

# RIGHT DIRECTIONS



A PEER EDUCATION RESOURCE ON THE  
**HRE/CHILD/cR/10** N ON THE RIGHTS OF THE CHILD

# RIGHT DIRECTIONS

A PEER EDUCATION RESOURCE INTRODUCING  
THE UN CONVENTION ON THE RIGHTS OF THE CHILD



THE GUIDE  
ASSOCIATION



Save the Children

## RIGHT DIRECTIONS

A PEER EDUCATION RESOURCE INTRODUCING THE UN CONVENTION ON THE RIGHTS OF THE CHILD

*Activity ideas researched and written by The Guide Association Peer Education teams:*

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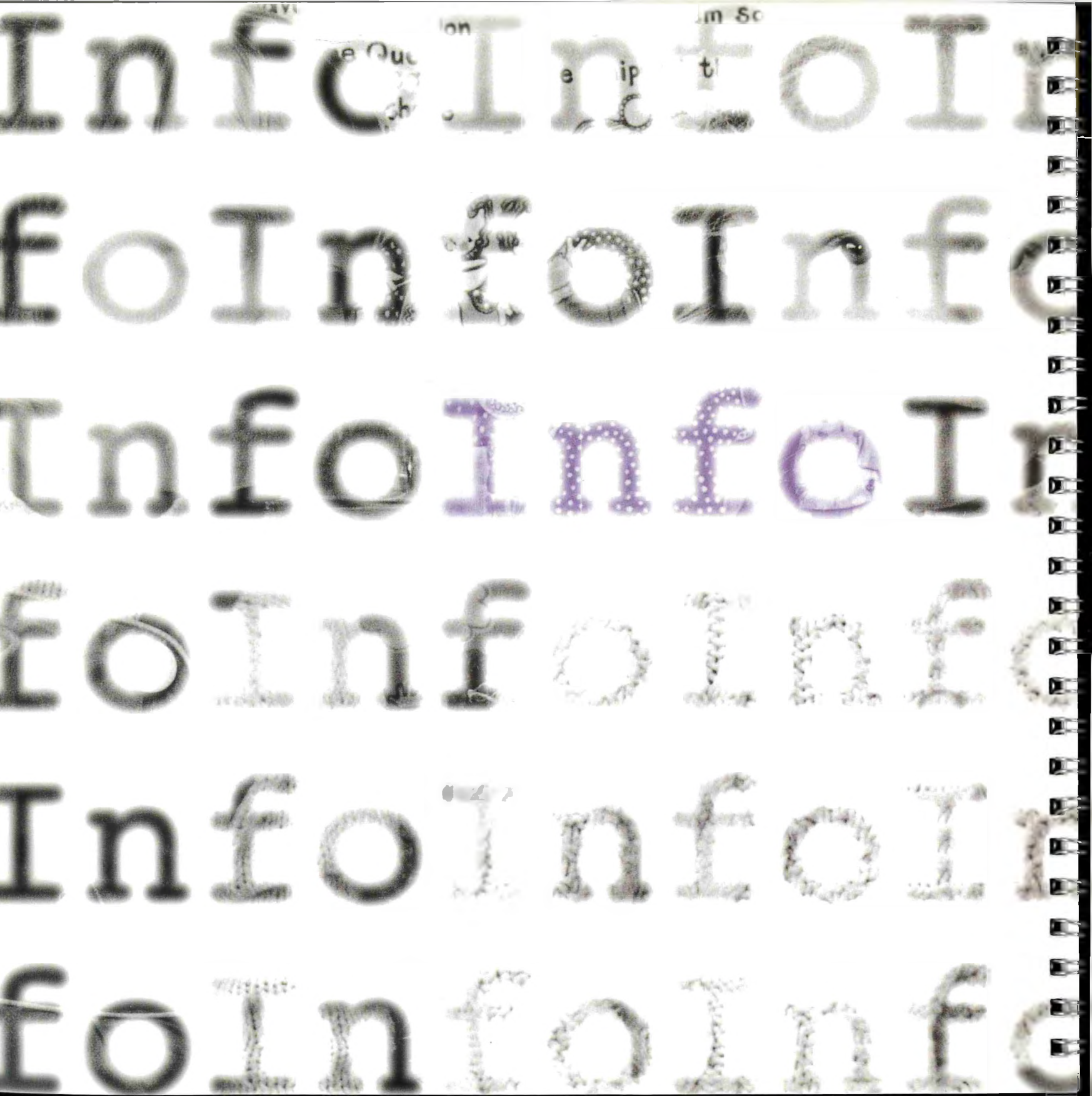
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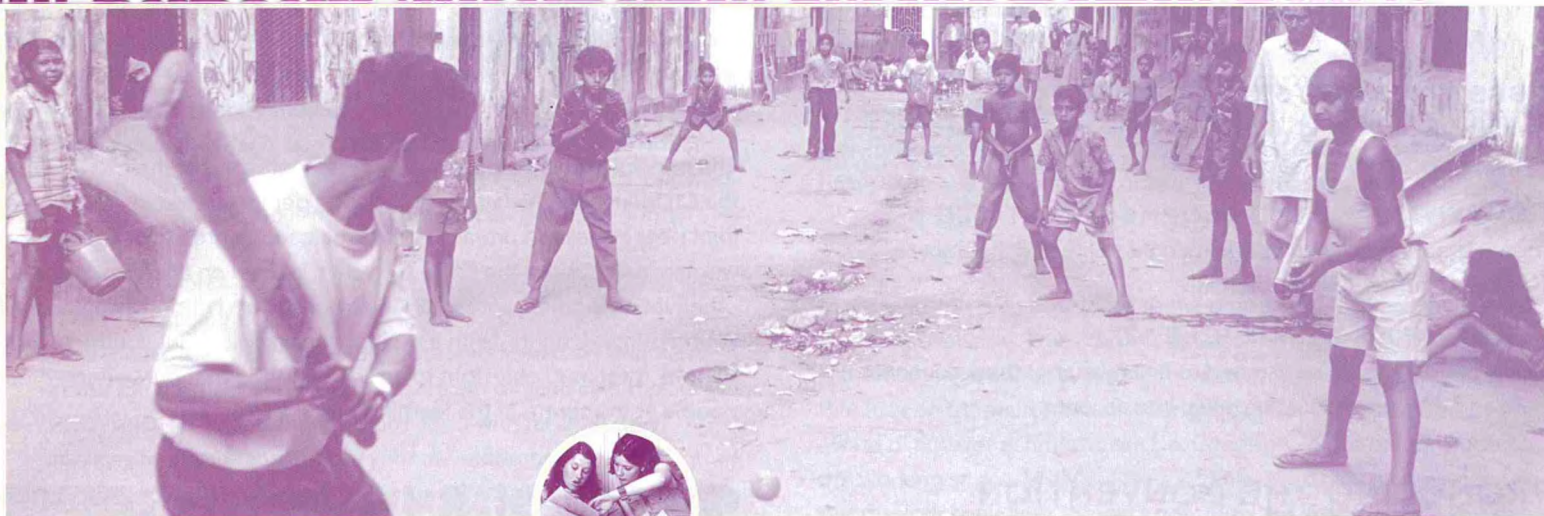
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## THE UN CONVENTION ON THE RIGHTS OF THE CHILD



### WHAT IS IT?

**It's one of the best things to happen to young people in a long time!**

The United Nations Convention on the Rights of the Child (CRC) is an international agreement that presents a clear set of basic rights for all the world's children and young people up to the age of 18 (for ease of reading, the words 'young person' have been used throughout this publication). It was adopted unanimously by the UN General Assembly in November 1989 and has now been accepted by 191 countries. These countries are bound by international law to fulfil the rights of their young people.

### WHAT ARE CHILDREN'S RIGHTS?

They're human rights for children and young people. These rights ensure that young people grow up in a safe, healthy world where they can realise their full potential and participate in society. They apply to all young people irrespective of who they are or where they come from.



### WHY IS THE CONVENTION IMPORTANT?

It provides a set of agreed standards written down in one document. All countries and governments that sign up to the CRC must make sure that their laws and the way they treat young people meet these agreed standards. In addition, governments must submit regular reports to the UN Committee on the Rights of the Child to show how they are putting the CRC into practice.

### WHAT DOES IT SAY?

The CRC is made up of 54 Articles (statements). These Articles set out the rights that all young people have. Whether they are economic, social, cultural, civil or political rights, the CRC recognises they are all equally important and necessary for the full development of young people.

There are four general principles that are fundamental to the philosophy of the CRC. These must be considered whenever any decision is being made about young people or whenever any action is taken that affects them.



### 1 NON-DISCRIMINATION (ARTICLE 2)

These rights apply to all young people without discrimination of any kind.

### 2 BEST INTERESTS (ARTICLE 3)

In all actions concerning young people, their best interest should be the primary consideration.

### 3 SURVIVAL AND DEVELOPMENT (ARTICLE 6)

Priority is given to a young person's right to life and the right to develop to his/her fullest potential.

### 4 PARTICIPATION (ARTICLE 12)

Young people should be listened to on any matter that concerns them and their views must be taken into account.

## PROMOTING THE CONVENTION

### SAVE THE CHILDREN

Since the 1920s, Save the Children has played an important part in securing international recognition of young people's rights. It was Save the Children's own founder, Eglantyne Jebb, who drew up the first Charter of the Rights of the Child in 1923. This was adopted by the League of Nations in 1924 and subsequently became the UN CRC in 1989. Today, in its work around the world, Save the Children seeks to promote awareness of the CRC and make a reality of young people's rights.

### THE GUIDE ASSOCIATION

As one of the UK's largest youth organisations, The Guide Association takes a keen interest in young people's rights. The Association's Junior Council regularly takes part in seminars and consultations with the National Children's Bureau and other national bodies. In 1994 the Association appointed a co-ordinator specifically to look after rights for young people.

Today The Guide Association continues to work with government departments and other national organisations to ensure that awareness of these rights continues to be a high priority.



### JOINT PROJECT

The principle of participation is a fundamental part of the CRC. Save the Children and The Guide Association demonstrated this through a joint peer education project. Across the country groups of young women learnt about the CRC. They then passed on this knowledge to other young women, spreading the message and raising awareness of young people's rights. With a project that was all about young people, it seemed only right to adopt a method that put young people at the centre of the learning process.

## PEER EDUCATION

### WHAT IS IT?

Peer education is about learning from each other – similar people sharing knowledge and information with one another. This similarity could be based on religion, gender, interests, living or working environment, or age. With young people age is often the defining characteristic of a peer educator. Being a similar age to the participants, the peer educator is likely to share or at least be closer to understanding each participant's perspective, attitudes, culture and language.

This method – people learning from each other rather than through formal structures – has always played a part in young people's lives. When playing together, young people help and support each other. They will often share problems or concerns with their friends rather than seeking professional advice or support. Peer education is simply a term that labels this approach.

Peer education recognises that young people do have the skills and competencies to have their say in the world and take part in their own communities. As a result of this, there has been an increase in young people's participation across the UK – peer counselling projects, the development of youth councils and youth forums and increased recognition of the role of pupil-led school councils.

## USING THIS RESOURCE

This resource is packed with activities for you to use with your groups. The activities introduce an element of fun, whilst raising awareness of an important and serious subject.

For easy use, the resource is divided into four sections. The first gives your group a taster of the CRC and what it says. This is followed by three sections, each focusing on different categories of rights. These are:

- ~ **PARTICIPATION** – Your right to express a view and have that view taken into account.
- ~ **PROTECTION** – Your right to be protected from discrimination, abuse and neglect and to be protected in difficult circumstances.
- ~ **PROVISION** – Your right to be provided with facilities and services to ensure and enable your development.

By categorising the rights we have done our best to cover as many of the Articles as we can. However, it is impossible to cover all 54 Articles in one publication. Remember that the Articles are not rigid statements of rights and many of them overlap.

## POINTS TO REMEMBER

When running these activities with your group it is important to bear the following in mind.

### KNOW YOUR GROUP

Try to find out some information about the group and what they want out of the session. Plan according to their needs, their level of knowledge, their experience and their age. You may want to visit them and have a talk to them about their expectations. Try to find out sensitively whether any of the participants have particular needs (e.g. literacy or mobility) that you will need to take into account.



### PREPARE AND PLAN THOROUGHLY

Make your own notes in preparation for the session and make sure you are familiar with its broad structure. Try to be confident with the material so that you can make changes to the activities as you go.

Keep within your time limits but try to remain flexible. The activities in this resource do not have to be used in order. Select those you think match the group's needs to create your own session. Give particular thought to the questions at the end of each activity. Check you can answer them yourself and can provide the group with any of the necessary additional information.



### KNOW YOUR SPACE

Make sure you plan according to the physical space and equipment you have available. Does the venue cater for those with disabilities? Is there enough space available for small group work? Can you use Blu-Tack on the walls? What seating is available? It's also good to be aware of how refreshments can be organised so as not to intrude on the working space. Videos, OHPs and flip-charts are all really useful but don't despair if you haven't got these. Be imaginative – you can always take along a roll of wallpaper to write on!

### AGREE GROUND RULES

Ground rules are a set of statements about how a group works together. They can help the group to work in a safe, challenging and trusting way. Creating them can be particularly important if everyone is new to each other and does not feel confident about their own position in the group. Try to ensure that everyone has the opportunity to contribute to discussing ground rules – either in smaller groups or in the large group – so that they all feel a sense of ownership about them. Try to ensure that you value and respect the individuals in your group and treat them equally. Be aware that your own understanding of equal opportunities will be reflected in how you present material and activities, and in your general style of working.

### USE DIFFERENT TECHNIQUES

People learn in different ways. Some learn best through talking with others, some through absorbing visual material, some through trying things out for themselves. It is important that your sessions include activities and exercises that require people to participate in different ways. This will ensure variety and perhaps some surprises too!

Techniques you could use include case studies, discussions, role-play, magic microphone (a person can only speak when holding a pen or chosen object), tableaux or frozen pictures, ice-breakers, sculpting, ranking, questionnaires and rounds (each person expected to speak in turn on a specific topic).



### ENCOURAGE PARTICIPATION

Draw on the experience and knowledge of your group – people will often learn better when the material is somehow related to their own backgrounds. Encourage sharing and exchange amongst your participants to expand their own skills and ideas. Explore creative ways to keep everyone involved in the session – either through movement, talking or a combination of both! Be aware though that excitement and energy does not always mean people are learning. It is important that activities are not just used as fun devices added on to serious content. For example, role-play is fun but at the same time allows participants to bring their own ideas and values into a situation they are asked to imagine.

