

Know your rights

UNICEF manual to accompany workbook



Every child in the world has rights. In the 'Know your rights' workbook, children aged approximately 10 to 12 discover that they have rights, learn about these rights, learn why they have these rights and discover that children's rights are important.



What is UNICEF?

UNICEF is the children's rights organization of the United Nations. UNICEF is the abbreviation of United Nations Children's Fund. The organization helps governments make laws that protect the rights of children. UNICEF also assists in setting up new schools and nutrition programmes, and it helps children themselves by providing clean water, good food and education.

UNICEF often works together with other organizations to ensure that children receive what they are entitled to. UNICEF helps children all over the world, in both poor countries and rich countries. Everywhere, there are children who are not given the treatment they deserve and whose rights must be better respected.

Children's rights

Children's rights are the minimum standards needed to ensure that children can grow up safe and healthy. All children in the world have these rights. They are laid down in the Convention on the Rights of the Child and apply to everyone under the age of eighteen.

Back in time

Children's rights have not always existed. In 1924, a statement on children's rights was written down for the first time in the Geneva Declaration of the Rights of the Child. The reason was the misery that many children experienced during the First World War. Then, the Second World War brought more misery. Children died of starvation or due to bombings or were killed in concentration camps.

In 1946, UNICEF was founded as the children's organization of the United Nations, initially for children who were the victims of the Second World War. In 1948, the UN proclaimed the Universal Declaration of Human Rights. Eleven years later, in 1959,

an expanded Declaration of the Rights of the Child was agreed. The disadvantage of a 'declaration' is that you cannot call countries to account if they do not keep to the agreements made. The UN therefore came up with the idea of establishing a legally binding treaty in 1978. This became known as the Convention on the Rights of the Child and was adopted in 1989.

Convention on the Rights of the Child

The Convention on the Rights of the Child is a list of agreements that almost all countries in the world have made with one another. In the Convention, the countries have set out how to deal with children and what children's rights are. The Convention contains 54 articles with agreements. The first article says who the Convention applies to (everyone under the age of 18). This is followed by 41 articles describing various rights. At the end there are articles on monitoring and reporting to ensure that children's rights are actually complied with. In 2019, the Convention celebrated its 30th anniversary.

What does UNICEF do with children's rights?

UNICEF is mentioned in the Convention on the Rights of the Child as the organization that helps countries monitor and adhere to children's rights. UNICEF stands up for the rights of children.





Hand out the workbooks.

Ask the children to look at the cover.

What do they think this workbook is about?

Ask the children if they know what UNICEF is and what it does.

See the background information on page 2.

Who has heard about children's rights before?

Who should they be for? For which children?

It is often thought that children's rights are for children in poor countries, but children's rights are for children all over the world. Also for all the children in the class. This is what they will discover in the workbook.

Can they name a right referred to in the Convention on the Rights of the Child?

An overview of all these rights can be found in the booklet on children's rights that accompanies the workbook, the poster from the teaching package and on the website bit.ly/childrightsconvention. This question provides insight into the prior knowledge of the class.

Which topics do they think rights relate to?

Many topics are possible, such as nutrition, housing, health, beliefs, parents, friends, abuse, war, child labour, refugees (see the booklet and poster on children's rights).



Pages 2 and 3 > Read the text.

Exercise 1

In the first exercise, the children write down three things that make them happy. In the second exercise, they think of three things that they really need.

Exercise 2

Ask the children whether anyone wants to share their answers with the class. Are the things that were written down by the children in the second exercise really necessary? Has anything been mentioned that may be 'nice' but not really necessary?

The purpose of these exercises is to allow children to discover that the things you actually need to grow up safe and healthy (your rights) are not necessarily the same as the things that you would like to do or have.

Exercise 3

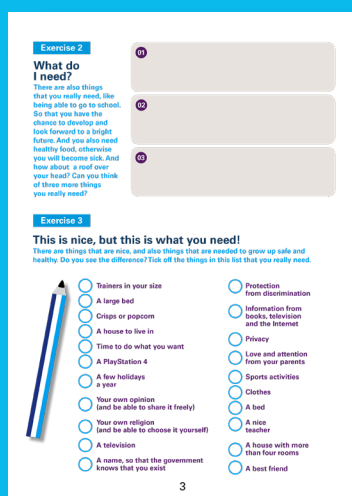
The children are then asked to complete the third exercise. They tick off the things they think are really needed.

