get ready for bed. Who do you talk to when you get home? Do you communicate with anyone online?

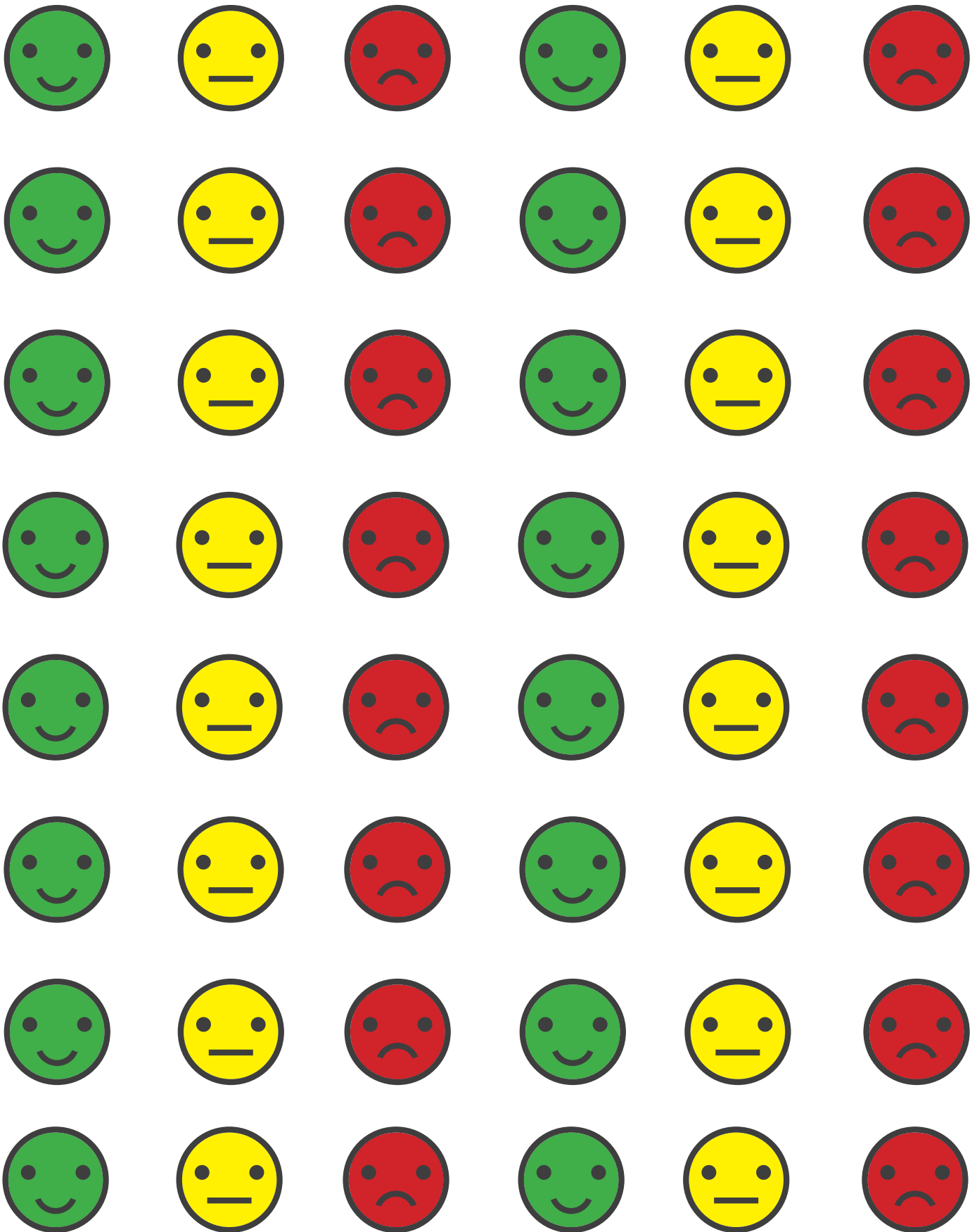
Stop for a moment to think how different you are feeling from the start to the end of the day. What was your favourite part of the day? When did you feel most safe? Were there any parts of the day when you did not feel safe? Who were the people you enjoyed spending time with?

Now you are getting ready for bed. You have brushed your teeth and your eyes feel heavy as your head touches the pillow and you drift off to sleep.

Now take a deep breath and starting to focus on where you are now, in this classroom. Listen to the sounds around you. Feel the floor, your chair or your desk. Lift your head and gently rub your eyes. Have a stretch. Open your eyes and look around at your friends and the classroom. Welcome back!



Appendix J: Community Mapping Emojis





Appendix K: Developing a Community Action Plan

1. What thing(s) do you want change in your community so that every child is safe to learn?

2. Who can make this change happen? (The Mayor? The Town Council? Someone else?...)

3. What exactly do you want to say to them?

4. What is the best way to say it? (In person? In a letter? In a more creative way?...) Note: personal stories of your own actions can be a powerful way to start.

5. Are there any local organizations or plans already working towards this? Can you support them? For example, is there a local children's council or a UNICEF child rights action plan for a Child Friendly City/Community? How can you find out?

6. Who else has influence where you live who might help?

7. Can you get your message onto your local council's agenda? How? When?



Appendix L: Things UNICEF Is Asking Governments To Do

Look at this list of things that UNICEF is asking governments to do so that every child can enjoy their right to be safe to learn. Discuss these questions:

- a. Do you understand all of these things? (If not, ask your teacher for help)
- b. Are all of these things relevant for your country? Why? Why not?
- c. Which ones do you think are the most important for your country?
- d. Which ones do you think are the least important for your country?
- e. Are any of these things linked together?
- f. Is there anything missing?
- g. Which of these things do you personally feel most strongly about?
- h. Which of these things do you think children and young people can influence? How?

