



# Exploring Childhood:

**A Photo-Pack on the UNCRC for children and young people, 8–18.**

[www.uncrletsgetitright.co.uk](http://www.uncrletsgetitright.co.uk)



# Exploring Childhood:

## A Photo-Pack on the UNCRC for children and young people, 8-18.

### Introduction

This pack will help children and young people from 8-18 explore the United Nations Convention on the Rights of the Child (UNCRC). In Wales the Assembly Government is working to ensure the UNCRC underpins all policy and practice with regard to children and young people. Teachers using this pack will get a unique insight into the views of the children and young people they teach - the pack is designed to facilitate learner voice.

The UNCRC is a list of protection rights - the state must protect children from all sorts of abuse: sexual, work, punishment, armed conflict, participation in hostilities as child soldiers and provide humanitarian assistance for refugee children. The state must also devote resources to ensure children mature into healthy and happy adults. This has triggered international debate about children's rights. This pack takes the debate to children and young people to elicit their views.

We believe that children and young people are competent informants on their own worlds and the best arbiters of their own experience - this pack is designed to help them express their views.

The pack consists of 30 photographs and 5 posters, and a set of activities to facilitate children and young people's self-reflection, interpretation and independent thoughts.

The pack can be used in Personal and Social Education (PSE) but can also be used in other curriculum areas and in non-formal settings.

In Wales children and young people experience different 'realities' from children in other parts of the world. Within Wales childhood is different for children in urban and rural areas, for children with different access to wealth, for children from minority ethnic groups and for children with disabilities. We want children and young people to reflect on what the UNCRC means in Wales and farther afield.

All the activities are intended to promote discussion of values and promote principles of respect and participation. We believe that teaching of this kind is necessary if the articles of the UNCRC are to be embedded in practice. It will also help adults pay attention to how children and young people talk about themselves and others who share childhood's space in our globalised world.

**Overall this pack is designed to meet Article 42 of the UNCRC:**

*The Government should make the Convention known to all parents and children.*

**Article 12 is also very important as it specifically gives children and young people the right to a voice:**

*Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.*

# Content

## The Activities.

In Part 1 activities introduce the photographs and establish a collaborative learning environment. Activities in Part 2 focus specifically on the UNCRC to help children get a good understanding of the different articles and what they mean for children.

All the activities included are designed to promote thinking skills as follows:

### Key Stage 2 Skills

- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods
- contribute to class discussions and take part in debates
- form personal opinions and make informed decisions
- and to understand:
- their rights, e.g. the UN Convention on the Rights of the Child, and entitlements

### Key Stage 3 Skills

- listen attentively in different situations and respond appropriately
- communicate confidently personal feelings and views through a range of appropriate methods
- express opinions clearly and justify a personal standpoint
- consider others' views to inform opinions and make informed decisions and choices effectively
- identify and assess bias and reliability e.g. evaluate messages from the media
- and to understand:
- their rights, e.g. the UN Convention on the Rights of the Child, and entitlements
- be moved by injustice, exploitation and denial of human rights

## Content.

### Part One

### Getting to know the pictures, developing skills

Making Connections  
 Odd one out  
 Asking questions  
 What does it mean to be a child? (Key Stage 3/4)  
 Most like a child/Least like a child  
 Would You Rather?  
 Generating questions  
 Exploring values and emotions

### Part Two

### Exploring the UNCRC

The balloon game  
 UNCRC in Practice: exploring the Articles  
 Exploring articles and images in depth  
**Article 31:** Work  
**Articles 32:** Play  
 Deconstructing Campaigns  
 Creating an Exhibition

List of Activity Sheets for Photocopying

Welsh and English

Activity Sheet A At what age can we...

