



Total time

Approx.
60 mins

Age range

8-14 years



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Writing the Future of Childhood: For Every Child, Every Right



Learning Outcomes

- To begin to understand the United Nation's Convention on the Rights of the Child (CRC)
- To understand the link between the Global Goals and the Convention
- To consider a future of childhood where all children's rights are respected
- To speak out about their rights and take action for World Children's Day

Resources

- Copies of the student handout – depending on whether chosen as a group or individual activity

Note to Educators

For additional learning resources focused on the linkages between child rights and the Global Goals click here:
[How to Make Every Day World Children's Day Lesson Plan](#)
<http://worldslargestlesson.globalgoals.org/make-every-school-safe-to-learn/>

You can find a lesson plan <http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>
and video <https://vimeo.com/138852758> introducing students to the Global Goals.



Lesson Plan at a Glance

Step 1: Setting the Scene for Childhood

Students are asked to think about what childhood means to them and explore different interpretations of childhood.

Step 2: Introducing the Convention on the Rights of the Child

Students are introduced to 5 child rights.

Step 3: Understanding the Progress and Challenges of Childhood

An interactive activity helps students to understand some of the progress and challenges that remain in childhood.

Step 4: Expressing the Future of Childhood

Students are invited to envisage the future of childhood they would like to see for all children and choose a creative way to express this.

Step 5: Take Action and Celebrate Your Rights!

Ideas for students to celebrate World Children's Day and take action in school through a #KidsTakeover.

How to Use This Lesson Plan

This lesson plan can be adapted and extended to fit the context of your educational setting. The below is a suggested step-by-step guide to students creating their own vision of the Future of Childhood. There are optional Taking it Further suggestions to extend learning throughout.

Step 1: Setting the Scene for Childhood

10
mins

Note to educators

This first step is a discussion with students about what childhood means to them. It could be a short starter to your lesson, or you may wish to have a longer discussion referring to all the questions suggested below.

Ask students: *What does the word childhood mean to you?*

Oxford Dictionary definition: The state or period of being a child.

Ask students to note down some ideas on a piece of paper. They do not need to share these with anyone else in the class if they do not want to.

Have a class discussion and take feedback and ideas from different members of the class.

Next show the illustrations from Appendix 1, 2, 3 & 4 of different perspectives of childhood from different artists around the world. Ask students - *Are these all images of childhood? What similarities do you see between your childhood and the artist's depiction? What differences do you see?*

Further questions to generate discussion include:

- *When does childhood start and finish?*
- *What does childhood mean?*
- *Do you think childhood is the same for children everywhere?*
- *How might childhood in (name your country) be different and/or similar to childhood in (name a different country to the one you are teaching in).*
- *What's important for a 'good' childhood?*

Note to Educators

A child refers to any human being below the age of 18 years old.

After a class discussion, ask students to refer to their ideas on childhood that they wrote at the beginning of the lesson. *Have any of their ideas on childhood changed? Is there anything else they would like to add? Did any of the class discussions prompt a new idea in their head?*

Identify some key themes that everyone in the class believes are important to childhood.

Taking it further:

- Dollar Street is a great resource for exploring what different homes look like for children around the world. Explore with your students to find similarities between themselves and others.
<https://www.gapminder.org/dollar-street/matrix>

Step 2: Introducing the Convention on the Rights of the Child

10
mins

Next explain to students that they are not the only ones who have been thinking about childhood and what it means to be a child. Thirty years ago, the United Nations (nearly all the governments in the world) agreed on a legally binding document called the Convention on the Rights of the Child. This includes 54 articles that set out children's rights and how governments should work together to make them available to all children. In 2019 we are celebrating the 30th anniversary of the Convention.



Display **Appendix 5** and or **Appendix 6**. Ask students to refer to their initial ideas about childhood from the beginning of the lesson. Can they see where their initial discussions on childhood link into the Convention on the Rights of the Child?

Spend some time reading aloud and discussing several of the articles with the class. Explain to students that, although all the rights are equally important, and they all link together, you will start by looking at 5 themes.

