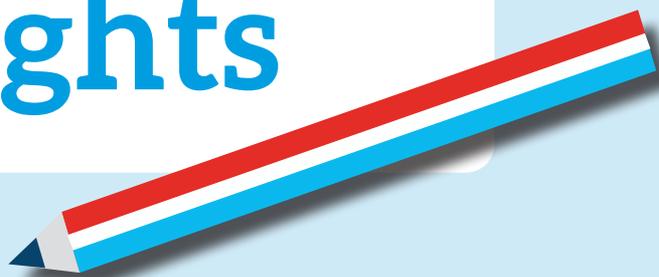


Know your rights

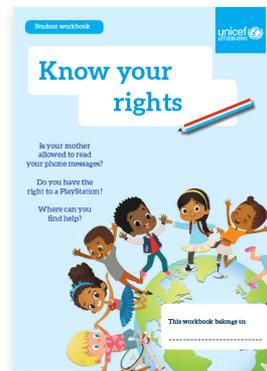
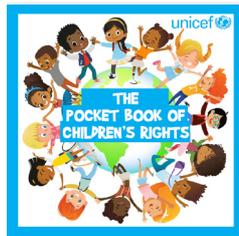


“Know your rights” pack

“Know your rights” is a pack of teaching materials to introduce children’s rights to students.

It contains the following:

- 1 Teacher manual
- 1 children’s rights poster for the classroom
- For students:
 - 1 workbook
 - 1 “Pocket Book of Children’s Rights”



Recommended for 10-12 year olds.

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Design: UNICEF Luxembourg

Editor:
UNICEF Luxembourg
6, rue Adolphe Fischer
L-1520 Luxembourg

Contact:
(+352) 44 87 15
www.unicef.lu
contact@unicef.lu



What is UNICEF?

UNICEF is the children's rights organisation of the United Nations. UNICEF is the abbreviation of United Nations Children's Fund. The organisation 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.

Wars, disasters, diseases, hunger, violence and exploitation - UNICEF is active wherever children are in need, are disadvantaged or their rights are not respected. This applies to both poor and rich countries.

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 organisation 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 organisation that helps countries monitor and adhere to children's rights. UNICEF stands up for the rights of children.

Hand out the workbooks.



Please do **not** hand out the children's rights pocket book or poster yet.

Before the students open the workbook, ask them the following questions:

- **Who knows 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 the students name a child right?**

This question provides insight into the prior knowledge of the class.

Page 2 and 3

Exercise 1



Read through the text together.

In Exercise 1 the students should write down three things that make them happy.

Exercise 2

In the second exercise, they think of three things that they really need.

The students can now 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.

The children are then asked to complete the third exercise.

Exercise 3

Discuss the answers with the class

They tick off the things they think are really needed.

Correct Answers : Things you really need are...

- A roof over your head
- 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 you exist
- Protection from discrimination
- Information from books, television and the internet
- Privacy
- Love and attention from your parents
- Sports
- Clothes
- A bed

Page 4 and 5

Exercise 4

Children's rights

An agreement was made about what children need to grow up safe and healthy. We call this agreement the Convention on the Rights of the Child. It explains how children should be treated, protected and supported. These children's rights apply to everyone under the age of 18.

Exercise 4

Compare the children's rights poster or pocket book with your own list from Exercise 2. Which rights do you recognise on your list?

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. All countries, except the USA, have signed the convention. By signing, these countries promise to respect the 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!

On the previous pages, the students thought about things that are nice and things that are really needed. Read the text on page 4 together. Now put up the children's rights poster. The students can now also receive their children's rights pocket book. Give them enough time to look through the pocket book.

In Exercise 4, the list from Exercise 2 ("What do I need?") should be compared with the children's rights in the Convention. These rights can be found in the pocket book and on the poster.

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.

Read the text on page 5 together as a class or each student by themselves. After reading it, ask the children a couple of questions to check that they have understood the text.

UNICEF stands up for your rights

These promises sound good, but do you check whether countries actually keep to them? That's the responsibility of organisations like UNICEF. UNICEF stands up for the rights of children and helps to ensure that every child is protected, treated well and can visit a doctor.

What happens if children's rights are not respected?