Emotion words

Question words

Activity Sheet B Activity for private journal

Activity Sheet C Analysing Photographs

Activity Sheet D Work Questionnaire

Support materials

UNCRC in Child-friendly language –

# Making Connections

<b>Purpose.</b>		<b>Procedure.</b>		
	To introduce the collection of photographs to the children and young people. To encourage them to listen to each other's ideas and make connections between them.	<b>Stage 1</b>	Ask the children to look at the pictures laid out on the floor and pick ONE that appeals to them in some way. It's important that all children have their own picture.	
<b>Age Range</b>	8 – 18	<b>Stage 2</b>	Ask the children to hold their chosen photograph in front of them so everyone can see it. Ask for a volunteer to make a CONNECTION between their photo and someone else's. Using the ball of string begin to construct a web of connections across the circle. The first person to make a connection holds the end of the string and passes the ball across the circle to the person whose photograph they have made a connection with. This person now makes a connection to another photo and passes the string on. Continue until each photo has been linked together through the string. Draw attention to the web of ideas the children have generated as symbolised by the string. Roll up the ball of string.	
<b>Timing</b>	15-20 minutes depending on how many children are in the class.	<b>Stage 3</b>	Work in pairs. Ask each pair (or, if uneven numbers, a group of 3) to compare the photos they have chosen. Can they find one thing the SAME and one thing DIFFERENT in their photos. Pairs to show their pictures and report back to the group.	<p><i>Curriculum notes</i></p> <p><i>This activity supports the 'Skills Framework 3-19' (WAG 2008) by developing a range of thinking and communication skills.</i></p> <p><a href="http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/skillsdevelopment/SKILLS_FRAMEWORK_2007_Engli1.pdf?lang=en">http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/skillsdevelopment/SKILLS_FRAMEWORK_2007_Engli1.pdf?lang=en</a></p> <p><i>Voted 'best activity' by children in Year 5, Glynncolen Primary School, Swansea.</i></p>
<b>Resources</b>	The entire collection of [photographs] (numbers 1-30) printed out and laminated.			
<b>Grouping</b>	Whole class sat in a circle with all the pictures laid out on the floor. A large ball of string.			

# Odd one out

Purpose.		Procedure.	
	To get the children and young people used to comparing and contrasting the pictures and looking for similarities and differences between them.	<b>Stage 1</b>	
<b>Age Range</b>	8 – 18	Ask the children to say which picture is the odd one out. Stress that there are no wrong answers, but they will need to give good reasons for their ideas. Repeat with 3 different pictures.	
<b>Timing</b>	Depending on how many examples you use - 5 minutes for every 'Odd One Out'.		
<b>Resources</b>	Three photographs chosen from the pack placed in the middle of the circle.  <b>Key Stage 2:</b> We recommend [photographs: 4, 5, 13] <b>Key Stage 3:</b> We recommend [photographs: 5, 22, 26] <b>Key Stage 4:</b> We recommend [photographs: 9, 13, 25]		
<b>Grouping</b>	Whole class sat in a circle.		<p>Curriculum Links:</p> <p><i>Skills Framework, 3-19; in particular Thinking Skills and Communication.</i></p> <p><a href="http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/skillsdevelopment/SKILLS_FRAMEWORK_2007_Engli1.pdf?lang=en">http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/skillsdevelopment/SKILLS_FRAMEWORK_2007_Engli1.pdf?lang=en</a></p> <p>Tips for teachers:</p> <p><i>Teacher piloting the activity found that the variety of reasons children gave for picking the different pictures as the 'Odd One Out' gave them a unique insight into the ways in which children make sense of the world.</i></p>

# Asking questions

Purpose.		Procedure.		
	To get the children and young people used to asking questions about the photographs. To help them see that some question words are more fruitful than others in generating discussion of ideas and concepts.	<p><b>Stage 1</b></p>	Give out one photograph at random to each group of 3. Give each group THREE of the question words (these can be printed out to give them). Ask each group to come up with at least one question for their photograph for each of the question words they have been given.	
<b>Age Range</b>	8 – 18	<p><b>Stage 2</b></p>	<p>Ask each group to show their picture to the group and read out their question.</p> <ul style="list-style-type: none"> <li>• Ask what type of question it is. Closed? Open? Thinking?</li> <li>• A closed question will have one right answer that may be answered from the picture or might need some research.</li> <li>• An open question is speculative or hypothetical, it requires imagination to try and answer it. Such questions reveal children's assumptions about the images.</li> <li>• Thinking questions invite the exploration of concepts, in particular with the use of 'should', moral concepts. These are particularly important when looking at childhood in the context of UNCRC. Which question words have produced the most interesting questions? Discuss with children.</li> </ul>	<p>Teacher notes</p> <p>Question words such as where, when, what, who are speculative questions – we probably won't be able to answer them from the picture, but we can use our imaginations to speculate. Answers to these questions can be found on the [Annotated list of photographs]</p> <p>Question word such as should, could, why generate questions that are more likely to be linked to moral issues and invite discussion of concepts – they are usually the more 'juicy' questions.</p>
<b>Timing</b>	30 – 40 mins	<p><b>Stage 3</b></p>	Ask each group to try and formulate a 'should' question for their picture. Ask them to read them aloud. Point out that most 'should' questions imply a moral question – emphasise that UNCRC is based on moral and ethical ideas.	
<b>Resources</b>	<p>Selections from the photo-pack. Three sets of question words, each word printed separately and if possible, laminated:</p> <p><b>what, where, when, why, how, who, could, should, is, can, does, if [question words] for printing</b></p> <p><b>Photographs suggested for Key Stage 2:</b> 1, 3, 4, 11, 13, 18, 19, 20, 21, 26.</p> <p><b>Photographs suggested for Key Stage 3:</b> 2, 9, 12, 10, 16, 17, 22, 23, 25, 26.</p>			
<b>Grouping</b>	Whole class sat in a circle working in groups of three.			