There are many opportunities to use drama for learning about young people's rights and the CRC. However, it's important to balance content (so that the situation and people's lives are authentic) with freedom of interpretation (so that the activity is lively and imaginative). Too much content can deaden participation. Too much free expression can be fun but might bear no relation to reality.

### EVALUATE THE ACTIVITY

Each activity has a set of questions at the end to encourage your group to reflect on what they've been doing. You will need to plan additional ways to evaluate what individuals have learnt. Examples can include paired or group discussion, a simple evaluation form, score charts or a collective 'graffiti wall'. It is also important to evaluate your own role. If you have worked with others on running the session you can give each other useful feedback.

## WHERE TO NEXT?

Want to take action? Want to shout out about your rights and take things further? We hope that once you've tried out these activities you'll want to do more! Here are some examples of young people who have done just that.

### SUPPORTING AND TRAINING OTHERS

Bahay Tuluyan was a successful project providing support and facilities for street children in the Philippines. The project trained child workers and street children as outreach workers and peer educators. They then went into the community, offering help and support to local children on a wide range of issues, as well as informing them about Bahay Tuluyan. These people were vital to the project's success. They were also advocates for children's rights beyond the Philippines, travelling to international meetings and conferences to participate in debates on relevant issues affecting children.

### RESEARCHING ISSUES

In communities across the UK young people researched issues they identified as important to their lives.

- ✎ In North London eight young researchers investigated how training and employment opportunities could be improved for young Bangladeshis in the area.
- ✎ In Coventry researchers assessed the range of leisure provision available for their peers and reported their findings and recommendations to the local authority.
- ✎ In Hull a research group looked at provision and support for those leaving the care system.

### SPEAKING OUT

In 1997 the West African Movement of Working Children and Youth presented their views on working children to the international summit in Oslo. They explained how they had joined together to defend their rights and protect themselves against exploitation. Through this they showed that working children can organise and have a voice.



## THE ARTICLES OF THE CRC

### PART I

#### ARTICLE 1

##### Definition of a child

All persons under 18, unless by law majority is attained at an earlier age.

#### ARTICLE 2

##### Non-discrimination

The principle that all rights apply to all children without exception, and the State's obligation to protect children from any form of discrimination. The State must not violate any right, and must take positive action to promote them all.

#### ARTICLE 3

##### Best interests of the child

All actions concerning the child should take full account of his or her best interests. The State is to provide adequate care when parents or others responsible fail to do so.

#### ARTICLE 4

##### Implementation of rights

The State's obligation to translate the rights in the Convention into reality.

#### ARTICLE 5

##### Parental guidance and the child's evolving capacities

The State's duty to respect the rights and responsibilities of parents and the wider family to provide guidance appropriate to the child's evolving capacities.

#### ARTICLE 6

##### Survival and development

The inherent right to life, and the State's obligation to ensure the child's survival and development.

#### ARTICLE 7

##### Name and nationality

The right to have a name from birth and to be granted a nationality.

#### ARTICLE 8

##### Preservation of identity

The State's obligation to protect and, if necessary, re-establish the basic aspects of a child's identity (name, nationality and family ties).

#### ARTICLE 9

##### Separation from parents

The child's right to live with his/her parents unless this is deemed incompatible with his/her best interests; the right to maintain contact with both parents if separated from one or both; the duties of States in cases where such separation results from State action.

#### ARTICLE 10

##### Family reunification

The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain the child-parent relationship.

#### ARTICLE 11

##### Illicit transfer and non-return

The State's obligation to try to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

#### ARTICLE 12

##### The child's opinion

The child's right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child.

#### ARTICLE 13

##### Freedom of expression

The child's right to obtain and make known information, and to express his or her views, unless this would violate the rights of others.

#### ARTICLE 14

##### Freedom of thought, conscience and religion

The child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance and national law.

#### ARTICLE 15

##### Freedom of association

The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.

#### ARTICLE 16

##### Protection of privacy

The right to protection from interference with privacy, family, home and correspondence, and from libel/slander.





### ARTICLE 17 Access to appropriate information

The role of the media in disseminating information to children that is consistent with moral well-being and knowledge and understanding among peoples, and respects the child's cultural background. The State is to take measures to encourage this and to protect children from harmful materials.

### ARTICLE 18 Parental responsibilities

The principle that both parents have joint primary responsibility for bringing up their children, and that the State should support them in this task.

### ARTICLE 19 Protection from abuse and neglect

The State's obligation to protect children from all forms of

maltreatment perpetrated by parents or others responsible for their care, and to undertake preventive treatment programmes in this regard.

### ARTICLE 20 Protection of children without families

The State's obligation to provide special protection for children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them, taking into account the child's cultural background.

### ARTICLE 21 Adoption

In countries where adoption is recognised and/or allowed, it shall only be carried out in the best interests of the child, with all necessary safeguards for a given child and authorisation by the competent authorities.

### ARTICLE 22 Refugee children

Special protection to be granted to children who are refugees or seeking refugee status and the State's obligation to co-operate with competent organisations providing such protection and assistance.

### ARTICLE 23 Handicapped children

The right of handicapped children to special care, education and training designed to help them to achieve the greatest possible self-reliance and to lead a full and active life in society.

### ARTICLE 24 Health and health services

The right to the highest level of health possible and to access to health and medical services, with special emphasis on primary and preventive health care, public health education and the diminution of infant mortality. The State's obligation to work towards the abolition of harmful traditional practices. Emphasis is laid on the need for international co-operation to ensure this right.

### ARTICLE 25 Periodic review of placement

The right of children placed by the State for reasons of care, protection or treatment to have all aspects of that placement evaluated regularly.

### ARTICLE 26 Social security

The right of children to benefit from social security.

### ARTICLE 27 Standard of living

The right of children to benefit from an adequate standard of living, the primary responsibility of parents to provide this, and the State's duty to ensure that this responsibility is first fulfillable and then fulfilled, where necessary through the recovery of maintenance.

### ARTICLE 28 Education

The child's right to education and the State's duty to ensure that primary education at least is made free and compulsory. Administration of school discipline is to reflect the child's human dignity. Emphasis is laid on the need for international co-operation to ensure this right.





### **ARTICLE 32** **Child labour**

The State's obligation to protect children from engaging in work that constitutes a threat to their health, education or development; to set minimum ages for employment and to regulate conditions of employment.

### **ARTICLE 33** **Drug abuse**

The child's right to protection from the use of narcotic and psychotropic drugs, from being involved in their production or distribution.

### **ARTICLE 34** **Sexual exploitation**

The child's right to protection from sexual exploitation and abuse, including prostitution and involvement in pornography.

### **ARTICLE 35** **Sale, trafficking and abduction**

The State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

### **ARTICLE 36** **Other forms of exploitation**

The child's right to protection from all other forms of

exploitation not covered in Articles 32, 33, 34 and 35.

### **ARTICLE 37** **Torture and deprivation of liberty**

The prohibition of torture, cruel treatment or punishment, capital punishment, life imprisonment and unlawful arrest or deprivation of liberty. The principles of appropriate treatment, separation from detained adults, contact with family and access to legal and other assistance.

### **ARTICLE 38** **Armed conflicts**

The obligation of States to respect and ensure respect for humanitarian law as it applies to children. The principle that no child under 15 take a direct part in hostilities or be recruited into the armed forces, and that all children affected by armed conflict benefit from protection and care.

### **ARTICLE 39** **Rehabilitative care**

The State's obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

### **ARTICLE 40** **Administration of juvenile justice**

The right of children alleged or recognised as having committed an offence to respect for their human rights and, in particular, to benefit from all aspects of the due process of law, including legal or other assistance in preparing and presenting their defence. The principle that recourse to judicial proceedings and institutional placements should be avoided wherever possible and appropriate.

### **ARTICLE 41** **Respect for existing standards**

The principle that, if any standards set in national law or other applicable international instruments are higher than those of this Convention, it is the higher standard that applies.



### **ARTICLE 29** **Aims of education**

The State's recognition that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

### **ARTICLE 30** **Children of minorities or of indigenous peoples**

The right of children of minority communities and indigenous peoples to enjoy their own culture and to practice their own religion and language.

### **ARTICLE 31** **Leisure, recreation and cultural activities**

The right of children to leisure, play and participation in cultural and artistic activities.



## PART II

### ARTICLE 42

The State's obligation to make the rights contained in the Convention widely known to both adults and children.

### ARTICLE 43

The setting up of a Committee on the Rights of the Child composed of ten experts.

### ARTICLE 44

States Parties to make their reports widely available to the general public. States Parties to the Convention are to submit reports two years after ratification and every five years thereafter.

### ARTICLE 45

The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party

concerned as well as to the UN General Assembly.

In order to 'foster the effective implementation of the Convention and to encourage international co-operation', the specialised agencies of the UN (such as the ILO, WHO, and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognised as 'competent', including NGOs in consultative status with the UN and UN organs such as UNHCR, they can submit pertinent information to the Committee and be asked to advise on the optional implementation of the Convention.

## PART III

### ARTICLES 46-54

These Articles cover arrangements for ratifying the Convention and registering reservations.

*This text has been reproduced from Re-righting Communities – A source book for strengthening children and young people's rights. Published by Save the Children, Scotland Programme.*

*You've read the  
info, now get  
into the Action!*

Act ion Act ion  
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# THE CRC-GETTING STARTED

*This section acts as an introduction to the CRC. It provides activities for learning about young people's rights, and includes all the Articles of the CRC. The activities use a variety of interactive methods involving participants' own views. The content is structured to develop thinking about rights and awareness of the CRC. You are encouraged to mix, select and adapt activities to achieve a varied learning experience for your groups.*

16  
...

## APPROACHING RIGHTS

MAKE UP YOUR MIND  
PERFECT WORLD

18  
...

## AGREEING RIGHTS

WHICH SIDE DO YOU STAND ON?  
THE RIGHT MIX

20  
...

## AFFIRMING RIGHTS

BODY TALK  
THE INVASION

22  
...

## ARRANGING RIGHTS

PAIRS  
THE BALLOON GAME

24  
...

## ASSESSING RIGHTS

SOME PEOPLE'S LIVES  
PAINT IT RIGHT!

26  
...

## ACHIEVING RIGHTS

UN COMMITTEE  
UP, UP AND AWAY!



# APPROACHING RIGHTS



Rights are not the same as wants or needs. People have many wants or desires, ranging from necessities to luxuries. Every individual, child and adult, has basic needs for, amongst other things, food, water, shelter, education and safety. To see these as rights means that people should have them recognised and realised.

## MAKE UP YOUR MIND



*To think about the importance of items we may take for granted in our daily lives. This activity also encourages thinking about priorities in relation to everyday needs and wants.*



30 minutes



groups of four to six



• cards • pens  
• magazines



Write out 16 cards (see appendix 1) detailing items related to everyday life for young people, e.g. clothes, books, money, water, transport, food.



**1** Ask your group to illustrate the 16 cards or find pictures from magazines to illustrate them.

**2** Give each person a card. Ask them to explain why the item on their card is more important than the items on the others.

**3** Place cards in a line, in order of importance. If there is no simple agreement amongst your group, cards considered to be of equal importance can be placed alongside one another.

**4**

Talk over the activity using these or similar trigger questions.

- ~ Which items were important and why?
- ~ Which items could the group easily live without and why?
- ~ What influences whether something is a necessity or a luxury?
- ~ Which of the illustrations might relate to young people's rights, either in the UK or another part of the world?

**Fact file** Six billion people live on the Earth. **Fact file** 35 per cent are children under 15 years old, the world of 38 years. **Fact file** Yemen, Kenya and Rwanda have the lowest average age of 15 years. **Fact** babies born in one day!



## PERFECT WORLD



To help people think about and prioritise their everyday needs. This activity is great for getting your groups to agree and express personal opinions.



30 minutes



groups of four to six



• eight pre-written cards per group (see appendix 1) • eight blank cards per group • pencils



Use the same cards as in **Make up your mind**.



**1** Tell everyone they are beginning a new life in a new world. Here all the basic necessities of life will be well cared for and everyone will be able to live in comfort.

**2** Give your groups a set of eight blank cards. Ask them to write on each card one item that they think is essential in a perfect world.

**3** Now add eight pre-written cards to the eight other cards. Ask groups to pick eight items they could not do without from the 16 cards in front of them. Next ask them to pick only four.

**4** Pair up your groups and reduce to four cards per group.

**5** Arrange everyone into one big group and eliminate duplications. Reduce the cards again until the group ends up with four essential aspects of living in a perfect world.

**6** Afterwards discuss the activity with your group.

How easy or hard was it for the group to let go of items they had initially decided were important?

How different or similar might the responses be from a 14-year-old in Kosovo, a 12-year-old in Orkney and a 16-year-old in Cape Town?

What are the links between some of the essential items decided upon and some of the Articles of the CRC?

**Fact file** The average age in the world is 24. **Fact file** Sweden has the highest average age in the world. **Fact file** Four babies are born every second, 240 babies every minute, 14,400 every hour – that's 345,600 every day.

# AGREEING RIGHTS



Children's rights are human rights specifically for children and young people. The CRC defines a child as anyone under the age of 18. These rights are agreed principles. They are about universal entitlements that all young people have, no matter who they are or where they come from.

## WHICH SIDE DO YOU STAND ON?



To highlight how we all have the right to express our different opinions. This focuses on the idea of rights and how some principles can be universally agreed more easily than others.



15 minutes



small groups



• big enough room to have three clearly marked areas • pens • paper

• large sheets of paper

• Blu-Tack • marker pens



Prepare a list of agree/disagree statements about young people's rights (see appendix 2). You can keep them general or create a list of statements about one aspect of the CRC, e.g. the right to education.

Prepare three signposting sheets – one saying AGREE, one saying DISAGREE and one saying NOT SURE and display around the room.



**1** Your group stands in the middle of the room. The right hand side of the room is marked 'disagree', the left hand side 'agree' and the middle 'not sure'.

**2** Read the statements out and ask people to position themselves around the room according to how they feel. Encourage discussion with your group as to why they agree or disagree with the statements.

**3** Explain that there are no right or wrong answers and that we can all think differently about the same thing.

**4** It is helpful to ask people why they are standing where they are immediately after they have made their move. However, it can still be useful to reflect on the whole exercise.

- Were people surprised by their own reactions?
- Were they surprised by the responses of others?
- How convinced were they by their own or others' arguments?



**Fact file** During one year there are around 27 conflicts in the world that result in more than 1000 deaths. December every year, the Nobel Peace Prize is awarded in Oslo, Norway. **Fact file** The International statistics, there are around 22 million people who have fled from one country to another and around 30



## THE RIGHT MIX



To introduce thinking about the kind of issues addressed in the CRC.