- **The right to be heard and taken seriously** - (Article 12, Article 13 The Child's Right to Seek, Receive and Impart Information, Article 14 Freedom of Thought, Conscience and Religion & Article 15 Freedom of Association)
- **The right to be treated fairly** - (Article 2 Principle of Non-Discrimination)
- **The right to an education** - (Article 28 and Article 29 Goals of Education)
- **The right to live and develop healthily** - (Article 6 & Article 24 Right to Good Quality Health Care)
- **The right to play** - (Article 31 Right to Leisure, Play and Culture)

Ask them to identify how they access these rights in their own childhood linking back to their earlier descriptions.

Note to educators: If you would like to explore the Convention on the Rights of the Child in further detail, and rights that are particularly pertinent in your context, please refer to: <https://home.crin.org/rights-gallery-the-convention>

Step 3: Understanding the Progress and Challenges

20
mins

Explain to students that although a lot of progress has been made in the last thirty years to improve the experience of childhood for all children everywhere there are still many problems that children face.

Option 1: Students explore some of the progress and challenges that children face in childhood. Hand out **Appendix 7**. Students then decide which progress fact corresponds with which child right. They then repeat this with the corresponding challenge fact. They can then either cut out and stick or write their statistic on their Student Template **Appendix 9**.

Option 2: Ask students to research the progress and challenges that exist on child rights. You may want to display **Appendix 8 & Appendix 10** to support student research. Students can then complete **Appendix 9** themselves by putting in key facts and data into the progress or challenge triangles of each of the child rights articles.

Once students have completed their research ask students to come back together for a class discussion. Ask students: *Are there any statistics or figures they found that surprised them?*

Explain to students that the world is always changing: *Do they think that childhood has changed over time? Are there any new challenges facing children in childhood now compared with 30 years ago? Are there any child rights that students think are missing?*

Note to educators: Children might raise digital/online issues here, e.g. “the right to access the Internet”, “the right to be protected online” etc. Although the Convention does not explicitly address the digital world, many articles are nonetheless broad enough to cover this, e.g. Article 17 (access to information) and Article 13 (freedom of expression).

Next ask the students: *How might we change all the red challenges and bad news facts on these child rights into green positive news stories? What plan might we have to make?* Let students discuss some initial ideas and then display **Appendix 11**. *How might the Global Goals help us towards ensuring all children's rights are met?*

Explain to students that just like the Convention, the Global Goals were also signed by lots of governments (193) and so they have a responsibility to make sure they are achieved. Each of the Global Goals has a number of action-focused targets under them for the Goal to be achieved. These Global Goal targets will also help to implement the Convention. Just like child rights, the Global Goals are interdependent, with every Goal, like every Article, being of equal

importance to one another. Although there may be challenges that remain for children, the Global Goals are an action plan to help respect children's rights everywhere.

You may wish to map the Global Goals to their child right as either a whole class, individually or in groups. Next ask students to write their corresponding Global Goal number by their child right triangle using the template on **Appendix 9**. For an example of a complete student activity see **Appendix 12**. Please note, many Global Goals overlap with each of the child rights, so students may wish to complete their activity with different Global Goals shown in the example.

Taking it further

This may be a good opportunity to introduce Hans Rosling's Factfulness quiz here for students to participate in <http://forms.gapminder.org/s3/test-2018> to give a fact-based view of not only issues relating to childhood but also global issues.

To celebrate CRC30, UNICEF is designing icons for each of the main Convention articles, similar to the Global Goals icons in Appendix 7. Vote online for the icon you prefer for each article. Simply click on the icon you like best. You can do this for every article, or just for some. This can be done as a class or as an individual activity. Voting will be open from 12 April to 14 June 2019. <https://www.surveymonkey.com/r/crcicons>

Step 4: Expressing the Future of Childhood

20
mins

Explain to students that now they have a greater understanding of some of the challenges children face, they are going to create their own vision of a future of childhood where all children have their rights respected. Allow students the choice in how they would like to express their future of childhood. Some ideas include:

- Writing a newspaper article about the challenges children face in enjoying their rights, or an imaginative "Future News" headline and article dated 30 years from now when all children have equal access to all their rights all over the world, and how this was achieved.
- Creating a poem on their own vision of a future of childhood.
- Drawing/painting a picture of the world where all children have the opportunity to experience a rights respecting childhood - you may want to refer to the illustrations in **Appendices 1, 2, 3 & 4**.
- Writing a rap or song that describes a student's vision of the future of childhood.
- Write a short chapter/paragraph on their vision of the future of childhood, which could then be compiled together to make a class book.

unicef | WORLD CHILDREN'S DAY



World Children's Day is UNICEF's annual day of action 'for children, by children.' Every year on November 20 – the anniversary of the Convention on the Rights of the Child – children around the world take over roles in politics, business, media, sports, entertainment, schools and other institutions that are normally run by adults.