# What does it mean to be a child? (KS3/4)

NOTES:

Purpose.		Procedure.	
	<p>In order to consider the UNCRC it is important that children and young people spend some time considering the concept of childhood. We suggest a few 'warm up' activities to help the children explore their understanding of the term 'child'.</p>	<p><b>Stage 1</b></p>	<p>Organise the children into groups of 4-5 and give each group a large sheet of paper and coloured fat felts. Ask them to discuss and create drawings, words or a mind-map in response to the question:</p> <p><b>What does it mean to be a child today?</b></p> <p>Ask the children to display their work for others to view.</p>
<p><b>Age Range</b></p>	<p>8 – 18</p>	<p><b>Stage 2</b></p>	<p>After the groups have had a chance to view their work, ask them:</p> <p><b>What similarities and what differences are there in your ideas?</b></p> <p>Give them time to discuss this in their groups.</p>
<p><b>Timings</b></p>	<p>Between 40 – 60 minutes.</p>	<p><b>Stage 3</b></p>	<p>Give each child a post-it note and ask them to complete the statement:</p> <p><b>You stop being a child when...</b></p> <p>Display all their post-it notes together and take time to read them all aloud.</p> <p><i>• NB Children might like to record this in their private journals as well.</i></p>
<p><b>Resources</b></p>	<p>Large sheets of paper and fat felt coloured pens for each group of 4.</p> <p>Post-it note for each child.</p>		
<p><b>Grouping</b></p>	<p>Individual, pairs, small groups, whole class.</p>		

# What does it mean to be a child? (KS3/4)

NOTES:

## Procedure. (cont)

## Stage 4

To give children information about how different countries have different ideas about when children stop being children. Ask children to guess what ages they think children and young people are allowed to do the following:

## Guess what age you're allowed to:

- Get married

## Answers:

Britain (with parental consent) 16

India 21

Spain 18

- Be responsible for criminal actions

England 10

Scotland 8

USA 6

Spain 16

- Allowed to leave school

16 (to be raised to 18)

- Consent to surgery

There is no fixed age in the UK – you can give consent at any age to surgery if the child is deemed competent to judge. If refusing might endanger them or their lives, decision can be taken to court.

13 (part-time)

- Allowed to work

Britain 16

- Consensual sex

India 18

Brazil 14

- Have access to contraception

There is no fixed age in the UK, contraception can be given to children if there is obvious need and their understand what is going on.

18

- Right to vote

## Procedure. (cont)

## Stage 5

Journal activity

Questions for CYP to consider in their journals:

**Why do different countries in Europe have different ages for the age of criminal responsibility?**

**What age do you think it should be? Why?**

**What ages do you think each of the above should be? Why?**

Following time for individual reflection encourage pupils to share their ideas in pairs and then in small groups.

**Feedback:** ask groups to put forward their ideas for discussion.



# What does it mean to be a child? (KS3/4)

NOTES:

**Procedure. (cont)****Stage 6**

**Agree/Disagree lines.** This is a very good way for children to explore their own ideas and see that they will not necessarily agree. To conduct Agree/Disagree activities you need to place a rope or some object across the floor. Read the following statements and ask the children to stand on one side of the line if they agree with the statement or on the other side if they disagree. If they are not sure they can stand on the line:

**Age is the most important factor when considering the differences between adults and children.**

Ask the children to discuss in small groups why they are standing where they are standing and then ask them to justify their position. Encourage children to listen to each other and be prepared to change their minds.