ANSWERS:

Things you really need are...

- A house to live in.
- Time to do what you want.
- Your own opinion (and be able to share it freely).
- Your own religion (and be able to choose it yourself).
- A name, so that the government knows that you exist.
- Protection from discrimination.
- Information from books, television and the Internet.
- Privacy.
- Love and attention from your parents.
- Sports activities.
- Clothes.
- A bed.

Discuss the answers.



Children's rights

What do you really need to grow up safe and healthy? Agreements have been made about this. We call these agreements children's rights. These children's rights tell us how to treat children. Almost all the countries of the world agreed on them. These children's rights apply to everyone under the age of eighteen.

Exercise 4

Look at the poster or booklet that shows you all the children's rights. Compare this with your list in Exercise 2. Which of these rights are on your list?

1	2	3

Exercise 5

Why is it important to have rights especially for children?

.....

.....

.....

.....

4

Page 4

On the previous pages, the children thought about things that are nice and things that are really needed. Read the text. Hang up the poster on children's rights included in the teaching package in the classroom and hand out the accompanying booklets. Give the children enough time to look through the booklet. What do they see?

Exercise 4

In Exercise 4, the children compare the list that they made in Exercise 2 on the previous page with the children's rights in the Convention. These rights can be found in the booklet and on the poster. Discuss the answers. It may sometimes take children a while to figure out the relevant article for the things that they wrote down in Exercise 2. Give them sufficient time to do so.

Exercise 5

In Exercise 5, the children think about why it is important that there are rights specifically for children.

ANSWERS:

- Children are human beings who must be taken seriously. The only thing is that they are in a special stage of development and they are often dependent on adults to help them and look after them. That is why they need special rights. Children's rights are minimum requirements.
- Ask the children what they think it would be like if there were no children's rights.

Page 5 > Read the text.

After reading it, ask the children a couple of questions to check that they have understood the text.

- What is UNICEF's role when it comes to children's rights?
UNICEF stands up for the rights of children and helps countries comply with these rights.
- How long has the Convention on the Rights of the Child existed?
Since 1989.
- Which organization does UNICEF form part of?
The United Nations.
- Who wrote the Convention on the Rights of the Child?
All the countries of the world have contributed to it (via the UN).

Pages 6 and 7

Exercise 6

In the following exercises, the children discover that they come across children's rights every day. Read the text.

The children choose six moments that they experience in a day. It says in the workbook to choose their favourite day of the week, but any day is fine. Look at the example together.

Do the children know which rights are associated with each moment in the example?

The Convention on the Rights of the Child
All the children's rights are set out in the Convention on the Rights of the Child. Almost every country has agreed to this Convention. These countries promise to respect these rights and take care of children properly. This applies to governments, the police, court judges, teachers, your parents and every adult, all over the world!

UNICEF stands up for your rights
These promises sound good, but who checks whether countries actually keep to them? This is the responsibility of organizations like UNICEF. UNICEF stands up for the rights of children and helps to ensure that every child is protected, listened to and can visit a doctor. This also applies to you!

What if things go wrong?
Unfortunately, things can sometimes go wrong. In every country there are children who are not being treated well. Their rights are not respected. What can you do if this happens to you or to someone else? You can read the answer on page 16 of this workbook.

Did you know that...

- The Convention on the Rights of the Child was adopted in 1989?
- 196 countries have agreed to the Convention?
- You don't have to do anything to have children's rights? You always have them, and no one can take them away from you.
- All children's rights are equally important? Some rights are not more important than others!
- Adults also have rights? These are called human rights.
- The United Nations (UN) wrote the Convention on the Rights of the Child? The UN is an organization that includes almost all countries in the world. Together they think up solutions to problems in the world. UNICEF is the children's rights organization of the UN.

5

Exercise 6

Children's rights may sound as though they have nothing to do with you. But did you know that you come across them every day? Draw a cartoon of your favourite day of the week and write down which children's rights you came across. Follow the step-by-step plan below!

Create a step-by-step cartoon
Choose your favourite day of the week.

Write down six moments of that day in this list:

→ E.g.: I got up - I drank a glass of juice - I went to school - I slipped on a puddle - I went to the shops with 'Youssef and Milla' - I got into bed.