A #KidsTakeover is a way to advocate and raise awareness on the most pressing issues facing children. They are a manifestation of children's rights and a way to show that every child has the right to be heard, to participate, and to play a role in the civic life of their society.

There are many ways that you can join the global celebration of children's rights on World Children's Day. Here are some ideas!

- **Ask students themselves:** What opportunities and processes they would like to have in school to demonstrate their right to be heard and taken seriously.
- **Student teachers:** Students share their expertise, skills or ideas by running a workshop for other students – or even for teachers.
- **Student councils or committees:** Students have the opportunity to speak to their student council representatives and discuss issues or ideas.
- **Open Door Day:** Teachers leave their door open for any students to come in and discuss a child rights issue.
- **Invite a local newspaper or radio station into your school:** For students to have the opportunity to describe their celebrations and learnings to a wider audience.
- **Tell the wider school community:** Invite parents or guardians to come into school to listen to a student-delivered presentation on the Convention.
- **Host a school debate:** Organise a school debate on a child rights topic.
- **Student mentors:** Pair older students with younger students for mutual mentoring.
- **Take action in your community:** Support students to exercise their rights in their local community by expressing their views to local government representatives.
- **Make your school blue:** Ask students and teachers to dress in blue or decorate your school on 20th November to celebrate World Children's Day!

Kids Takeovers aren't just a stunt. Consider how the decisions and actions of students on World Children's Day can be instituted at your school after the day itself, and how this could help expand opportunities for children's participation on an ongoing basis. **Most importantly, please involve children and young people throughout the process, from planning to execution to stay true to the *for children, by children* spirit of the day.**

To ensure a positive, safe and respectful experience for all involved, a #KidsTakeover should take into account the detailed guidance available from UNICEF. <https://uni.cf/kidstakeoversafeguarding>

Share Your Students' Creative Work With Us!

Share photos of student learning so we can to amplify their voices! **Email us** lesson@project-everyone.org
Tweet us @TheWorldsLesson @UNICEF Use the hashtags **#ForEveryChild #KidsTakeover #WorldChildrensDay** to tell us what your students say for The Future of Childhood!