**Question: Who should decide at what age we are allowed to do things?**

**Procedure. (cont)****Stage 7**

**Plenary.** Make sure children realise that the concept of what makes a child differs in different times, places and cultures. If we have a UNCRC that is globalised, i.e. applies to all children at all times and places then it is important we have some agreement of what it means to be a child and how we distinguish between child and adult. This is not easy or straightforward and children need to be involved in the discussion. Children have a view and it should not just be left to the adults to decide.

# Most like a child/ Least like a child

Purpose.	Procedure.
	<p><b>Stage 1</b></p> <p>Children work in pairs to consider the following questions as a warm-up for the main activity:</p> <p><b>Question 1:</b> How old are you?</p> <p><b>Question 2:</b> How old will you be when you are an adult?</p> <p><b>Question 3:</b> What does it mean to be an adult?</p> <p>Ask children to feedback their answers to Questions 2 and 3 to see the variety of opinions.</p>
<b>Age Range</b>	8 – 18
<b>Timings</b>	20 – 30 minutes. It will depend on how long you spend on the feed-back in Stage 1.
<b>Resources</b>	<p>Display enough pictures from the [photograph pack] to enable children to work in pairs.</p> <p><b>We suggest:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 21, 22, 23, 24, 25 (25 for Key Stage 3 only), 26.</p>
<b>Grouping</b>	Whole class.
	<p><b>Stage 2</b></p> <p>Display enough photographs so there is enough to allow children to work in pairs.</p> <p><b>Stage 2a</b></p> <p>Allocate each pair a random picture.</p> <p>Ask the children to negotiate a rank order for all the pictures from:</p> <p><b>Most like a child to Least like a child</b></p> <p><b>Stage 3</b></p> <p>When they have agreed on an order ask them to stand in line and hold up their pictures and justify their choices. Emphasise that there are no right or wrong answers, but they need to be able to give reasons for their views.</p>

*Question 1 is a closed question with one right answer.*

*Question 2 has an answer in law but is open to different answers (an open question)*

*Question 3 is a philosophical question – it will mean different things to different people – it is a concept that is difficult to pin down. It is good for children to be aware that what it means to be an adult will vary from person to person.*

#### Teacher notes

*This activity will reveal many of the assumptions the CYP hold about what childhood means to them. Consider what implications follow from their assumptions – take time to reflect on whether or not you are surprised by their ideas.*

#### Journal Activity

*Ask children to spend time thinking about what they think it means to be a child in our society and what it means to be an adult.*

# Would You Rather?

<b>Purpose.</b>		<b>Procedure.</b>		
	To help the children and young people speculate on what it means to be a child in a globalised world.	<b>Stage 1</b>	Ask the children, 'Who would you rather spend a day with?' Ask the children to stand by the picture of their choice.	
<b>Age Range</b>	7 – 18	<b>Stage 2</b>	Ask the children to discuss with other children who have chosen their picture why they have chosen to stand there.	
<b>Timings</b>	Around 15 minutes depending on how many children in the class.	<b>Stage 3</b>	Ask each group to explain their choices to the rest of the class.	
<b>Resources</b>	<p>Select five photographs chosen from the pack showing children in very different circumstances. Print out and laminated. Place them in 5 different places in the room.</p> <p><b>Key Stage 2:</b> we suggest [Photographs: 1, 3, 8, 10, 18]</p> <p><b>Key Stage 3:</b> we suggest [Photographs: 6, 7, 9, 15, 16]</p>			
<b>Grouping</b>	Whole class.			<p><b>Teacher notes</b></p> <p>Some choices may be pro-picture choices and some may be based on choosing one because they didn't want to choose one of the others. Try and identify the kinds of reasons the children give for their choices – positive and negative – and make a list on the board as they are feeding back their views.</p> <p><b>Journal Activity</b></p> <p>The CYP may like to spend some time reflecting on the picture they chose in their journals</p>

# Generating Questions

NOTES:

Purpose.		Procedure.	
	For children and young people to generate their own questions about a specific photograph.	<i>Stage 1</i>	Display all the pictures in the pack. Ask the children to view them and take a note of the number of ONE picture they would like to ask more questions about.
<b>Age Range</b>	8 – 18	<i>Stage 2</i>	Find out if any children have chosen the same picture and put them together. Pair up the rest of the children and ask them to discuss their choice of picture and say why they want to generate more questions about the picture. Ask them to choose just ONE picture between them. (They could agree on a different picture if they wish).
<b>Timing</b>	Stage 1 – 5 = 60mins stage 7 – 9 = 60mins	<i>Stage 3</i>	Join pairs together to form groups of four. Ask them to discuss their chosen pictures and again decide on ONE picture they would like to spend time discussing.
<b>Resources</b>	The [photograph pack]. Large sheets of sugar paper and fat felt pens.	<i>Stage 4</i>	Allow each group to collect their picture (be prepared that some groups may have chosen the same picture and you may need a second copy). They should write a title for the picture in the middle of their sheet. Ask them to brainstorm as many questions as they can around the picture.
<b>Grouping</b>	Groups of 4.		