15 minutes



no equipment needed



groups of at least six



no planning needed



**1** Ask your group to share their ideas about what rights young people have. From this they can produce a list of important rights which might include family, home, school and play.

**2** Everyone stands in a circle and chooses a right from the list. Ask two or three people to choose the same right.

**3** Shout out one of the rights. All those with that right run round the circle until they are back where they started. Continue until everyone has had a few goes. You could then group rights together, e.g. by calling out 'home' and 'family' at the same time.

**4** Discuss the different kinds of rights the group came up with. Use these questions to encourage thinking and sharing.

- ~ Are all these rights similar? If not, how are they different (e.g. some are more individual, some more related to family)?
- ~ Who should ensure that young people get these rights?
- ~ How can an agreed statement of all rights help young people?



**Fact file** In the last decade, 90 per cent of those killed in wars have been civilians. **Fact file** On 10 Day of Peace is held on the third Tuesday in September every year. **Fact file** According to the UNHCR million people who have been displaced within their own country.

# AFFIRMING RIGHTS



The CRC contains 54 Articles. 41 relate to the specific rights that young people have, the remaining 13 are about how governments are expected to put the Convention into practice. The Convention is built around some key principles that apply to all young people: your right to be protected from discrimination, to participate in society, to survive and develop and to have your best interest taken into account in actions or decisions that affect you.

## BODY TALK



To encourage thinking about different kinds of rights for young people.



30 minutes



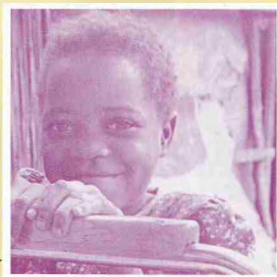
two groups (teams)



- home-made game mat
- 4 pieces of paper labelled 'right leg', 'right hand', 'left leg', 'left hand'
- magazines
- simplified text of the CRC (see appendix 3)



Make the game mat using a ground sheet or other plastic square (approximately two metres square). Stick on 16 pictures that relate to young people's rights, e.g. home, family, toys, health, school, friends. Alternatively, these can be drawn by your group.



**1** Nominate one team to play. The other team watches and asks questions.

**2** Each member of the playing team takes a piece of paper in turn to find out which part of their body to place on the mat.

**3** They then choose a free picture space and place the named part of their body on the picture. The watching team asks them questions about the picture (e.g. what right it illustrates or what they personally think about that right).

**4** Keep going until everyone in the playing team has all four parts of their body on the mat, twisted into some very precarious

positions! When other body parts touch the mat or a person falls over, the team stops playing and changes places with the other team, who now become the players.

**5** After the game, talk with your group about the pictures.

- What rights did the pictures show?
- What other pictures could be used to illustrate these rights?
- Which rights were not represented?
- How might some of the pictures be grouped together?

**Fact file** The first Declaration of Rights of the Child was agreed by the League of Nations in 1924. **Fact file** The UN agreed a larger version of this Declaration in 1959. **Fact file** During the 1980s there was a focus on children's rights. **Fact file** The Convention took ten years to draft, with ideas from governments and young people. **Fact file** 20 November is now called Children's Rights Day.



## THE INVASION



To understand how communities agree values so they can live together. This is a basis for understanding how rights are ensured and protected by societies, not by individuals.



25 minutes



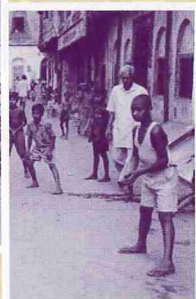
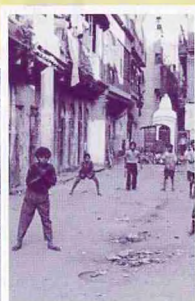
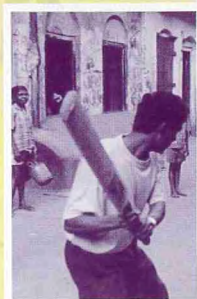
groups of  
four to six



- paper
- pens



Set the scene with your groups. Explain that they have been used to living in a country that fully supports their values.



1 Ask everyone to draw up a simple set of value statements for what they believe in (e.g. telling the truth, not stealing).

2 Tell your groups their country has been invaded and taken over by another country. The invaders have given instructions that must be obeyed. They insist:

- all of the existing value statements are abolished
- people must live with no value statements at all
- people must do everything they are ordered to do by the invaders.

3 Ask your groups to discuss the situation. Then answer the following questions.

- Which of their values are so important that the invaders ought to respect them?
- What can they do to convince the invaders about this, without going against their own values (e.g. no violence)?

4 Each group presents their answers to the rest of the group. Ask the whole group to get together to discuss these answers. What similarities and differences are there between the responses they heard? Have their original thoughts changed or developed?

5 Introduce the idea of UN declarations and conventions as statements of universal principles with these questions.

- Is this scenario possible? Are there examples in history of people having their values denied like this?
- Could there be a higher level of authority to protect values, which both invaders and invaded would have to respect?
- How could this be made effective?

1924. **Fact file** This Declaration was drafted by a woman called Eglantyne Jebb, who also founded Save International Year of the Child in 1979 there was agreement to make a more legally binding Convention non-government organisations. **Fact file** The CRC was accepted by the UN on 20 November 1989. **Fact**

# ARRANGING RIGHTS



The CRC has been seen as providing young people with three different kinds of rights: provision, protection and participation. This distinguishes between rights that provide for young people, rights that protect them and rights that encourage them to participate in society. No classification of rights like this can be absolute. The Articles in the Convention are all interconnected and inter-dependent. But terms like this can help to extend our understanding of what rights are.

## PAIRS



To introduce the actual language of the CRC by considering some of its specific Articles. It's also great for helping new people get to know one another.



15 minutes



any sized group



- paper
- scissors
- pens



Write each Article on a separate piece of paper, then cut each sentence in half. Ensure you have enough Articles for one per person. You can make sentences harder, depending on how old your group is (see appendix 4 for examples).



**1** Give out five half-Articles to your group. Working in pairs or threes, ask them to wander around the room trying to locate the other half of their Article.

**2** Repeat the exercise but instead ask them to do the task without speaking or reading the Articles. Participants will need to think of other ways (e.g. charades or drawing) to communicate their part of the Article.

**3** When everyone has found what they think is their pair – check that it is! – encourage the group to talk about the activity.

- To what extent did the other half of the Article come as a surprise?
- What were their responses to the Articles?
- How does this activity help the group think about the way statements of universal rights are written?



**Fact file** There are 54 Articles in the Convention. **Fact file** These are divided into two parts: part one implementation. **Fact file** The Articles come with an unofficial summary, which simplifies the main text.



## THE BALLOON GAME



To develop a deeper understanding of what rights should be. This activity is good for getting a group of people into smaller groups – and so mirrors learning about how rights can be arranged into groups.



15 minutes



• string • balloons  
• paper • pens



small groups



On separate pieces of paper write out key words associated with Articles in the CRC (see appendix 5) and insert each one into a deflated balloon.



**1** Ask everyone to blow up a balloon and attach it to their left ankle with a piece of string.

**2**

Now the noisy bit starts! Everyone must burst each other's balloons, but at the same time stop their own balloon from popping. When one of your group's balloon pops they must keep hold of the paper inside.

**3**

Once all the balloons are popped, everyone is left with a piece of paper. Participants must then find other people (about four or five depending on the size of your group) who have a word connected to their own. The idea is that each set of people represents one of the Articles in the CRC – although there may be words appropriate to more than one Article.

**4**

This game shows that Articles are not rigid statements of rights and many of them overlap (e.g. if Articles 12 and 29 are chosen, the word 'free' could be used for both).

Use these discussion questions to reflect on the activity.

- Are these different kinds of rights? Could they be sorted into different categories?
- How can the idea of rights for provision, protection and participation help with this?
- Which rights could belong to more than one of these categories?



identifies the statements of rights and parts two and three detail statements of application and  
**Fact file** There are simplified versions of the Convention available, for example from UNICEF (appendix 3).

# ASSESSING RIGHTS



This section considers specific rights in the Convention, inviting people to think about them and how relevant they are in their own lives. Rights are universally agreed, but they may be experienced or practised in different ways in different societies.

## SOME PEOPLE'S LIVES



To give a more in-depth introduction to the CRC, linking rights to the lives of real children.



20 to 30 minutes



large groups, split into pairs



• two sets of cards – one relates to rights (see appendix 4)

and the other relates to children's stories (see appendix 6) • balls of coloured wool for each pair



Prepare the cards and set up the room as required.



**1** Give each of your pairs a card, either relating to a right or relating to a child's story.

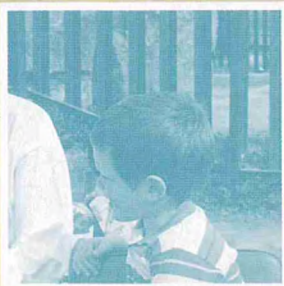
**2** Ask the pairs to move around the room reading out their card. First ask them to match just one right with each child's story, so that pairs form into groups of four. Once in a four, the pairs holding a rights card sit down.

**3** Now ask the pairs – who represent the children – to move around the room once again. Working around the pairs sitting down, they must find additional links between their child's story and the other rights.

**4** If they discover another link, they give the pair sitting down one end of the wool. They then move onto another pair, taking the other end of the wool with them. Once all the links are established, a spider web of wool is formed.

**5** Discuss the links with your group, using these questions.

- How universal are the children's stories? What might the daily life of each child be like?
- How does the web show that one right doesn't match exactly with one child's experience?
- How can governments ensure that all children get all rights? What may prevent this.



**Fact file** 191 out of 193 countries have accepted the Convention. **Fact file** This is the first time Somalia have not accepted it. **Fact file** The UK signed up in 1991. **Fact file** Every country that signs the Convention must report on how they are doing. **Fact file** This reporting happens two years after signing, and then every five years.



## PAINT IT RIGHT!



To get your group to produce a colourful collage illustrating the different Articles from the CRC.



up to one hour



small groups



• lining paper or wallpaper, cut into 12 metre-long strips

• pens • newspapers • magazines  
• scissors • glue • paper



In advance ask groups to bring large rolls of wallpaper or lining paper to their next meeting. Prepare a selection of Articles from the CRC (use examples from appendix 1).



**1** Give your groups a selection of Articles, asking them

to put these into their own words. This will help everyone understand more about what the official UN language means.

**2** Ask your groups to think creatively about these rights and how they might illustrate them. They can design their own graphic images or stick on words and pictures from newspapers and magazines.

**3** Invite your groups to join the finished collages together to make one giant graffiti wall. Display this in the meeting place to remind everyone about the contents of the CRC.

**4** The following questions may help your group to discuss the exercise and what they have learnt.

- How easy or hard was it to understand the official language of the CRC?
- How easy or hard was it for the group to write the Convention in their own words? Why was it important to do this?
- What did the group notice about the collages they produced? What messages did they get from them?



that this many countries have signed up to a piece of legislation. **Fact file** Only the USA and the Convention must report back to the UN Committee regularly about the state of their children's rights.

# ACHIEVING RIGHTS



Rights are not automatically available to everyone simply because they are stated in official documents. There have to be ways of making sure that everyone respects them. Parts II and III of the CRC lay out in detail how the rights stated in Part I can be realised. This is through the actions of governments who sign the Convention and through the setting up of a UN Committee on the Rights of the Child.

## UN COMMITTEE



To gain an understanding of how the CRC can be put into effect, by getting your groups to make a presentation to the UN Committee on the Rights of the Child.



one hour



groups of four or five



• books, leaflets and information about the range

of topics the groups will be presenting



no planning needed



**1** All groups except one represent the Ministry for Children from different countries. They must make a presentation to the UN Committee on the Rights of the Child (your remaining group) about what each country is doing to improve young people's rights.

**2** Agree general reporting categories with your groups, e.g. care, health, protection, play. Give each group 30 minutes to prepare its case, using the resources provided. Meanwhile, ask the Committee group to draw up a list of questions to help them evaluate the Ministry groups.

**3** The Committee calls on each Ministry group to make its case.

It can be as idealistic as they wish. Afterwards, the Committee can give an evaluation of the ideas and performance of each group.

**4** Bring everyone out of role to discuss the activity.

- Is this a fairly exact model of what happens in the real world?
- Are there Ministries for Children? This question can lead to doing some research on government structures in different countries.

Remind the group that countries who ratify the UN Convention have to follow various reporting procedures. However, not all countries (including the UK) have either a Ministry for Children or a Ministry for Youth Affairs.

**Fact file** The International Criminal Court has the power to prosecute individuals who recruit and use children, by requiring courts and local authorities to regard the wishes and feelings of the child when in South Africa, where children's rights are also included in the national development plan. **Fact** children into closerline with the Convention.



## UP, UP AND AWAY!



To summarise and strengthen learning about rights for young people, in a lively, participatory way. You could also use it as an introduction for learning about rights, or interchangeably with activities in the **Approaching rights** section.



20 to 30 minutes



small groups

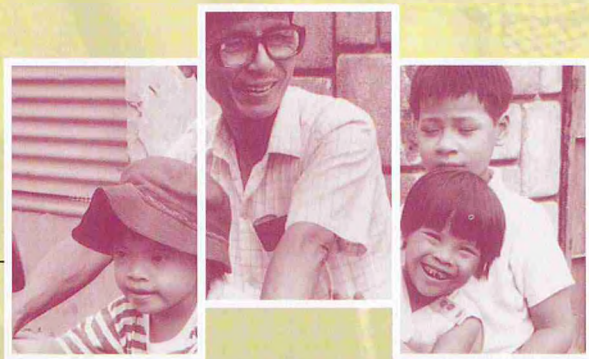


• different coloured balloons for

each person • different coloured marker pens for each person • sticky labels



no planning needed



**1** Get your group talking about what rights they think young people should have.

**2** Giving each person ten sticky labels, ask them to write down ten rights that they feel are important, e.g. a right to free education. Ask them to stick the labels to ten individual balloons and attach string.

**3** Everyone closes their eyes and imagines they're in a hot air balloon with their ten rights. Suddenly the balloon is too heavy. It's going to crash unless they give up some of their rights!

**4** Everyone opens their eyes and gives up one right that they feel is the least important to them. Ask them to pop that balloon and discuss with a partner why they are willing to forfeit that right.

**5** Continue until each person is left with the one right and balloon they feel is the most important.

**6** To speed up the game pretend the balloon encounters storms and hurricanes where several rights have to go at the same time. Or get the whole group to decide on just ten rights between them. As a group they must negotiate which ones to give up.