Appendix 1: Illustrations of Childhood

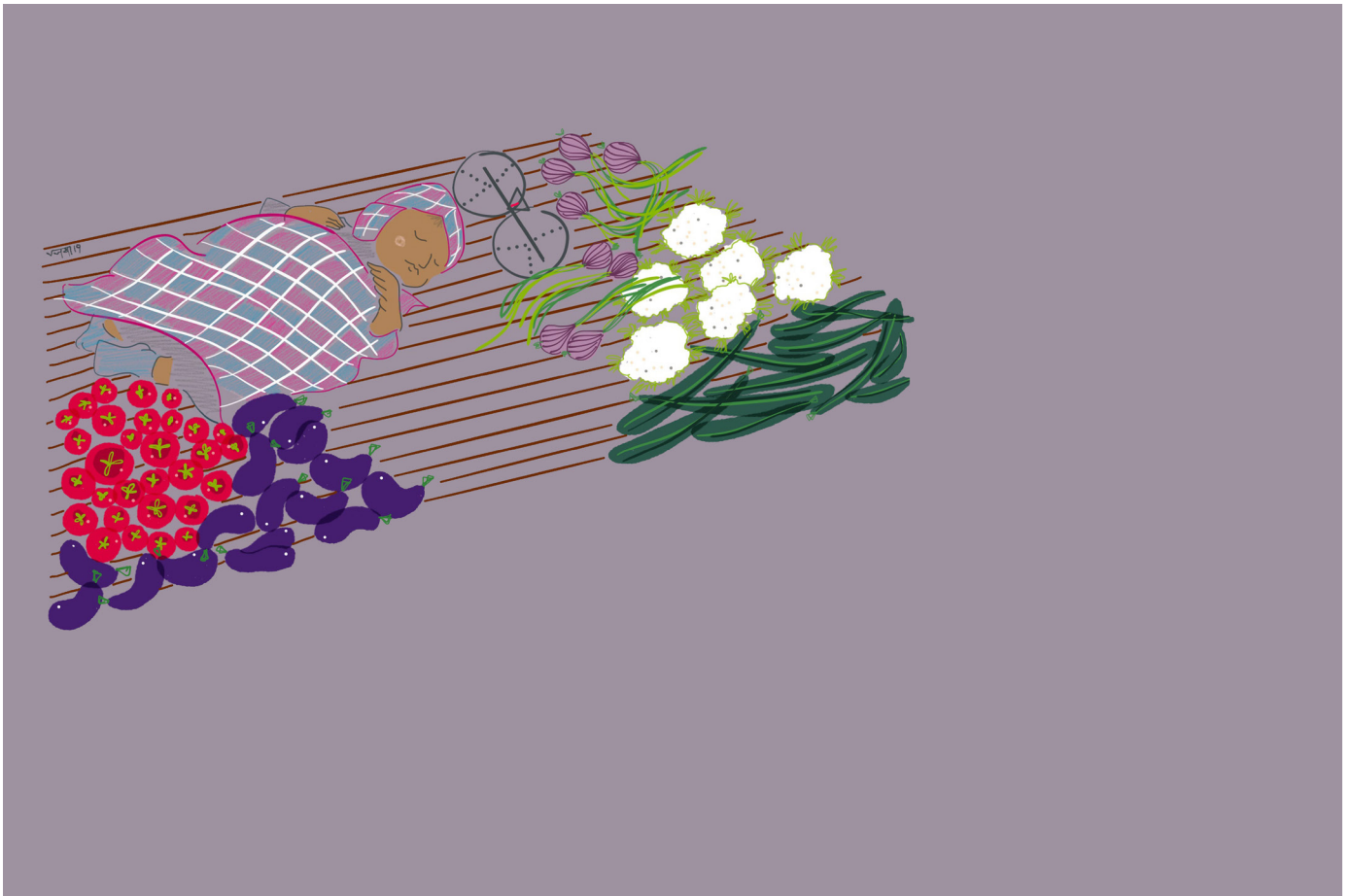


Illustration by: Vijaya Rajendra Barge

Appendix 2: Illustrations of Childhood



Illustration by Alfie Luna Montesinos

Appendix 3: Illustrations of Childhood



Illustration by: Aneta Pacholska

Appendix 4: Illustrations of Childhood



Illustration by: Chris Gadbury

Appendix 5: Convention on the Rights of the Child – Simple Version

1 DEFINITION OF A CHILD	2 NO DISCRIMI- NATION	3 BEST INTERESTS OF THE CHILD	4 ALL RIGHTS FOR ALL CHILDREN	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL & DEVELOP- MENT	7 NAME AND NATIONALITY
8 IDENTITY	9 CONTACT WITH PARENTS	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 FREEDOM OF EXPRESSION	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PRIVACY	17 ACCESS TO INFORMATION	18 ROLE OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING & A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, LEISURE, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION FROM WAR	39 RECOVERY AND REIN- TEGRATION	40 JUSTICE FOR CHILDREN	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS

43-54
HOW THE
CONVENTION
WORKS

<p>Article 1</p> <p>Everyone under 18 years of age has all the rights in this Convention.</p>	<p>Article 2</p> <p>All children have all these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion or culture is, whether they are a boy or girl, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 3</p> <p>All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.</p>
<p>Article 4</p> <p>Governments must use all available resources to implement all the rights in this Convention.</p>	<p>Article 5</p> <p>Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.</p>	<p>Article 6</p> <p>Every child has the right to life, survival and development.</p>
<p>Article 7</p> <p>Children have the right to a name, and this should be officially recognized by the government. They have the right to a nationality (to belong to a country).</p>	<p>Article 8</p> <p>Children have the right to an identity – an official record of who they are. No one should take this away from them.</p>	<p>Article 9</p> <p>Children should not be separated from their parents unless it is for their own good. Children whose parents have separated should stay in contact with both parents unless this might harm the child.</p>