Unfortunately, in every country, there are some children who are not being treated well and whose rights are not respected. In what case do you think happens to you or to someone else? On page 17 of the pocket book you can find out where you can get help.

Did you know that...

- children have specific rights that recognise their special needs in terms of protection, participation and development.
- the Convention on the Rights of the Child was adopted in 1989!
- 196 countries have signed the Convention?
- you don't have to do anything to have these rights! You always have them and no one can take them away from you.
- adults also have rights! These are called human rights.
- the United Nations (UN) signed the Convention on the Rights of the Child! The UN is an organisation that includes almost all countries in the world. Together they try to find solutions to problems in the world.
- UNICEF is the children's rights organisation of the UN!

- 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 organisation 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).**

Exercise 5

A day full of rights

Exercise 5
Did you know that you come across your rights every day?
But where do you encounter them in your daily life? Follow this step-by-step plan:

Create a step-by-step cartoon

- 1 Choose your favorite day of the week.
- 2 Write down six moments of that day.

For Example:
A1 I got up.
B1 I drank a glass of orange juice.
C1 I played football.
D1 I stayed in a private room.
E1 I went to the shops with Youssef and Mila.
F1 I went to bed.

- 3 How link at the children's rights in your pocket book. Try to link at least 4 moments of your day to a child's right. If you can't choose a different moment from your day. For example, you could replace 'I stayed in a private room' with 'I sent Lina a text message.'
- 4 Finished? Now draw a cartoon of the chosen moments on the following page.

6

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

1. Ask the children to choose their favorite day of the week.
2. In the next step they must write down 6 moments from this day into the blue boxes (A-F).
3. Do the children know which rights are associated with each moment in the example? In the third step they try and link at least 4 of their 6 moments to a particular right (from the pocket book or poster). If they find this difficult, they can choose a different moment during the day.

Possible answers (from the example in the workbook):

Moment A) I got up

Article 27: you have the right to a safe place to live.

Moment B) I drank a glass of orange juice;

Article 24: you have the right to healthy food.

Moment C) I played football;

Article 31: you have the right to play.

Moment D) I sent Lina a text message;

Article 16: you have the right to privacy. No one is allowed to read your messages.

Moment E) I went to the shops with Youssef and Mila;

Article 15: you have the right to meet with others.

Moment F) I went to bed;

Article 31: you have the right to rest.

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

7

Exercise 6

My rights, your rights

Exercise 6
Your rights at a glance
Have a look at the children's rights poster on the left. Write down 3 rights that you consider the most important rights.
Write down what you consider the 3 most important rights.

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

Explain why you chose these 3 rights.

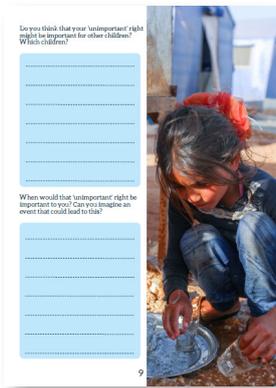
Write down 1 right that is not as important to you. Explain why.

CONVENTION ON THE RIGHTS OF THE CHILD

8

Read the short introduction together.

First, the students should write down the 3 rights they consider to be the most important. They can make use of the poster and pocket book setting out the children's rights. Next, they should explain why they chose these 3 rights. After this they must choose rights they consider less important and explain why.



On page 9 they should consider if these “unimportant” rights might be important for other children? For which children? When might these “unimportant” rights become important to them?

Discuss the answers to the last 2 questions with the class.

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.

Page 10



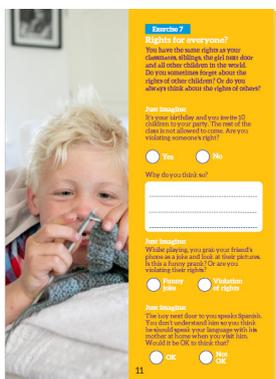
Additional exercise:

An additional exercise for all students that finished early is to choose a specific right and draw it or compose a poem, song or slogan.

Ideally each student should choose a different right.

Page 11

Exercise 7



In Exercise 7 “Rights for everyone?”, the students are asked to answer the three questions...

Correct answers:

Question 1: “No”

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!

Question 2: "Violation of rights"

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.

Question 3: "Not OK"

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.

Page 12 and 13

Exercise 8

What if rights conflict?