**7** Divide into smaller groups to discuss the remaining rights. The following questions can be used to help them.

- Why are these rights so important?
  - Why were the other rights discarded?
  - How does this activity help people to understand more about young people's rights?
- Ask them to share their thoughts with the other groups.

children under 15 years old as soldiers. **Fact file** The Children Act 1989 (England and Wales) empowers decisions in respect of them are being made. **Fact file** Children had a say in drafting a new constitution **file** Legal reforms in Uganda and Ghana, assisted by Save the Children, have brought local law about



# PARTICIPATION

Participation encourages young people to be involved and take responsibility. It can enable them to initiate and carry out projects and activities to give them an effective voice. Of course it does not happen automatically and young people need support and encouragement to get involved. However, it is not just up to young people to claim their right to participate – families, schools, services, policy makers and politicians have a duty to respect a young person's right to participate.

30

## PARTICIPATING THROUGH EXPRESSION

WHO WILL YOU SAVE?  
POLITICAL POWER

32

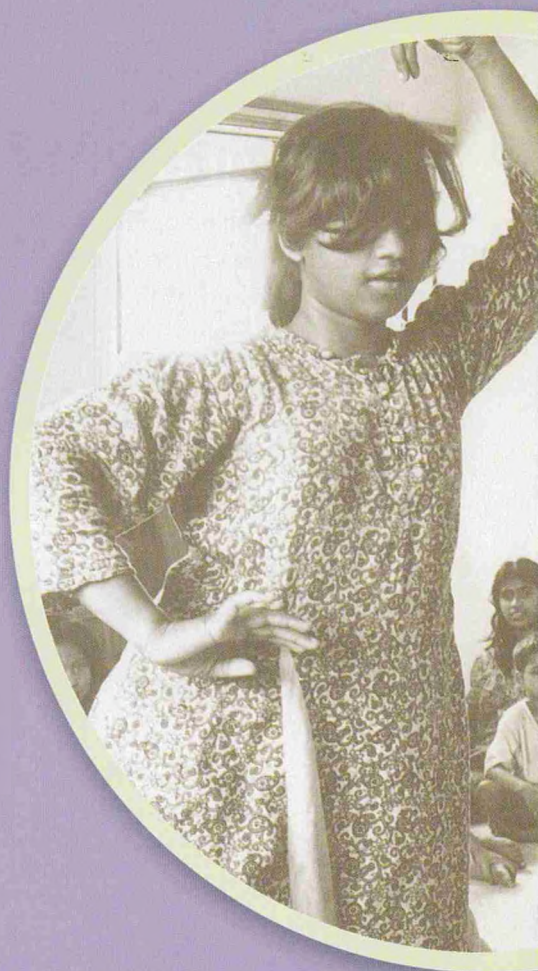
## PARTICIPATING THROUGH INCLUSION

LEISURE PLANNING  
IT'S A WRAP!

34

## PARTICIPATING THROUGH EDUCATION

DEMOCRACY  
THE RIGHT CARDS



# PARTICIPATING THROUGH EXPRESSION



Young people need to feel confident and free to express ideas, thoughts and opinions to take an active part in society. In addition, it is important to have these ideas and opinions taken into account. This section provides opportunities for participants to practise expressing themselves and to listen to the ideas and opinions of others.

## WHO WILL YOU SAVE?



To share opinions about people's importance in society, by the jobs they do and by their gender. This activity is a great way to promote group decision making.



30 minutes



- magazines
- scissors
- card • glue



small groups



Cut out pictures of people from magazines (see appendix 7 for ideas). Make sure you have enough pictures for everyone in the group to have one each. Stick these onto separate cards. You could make this part of the activity.

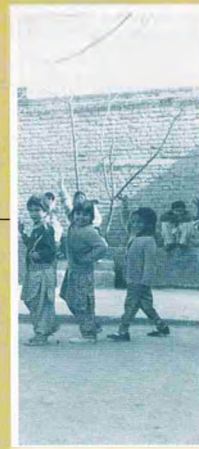


**1** Explain to your group that the people (on cards) are in a hot air balloon. The balloon is in trouble and only three of these people can be saved. These three will be the only ones left on earth.

**2** Ask your group to decide who to save and why and also to justify why they chose not to save the others.

**3** Afterwards discuss the activity with your group. The following questions may help.

- How were decisions made?
- How important were aspects like gender or age when making decisions?
- What are some of the aspects that help or hinder a young person's ability to participate in decision making in society?



**Fact file** The UK Government has been criticised by the UN monitoring body for failing to do enough (Wales) requires that courts and local authorities regard the wishes and feelings of children when Norway and Finland require parents to consider their children's wishes and feelings in a manner consistent other countries, there are parliaments for and run by children. In Rajasthan, Laxmi Devi, 13, is a shepherd

# 2

## POLITICAL POWER



To experience political processes for expressing opinions and making decisions. It also helps to raise awareness of the importance of electoral systems.



45 minutes

small groups of three or more



- card
- coloured pencils



no preparation needed



**1** Explain to each of your groups that their task is to form a new political party.

**2** Ask them to think up a list of aims that they would like to achieve if elected. The aims should include issues to do with young people's rights, e.g. education for all, the right to play, and health issues. They could also look at country or world issues.

**3** Thinking about the aims, ask each party to make up a banner and song to promote themselves.

**4** When your parties have completed the task, hold an election to see which

party is selected. Why not think up different ways to stage the election, e.g. a secret or closed ballot system where everyone votes in private, or a public show of hands. Does this affect the result?

**5** Discuss with your group how political systems work.

- Are systems of debating and voting similar in all societies?
- What are the advantages and disadvantages of different systems?
- How can young people become involved in political systems or have an opportunity to inform decision making?
- How were decisions made in each of the groups?

## Article 12

The child's opinion

## Article 13

Freedom of expression

## FOLLOW-UP THE GREAT DEBATE

**Debates can be a great way to get everyone expressing their opinions, although they can get quite heated!**

- 1 Divide your group into two. Ask them to decide on a number of issues to debate. Explain that they will need to research each issue, writing down arguments for and against. Possible motions for debate can be found in appendix 2. Other debate ideas could come from specific themes e.g. health:
  - by the age of 15, 24 per cent of all girls are regular smokers
  - 45 per cent of girls – some as young as 11 – are concerned about their weight
  - by 2031 there will be around 34,000 people over the age of 100.

**2** Sit your groups facing each other (as they do in Parliament). Ask them to take each motion in turn, reflecting on the for and against arguments already written down. One group should be for the motion and one against.

**3** Each side takes it in turn to speak, allowing every person in the group to contribute their ideas. This way the people on one side can reply to any points made earlier by a particular person on the opposing side.

**4** After the debate ask the groups to voice how they felt about 'having their say'. What sort of associations or groups do adults form in order to have more influence?

about Article 12. **Fact file** The Children Act 1989 (England and decisions are being made about them. **Fact file** Germany, Sweden, with the requirements of Articles 12 and 15. **Fact file** In by day, student at night and also heads her town's parliament.

# PARTICIPATING THROUGH INCLUSION



Getting young people to take an active part in society does not always happen automatically. Discrimination and prejudice can mean that individuals and groups are prevented from sharing ideas and opinions and having these heard. Society has a duty to ensure that young people are able to participate in their own environments and communities. By joining together, young people can have a say and make a difference.

## LEISURE PLANNING



To highlight the different perceptions younger and older people may have of each other. This activity will develop a feeling for working collectively in groups, as part of the right to form associations.



30–45 minutes – but it depends how heated it gets!



two groups



- paper
- pens



Set the scene for a local community meeting which is planning a new leisure centre. You might want to set the room up in a certain way to reflect this and give thought to how the meeting will be chaired.



- 1 Split the group into two. One half takes on the role of adults.

Ask them to plan a range of activities suitable for young people to use at the leisure centre. Get them to list any essential equipment they need to buy. Then ask them to plan activities for themselves (adults) using the centre.

- 2 The other half are playing young people. Firstly get them to plan a range of activities suitable for adults using the centre, including a list of essential equipment to buy. Then ask them to do the same for themselves as young people using the centre.

- 3 Ask your two groups to get together to share their ideas, firstly on provision for young people, then on provision for adults.

- 4 Once the ideas have been shared, split into smaller mixed groups, representing both adults and young people. Together your groups can begin to make decisions on priorities for the new centre.

- 5 This exercise shows how young people can be excluded from decisions that affect them. Talk over the activity.
  - How similar and different were the views of the two groups?
  - Were decisions made and, if so, how?
  - Ask the group to give examples when, as young people, they were not consulted in decision making and when they were.

**Fact file** There are 8.6 million people in Britain with disabilities who face discrimination in many ways. 100,000 children with disabilities placed in separate schools in England, at least 40,000 do not want to be involved in landmine accidents every month. After serious campaigning by humanitarian agencies, a ban on landmines was agreed in 1997. **Fact file** Around the world over five million children were disabled or maimed in

2

## IT'S A WRAP!



To demonstrate the challenges faced by young people with a disability. In addition it shows that young people working together and helping each other can begin to work towards a more equal society.



30 minutes



- sticky tape
- wrapping paper
- scissors (optional)
- gift ribbon • presents



groups of three or four



Get together a small supply of presents for wrapping, e.g. video, book, fancy tins.



## FOLLOW-UP ALL EQUAL, ALL DIFFERENT

*This simple activity aims to show how members of a group are different, but all equal in society.*



**1** Blindfold one person from each group. Hand them the present-wrapping materials.

**2** Their task is to wrap up the present while blindfolded. The rest of the group give instructions on how to complete the task.

**3** Once all the presents are wrapped, ask the blindfolded members to take off their blindfolds, swap gifts and look at their parcel-wrapping attempts. The groups then unwrap the presents and start again, choosing a different person to blindfold.

**4** Take some time to talk through the activity with your group.

- ~ What difficulties did the participants experience?
- ~ How did they help each other to complete the task?
- ~ How useful is this activity for learning about people with disabilities?

Leading on from this activity, discuss with your group how all young people have rights to inclusion in society, irrespective of their abilities.

**1** Give each person a potato. Everyone gets a feel for their own potato, trying to remember its size and shape, then pops it into a sack or pile. Then mix the potatoes around.

**2** Choose one person to pick out the potatoes one by one, describing each potato to the group. Players have to call out when they think their own potato is drawn.

**3** This activity can lead to discussion about individual and group identities – and so help to develop understanding of how everyone can be included in society, giving value to their own special role.

areas such as work, leisure and the media. **Fact file** Of the to be here. **Fact file** Approximately 2,000 people around the world total ban on anti-personnel mines was signed by over 120 countries, conflict from 1985 onwards.

# PARTICIPATING THROUGH EDUCATION



The right to education is an important demonstration of participation. Education can provide young people with the tools to learn about their role in society, help them to gain an understanding of the wider world and show them how to improve and make changes.

## DEMOCRACY



To highlight that not all young people can celebrate their cultural heritage and participate in a full educational environment. It also shows that young people in different countries express their opinions in different ways depending on their given situation and experiences in life.



20 minutes



any sized group



• story of Hector Peterson (see appendix 8)



no planning needed



**1** Read the story of Hector Peterson to your group (see appendix 8 – part A). Ask everyone how they think a situation like this could change.

**2** Read the continuation of the story, about the ending of apartheid (see appendix 8 – part B).

**3** Ask your group how they think this new situation might affect children's education in South Africa.

**4** After focusing on the example of South Africa, discuss some wider education issues with your group.

- Who decides what should be taught in schools?
- How can young people influence what is taught?
- What might cause a school demonstration?
- How else can pupils make a stand to ensure they are consulted about their education?



**Fact file** Primary education has been available and free in the UK since the 1876 Education Act. This school. It has since been extended to all children aged 5-16 years. **Fact file** 110 million children itself a target to give basic education to all children. **Fact file** Education of girls is seen as less rate of 75 per cent for men and 55 per cent for women.

## 2

## THE RIGHT CARDS



To show that learning about rights can be linked to learning about responsibilities.



30 minutes



• blank cards, 20 for each group of four • pens and pencils • large pieces of paper



groups of four



no planning needed



**1** Ask your groups to brainstorm what rights young people have. Write them up onto a large piece of paper.

**2** Groups then select ten rights from this and write these onto the blank cards. Explain that with rights come responsibilities, e.g. you have the right to drive, but also the responsibility to obey the highway code.

**3** On another ten cards ask groups to write down the corresponding responsibilities to the rights they thought of previously.

**4** Mix up the 20 cards. Ask groups to swap cards, pairing up rights with responsibilities.

**5** Groups then list the ten most important responsibilities they have as members of their families, schools, youth groups and communities.

**6** Bring groups together to agree a joint top ten list of young people's rights and responsibilities.

**7** Use these questions with your group to focus on young people and responsibilities in school.

- How do young people learn about responsibilities?
- Are they told about them or do they have to find out for themselves?
- What part of school learning should this fit into?

## Article 28

Education

## Article 30

Children of minorities or of indigenous peoples

## Article 29

Aims of education

FOLLOW-UP  
RIGHT SCHOOLS

*This activity aims to develop further thinking about how young people can learn to act responsibly, with consideration for others.*

- 1** Split your group into two. Half take on the role of the pupils. Explain that the pupils have been asked to make recommendations for the future.
- 2** This group then splits itself into three or four smaller groups, each representing a different school. Ask each group to draw up a plan on how their school can improve learning about rights and responsibilities.
- 3** The other half of the group pretend to be rights and responsibilities inspectors. Again working in three or four groups to represent different inspection teams, ask them to draw up criteria to evaluate the schools' plans.
- 4** Give everyone adequate time to think up their plans. Then ask the schools to make their presentations to the inspectors. Encourage the inspectors to ask as many questions as possible.
- 5** End the activity with an out-of-role discussion. Reflect on the different plans with your groups. How do they demonstrate ways to improve learning about rights and responsibilities?

made it compulsory for all children under the age of 12 to attend in the world today do not go to primary school. The UN has set important than that of boys. This is reflected in a world literacy



# PROTECTION

Unfortunately, young people do not always live their lives in a protected environment. They need protection from discrimination, abuse, exploitation and conflict. The UN CRC forms the backbone of this protection. However, young people have a role to play in this too. This section allows groups to take a closer look at the part young people can play to ensure wider protection for themselves and others.

38

## PROTECTION FROM DISCRIMINATION

THE EXCLUSION GAME  
PREJUDICE – CAUSE AND EFFECT

40

## PROTECTION FROM ABUSE AND EXPLOITATION

BEAT THE BULLIES  
SAFE FROM HARM

42

## PROTECTION FROM WAR

REFUGEE CAMP  
SETTING THE RECORD STRAIGHT



# PROTECTION FROM DISCRIMINATION



People discriminate against young people for all sorts of reasons including their age, gender, sexuality, culture, disability and faith. One of the fundamental principles of the CRC is the right of young people to be protected from any form of discrimination. This is vital in ensuring their development and well-being.