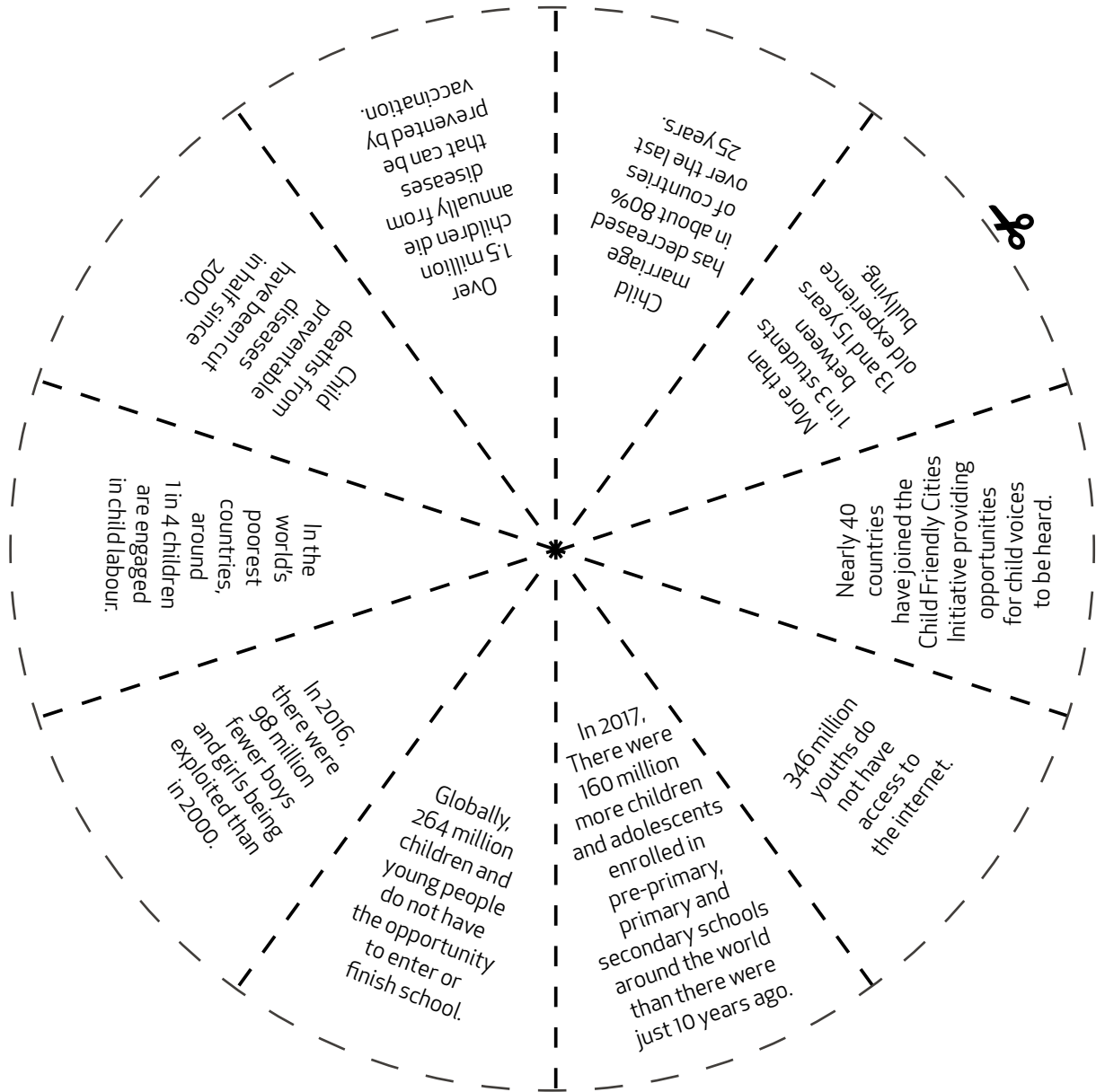
<p>Article 10</p> <p>If a child lives in a different country than their parents do, the child has the right to be together with them in the same place.</p>	<p>Article 11</p> <p>Governments should stop children being taken out of their own country illegally.</p>	<p>Article 12</p> <p>Children have the right to give their opinion, and for adults to listen and take it seriously.</p>
<p>Article 13</p> <p>Children have the right to find out things and share what they think with others, by talking, drawing, writing or in any other way unless it harms other people.</p>	<p>Article 14</p> <p>Children have the right to choose their own religion and beliefs. Their parents should guide them about what is right and wrong, and what is best for them.</p>	<p>Article 15</p> <p>Children have the right to choose their own friends and join or set up groups, as long as it is not harmful to others.</p>
<p>Article 16</p> <p>Children have the right to privacy.</p>	<p>Article 17</p> <p>Children have the right to receive information that is important to their well-being, from radio, newspapers, books, computers and other sources. Adults should make sure the information they are getting is not harmful, and help them find and understand the information they need.</p>	<p>Article 18</p> <p>Children have the right to be raised by their parent(s) if possible. Governments should help parents by providing services to support them, especially if both parents work.</p>