# Generating Questions

## Procedure. (cont)

### Stage 5

Classification of questions. Pass the pictures and sets of questions on to the next group in a clockwise direction. Ask the new group to look at the picture and questions generated and classify the questions. Are they

**1) Closed questions** - with one right answer that can be researched, for example, Where is this Photograph? What are the children doing? ;

**2) Open questions** - which could have a range of answers, for example, How does he feel? Is she happy?;

**3) Thinking questions** - questions which are about concepts (e.g. justice), for example, Is it fair for ... to...? Are they happy with their life? If questions are closed ask them to put a tick, if open a smiley face, if thinking a smiley face with a question mark above.

### Stage 6

Discuss the questions. Ask the children to report on the thinking questions (assuming they have some). What makes these thinking questions?

### Stage 7

Concentric circles. To test out the quality of the children's 'thinking questions' ask them to form two circles, an inner circle and an outer circle. Ask the inner circle to turn round a face a child in the

## Procedure. (cont)

outer circle (if numbers aren't even you may need one group of 3, or join in yourself). Taking each of the children's 'thinking questions' in turn and making sure the children can see the picture that each question relates to (these can be displayed on the whiteboard click here to access [photographs in a powerpoint presentation], read them aloud and give the children 2 minutes to try and answer the question. After 2 minutes call, 'STOP!' and ask the inner circle and the outer circle to move one person to the left. The children will now have a new partner. Read out the next 'thinking question' and give them another two minutes to discuss. Repeat until at least ONE 'thinking question' from each group has been discussed.

### Stage 8

Ask the children which of the 'thinking questions' they thought provided the most interesting discussion. Write each of the questions on a sheet of A4 and place them so everyone can see them. Read all the questions in turn once. Then explain the children that they are going to vote for ONE question. This should be a secret ballot. Ask them to close their eyes and read each question aloud and ask for votes. When you know which is the most interesting question ask the children what is it about this question that makes it the most interesting.

# Generating Questions

**Procedure.** (cont)

**Stage 9**

Children can form a Community of Enquiry and discuss this question as a class. A community of enquiry takes place in a circle so every child can see each other. The group whose question was chosen leads the enquiry. The teacher should act as facilitator and not give their own opinion

*NB This is a great activity for Philosophy for Children.*

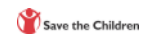
**Journal Activity**

*The children might like some time to reflect on the question they most enjoyed discussing and why. Use the following sentence starter:*