Children's rights often to seem to conflict. It may seem simple but it isn't always. The rights may sometimes conflict with one another.

Example 1



Emma (13):

"Before I go to sleep at night I have to give my phone to my mother. She says she always checks it to see if I've sent any text or messages. I am very disappointed!"

Emma's mother:

"Yes, I know that I look at Emma's phone but I don't do it because I don't want her to be in trouble. I want to know what she's doing with it so I can help her if she needs it."

Which rights are conflicting here?

.....

.....

Who do you agree with? With Emma or with Emma's mother? And why?

.....

.....

How can Emma and her mother read at this together without violating any rights?

.....

.....

12

Read the text and Example 1 about Emma. The students must find out which rights are in conflict with one another.

Correct answer:

The rights that are conflicting here are:

- the right to privacy
- the parent's role of allowing children to grow up safely and therefore protecting them

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.

Possible answer:

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.

After reading through Example 2 on page 13 about Laura, the students should answer the questions.

Example 2



Laura (12):

"I can't have my phone at home but with a laptop I can use the internet. My parents don't want me to use the internet at home because they think I will waste my time. I want to use the internet at home. Why can't I do that?"

Which rights are conflicting here?

.....

.....

Can Laura be placed in your opinion in your class?

Yes

No

Not sure

13

Correct answer:

1. The rights that are conflicting here are:

- the right to live with and grow up with your parents
- the right to a good upbringing
- possibly also the right to express your opinion and to be heard

2. 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.

Read Example 3 together about Fahdi. The students complete the exercises.

Correct answer:

The rights that are conflicting here are:

- the right to free time and play
- the right to your own opinion
- the right to a good education

Page 15

Exercise 9

If possible discuss the answers with the class

The students must now think of which rights they would introduce if it were up to them. They first think of 5 rights for at home and then 5 for at school.

Possible 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. The students can then discuss their answers with a partner.

Page 16 und 17

Exercise 10

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

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

If children have fewer than five correct answers, they can continue to practise with the workbook.

More than five correct answers makes them an expert on children's rights.

Who has to obey the Convention on the Rights of the Child?

A. Your parents
 B. Teachers
 C. Police officers
 D. The government
 E. Every adult

What interest?

A. I have the right to a fun teacher
 B. I have the right to information from books, the Internet, TV, radio and newspapers.
 C. I have the right to a computer
 D. I have the right to pocket money

Which countries agree with children's rights?

A. All the countries in Europe
 B. All countries in the world
 C. All countries in the world, except the USA

What does UNICEF do?

A. UNICEF stands up for the rights of all children in the world.
 B. UNICEF keeps an eye on whether countries respect children's rights.
 C. UNICEF is the children's rights organisation of the UN.

Would you like to know if your answers are correct?

Check your answers with your teacher.

- Did you get less than 5 correct answers? Oh, no, you are not an expert yet but you are busy practising with your workbook.
- Did you get more than 5 correct answers? Super! You really know a lot about your rights.



17

What are children's rights?

- A. Agreements between countries on how to treat children.
 B. Tips for parents on what behaviour by children is OK or not OK.
 C. Rights that children have created themselves.
 D. Human rights, especially for children.

Recognize your rights in this list

- A. I have the right to a nice brother or sister.
 B. I have the right to be in contact with my parents.
 C. I have the right to give my opinion.
 D. I have the right to a new winter and summer coat.
 E. I have the right to choose my own religion.

Why do children have their own special rights?

- A. Children have special needs in terms of protection, participation and development.
 B. To be better protected and respected.
 C. So that children can decide themselves when they want to go to bed.
 D. Because children are more important than adults.

Who has to obey the Convention on the Rights of the Child?

- A. Your parents
 B. Teachers
 C. Police officers
 D. The government
 E. Every adult

What is true?

- A. I have the right to a fun teacher
 B. I have the right to information from books, the Internet, TV, radio and newspapers.
 C. I have the right to a computer
 D. I have the right to pocket-money

Which countries agree with children's rights?

- A. All the countries in Europe
 B. All countries in the world
 C. All countries in the world, except the USA

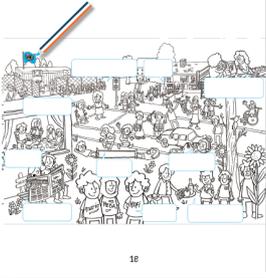
What does UNICEF do?