## THE EXCLUSION GAME



To encourage your groups to think about how some people are excluded and discriminated against.



30 minutes



three small groups with one person acting as 'director'



• sheets of sticky dots in three different colours • refreshments • chairs



Ask the director to place a dot on the forehead of each person. People in the same group have the same colour dot, e.g. red for one group, green for another, blue for the third.

This is played in three rounds.



**1** Round 1: The director gives the green group all the power. They

have chairs to sit comfortably and some nice food or drink, e.g. chocolate. The greens order the reds to stand together with their noses touching one wall. They may not look around or talk. They are totally excluded from the activity. Meanwhile, the greens give orders to the blues, e.g. hop on one leg, do ten press-ups, count backwards, etc. The blues must do what the greens tell them (within the bounds of safety).

**2** Round 2: After a few minutes, the director stops the game and changes the roles around.

**3** Round 3: The director again stops the game and changes the groups around so that every group has the opportunity to play every role.

**4** It is important that your groups have an opportunity to de-role and talk about the game. The director can lead this discussion.

- What happened during the game?
- What did the groups feel at each stage of the game?
- What did they want to do?
- How did having power affect people's behaviour?

Move the discussion on to discrimination and prejudice in real life. Have the group had any experiences where they've felt excluded or discriminated against?



**Fact file** The 1976 Race Relations Act made racial discrimination unlawful in the UK. **Fact file** In the (19%) is more than twice that among white people (8%). **Fact file** Women hold only 6.2 per cent of all young people are currently not in school, two thirds of them women. **Fact file** Less than three per cent support service to let them lead a full life.

## 2

PREJUDICE – CAUSE  
AND EFFECT

To look at how prejudice is caused and why it remains continuous in society.



up to 40  
minutes



any sized group



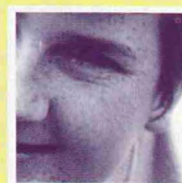
• stimulus materials  
such as newspapers,  
magazines, charity  
adverts, a video of a typical evening's  
TV viewing • paper • pens



no planning needed

## Article 2

Non-discrimination

FOLLOW-UP  
IS IT LEGAL?

*Prejudice can often arise out of ignorance – people not knowing the full story before they speak out. Check out what your group knows on the laws of being young.*

**1** The instructions for this activity are quite simple. Ask someone in your group to read out each of the statements (see appendix 9). The rest of your group must decide whether these statements are true or false.

**2** Once everyone has given their answers, tell them that all the statements are actually true.

**3** Get your group to talk about these findings. These questions may help discussion.

Which age restrictions surprised them?

How does the law need changing, if at all?

At what age should a person be able to do these things?

To what extent do laws discriminate against or protect young people in the UK?

In addition, ask the group to find out about legal responsibilities in other countries, such as America. They can talk about what they've found out at your next meeting.



**1** Ask your group to brainstorm different groups of people that experience discrimination across the world. Examples might include women, gypsies and travellers, gay men and women, and other minority groups. Discuss what discrimination they may come across and why.

**2** Divide everyone into small groups. Hand out the different types of material to each group. Using this material

ask groups to record each time a discriminated group is mentioned or depicted and discuss how this group is portrayed.

**3** Bring the group together to share their findings. Talk about the reasons behind the portrayal of different groups.

- What is the effect of such portrayals?
- Why might some groups never be mentioned?

Ask your group to think about the 'invisibility' of discriminated people.

UK the unemployment rate among people from ethnic minorities ministerial positions worldwide. **Fact file** About 140 million of disabled children in developing countries get any kind of

# PROTECTION FROM ABUSE AND EXPLOITATION



It is important that children and young people are protected at all times, particularly when they are most vulnerable. This means ensuring that environments are safe for young people – whether in the home, at school or at work – both in physical terms and in the relationships they have with their peers and adults in these environments.

## BEAT THE BULLIES



To understand how to deal with bullying.



15 minutes



small groups



No equipment needed – just loads of

imagination for role-playing situations (see appendix 10 for ideas).



Before the activity, spend a bit of time talking about role-play. Explain that when in role, people are playing a part, like actors do, and that your group needs to be very clear about when to come out of role.



1 Start by brainstorming some ideas with your group. Talk about why people resort to bullying, situations where bullying can happen, tell-tale signs that someone is being bullied and motives of bullies.

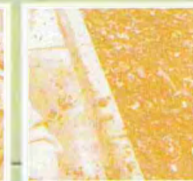
2 Divide your group into the roles of victims, adults and bullies. Discuss with everyone their roles and what you expect of them.

3 Once everyone is happy with their part, ask the group to act out some bullying situations (see appendix 10).

4 After the acting, bring your group together 'out of role'.

Ask them to think up a plan of action for someone involved in a bullying situation, e.g. a child victim or a worried parent. As an additional activity ask your group to try writing an anti-bullying rap and perform it or make an anti-bullying collage.

5 It is important that you leave some time at the end of this activity to talk about the issues of bullying. There might be someone in your group who has experienced or is experiencing bullying and wants to share this with the group.



**Fact file** Each week in the UK, 450,000 children have to endure bullying at school. **Fact file** One out of five children in the UK have experienced bullying. **Fact file** A UK Department of Health study of 500 families found that 75 per cent of babies under one year old have experienced physical punishment. **Fact file** In the UK, 1000 young people under the age of 15 are admitted to hospital each year as a result of physical punishment. **Fact file** A TUC report found that nearly a quarter of children under 13 years of age are working.

## Article 16

Protection of privacy

## Article 19

Protection from abuse  
and neglect

## Article 32

Child labour

## Article 34

Sexual exploitation

## SAFE FROM HARM



To explore some of the issues around  
child protection.



one hour



• case study (see  
appendix 11) • flip-chart  
paper • marker pens



large groups



Find a piece of reflective  
music to use at the  
beginning of this session.

This will calm everyone down and get  
them thinking about some of the issues  
you are going to be talking about.



**1** On flip-chart paper ask  
your group to write down  
words associated with cruelty  
to children. Lead on from this by asking the  
group what is meant by the phrases child  
protection and child abuse.

**2** Ask your group to read the case study  
about Alison (appendix 11 – part A).  
Explain that case studies are stories about  
situations or events which have happened  
in real life.

**3** After reading the story ask them to get  
into smaller groups to discuss what they

think happened to Alison. What would  
they do in this situation?

**4** Now ask your groups to read the next  
part of the case study (appendix 11 –  
part B) to find out what actually happened.

**5** It is important that you make some time  
at the end of the session to talk through  
any issues that might arise. Be prepared to  
have contact details of any relevant  
organisations. Discuss with your group what  
they might do if they knew someone was  
being abused. What signs should they look  
out for?

## FOLLOW-UP

## CHILD WORK

The aim of this is to explore the issues of  
working children in the UK. This activity can  
be carried out by participants away from the  
meeting place with the group reporting back  
their findings the following week.

- 1** Ask your group to interview three working  
children or young people. This isn't as hard as it  
sounds! They may have friends or brothers and  
sisters who have part-time jobs, e.g. stacking  
shelves in a supermarket or delivering  
newspapers. Your participants may have jobs  
themselves, e.g. walking a neighbour's dog.
- 2** Explain that the group needs to compile a list of  
questions when interviewing. These could include:
  - What work do you do?
  - Do you get paid and if so how much?
  - What do you spend the money on?
  - Does it stop you from doing your school work or  
having leisure time?
 Encourage everyone to think up questions of  
their own too.
- 3** Ask everyone to go away, do their research and  
then come back with their answers. They could  
do this by drawing up questionnaires or bringing  
along tape recordings of the interviews.
- 4** Compare the findings. Discuss these with the  
whole group.
  - What important things did they find out about  
children and young people working in the UK?
  - What were their images of child work and child  
labour before doing the research? How have  
these now changed?

of every four children in the developing world works for a living.  
year had been hit and 25 per cent of seven-year-olds had experienced  
to hospital each year with acute alcohol poisoning.  
illegally in England and Wales.

# PROTECTION FROM WAR



Times of crisis often mean that children and young people are even more at risk and in need of protection. They can be forced to become child soldiers or are victims of landmines. They become caught up in conflicts which can result in mass movements of refugees, sometimes becoming separated from families or being forced to find refuge in other countries.

## REFUGEE CAMP



To highlight the plight of refugees.



30 minutes



any sized group



- pens
- blank cards



Write out one role card and 18 needs cards for each pair (see appendix 12).



1 Ask everyone to pair up. Hand out a role card for each pair to study.

2

Next give each pair a set of needs cards. Ask them to list their ten priority needs from this set of cards, (while thinking about their role).

3

Bring the pairs together to talk about the results. Are there similarities in the pairs' decisions?

4

Discuss some general pointers with the group about refugees.

- In which part of the world might a similar situation be happening?
- How might refugees' needs differ?
- What are some of the issues refugees face in the UK?
- How can you find out more information about refugees?



**Fact file** Over a ten-year period, one million children were separated from their families by conflict. by landmines. **Fact file** There is one landmine for every 16 children or 48 human beings on the planet. recruit soldiers at the age of 16 years. **Fact file** At 16, boys and girls can join the army but cannot half the refugees who fled from Kosovo were under 18.

# 2

## SETTING THE RECORD STRAIGHT



To give your group the opportunity to explore the issues around young people and war through the eyes of a TV news reporter and a TV newsroom.



This activity can take place over several sessions. Allow time for discussion, research, writing, rehearsal and performance.



small groups of up to six



- newspapers • magazines • maps
- access to a library or the Internet
- space to perform the news item

- desk • backdrop • video camera (optional)



Assign TV news roles amongst your groups – newsreader, reporter on location, researcher, camera operator and director.



**1** Tell your groups to prepare a three-minute news item on child soldiers or the effects of war on young people.

**2** Ask them to research their story. They can look through newspapers, write to organisations or use the Internet.

**3** Next they must write a script. Remind them to go for a balanced story, being as factual and objective as possible.

**4** Groups need a running order for the item. Think about how to introduce it, background information, links between studio and reporter, and summarising the item.

**5** Ask them to prepare a backdrop, e.g. a world map. If you have a video camera, groups can film their report. Remind them to edit any mistakes and add a theme tune.

**6** When the report is finished, ask your groups to perform the piece in front of each other. Bring everyone together to discuss some of the issues raised in the films.

**7** As an additional activity, your groups may like to prepare some factsheets on issues raised in their reports. These can be handed out after their performance.



## Article 22

Refugee children

## Article 39

Rehabilitative care

## Article 38

Armed conflicts

## FOLLOW-UP

### REFUGEE QUIZ

*This activity highlights some of the ideas and prejudices people have about refugees. Test out your group's knowledge on the subject.*

**1** Ask everyone to get into pairs. Hand each pair a copy of the quiz (see appendix 13).

**2** Pairs have 20 minutes to answer all the questions.

**3** When the time is up bring the group back together. Share with them the correct answers. Award a prize to the winning pair!

**4** As a group talk over the exercise. These questions may stimulate discussion.

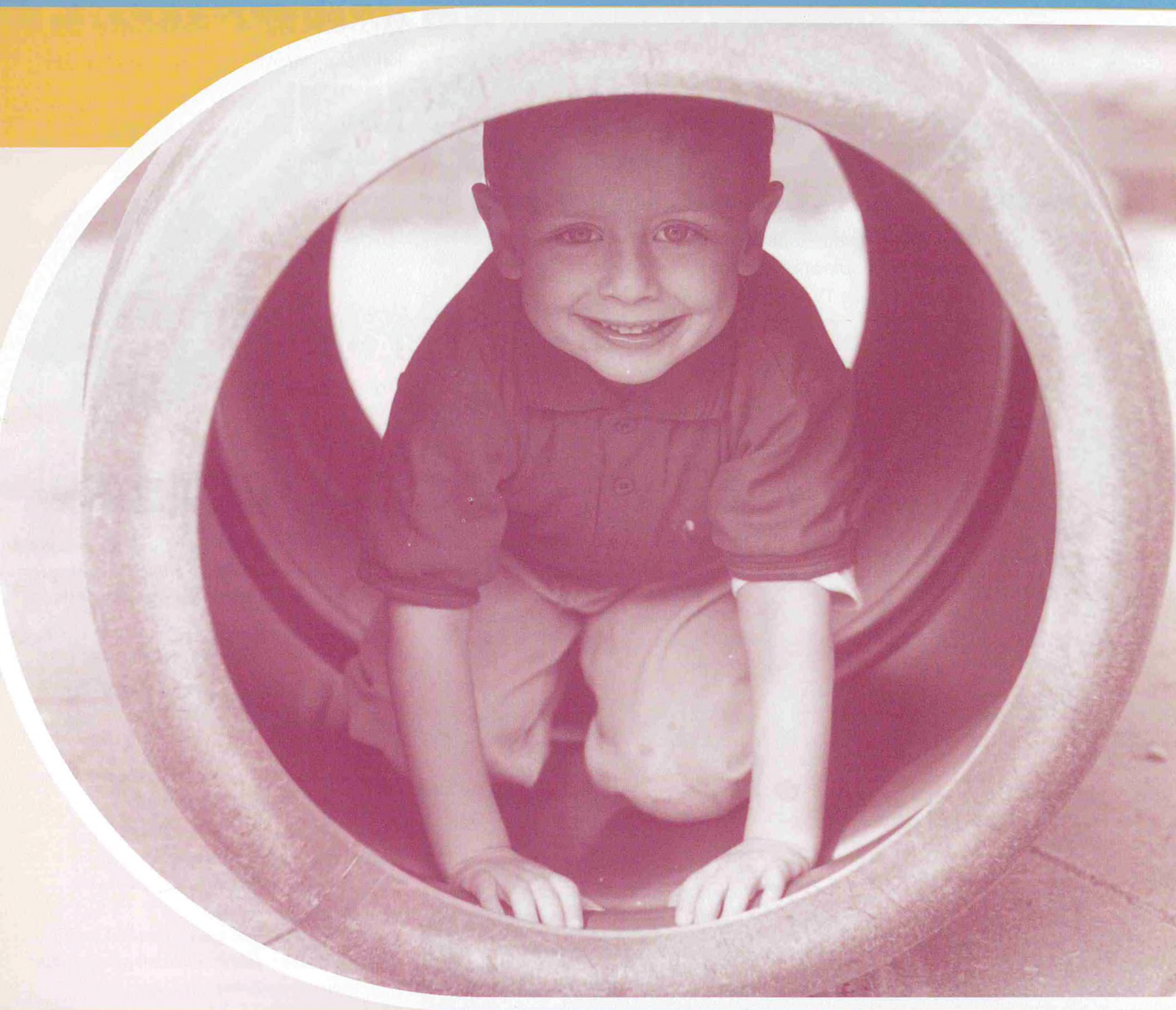
~ Were there any similarities between the answers given?