→ Now look at the children's rights in the booklet.

→ Try to link at least four moments of your day to a children's right.

→ If you can't choose some other moments during the day. For example, you could replace 'I slipped on a puddle' with 'I sent Lina a text message'.

→ Finished? Draw a cartoon of the six moments you chose!

6

1

2

3

4

5

6

Which children's right is linked to this?

Which children's right is linked to this?

Which children's right is linked to this?

Which children's right is linked to this?

Which children's right is linked to this?

Which children's right is linked to this?

ANSWERS:

- moment 1 I got up;
Article 27: you have the right to a safe place to live.
- moment 2 I drank a glass of juice;
Article 24: you have the right to healthy food.
- moment 3 I went to football;
Article 31: you have the right to play.
- moment 4 I slipped in a puddle;
Article 24: you have the right to good health care.
- moment 5 I went to the shops with Youssef and Mila;
Article 15: you have the right to meet with others.
- moment 6 I got into bed;
Article 31: you have the right to rest.

The children write down six moments and then compare them with the children's rights in the booklet. They then try and link at least four of their six moments to a particular right. If they find this difficult, they can choose some different moments during the day.

On page 7, they draw these moments and write down the children's right associated with each of them underneath.

Pages 8 and 9

All children have the same rights. In principle, all these rights are equally important. Nevertheless, each child may consider a different right to be most important for them at a given moment. This is covered in the following exercises. Read the text.

Exercise 7

In Exercise 7, the children create a 'top three' for the rights they consider to be most important. They can make use of the poster and booklets setting out the children's rights. They then explain why they consider these rights to be so important. Discuss the answers.

In the following exercise, they write down which right they consider to be nonsense, or not important to them. On page 9, they think about who their 'nonsense right' is important for and when their 'nonsense right' could also be important for them.

ANSWERS:

- The children provide their own answers.
- For the last question, you could think of Article 20: Children without families. If you live with your parents, this article may not seem important, but if, for whatever reason, they were unable to look after you for a while, it is comforting to know that you have the right to be looked after in a place where people would protect you. Or you could think of Article 22: Refugee children. If you live in a country where there is peace, this right may not quickly come to mind, but if war breaks out and you need to flee, it is important that you are helped, protected and looked after in the country that you flee to.

Compare the children's answers. Are there any rights that some children have included in their top three of important rights but which others have written down as their 'nonsense right'?

My rights, your rights

All children have the same rights. But not all children consider the same rights to be important. What do you think? And do you take others' situations into account?

Know your rights

Children's rights poster

Exercise 7

Your rights at a glance

Have a look at the poster on children's rights in the classroom. It shows all the agreements (articles) about children's rights at a glance.

- Choose the three rights that you think are the most important. Create a top three.

1

2

3

Exercise 8

Write down one right that you think is nonsense, or which is not important to you. Explain why you think so.

Do you think that your 'nonsense right' might be important for other children? Which children?

When would that 'nonsense right' be important for you? Can you imagine an event that could lead to this?

Take another look at the poster in the classroom or look through the booklet. Choose one right and make a drawing about it. Or write a short poem or a catchy slogan that says something about this right.

Exercise 8

The rules about rights

You have decided not to do your homework. Just like your brother or sister, you get messy and all the other children in the world. Can you imagine what might happen if the rights of others? Do you always think about the rights of other children?

Just imagine:

It's your birthday and you invite ten children to your party. The son of the class is not allowed to come. Are you violating someone's right?

Yes ☐ No ☐

Why do you think so?

Just imagine:

While playing, you grab your friend's phone or a table and look at their photos. Is this a funny prank? Or would you be violating their rights?

Funny joke ☐ Violation of rights ☐

Just imagine:

You have decided to you speak a different language. You don't understand it so you think he should speak your language with his mother at home when you play with him in his house. Would it be OK to think that?

OK ☐ Not OK ☐

9

The children take another look at the poster on children's rights in the classroom or look through their booklet. They choose one specific right and create a drawing, poem or catchy slogan that says something about it. It would be great if they used a wide range of different articles.

Exercise 8

In Exercise 8 'The rules about rights', children are asked to answer the three questions.