- A. UNICEF stands up for the rights of all children in the world.
 B. UNICEF keeps an eye on whether countries respect children's rights.
 C. UNICEF is the children's rights organisation of the UN.

Exercise 11

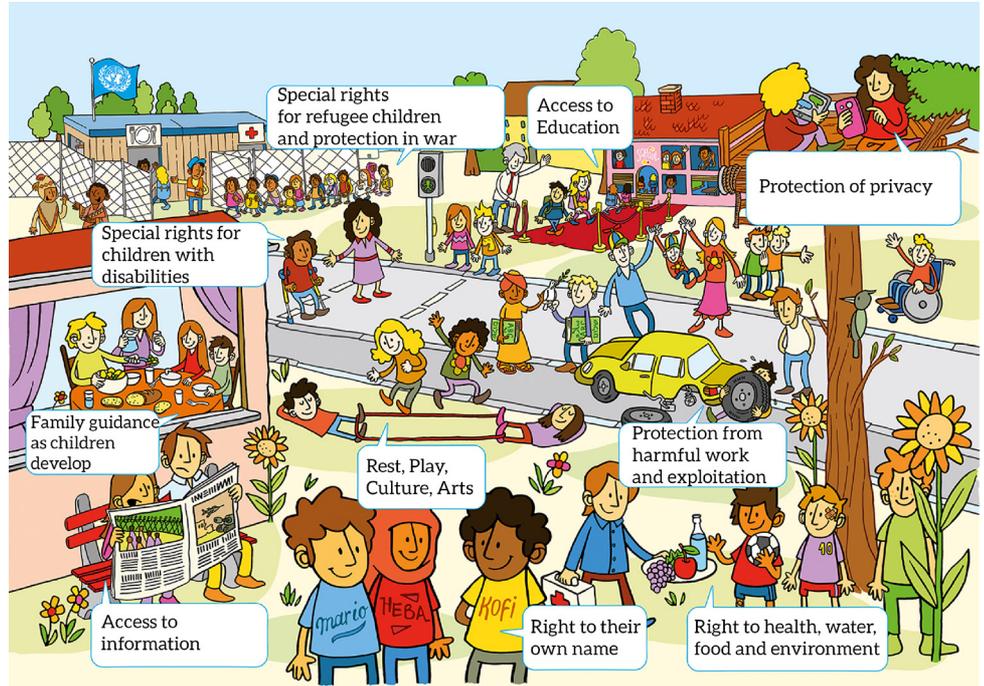
Find the rights

Do you recognise the children's rights in this picture? Write down the matching rights in the speechbubbles. You can also use coloured pencils to colour in the picture.



Which children's rights can be recognised on the picture? The students must write the 10 matching children's rights into the speechbubbles.

Additionally they can colour in the picture.



Where can I find help?

Unfortunately sometimes children's rights aren't protected. In every country there are children who are neglected, not treated properly or bullied. If this happens to you or to children you know, you can do the following:

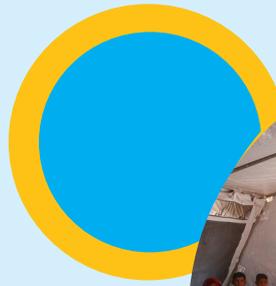
- Discuss it with someone you trust, such as a parent or your favourite teacher.
- Call or send a message to the Child and Adolescent Helpline. It is free and everything you tell will be kept a secret. Tel: 116 111 // www.kjt.lu
- Turn to the OKaJu (the Ombudsman*) for children and youth. They can provide advice on how to stand up for your rights and find solutions for your problems. Tel: 26 323 124 // www.okaju.lu

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Together, read: "Where can I find help?"

It is very important that the children understand to whom they can turn to:

- Discuss it with someone you trust, such as your parents or teacher.
- Or the Child and Adolescent Helpline
 Tel.: 11 61 11
www.kjt.lu
- Or the Ombudsman for children and adolescents (OKaJu).
www.okaju.lu



More children's rights!

Did you like this workbook? Would you like to find out more about children's rights?

You can download additional free brochures on different children's rights and topics from our website.

unicef.lu/childrights