~ Did any of the answers surprise the group?

~ What did they learn about refugees that they didn't know before?

**Fact file** 800 children a month are killed or seriously injured

**Fact file** The UK is one of only two European Union countries to drink alcohol in a pub. **Fact file** In the Kosovo crisis over



# PROVISION

Young people have the right to grow and develop to their full potential. This section looks at how these rights can be fulfilled through ensuring that basic requirements such as food, water, shelter, and access to adequate health services are met.

46  
...

## PROVIDING SHELTER

A DAY IN THE LIFE  
HOME ZONE

48  
...

## PROVIDING FOOD AND WATER

WHO TAKES THE BISCUIT?  
WATER POLLUTION

50  
...

## PROVIDING A HEALTHY LIFE

THE PICTURE OF HEALTH  
PROBLEM PAGE



# PROVIDING SHELTER



Shelter is one of the most basic needs of a young person. Every young person has the right to a good enough standard of living wherever and whatever their 'home' might be. This applies to all individuals, including refugees, street children and young people who choose to or are forced to move away from home.

## A DAY IN THE LIFE



To get your groups thinking about the implications of being homeless.



20 to 25 minutes



small groups of up to six



- blank cards
- large sheet of paper
- scissors
- marker pens



Write down a different time of day on each card, e.g. 8am, 12pm. Hand out several cards to your groups with a marker pen and large piece of paper.



1 Using the cards as prompts, ask your groups to think what a homeless person in the UK might be doing at this time. Then ask them to think about what *they* might be doing on an average day at this time.



2 Discuss everyone's thoughts and write or draw them on the large piece of paper. Get groups to join up with each other to swap ideas or compare lists.

3 As an additional activity ask the groups to describe a day in the life of... or write a diary for a day based on a life on the streets. You may like to bring in some magazines and newspapers so your groups can find out more about how the media portray homeless people.



**Fact file** There are about 30 million street children in the world who earn a living selling on the streets. In the UK, about 10,000 people are living in temporary accommodation such as bed and breakfast hostels. In the UK, about 10,000 people lived in urban centres. However it is predicted that more than half of the world's people will

## 2

## HOME ZONE



To understand the difficulties faced by young people living in temporary or unsettled types of accommodation. This could be as a result of war or because they have been forced to leave their permanent home.



45 minutes



small groups of  
no more than six



• blankets • garden canes  
• string • scissors • furniture  
in the room you are in



Supply each group  
with the materials.



**1** Set the scene. Ask your groups to think about the different places where people live, e.g. cities, the countryside, places affected by extremes of weather, refugee camps, etc. How would these determine the type of shelter a person lived in?

**2** After this discussion, tell your groups that a situation has occurred in which they must move away from home. They have to set up temporary accommodation in a new place using only the materials provided and anything else around them.

**3** Ask groups to build their own shelter. It must:

- ~ be large enough for everyone to fit into
- ~ have at least three walls and a roof
- ~ allow one person to be off the ground.

Groups must stay in there for ten minutes.

**4** Afterwards reflect on the activity. Here are some discussion starters.

- ~ How difficult was it to build a new home from limited resources?
- ~ How safe did the new home feel?
- ~ How easy was it to share this space with others?

## Article 27

Standard of living

FOLLOW-UP  
FLYING THE NEST

This short and simple exercise explores the reasons why young people leave home.

- 1** Write out different reasons for leaving home on separate pieces of card (see appendix 14).
- 2** Place a card marked 'acceptable' at one end of the room and a card marked 'unacceptable' at the other end. Hand out one reason card to each participant, face downwards.
- 3** Ask everyone to read out their card, one at a time. They then place their card, facing upwards, on the acceptable to unacceptable scale. They can place it at either end or in the middle, according to how valid they think the reason is.
- 4** When all the cards have been placed, ask if anyone would like to move any of the cards to a different place on the scale. They must explain why they want to move the card.
- 5** This activity should lead into a lively discussion among the group as to what reasons are valid for leaving home. You may like to ask if some of the reasons would be ranked differently for a person with a disability or someone on a low income.

streets, cleaning cars and begging. **Fact file** 32,000 young

**Fact file** As recently as 1900 less than 14 per cent of the world's be urban dwellers soon after 2000.

# PROVIDING FOOD AND WATER



Food and clean water are essential to a young person's survival. The world produces enough food to feed everybody, yet many people still go hungry. The common perception is that young people in the UK have enough food whilst people in other parts of the world, like Africa, are starving. The reality is different. There are many young people in this country who do not get enough to eat every day. One in three young people lives below the poverty line.

## WHO TAKES THE BISCUIT?



To demonstrate an awareness of the unequal distribution of food around the world.



Time is needed to prepare and eat a simple meal.



small groups of up to six



• a range of snacks, e.g. chocolate biscuits, crisps, pizza • small slips of paper • pen



Discuss with your groups how food is grown and distributed around the world.

Encourage them to think about food in countries such as the UK and Europe and compare this with food in developing countries.

Make in advance some slips of paper to be drawn out of a hat at the beginning of the activity. Each slip of paper describes the amount of food a certain person might eat as a snack each day.



1 Lay out the snacks on a table and distribute the slips of paper amongst your group.

2 Everyone looks at their slip of paper, then helps themselves to the snack and portion detailed on their slip of paper.

3 You can take this a step further by asking those with small portions on their slips of paper to sit elsewhere whilst the others enjoy their larger snacks.

4 When everyone has finished eating their meal, bring your group back together to talk about what has just happened.

How did it feel to be eating more or less than the others? Why do people in some countries of the world not have access to the same quantity of food as others?



**Fact file** In Britain, we spend more money on mineral water than is given to poor countries to provide their eyesight because they lack vitamin A in their diet. **Fact file** In the UK, poor families face anaemia, premature and low-weight births, dental diseases, obesity and high blood pressure. 1 billion and 500 million are chronically malnourished.

2

## WATER POLLUTION



To illustrate how dependent young people are on clean water.



15 minutes



• paper • pen  
• scissors



small groups



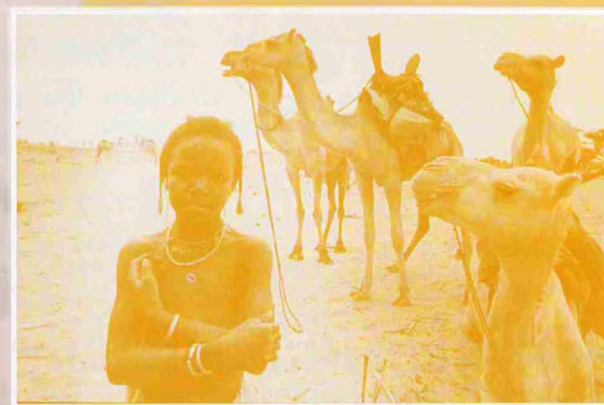
Photocopy the ten statements (see appendix 15). Cut them up into separate statements.

## Article 6

Survival and development

## Article 27

Standard of living



## FOLLOW-UP

### MAKING LINKS

Here's a great way to explore how access to food is connected to other issues. This exercise should be performed in pairs.

- 1 Ask each pair to make a list of all the issues that affect someone's access to food. Examples might include where a person lives, employment, gender, level of income, etc.
- 2 Each pair compares lists with another pair. As a four ask them to create a spider diagram to indicate how these issues are connected to food access.
- 3 Afterwards, bring the group together to look at everyone's spider diagrams.
  - How similar or different are the diagrams?
  - What are the key issues that might affect someone's access to food?
  - Can the group work out what might affect their access to food?



1 Explain to the group that these ten statements tell a story about a real life pollution incident in Cornwall.

2 Ask your group to study these ten statements, then rearrange them in chronological order. Once they have done this tell them the correct order.

- 3 Discuss the results with your group. You could consider the following points.
- What would the group do if they found out their drinking water was polluted?
  - What TV images have they seen about lack of water in some parts of the UK and overseas?
  - How can we all help to conserve water?



clean water. **Fact file** An estimated 250,000 children a year lose numerous health risks linked to poor diet, including high rates **Fact file** Nearly 800 million people worldwide do not get enough

# PROVIDING A HEALTHY LIFE



The health of a nation's young people is a vital sign of prosperity and well-being. Promoting good health need not be a costly investment though. It is not just about building expensive hospitals or training more doctors. It's as much about the provision of safe water, adequate sanitation, nutritious food, family planning, maternal and child care, immunisation, prevention and control of local disease, health education and the standard treatment of common conditions.

## THE PICTURE OF HEALTH



To build up collective pictures of good and poor health.



45 minutes



small groups



• a mixture of old newspapers and magazines • scissors  
• glue • large pieces of card



no preparation needed



**1** Ask your group to pair up and select pictures or captions that illustrate good health or poor health.

**2** Get pairs to share their pictures or captions with another pair. As a four, they must decide whether they agree that the examples do illustrate good or poor health. Some might get discarded at this point.

**3** Ask each group of four to present their examples to the wider group. Collectively they build up two collages – one demonstrating good health and one demonstrating poor health.

**4** Discuss the collages with the whole group.

- ~ What were some of the most popular influences on good or bad health?
- ~ Get the group to list their top three issues affecting someone's health.
- ~ How universal are these?
- ~ How universal are the collages?



**Fact file** Every sixty seconds, 24 children in the developing world die from hunger, neglect and preventable diseases. **Fact file** In Pakistan have been immunised against measles than one-year-olds in the UK. **Fact file** One-fifth of the population in Pakistan are aged between 10 and 19 years. **Fact file** Every year nearly 15 million young women under the age of 20 become pregnant in Western Europe. **Fact file** Across the world, most new cases of HIV infection are among young people.

## Article 24

Health and health services



2

## PROBLEM PAGE



To explore some of the health issues affecting young people.



30 minutes



small groups or pairs



• various letters taken from problem pages of magazines. Letters could cover sex, stress, diets, etc.

• card • glue • scissors • paper • pens



Cut up letters and stick onto card. Keep the replies to the letters separate.



**1** Give your groups a letter each. You could give everyone the same letter or give each group a different one to look at.

**2** Ask the groups to reply to the problem. Remind them that they must try and think up the best solution for the person in the given situation. In addition, they may like to compose some questions to find out more about the person and their circumstances.

**3** After about ten minutes ask a spokesperson from each group to

read out their reply. If groups all had the same letter compare answers.

**4** You may like to hand out the 'real' replies to the problems so groups can compare their answers to the real ones. This could then lead onto a discussion about sharing problems.

- Do the group think problem pages are a good idea? Do they help the person?
- Would any of the group think about writing a letter if they had a problem?
- Who might participants turn to if they wanted to confide in someone?

## FOLLOW-UP

## COMMUNITY ACTION

Health education is part of the focus of peer education or child-to-child work, where young people take an active part in improving the health of other young people and their communities. For example, in China's Kuming province, Save the Children is supporting a project that trains pupils in nine schools to spread the message about HIV/AIDS to over 6000 young people. The young people are leading discussion groups, organising educational poster competitions and helping to produce a video.

**1** Tell your group they are a party of young people concerned with improving the health in their local community.

**2** To start making health improvements the group must do the following.

- Plan how they will identify the important health issues in the community.
- Develop a series of activities or a programme of work to campaign or raise awareness with other young people about the issue(s).
- Think about how they will evaluate the improvement of health in their community project.

**3** You might like to run this activity in smaller groups, with everyone coming together at the end of the session to share ideas.

disease. **Fact file** A larger percentage of one-year-olds in world's population - over one billion people - is between the become mothers. **Fact file** The UK has the highest rate of teenage young people in the 15-24-year-old age group.

Useful stuff  
Useful stuff  
Useful stuff  
Useful stuff  
Useful stuff  
Useful stuff  
Useful stuff

## APPENDICES

## APPENDIX 1 .....

## MAKE UP YOUR MIND

## ITEMS RELATED TO EVERYDAY LIFE

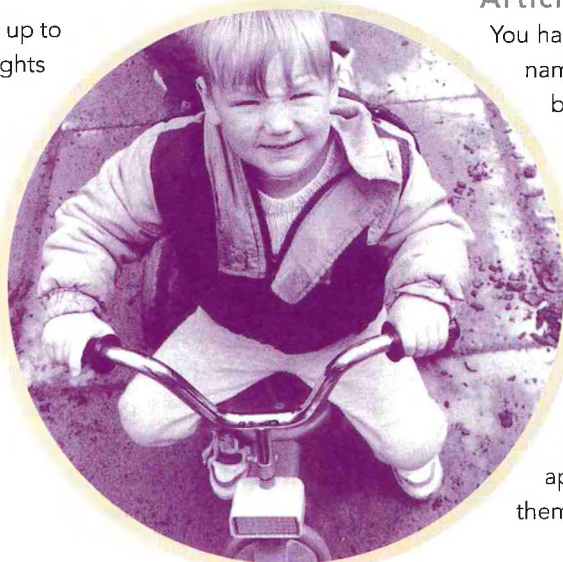
Clean water	Car
Pop groups	Friends
Junk food	Books
TV	CD player
Make-up	Family
School	Food
Shelter	Privacy
Telephone	Money (more than £1 million)

## APPENDIX 2 .....

WHICH SIDE DO YOU STAND ON?  
and THE GREAT DEBATE

## AGREE/DISAGREE STATEMENTS

- A good spanking teaches a child right from wrong.
- Children are too young to make decisions for themselves.
- All Governments should sign up to the UN Convention on the Rights of the Child.
- Children should be consulted about where the family goes on holiday.
- Refugee families cost the UK Government too much money.
- All schools should have a school council.
- Children should have the right to play.
- Children should earn their pocket money.



## APPENDIX 3 .....

## BODY TALK

## SIMPLIFIED TEXT OF THE CRC

## Article 1

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

## Article 2

You have these rights, whoever you are, whoever your parents are, whatever colour you are, whatever sex or religion you are, whatever language you speak, whether you have a disability, or if you are rich or poor.

## Article 3

Whenever an adult has anything to do with you, he or she should do what is best for you.

## Article 6

Everyone should recognise that you have the right to live.

## Article 7

You have the right to have a name, and when you are born your name, your parents' names and the date should be written down. You have the right to a nationality, and the right to know and be cared for by your parents.