<p>Article 19</p> <p>Governments must make sure that children are properly cared for and protect them from violence, abuse and neglect by anyone who looks after them.</p>	<p>Article 20</p> <p>Children have the right to special care and help if they cannot live with their parents.</p>	<p>Article 21</p> <p>When children are adopted, the first concern must be what is best for them.</p>
<p>Article 22</p> <p>Children have the right to special protection and help if they are refugees, as well as to all the rights in this Convention.</p>	<p>Article 23</p> <p>Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.</p>	<p>Article 24</p> <p>Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.</p>
<p>Article 25</p> <p>Children who live in care or in other situations away from home, have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 26</p> <p>Governments should provide extra money for the children of poor families.</p>	<p>Article 27</p> <p>Children have the right to food, clothing, a safe place to live and to have their basic physical and mental needs met. The government should help families and children who cannot afford this.</p>

<p style="text-align: center;">Article 28</p> <p>Children have the right to an education. Discipline in schools should respect children’s dignity. Primary education should be free. Children should be encouraged to go to school to the highest level possible.</p>	<p style="text-align: center;">Article 29</p> <p>Children’s education should help them use and develop their talents and abilities. It should also help them learn to respect other people’s rights, live peacefully and protect the environment.</p>	<p style="text-align: center;">Article 30</p> <p>Children have the right to practice their own culture, language and religion - even if these are not shared by the majority of people in the country where they live.</p>
<p style="text-align: center;">Article 31</p> <p>Children have the right to play, rest and relax and to take part in cultural and artistic activities.</p>	<p style="text-align: center;">Article 32</p> <p>Children have the right to protection from work that harms them, and is bad for their health and education. If they work, they have the right to be safe and paid fairly.</p>	<p style="text-align: center;">Article 33</p> <p>Children have the right to protection from harmful drugs and from the drug trade.</p>
<p style="text-align: center;">Article 34</p> <p>Children have the right to be free from sexual abuse and sexual exploitation.</p>	<p style="text-align: center;">Article 35</p> <p>Governments must make sure that children are not kidnapped, sold or trafficked.</p>	<p style="text-align: center;">Article 36</p> <p>Children have the right to protection from any kind of exploitation (being taken advantage of).</p>

<p>Article 37</p> <p>Children who break the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.</p>	<p>Article 38</p> <p>Children have the right to protection and freedom from war. Children cannot be forced to go into the army or take part in war.</p>	<p>Article 39</p> <p>Children have the right to help if they have been hurt, neglected or badly treated so they can get back their health and dignity.</p>
<p>Article 40</p> <p>Children have the right to legal help and fair treatment in the justice system that respects their rights.</p>	<p>Article 41</p> <p>If the laws of a country provide better protection of children’s rights than the articles in this Convention, those laws should apply.</p>	<p>Article 42</p> <p>Children have the right to know their rights. Adults should know about these rights and help children learn about them.</p>
<p>Articles 43-54</p> <p>These articles explain how governments and international organizations like UNICEF will work to make sure all children get all their rights.</p>		