ANSWERS:

- 1 No, you are not violating any rights. You have the right to come together as a group. However, if you come together as a group and bully and laugh at the children not invited to the party, that's not very nice at all! Article 15 says that you are not allowed to harm other people if you come together as a group!
- 2 You are violating their rights. Every child has the right to privacy (Article 16). You are not allowed to look through someone's phone or diary or enter someone's house without permission.
- 3 This wouldn't be OK as he has the right to have his own language and culture at home and you must therefore not treat him differently. But you can of course ask him if he would translate what they are saying for you.

Pages 10 and 11

Read the text and Example 1 about Emma.

The children find out which rights are in conflict with one another.

ANSWERS:

The rights conflicting in this example are the right to privacy (Article 16) and the parents' role of allowing children to grow up safely and therefore protecting them (Articles 5, 18, 19 and 36).

In the following exercises, the children write down who they agree with and think of how Emma and her mother could resolve this conflict without violating any rights.

ANSWERS:

For example, they could make agreements with one another, discuss what the problem is and both come up with a solution that they can live with. For example: Emma allows her mother to read her messages once a day but her mother is not allowed to take her telephone without asking.

Discuss the answers and read the text at the bottom of page 10.

Exercise 9

Have any of the children experienced anything like this before?

If so, were there any children's rights in conflict with one another? Which ones?

Discuss the answers and read Example 2 that talks about Jack.

The children complete the exercises.

ANSWERS:

- The rights conflicting in this example are the right to live with and grow up with your parents (Article 18) and the right to a good upbringing (Articles 9 and 20) and possibly also the right to express your opinion and to be heard (Article 12).

CLASH! What if rights conflict?

Children's rights exist to protect you. It may sound simple but it isn't always. Two rights may sometimes conflict with one another.

Confusing Example 1

Emma (13):

"Before I go to sleep at night I have to hand my phone to my mother. She says she doesn't want me to stay awake too long. But I'm bored. She secretly reads my messages. It really annoys me!"

Emma's mother:

"Yes, I know that I look at Emma's phone. But I don't do it because I don't trust her. It's to protect her. I want to know what she's in contact with. And to check that she's not being bullied like a few years ago!"

Exercise 9

Sometimes, things that you don't like happen. For example, your parents getting a divorce or the government stopping you doing something you like much to do. Have you ever experienced anything like that? If so, were there any children's rights in conflict with you about it? Which ones?

10

Conflicting Rights Example 2

Jack (12):
 "I no longer live at home but with a foster family. My parents aren't able to look after me properly at the moment. I do understand that I have them a lot. I just want to go back home where I have my own room and where my friends are. Why can't I decide where to live for myself?"

Which rights are conflicting here?

Can Jack be placed in care, even if he doesn't want to be?

Fahdi (14):
 "We defend him at school and I enjoy helping him after school. When I'm out in the shop, I'm on the football field too. I'm a really good player. School's hard. I have much time now to do my homework or to meet up with my friends. That's my choice, isn't it?"

What do you think about Fahdi's choice to only play football or work after school?

Which rights are conflicting here?

What do you think Fahdi's father should do?

Can Fahdi be placed in care, even if he doesn't want to be?

Conflicting Rights Example 3

- Yes this is possible, if parents really cannot look after their children properly (see Article 9). Article 3 also states that the interests of the child mean what is best for your well-being and not necessarily that what you want will happen.

Discuss the answers and read Example 3 that talks about Fahdi. The children complete the exercises.

ANSWERS:

- The rights conflicting in this example are the right to free time and play (Article 31), the right to your own opinion (Article 14), and the right to a good education (Article 28).
- For example, Fahdi's father could talk to him and listen to him carefully to find out whether he does actually like helping in the shop and whether he has enough time for his homework. According to Articles 18 and 28, Fahdi's father also has to ensure that he can go to school. This also includes doing homework, even if Fahdi doesn't like it.

ADDITIONAL EXERCISE:

Give the children a statement that coincides with one of the children's rights. Ask them to defend the statement by referring to a right. For example:

- If I don't like somebody in the class, I'm allowed to say it. I'm free to give my opinion.
- We should celebrate Christmas and the end of Ramadan in the classroom because everyone has the right to choose their own religion.
- I have to learn to deal with social media myself, so it's not a good idea for my parents to monitor what I do.
- As a child, I'm allowed to determine what time I go to bed.
- If a child bullies another child, the whole class must be punished.