## Article 9

You should not be separated from your parents unless it is for your own good. For instance, your parents may be hurting you or not taking care of you. Also, if your parents decide to live apart, you will have to live with one or the other of them, but you have the right to contact both parents easily.



**Article 10**

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

**Article 11**

You should not be kidnapped, and if you are, the government should try their hardest to get you back.

**Article 12**

Whenever adults make a decision that will affect you in any way, you have the right to give your opinion and the adults have to take that seriously.

**Article 13**

You have the right to find out things and say what you think through speaking, writing, making art etc, unless it breaks the rights of others.

**Article 14**

You have the right to think what you like and be whatever religion you want to be. Your parents should help you learn what is right and wrong.

**Article 15**

You have the right to meet, make friends with and make clubs with other people, unless it breaks the rights of others.

**Article 16**

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

**Article 17**

You have the right to collect information from radios, newspapers, television, books etc, from all around the world. Adults should make sure that you get information you can understand.

**Article 18**

Both of your parents should be involved in bringing you up and they should do what is best for you.

**Article 19**

No one should hurt you in any way. Adults should make sure that you are protected from abuse, violence and neglect. Even your parents have no right to hurt you.

**Article 20**

If you do not have any parents, or if it is not safe for you to live with your parents, you have the right to special protection and help.

**Article 21**

If you have to be adopted, adults should make sure that everything is arranged in the way that is best for you.

**Article 22**

If you are a refugee (meaning you have to leave your own country because it is not safe for you to live there), you have the right to special protection and help.

**Article 23**

If you are disabled, either mentally or physically, you have the right to special care and education to help you grow up in the same way as other children.

**Article 24**

You have a right to good health. This means that you should have professional care and medicines when you are sick. Adults should try their hardest to make sure that children do not get sick in the first place by feeding them and taking good care of them.

**Article 27**

You have the right to a good enough "standard of living". This means that parents have the responsibility to make sure you have food, clothes, a place to eat, etc. If parents cannot afford this, the government should help.

**Article 28**

You have a right to education. You must have primary education, and it must be free. You should also be able to go to secondary school.

**Article 29**

The purpose of your education is to develop your personality, talents and mental and physical abilities to the fullest. Education should also prepare you to live responsibly and peacefully, in a free society, understanding the rights of other people, and respecting the environment.

**Article 30**

If you come from a minority group, you have the right to enjoy your own culture, practise your own religion and use your own language.

**Article 31**

You have a right to play.

**Article 32**

You have the right to be protected from working in places or conditions that are likely to damage your health or get in the way of your education. If somebody is making money out of your work, you should be paid fairly.

**Article 33**

You have the right to be protected from illegal drugs and from the business of making and selling drugs.

**Article 34**

You have the right to be protected from sexual abuse. This means that nobody can do anything to your body that you do not want them to do, such as touching you or taking pictures of you or making you say things that you don't want to say.

**Article 35**

No one is allowed to kidnap or sell you.

**Article 37**

Even if you do something wrong, no one is allowed to punish you in a way that humiliates you or hurts you badly. You should never be put in prison except as a last resort, and, if you are put in prison, you have the right to special care and regular visits with your family.

**Article 38**

You have a right to protection in times of war. If you are under fifteen, you never have to be in an army or take part in a battle.

**Article 39**

If you have been hurt or neglected in any way, for instance in a war, you have the right to special care and treatment.

**Article 40**

You have the right to defend yourself if you have been accused of committing a crime. The police and the lawyers and judges in court should treat you with respect and make sure you understand everything that is going on.

**Article 42**

All adults and all children should know about this Convention. You have a right to learn about your rights and adults should learn about them too.

This text is taken from the leaflet *Know your rights! Children's rights in plain English* published by UNICEF. This leaflet is specifically written by children, detailing the rights that they think are most important to them. It therefore does not contain all the Articles. For a full copy of the CRC contact the Youth Education Programme at Save the Children.



## APPENDIX 4 .....

## PAIRS and SOME PEOPLE'S LIVES

## ARTICLES/RIGHTS

- 1** *The child should have the right to freedom of expression...* (ARTICLE 13)  
...this right should include freedom to seek, receive and impart information. (ARTICLE 13)
- 2** *You have a right to good health and access to health and medical services...* (ARTICLE 24)  
...adults should take good care of children to prevent illness. (ARTICLE 24)
- 3** *The mentally or physically disabled child should enjoy a fun and decent life...* (ARTICLE 23)  
...in conditions which ensure dignity, promote self reliance and facilitate active participation in the community. (ARTICLE 23)
- 4** *Primary education should be compulsory and available free to all...* (ARTICLE 28)  
...measures should be taken to encourage regular attendance at school. (ARTICLE 28)
- 5** *Children have the right to play...* (ARTICLE 31)  
...and to participate freely in cultural life and the arts. (ARTICLE 31)
- 6** *If you come from a minority group...* (ARTICLE 30)  
...you have the right to enjoy your own culture, practise your own religion and use your own language. (ARTICLE 30)
- 7** *All adults and children should know about this Convention...* (ARTICLE 42)  
...You have a right to learn about your rights and adults should learn about them too. (ARTICLE 42)



- 8** *You have a right to protection in times of war...* (ARTICLE 38)  
...If you are under fifteen you should never have to be in an army or take part in a battle. (ARTICLE 38)
- 9** *You have a right to be protected from any work that threatens your health, education or development...* (ARTICLE 32)  
...the State must set minimum ages for employment and regulate working conditions. (ARTICLE 32)
- 10** *Wherever an adult has anything to do with you...* (ARTICLE 3)  
...he or she should do what is best for you. (ARTICLE 3)

## APPENDIX 5 .....

## THE BALLOON GAME

## KEY WORDS ASSOCIATED WITH ARTICLES

## From Article 27:

Food  
Clothes  
House  
Clean water

## From Article 31:

Swimming  
Riding a bike  
Going to the cinema  
Youth club  
Going for a walk

## From Article 17:

Information  
TV  
Radio  
Newspapers

## From Article 33:

Cannabis  
Tobacco  
Heroin  
Amphetamine  
Alcohol

## APPENDIX 6.....

### SOME PEOPLE'S LIVES

#### CHILDREN'S STORIES

I AM 13 YEARS OLD, and my country has been fighting over a boundary with another country for three years. A captain from the army came to my home to tell me that because I am so big and strong, I should join the army and fight for my country.

I AM 10 YEARS OLD, and I speak the language that my parents and grandparents and all my family have always spoken. In the local school, none of the teachers speak my language, and they don't allow me to speak it either – they say we must all learn how to speak their language.

I AM 12 YEARS OLD and I started to work at a farm picking fruit in the summer when I was nine years old. Now the owner of the farm wants me to work there every day, all year long. The money I would earn would help my family buy a little extra food.

I AM 15 YEARS OLD and I live in a big city. A man on my street told me I could make a lot of money if I would help him sell a drug called crack. He let me try some, and now I buy it from him all the time.

BECAUSE MY FAMILY LIVED SO far from the health centre when I was a young child, I was never vaccinated. Now I am eight years old and I have polio.

MY BROTHERS GO TO THE local school, but I am the only daughter, and my family needs me to help out with work in our home. So I cannot go to school. I am seven years old.

I AM 11 YEARS OLD and I go to school every day. When I get home, I help in my parents' shop until the evening. Then I eat dinner, and wash the dishes, and look after my younger brother and sister while my parents finish their work in the shop. After the younger children go to sleep, I try to do my homework, but usually I am too tired and I just fall asleep.

I AM SIX YEARS OLD and my family doesn't have much money. We live in two small rooms; we have to carry our water from a well a kilometre away. The houses in our village don't have indoor toilets, so we use a pit in the ground at the end of our street.

## APPENDIX 7.....

### WHO WILL YOU SAVE?

#### PEOPLE

Doctor (male)	Girl with a disability
Nurse (female)	Teacher (female)
Mother, brother and sister	Famous person (female)
Farmer (male)	Elderly lady
Lawyer (male)	Elderly man
Schoolgirl	Model (male)
Builder (male)	Inventor (female)

## APPENDIX 8.....

### DEMOCRACY

#### THE STORY OF HECTOR PETERSON – PART A

Hector, aged 13, was killed for expressing his opinion. He was shot dead by police for demonstrating against a new ruling by the Minister of Education, in June 1976.

Hector lived in Soweto, a black township outside the city of Johannesburg in South Africa.

In 1976 secondary schools in Soweto were full to bursting point with students going to school in shifts, a shortage of textbooks and under-qualified teachers. The Minister of Education announced that half of all subjects taught at school, including maths, history and geography were, in future, to be taught in Afrikaans instead of English.

Many of the white people in South Africa are of Dutch origin and Afrikaans is their language. It is still the official language of the ruling Afrikaner government. However, it is a language that is not spoken or understood anywhere else in the





world. School children saw no point in learning a language that would only be of use to communicate with their white employers. English is the common language amongst the black inhabitants of South Africa, who often also speak an African language.

On June 16th 1976, a mass demonstration by school children was held in Soweto. As they marched through the streets the police responded with tear gas and bullets. Hector Peterson, aged 13, was the first child to be killed. Hundreds of children were shot and arrested. A full list of those killed, between 25 and 100, was never issued.

This was only the start of many demonstrations and boycotts (refusal to go to school) by black children in South Africa. An unknown number of children have been killed, imprisoned and tortured by police since.

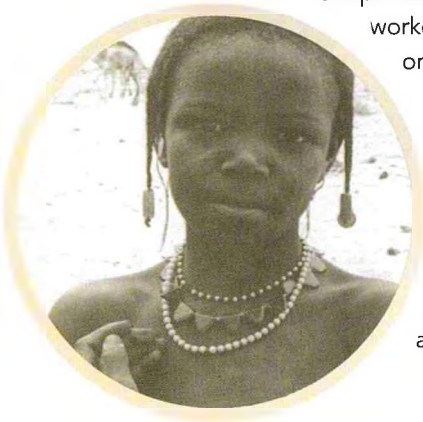
Hector Peterson's story is a true example of apartheid in South Africa. From 1948 the country was segregated. The white people in power thought they were racially superior to the blacks. Black and white people were not allowed to live together, be friends, use the same bus stops, lavatories, etc.

### THE STORY OF HECTOR PETERSON – PART B

It was not until 1990 that things changed in South Africa. Nelson Mandela, after serving 28 years in prison for his fight against apartheid, was released. In 1994 he made history by becoming the first black president of South Africa. Together, Nelson Mandela and

the previous president, F W de Klerk, worked to banish apartheid. They organised free and fair elections and for the first time black people were able to choose their own government.

Today South Africa is a very different place with a Bill of Rights in place. This means everyone is equal before the law and equally protected by the law.



## APPENDIX 9 .....

### IS IT LEGAL?

#### TRUE OR FALSE STATEMENTS

- Throughout the United Kingdom and the British Crown dependencies of Guernsey, Jersey and the Isle of Man, the minimum legal age for getting married is 16 years. (T/F)
- Employment of a child below age 13 is prohibited by UK law. (T/F)
- You have to be over 18 years of age to have an overdraft at the bank. (T/F)
- Babies have to have their own passport. (T/F)
- You have to be 12 to buy a pet animal. (T/F)
- You have to be 18 to change your name. (T/F)
- You have to be 21 to adopt a child. (T/F)
- At 16, you can leave school and work full time. (T/F)
- At 16, boys and girls can join the Army but can't drink alcohol in a pub. (T/F)
- From five you can drink alcohol legally in private. (T/F)
- Once you are ten you can be fingerprinted, photographed and searched. (T/F)
- Once you are 14 you can go into a pub. (T/F)
- You can receive contraceptive treatment from any age. (T/F)

**All of the answers are true.**

## APPENDIX 10 .....

### BEAT THE BULLIES

#### BULLYING SITUATIONS

- A bully and a victim with the victim too scared to tell anyone about what is happening.

- A group of bullies frightening one child victim.
- A bullied child who tells a teacher.
- An adult bullying another adult at work.
- A child who is being ignored by the rest of the group.



## APPENDIX 11 .....

### SAFE FROM HARM

#### CASE STUDY – PART A

A small child called Alison comes to visit your younger brother or sister with some other friends. They are all playing out in the garden and making lots of noise!

You notice that Alison has a large bruise near her eye. She won't play games and sits apart from the other children. She is obviously upset and starts crying quietly to herself. You ask her what's wrong and mention that her eye looks sore. She tells you, "My Mum did this. Sometimes when she is angry she smacks me and my little sister. My brother says he wants a black eye as well so he can show off at school. My Dad gets angry all the time, but he's gone away and my new uncle is staying with Mum. He shouts a lot as well."

You know very little about the family, other than that you have seen Mum collecting Alison from school and she is always very punctual.

#### CASE STUDY – PART B

##### WHAT ACTUALLY HAPPENED?

Mum did cause the black eye, but it was an accident. They had all gone out for a picnic and were playing rounders and when Mum hit the ball, she accidentally hit Alison in the eye with the ball. Mum and Alison went to see the GP who took a look and decided everything was OK. Alison was actually crying on this particular day because she had fallen out with her best friend and felt no one was talking to her.

So, don't automatically jump to a conclusion that something is going on, but make a note of it in case it happens again.

## APPENDIX 12 .....

## REFUGEE CAMP

## ROLE CARD

There has been a massacre in your home town. You have escaped to a refugee camp tired, hungry and frightened. You had your three children with you (a son aged 13, a daughter aged 11 and a baby of five months) but when fleeing from your home you were separated from the two older children.

The refugee camp:

- has over 300,000 people
- is in a different country to where you came from and so a different language is spoken
- is very hot in the day but cold at night.



## NEEDS CARDS

cooking pots	toilets	cash
blankets	clean water	a warm jumper
a bucket	a radio	a passport
doctors and a clinic	a gun	a tent
food	firewood	a cow
an adult education class	social workers that trace missing children	wood and bricks to make a permanent house

## APPENDIX 13 .....

## REFUGEE QUIZ

## QUESTIONS

- 1 Who are refugees? Give your own definition.
- 2 How many refugees are there in today's world?  
Are there: 3 18 39 155 272 million?
- 3 Most of the world's refugees flee to rich European countries. (T/F)

- 4** Name three countries from which refugees are presently fleeing.
- 5** Refugees from former Yugoslavia are the largest refugee group in today's world. **(T/F)**
- 6** Wars cause people to flee as refugees. How many wars are being fought in today's world? Is it: **9 14 28 38 52?**
- 7** In recent years over 46,000 asylum-seekers have come to Britain. **(T/F)**
- 8** Refugees who arrive in Britain receive a lot of help when they first arrive. **(T/F)**
- 9** More people leave the United Kingdom every year than settle here as migrants or refugees. **(T/F)**
- 10** What links a roll of Andrex toilet paper and the paintings of Lucian Freud with Albert Einstein's theory of relativity?