1. Have **strong laws** to end all violence against children, including in and around schools. Make sure these laws are taken seriously.
2. Put into practice **good plans and projects** to prevent and deal with violence in and around schools.
3. **Make sure people do what they promise** to end violence in and around schools. Do this by collecting information and proof, and by supporting people who check if child rights are being respected. (These people should be separate from the government. They are sometimes called an “Ombudsman” or “Commissioner for Children”).
4. **Get more money from the government and from private companies** to prevent and deal with violence in and around schools.
5. **Have proper services** to help children affected by violence in and around schools. Also, **have a good way for children to ask for help**.
6. **Change people’s attitudes** so that nobody encourages or accepts violence in and around schools as being “normal”.
7. **Get everyone to talk freely** about what causes violence in and around schools, and the problems this can lead to. Make it so that people are not afraid to talk about this.
8. **Help adults in schools to prevent and deal with violence. Make sure all teachers know about child rights and how to put them into practice** (especially when they’re learning how to be teachers).
9. **Help children to speak up and take action** to keep themselves and their friends safe. This includes making good decisions online.



Appendix M: Planning an Advocacy Strategy

1. What do we want to happen?	
2. Who can make it happen?	
3. What do they need to hear?	
4. Who do they need to hear it from?	
5. How can we get them to hear it?	
6. What do we already have that can help us, and what do we need?	
7. How can we get started?	
8. How do we tell if it's working?	

CHOOSE A PROBLEM TO SOLVE

The problem is that not all students are safe...



...Getting to and from school

- » Some children face violence or harassment on their way to or from school, especially girls.
- » Some children do not have access to safe roads or transport on their way to school.
- » Some children have to walk to and from school in the dark which makes them more vulnerable to violence.

...In school

- » More than 1 in 3 students between ages 13 and 15 experience bullying in school.
- » 30% of those who had been bullied did not tell anyone.
- » Some students can't go to the bathroom without fear of being bullied or hurt.
- » Some students are excluded or targeted by teachers or their peers because of their gender or sexual identity, race, ethnicity, language, disability, social or economic status, or where they live.
- » Some schools are threatened or attacked, particularly where there is war.
- » Some schools are targeted by gun violence.
- » Half of all school aged children live in countries where students can be physically punished in school.

...Around school

- » 15% of children (in the United States) aged 13-18 were bullied electronically through emails, chat rooms, instant messaging, websites or texting in 2012.
- » Girls are more than twice as likely to be victims of cyberbullying than boys.
- » Some students can't play (during breaks or in the playground) due to bullying.
- » Some students are excluded from extra-curricular activities around or outside of school (sports teams, clubs, dances, etc).

PROBLEMS

- » With a partner, list the problem you selected. What contributes to the problem? How does the problem affect us?

SOLUTIONS

- » How can we solve the problem?

SUPERHERO

**INDIVIDUAL
Activity**

Superpower categories

- » · Mind reading
- » · Time travel
- » · Telepathy
- » · Flight
- » · Invisibility
- » · Light generation
- » · Emotion projection
- » · Thermal resistance
- » · Superhuman strength
- » · Collecting energy
- » · Hyper-listening ability
- » · Mega-mediation skills
- » · Healing
- » · Controlling minds
- » · Camouflage
- » · Flexibility
- » · Freezing
- » · Create your own!

On your own, pick a **SUPERPOWER** and tell us how this ability can help solve the problem you listed.

What is your superhero's name?

Where is your superhero from?

Who or what is their nemesis? (enemy, opponent, villain)

What are your superhero's characteristics and physical qualities? Are they funny? Serious? Smart? Short?

STORYLINE

INDIVIDUAL
Activity

What's your superhero's adventure? Write your hero's storyline, and take a moment of your time to structure it. Below you'll find a diagram that will help you develop the beginning, middle and the end of your hero's adventure. Just fill in the blanks!

Talk about the problem you chose. Where is it happening? Who is it affecting?

—> Once upon a time there was...

Introduce your superhero here! Why do they want to solve the problem? Who or what tries to stop them and why?

—> Until one day...

How does your superhero solve the problem? How does your hero make school a safe place?

—> Until finally...

SUPERHERO

INDIVIDUAL
Activity

What is your name?

Superhero name

How old are you?

Superpower

What is your gender?

- ☐ Female
- ☐ Male
- ☐ I do not identify as female or male
- Other: _____

Please create your own drawing of your superhero. Remember, we will not focus on your artistic ability.
We want to see interesting, unique and diverse superheroes!

What country are you from?

Tell us a little about yourself!



Appendix O: School Superhero Comic Contest! Parental Consent Form

School Superhero Comic Contest! Parental consent form

From 1 September-21 October 2018 UNICEF will host a School Superhero Comic Contest inviting children and young people worldwide to submit a concept for a superhero who is helping every child to be safe to learn. A panel of judges from UNICEF will select a collection of the top submissions and from 16-25 November 2018, these will be shared for a global online vote. The winner of the vote will work with a professional team to create their own comic which will be launched online and at the Global Goals High Level Political Forum (July 2019). Throughout the contest UNICEF will share their favorite superhero concepts on social media. To learn more about the contest and to read the full Terms and Conditions please visit the contest website: <https://uni.cf/SSCC-en>

If you have any additional questions please email: engage@unicef.org

By signing this form I, _____, hereby give permission for my child, _____, to participate in UNICEF's School Superhero Comic Contest and I am aware that his/her drawings may be shared on social media.

Signed: _____ (parent/caregiver) Date: _____

Signed: _____ (participant) Date: _____