Appendix 7: Student Fact Sheet



Appendix 8: Facts on the State of Childhood¹

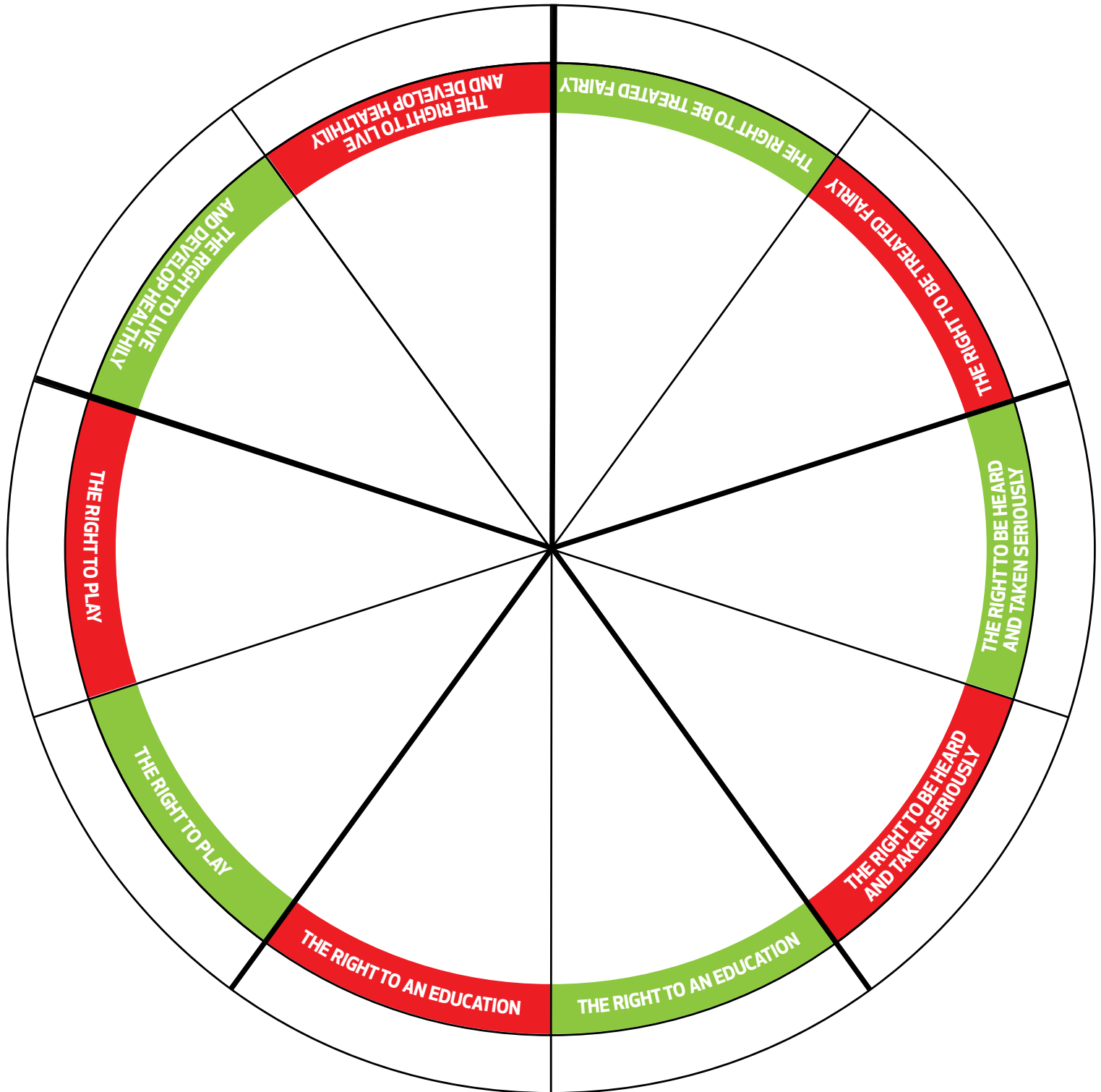
For more data on many child rights issues please visit www.data.unicef.org