## ANSWERS

- 1** A refugee is someone who has 'a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.' This definition is taken from the 1951 UN Convention Relating to the Status of Refugees. The right answer should include words such as escaping from danger and persecution.
- 2** There are approximately 18 million refugees in today's world.
- 3** **False.** Although over two million refugees fled Rwanda in one year, only 275,000 refugees entered European Union countries in that same year.



- 4** Your answer could include Rwanda, Burundi, former Yugoslavia, Sri Lanka, Afghanistan and Sudan. See the press for current examples.
- 5** **False.** There are more Palestinian refugees than any other group of refugees. There are 2,800,000 people. Numbers have increased since the Gulf War when they had to flee from Kuwait.
- 6** There are 28 conflicts that are presently causing people to become refugees in large numbers.
- 7** **False.** Some 33,000 people applied for political asylum in Britain recently. If the dependants of these people are taken into account this represents about 41,000 people.
- 8** **False.** Refugees who arrive in Britain receive very little extra help. They have to find housing, language classes and legal advice for themselves. This can be very difficult for a person who does not speak English or does not know his/her rights.
- 9** **True.** Every year around 11,000 more people leave the UK than arrive to settle.
- 10** All three are contributions made by refugees. Andrex was founded by German Jewish refugees. They manufactured the first soft toilet paper in Britain in the 1930s. Lucian Freud and Albert Einstein were also refugees.

## APPENDIX 14 .....

### FLYING THE NEST

#### REASONS FOR LEAVING HOME

- To join the ARMED FORCES
- To become a NURSE
- To take up a JOB
- Because of a ROW with PARENTS
- To become a VOLUNTEER
- To be more INDEPENDENT
- To GET AWAY from PARENTS
- To go into HOTEL or CATERING WORK



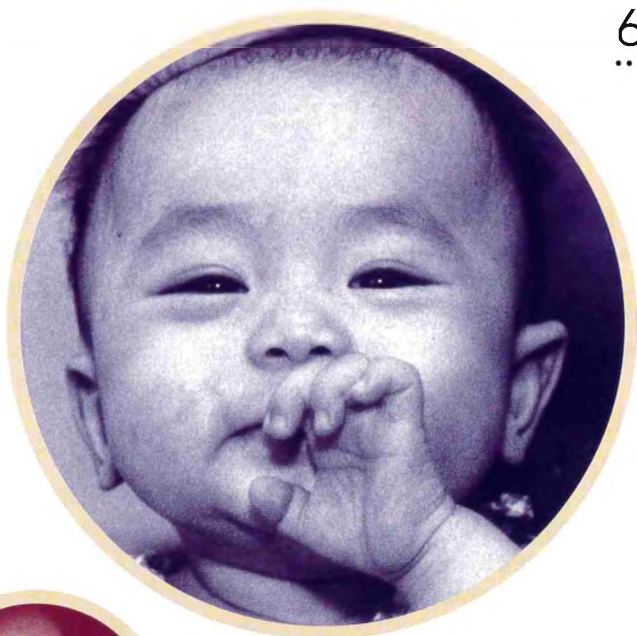
To go INTO local authority CARE  
To get MARRIED  
To TRAVEL abroad  
To become a NANNY OR AU PAIR  
To live with a GIRLFRIEND OR BOYFRIEND  
To go to COLLEGE  
To live with FRIENDS  
To look for WORK  
To have a CHILD  
To live with RELATIVES  
To go to the nearest CITY OR TOWN  
To give PARENTS A BREAK

## APPENDIX 15

### WATER POLLUTION

#### STATEMENTS

- In July the drinking water in Cornwall was polluted.
- This happened because a relief lorry driver accidentally dumped 20 tonnes of aluminium sulphate into a tank of clean treated water at a water treatment works.
- The driver thought that the tank contained untreated water.
- Shortly afterwards, local people started complaining of skin rashes, diarrhoea and mouth ulcers.
- Investigations were carried out to find out what was causing these symptoms.
- It was discovered that the drinking water supply had been polluted.
- The water board flushed the water out of the tanks and main pipes into surrounding rivers.
- As a result, thousands of fish were killed in these rivers.
- It was three months before the drinking water was returned to normal.
- The water board have new safety measures. This is to ensure that this kind of accident will not happen again.



# CONTACTS

## ACTION AID

HAMLIN HOUSE • MACDONALD ROAD • ARCHWAY • LONDON • N19 5PG  
TEL: 020 7281 4101 • FAX: 020 7272 0899  
E-MAIL: [mail@actionaid.org.uk](mailto:mail@actionaid.org.uk)  
WEB SITE: [www.actionaid.org.uk](http://www.actionaid.org.uk)

## THE ALLIANCE FOR INCLUSIVE EDUCATION

UNIT 2 • 70 SOUTH LAMBETH ROAD • LONDON • SW8 1RL  
TEL: 020 7735 5277 • FAX: 020 7735 3828  
E-MAIL: [ALLFIE@btinternet.com](mailto:ALLFIE@btinternet.com)  
WEB SITE: [www.btinternet.com/~allfie](http://www.btinternet.com/~allfie)

## AMNESTY INTERNATIONAL – UNITED KINGDOM SECTION (AIUK)

99–119 ROSEBERRY AVENUE • LONDON • EC1R 4RE  
TEL: 020 7814 6200 • FAX: 020 7833 1510  
E-MAIL: [info@amnesty.org.uk](mailto:info@amnesty.org.uk)  
WEB SITE: [www.amnesty.org.uk](http://www.amnesty.org.uk)

## BRITISH RED CROSS SOCIETY

9 GROSVENOR CRESCENT • LONDON • SW1X 7EJ  
TEL: 020 7235 5454 • FAX: 020 7235 7447  
E-MAIL: [MOcallag@redcross.org.uk](mailto:MOcallag@redcross.org.uk)  
WEB SITE: [www.redcross.org.uk](http://www.redcross.org.uk)

## BRITISH REFUGEE COUNCIL

ROOM 268 • 2ND FLOOR • 3 BONDWAY • LONDON • SW8 1SJ  
TEL: 020 7820 3055 • FAX: 020 7582 9929  
E-MAIL: [info@refugeecouncil.org.uk](mailto:info@refugeecouncil.org.uk)  
WEB SITE: [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)

## CATHOLIC FUND FOR OVERSEAS DEVELOPMENT (CAFOD)

ROMERO CLOSE • STOCKWELL ROAD • LONDON • SW9 9TY  
TEL: 020 7733 7900 • FAX: 020 7274 9630  
E-MAIL: [hqcafod@cafod.org.uk](mailto:hqcafod@cafod.org.uk)  
WEB SITE: [www.cafod.org.uk](http://www.cafod.org.uk)

## CHILDLINE

FREEPOST 1111 • LONDON • N1 0BR  
HELPLINE: 0800 1111 • TEL: 020 7239 1000 (ADMIN ENQUIRIES)  
FAX: 020 7239 1001  
WEB SITE: [www.childline.org.uk](http://www.childline.org.uk)

## CHRISTIAN AID

35–41 LOWER MARSH • LONDON • SE1 7RL  
TEL: 020 7620 4444 • FAX: 020 7620 0719  
E-MAIL: [info@christian-aid.org](mailto:info@christian-aid.org)  
WEB SITE: [www.christian-aid.org.uk](http://www.christian-aid.org.uk)

## COMIC RELIEF

1ST FLOOR • 74 NEW OXFORD STREET • LONDON • WC1A 1EF  
TEL: 020 7436 1122 • FAX: 020 7436 1541  
E-MAIL: [red@comicroelief.org.uk](mailto:red@comicroelief.org.uk)  
WEB SITE: [www.comicroelief.org.uk](http://www.comicroelief.org.uk)  
*Comic Relief also has another web site called Britkid about race, racism, and life as seen through the eyes of the Britkids, at [www.britkid.org](http://www.britkid.org)*

## COMMISSION FOR RACIAL EQUALITY (CRE)

ELLIOT HOUSE • 10–12 ALLINGTON STREET • LONDON • SW1E 5EH  
TEL: 020 7828 7022 • FAX: 020 7630 7605  
E-MAIL: [info@cre.gov.uk](mailto:info@cre.gov.uk)  
WEB SITE: [www.cre.gov.uk](http://www.cre.gov.uk)

## DEA (DEVELOPMENT EDUCATION ASSOCIATION)

3RD FLOOR • 29–31 COWPER STREET • LONDON EC2A 4AP  
TEL: 020 7490 8108 • FAX: 020 7490 8123  
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WEB SITE: [www.dea.org.uk](http://www.dea.org.uk)

## DEFY (DEVELOPMENT EDUCATION FOR YOUTH)

17 UPPER STEVEN STREET • DUBLIN 8  
TEL: 00353 1475 1826 • FAX: 00353 1475 1970  
E-MAIL: [defy@iol.ie](mailto:defy@iol.ie)

**THE GUIDE ASSOCIATION**

17-19 BUCKINGHAM PALACE ROAD • LONDON • SW1W OPT  
 TEL: 020 7834 6242 • FAX: 020 7828 8317  
 E-MAIL: [chq@guides.org.uk](mailto:chq@guides.org.uk)  
 WEB SITE: [www.guides.org.uk](http://www.guides.org.uk)

**KICK IT OUT (KICK RACISM  
OUT OF FOOTBALL CAMPAIGN)**

BUSINESS DESIGN CENTRE • 52 UPPER STREET • LONDON • N1 OQH  
 TEL: 020 7288 6012 • FAX: 020 7288 6042  
 E-MAIL: [kick\\_racism@kick\\_it\\_out.demon.co.uk](mailto:kick_racism@kick_it_out.demon.co.uk)  
 WEB SITE: [www.kickitout.org](http://www.kickitout.org)

**NATIONAL SOCIETY FOR  
THE PREVENTION OF CRUELTY  
TO CHILDREN (NSPCC)**

NATIONAL CENTRE • 42 CURTAIN ROAD • LONDON • EC2A 3NH  
 TEL: 020 7825 2500 • HELPLINE: 0800 800500 • FAX: 020 7825 2525  
 WEB SITE: [www.nspcc.org.uk](http://www.nspcc.org.uk)

**OXFAM**

274 BANBURY ROAD • OXFORD • OX2 7DZ  
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 E-MAIL: [oxfam@oxfam.org.uk](mailto:oxfam@oxfam.org.uk)  
 WEB SITE: [www.oxfam.org.uk](http://www.oxfam.org.uk)  
*Oxfam also have a site dedicated to young people, called Cool Planet,  
 at [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)*

**SAVE THE CHILDREN**

MARY DACHELOR HOUSE • 17 GROVE LANE • LONDON • SE5 8SD  
 TEL: 020 7703 5400 • FAX: 020 7703 2278  
 E-MAIL: [enquiries@scfuk.org.uk](mailto:enquiries@scfuk.org.uk)  
 WEB SITE: [www.savethechildren.org.uk](http://www.savethechildren.org.uk)  
*Save the Children also has a web site devoted to children's rights at  
[www.oneworld.org/scf/youth](http://www.oneworld.org/scf/youth)*

**SCOTTISH CATHOLIC  
INTERNATIONAL AID FUND**

19 PARK CIRCUS • GLASGOW • G3 6BE  
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 WEB SITE: [www.sciaf.org.uk](http://www.sciaf.org.uk)

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88 OLD STREET • LONDON • EC1V 9HU  
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 FAX: 020 7505 2169  
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 WEB SITE: [www.shelter.org.uk](http://www.shelter.org.uk)

**TROCAIRE (CATHOLIC AGENCY  
FOR WORLD DEVELOPMENT)**

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 E-MAIL: [info@bl.trocaire.org](mailto:info@bl.trocaire.org)  
 WEB SITE: [www.trocaire.org](http://www.trocaire.org)

**UNITED KINGDOM  
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# RIGHT DIRECTIONS

## DO YOU KNOW ABOUT YOUR RIGHTS?

**RIGHT DIRECTIONS** helps young people to think about their rights in a fun and lively way through a range of activities based around the UN Convention on the Rights of the Child (CRC). All the activities have been tried and tested by young people throughout the country so we know they'll work for you!

The activities cover a wide range of important youth issues such as bullying, discrimination, poverty, homelessness, health, expressing an opinion and lots more. There are around 40 activities to get stuck into – from producing a news report about child soldiers or role-playing a bullying situation, to debating a health issue or building a shelter from blankets, garden canes and string. Each one is sure to stimulate discussion.

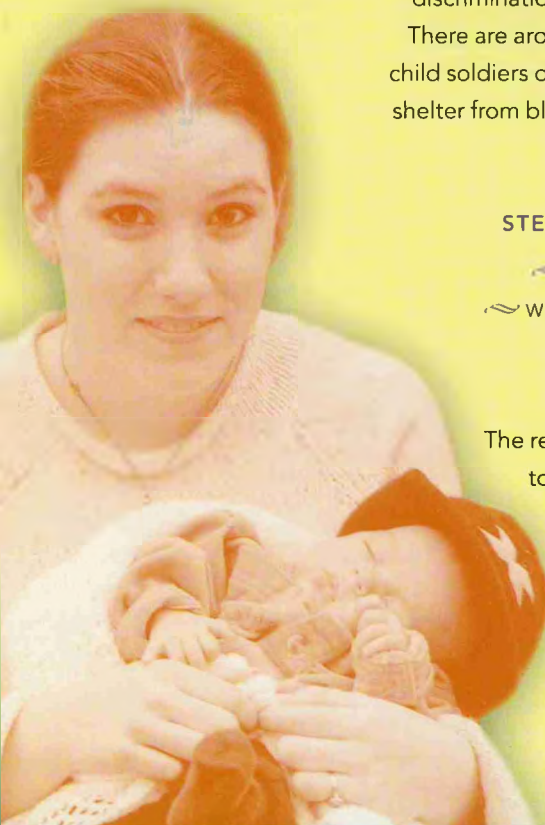
### EACH ACTIVITY IS EASY TO FOLLOW WITH STEP-BY-STEP INSTRUCTIONS, PLUS SYMBOLS SHOWING:

- HOW LONG THE ACTIVITY TAKES
- WHO IT'S SUITABLE FOR
- WHAT EQUIPMENT YOU NEED
- ANY PREPARATION WORK REQUIRED.

*There are follow-up activities and fact files included too.*

The resource is designed for you to mix and match activities according to your needs. So just dip in, select an activity and get started!

**RIGHT DIRECTIONS** is a must for anyone who works with young people and has an interest in children's rights.



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