

KNOW YOUR RIGHTS

Activities for students to explore what child rights mean



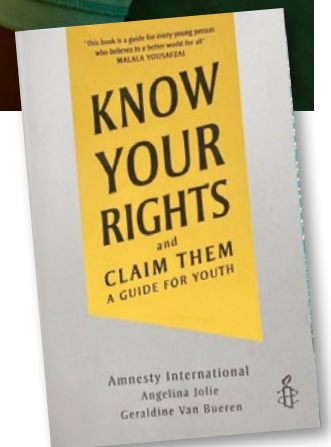
INTRODUCTION

KNOW YOUR RIGHTS AND CLAIM THEM

Amnesty's book *Know Your Rights and Claim Them* is for young people to learn about and claim their rights, no matter who they are or where they live.

Co-authored by Amnesty with Angelina Jolie and Geraldine Van Bueren QC, one of the drafters of the landmark UN Convention on the Rights of the Child, the book explains child rights, their importance and how they apply in the real world. It also highlights the work of young activists, and shows first steps in peaceful protest.

With the book, these Know Your Rights teaching resources can help promote discussion about child rights and encourage activism for young people.



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- Read about the book.
 - Amnesty International offers free online human rights courses, including a short course [An Introduction to Child Rights](#) for young people and adults.
 - Other resources available include Children's Rights activities by theme, [Human Rights and Solidarity for ages 7-13](#) and [Human Rights and Activism for ages 14-19](#)

THREE ACTIVITIES TO LEARN ABOUT CHILDREN'S RIGHTS

Use these activities to support students to know, understand and claim their rights

1 KNOW YOUR RIGHTS Explore the right to privacy

Ask participants whether they know about human rights, specifically children's rights. Which rights can they name?

Introduce human rights and the UN Convention on the Rights of the Child (UNCRC) using the information below.

Article 16 of the UNCRC is the right to privacy and to be protected from bullying, intimidation, harassments, threats and attacks on your reputation.

Ask everyone to pair up and discuss the following questions.

- What parts of your life are private?
- How and why is privacy important to you?
- How would you feel if your private life became public?
- What if your data was shared without your permission? For example, your name, phone number, or aspects of your identity.
- Are there any reasons why it is OK to breach someone's privacy?
- Who makes decisions about sharing your name, picture, age or any other information about you?

Ask each pair to team up with another pair.

Explain that Article 5 of the UNCRC says that parents and carers should give guidance and direction to their children so they fully enjoy their rights. This must be done in a way that respects their child's agency.

Ask students if they can see any situations when this might be in conflict with Article 16 which protects their right to privacy.

Next, ask groups to draft a policy for the school to protect student privacy, and/or draft guidance for adult family members about respecting children's privacy.

Adapted from **Freedom! Human Rights Education Pack** by Caroline Adams, Marietta Harrow and Dan Jones.

About the UN Convention on the Rights of the Child (UNCRC)

In 1989, the United Nations drew up a legally binding convention setting out in detail that every child needs to have a safe, happy and fulfilled childhood. It applies to every child and young person under the age of 18 everywhere.

The UN Convention on the Rights of the Child is made up of 54 articles that cover all aspects of a child's life, and sets out rules for governments and adults to uphold these rights. Why? The UN said for any society to be strong, its children need to flourish.

The UNCRC is the most widely ratified international human rights treaty in the world, signed by 196 countries (the United States of America is the only UN member state that hasn't ratified it). Child rights include the freedom to speak out and express opinions, as well as rights to equality, health, education, a clean environment, a safe place to live and protection from all kinds of harm. But often there is a huge gap between rights and reality.

- [A free poster celebrates the UNCRC](#)

2 UNDERSTAND YOUR RIGHTS

Match rights with daily actions

Explain that the rights protected in the UNCRC are part of our daily lives.

Divide students into small groups. Hand out the [eight UNCRC Article cards](#) and the [eight Daily action cards](#) on the last page.

Ask the groups to match the rights with the actions. There is more than one possible solution for some of the rights.

Ask each group to pick one or two rights and think about them in their school and local community.

Ask groups to draw images or create freeze frames showing:

- When the right might be enjoyed by a child or a young person
- When they or others might be denied the right
- How a child or a young person might stand up for their right for themselves or others.

Together, discuss what enabled these rights to be enjoyed. What rules, systems and behaviours helped? What would they like to change so they can enjoy all their rights?

Adapted from **Learning About Our Human Rights, Activity: Freedom of Expression** by Amnesty International

3 CLAIM YOUR RIGHTS

Design a protest banner



When our rights are denied, we can stand up for ourselves and other people.

Explain that protesters often use eye-catching banners or flags emblazoned with slogans and symbols to draw attention and support to their cause. For instance, the creative designs and banners during the Suffragette movement were influential and

often carried their famous slogans **Votes for Women** and **Deeds not Words**.

Ask students to research protest banners and choose an example to share with the class. Why this one? What is the message? How did they feel when they saw it?

Tell students they will now design and make their own banner, on their own or in pairs.

Discussion questions: What will your banner say? What issues are important to you and what needs to change? What right is being denied or abused?

Normally, banners are made out of fabric and are hung from poles and carried at demonstrations or suspended from buildings, walls or railings. What materials will be used? Will banners be carried or hung?

They can work out the banner to scale on a piece of paper.

The lettering, images and colours can be painted, sprayed, glued or sewn onto the cloth of the banner.

TIPS

- Keep it simple so people understand the message.
- If cut-out letters are being glued on to the banner, they need to be traced twice: first on the receiving cloth as a guide and then on the material to be cut up.
- It is important to check the banner materials for paint absorption capacity. Always put something under the banner to avoid spills or leaks on to the floor or table.
- Check that your materials are fireproof.

Adapted from **Banners and Dragons** by Dan Jones

HANDOUT 1

ACTIVITY 2 UNCRC article cards

Right to freedom of expression
and peaceful protest

Right to life, dignity and health

Right to equality

Right to play and rest

Right to privacy

Right to freedom of thought,
belief and religion

Right to identity

Right to education

HANDOUT 2

ACTIVITY 2 Daily action cards

I use social media to say what I
think on different topics

I see a doctor if I am sick

I walk freely in my town without
fearing abuse

I speak freely about my beliefs

I do not have to disclose my
personal life to my teacher

I relax with my friends

I can get a passport

I go to school and study