- 346 million youths do not have access to the internet.*
- The ILO reports that around 152 million children between the ages of 5 and 17 are in work.**
- In the world's poorest countries, around 1 in 4 children are engaged in child labour.*
- 114 million child labourers are below the age of 14.**
- In 2016, there were 98 million fewer boys and girls being exploited than in 2000.**
- 93% of children said that play makes them feel happier.***
- Play is one of the most important ways in which young children gain essential knowledge and skills.*
- Every day, 18,000 children who would have died of preventable causes, will survive*
- Polio has been eradicated from all but three countries around the world.****
- Child deaths from preventable diseases have been cut in half since 2000.****
- Vaccination saves 2-3 million children each year from deadly childhood diseases like measles, diarrhea and pneumonia.*
- Measles vaccinations averted an estimated 17.1 million deaths between 2000 and 2014.*
- Since 2000, 2.5 billion children have been vaccinated and the number of polio cases has fallen by more than 99 percent, dropping to just 22 cases in 2017.*
- About 15,000 children under the age of 5 years old die every day.*
- 31% of schools don't have clean water.*
- Over 1.5 million children die annually from diseases that can be prevented by vaccination.*
- In 2017 there were 160 million more children and adolescents enrolled in pre-primary, primary and secondary schools around the world than there were just 10 years ago.*
- Globally, 264 million children and adolescents do not have the opportunity to enter or complete school.*
- 63 million children of primary school age (typically aged 6-11 years) are not in school.*
- 61 million adolescents of lower secondary school (typically aged 12-14) are not in school.*
- Adolescents of upper secondary school age, from 15-17 years, make up the largest group of those out of school. About 139 million (53 per cent of the total) are not in school.*
- More than one half of all out-of-school children are in sub-Saharan Africa.*
- Nearly 1 in 4 of out-of-school children live in crises-affected countries.*
- An estimated 617 million children and adolescents worldwide are unable to reach minimum proficiency levels in reading and mathematics.*
- 1 in 4 of world's out-of-school children live in crises-affected countries.*
- More than 100 million young people cannot read.*
- Since 2015, more than 20 countries have taken action to end child marriage.****
- 25 million child marriages were averted in the last decade.*
- Child marriage has decreased in about 80% of countries over the last 25 years.*****
- Each year, 12 million girls are married before the age of 18.*
- 75% of children aged 2 to 4 are regularly subjected to violent discipline by their caregivers.*
- More than 1 in 3 students between 13 and 15 years old experience bullying.*

¹ Note on sources for data: *=UNICEF data www.unicef.org, **= ILO www.ilo.org, ***= Real Play Coalition, www.realplaycoalition.com, ****= UN data – www.un.org, *****= Girls Not Brides www.girlsnotbrides.org

Appendix 9: Student Template

Instructions: Fill in the progress (green) and challenge (red) triangles of the Child Right. Next, decide which Global Goal links to that child rights and write it in the outer ring of the circle.



Appendix 10: Useful Website Links for Data Research into Child Rights

Links for the Right to be Educated

- <https://www.obama.org/globalgirlsalliance/take-action/>
- <https://www.worldbank.org/en/topic/education/publication/misled-opportunities-the-high-cost-of-not-educating-girls>
- <http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf>
- <https://www.unicef.org/mena/reports/education-under-fire>
- <http://datatopics.worldbank.org/education/country/afghanistan>

Links for the Right to be Treated Fairly

- <https://www.girlsnotbrides.org/about-child-marriage/>
- <https://www.obama.org/globalgirlsalliance/take-action/>
- <https://www.worldbank.org/en/topic/education/publication/misled-opportunities-the-high-cost-of-not-educating-girls>
- <https://www.unicef.org/mena/reports/child-marriage-middle-east-and-north-africa>
- <https://www.gatesfoundation.org/goalkeepers/report>

Links for the Right to Play

- <https://www.realplaycoalition.com/value-of-play-report/>
- <https://www.antislavery.org/slavery-today/child-slavery/>
- <https://www.ilo.org/ipec/facts/lang--en/index.htm>
- https://www.unicef.org/protection/57929_child_labour.html

Links for the Right to be Healthy

- <https://www.gatesfoundation.org/>
- https://www.who.int/gender/documents/gender_health_malaria.pdf
- <https://www.who.int/>
- <https://www1.wfp.org/>
- <https://www.gatesfoundation.org/goalkeepers/report>

Links for the Right to be Heard and Taken Seriously

- <https://sdg-tracker.org/>
- <https://www.unicef.org/>
- <https://www.globalcitizen.org/en/>

THE GLOBAL GOALS

For Sustainable Development



Appendix 12: Example of Complete Student Activity