The child is first given the time (no more than a minute) to defend the statement. Another child may then say why they do not agree with the statement or put forward other arguments in support of the statement.

Ask the children what they consider to be important for a good discussion and, as teacher, make sure that the rules that are agreed upon are adhered to. Examples include: making sure that the children listen to one another; do not interrupt one another; put forward arguments; respect one another; speak clearly; and look at the others, etc.

If I were the boss...

What if you could decide for a year what school should look like? It would be as much fun at home and at school. Which rights would you have? And what should change for the classroom?

Exercise 10

Rights at home

1. I have the right to...
 2. I have the right to...
 3. I have the right to...
 4. I have the right to...
 5. I have the right to...

Rights at school

1. I have the right to...
 2. I have the right to...
 3. I have the right to...
 4. I have the right to...
 5. I have the right to...

Pages 12 and 13 > Read the text.

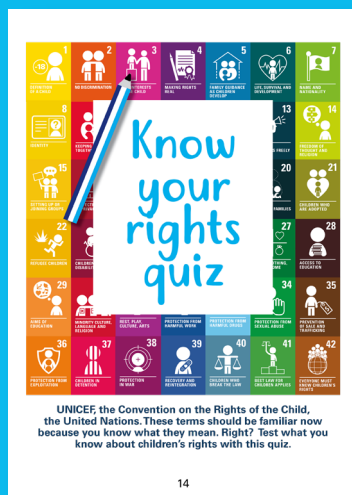
Exercise 10

For Exercise 10 'Rights at home', the children think of which rights they would introduce if it were up to them. They first think of five rights for at home and then five for at school.

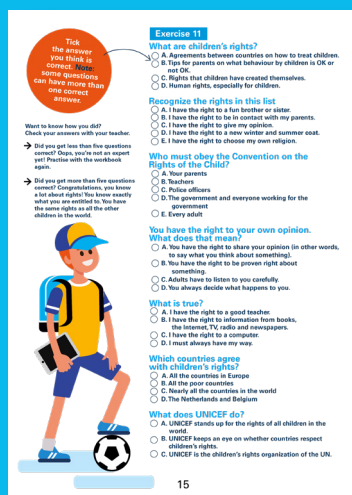
ANSWERS:

- Own answers.
- For at home, for example: the right to have a lie-in. The right to eat what you want. The right to play video games or watch TV the whole day. The right to meet up with a friend every day. The right to say what you want to your parents. The right to decide for yourself whether to tidy up, etc.
- For at school, for example: the right to only do those lessons you enjoy. The right to home education. The right to have different school hours. The right to choose your own teacher. The right to have a bed in the classroom. The right to use your mobile phone during the lesson, etc.

In the exercise on the right, the children choose one school right that they would like to have and answer the questions. Discuss the answers.



14



15



Pages 14 and 15

Exercise 11

On these pages, the children test the knowledge they have learned from the workbook. They answer the questions.

Please note: some questions may have more than one possible answer.

ANSWERS:

- 1 A and D
- 2 B, C and E
- 3 A, B, C, D and E are all correct.
- 4 A and C
- 5 B
- 6 C
- 7 A, B and C are all correct.

Discuss the answers. If children have fewer than five questions correct, they can continue to practise with the workbook. More than five questions correct makes them an expert on children's rights.

Page 16

Exercise 12

Eleven children's rights can be found in the picture.

Do they know which rights they are?

The pupils may use the booklet and poster.

ANSWERS:

- No discrimination (Article 2)
- Family guidance as children develop (Article 5)
- Name and nationality (Article 7)
- Keeping families together (Article 9)
- Sharing thoughts freely (Article 13)
- Freedom of thought and religion (Article 14)
- Protection of privacy (Article 16)
- Access to information (Article 17)
- Health, water, food and environment (Article 24)
- Food, clothing, a safe home (Article 27)
- Access to education (Article 28)
- Rest, play, culture, arts (Article 31)

Read the text 'What if things go wrong?'

- Discuss it with someone you trust, such as your parents or teacher.
- Email or call your local helpline: bit.ly/childhelplines. These are usually free.
- Email or call your local Ombudsman for Children or National Human Rights Institution. They can provide advice on how to stand up for your rights.