*In our class today we spent time discussing 'thinking questions':*

*The question I most enjoyed discussing was:...*

*I liked this question because...*



# Exploring Values and Emotion

Purpose.		Procedure.		
	<p>To promote discussion of emotions and feelings through matching values' vocabulary to specific images. To extend children and young people's emotional vocabulary.</p> <p><i>Children love to discuss feelings and emotions, their own and that of others. By asking them to attribute a feeling or emotion or value to a still image they have to use their narrative imaginations</i></p>	<p><b>Stage 1</b></p>	<p>Put the values words in a container and ask each child in turn to pick a word..</p>	<p><b>Teachers tips</b></p> <p><i>Key Stage 2: for younger children you may not wish to use all the words. We suggest you pick the words you think they will best understand and ask the pupils to work in pairs to place the words on the photographs.</i></p> <p><b>Teachers notes</b></p> <p><i>Children and young people are really interested in feelings – not just their own, but those of others. Emotion is a central topic of interest for all children. Discussion of emotions and feelings is an important part of developing emotional intelligence – now recognised as a key factor in being successful in life. In order to discuss feelings we need to explore values and the vocabulary associated with values. Many schools are becoming 'values-based schools' where the whole school community explores values they themselves have identified as important. The next activity aims to expand children's understanding of values by exploring the meaning of values' words as they relate to the photographs.</i></p>
<p><b>Age Range</b></p>	<p>10 – 18</p>	<p><b>Stage 2</b></p>	<p>When everyone has a word ask them to view the pictures and match their word to one of the pictures (or if working in pairs they should agree on a picture together).</p> <p><i>NB: Tell them they are going to be asked to justify their choice to someone else</i></p>	
<p><b>Timings</b></p>	<p>30 minutes.</p>	<p><b>Stage 3</b></p>	<p>Ask the children to line up in order, without talking, according to their date of birth - day and month.</p>	
<p><b>Resources</b></p>	<p>Display all the [photographs] in the pack and make a set of positive and negative values words [values words] each on a separate slip of paper (the list is not exhaustive, feel free to add as many values words you can think of):</p> <p><i>Positive: courage, honesty, hope, love, peace, respect, trust, responsibility, understanding, generosity, caring, co-operation, collaboration, tolerance, patience, hope, rights;</i></p> <p><i>Negative: jealousy, anger, greed, aggression, suspicion, disrespect, hate, despair, selfish, arrogance, fear, exploitation, coercion.</i></p> <p>Cut the words up and put them in a container that children can reach into to pick a word without seeing it.</p>	<p><b>Stage 4</b></p>	<p>Once they have completed this task ask them to pair up with the person next to them and go and view their chosen picture and explain why they choose that picture for their word.</p> <p><b>Have some pictures been given two different words?</b> If so, ask the children to discuss why they think this is.</p>	
<p><b>Grouping</b></p>	<p>Individual, pairs, whole class.</p>	<p><b>Stage 5</b></p>	<p><b>Feedback.</b> Ask some children to explain their partner's choice to the group.</p>	
		<p><b>Stage 6</b></p>	<p><b>Plenary.</b> How do words 'fix' a picture's meaning?</p> <p>Why do we disagree about what words go with the pictures?</p>	

# Exploring the UNCRC:

## Balloon Activity

NOTES:

**Purpose.**

To enable the children to become familiar with some of Articles of the United Nations Convention on the Rights of the Child, and to start to explore their significance for children and young people.

**Age Range**

8 – 18

**Timing**

30 – 40mins

**Resources**

A set of cards with the 42 Articles of the UNCRC - one Article per card in child-friendly language (see Resources section at end of pack).

**Grouping**

Balloon-planning templates - A3 size (see Resources section at end of pack)

Children work in groups of 4.

**Procedure.***Stage 1*

Explain that the United Nations Convention on the Rights of the Child is an international agreement, stating what rights all children throughout the world are entitled to.

This activity will help them become more familiar with the UNCRC, and consider which of the articles they think are most important.

*Stage 2*

Give out the cut up articles evenly between the groups.

Ask the groups to share the Articles they have in their group, by reading out what they have on their cards.

Now give out an A3 sheet with a balloon on to each group.

*Stage 3*

Explain that their balloon is losing air, so they are going to have to decide on one of the Articles to keep. The rest need to be 'thrown overboard'.

*Stage 4*

Give the groups 5 – 10 minutes to negotiate, and agree as a group, which Article is the most important one.

*Stages*

Each group should share the Article they chose as the most important one - saying why they made that choice.



# Exploring the UNCRC:

## Balloon Activity

NOTES:

**Procedure.** (cont)

**Stage 6**

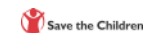
Imagine now that the whole group is in one balloon and it's still losing air. If they could only keep one Article, which one would that be? Why? Ask children in their original groups to discuss and decide which one it should be. A spokesperson for each group should say which they have chosen and explain why.

**Stage 7**

Ask children to vote on which of the articles they would keep. Read out each of the ones chosen by each of the groups and take a vote.

*Journal Activity*

*Children might like to reflect on the Article that is most important to them.*



# UNCRC in Practice:

## exploring the articles

NOTES:

Purpose.		Procedure.		
	<p>To introduce the collection of pictures to the children and young people and get them to start to consider what the UNCRC means in practice.</p> <p><i>NB This task will probably work best if the children have completed an activity to introduce them to the 42 UNCRC articles. We recommend [For every child a better world] for Key Stage 2 and either [The Prezi] or [Right words, Wrong Order] for KS3-4.</i></p>	<p><b>Stage 1</b></p>	<p>Give out the cut up UNCRC Articles at random. Ask pupils to find their partner - the person who has the same article as them.</p>	
<p><b>Age Range</b></p>	<p>8 – 18</p>	<p><b>Stage 2</b></p>	<p>Once they have found their partner they should view the pictures together and select one that they can both agree can be linked to their Article. Tell the Children and Young People that the picture may provide evidence that the article is being met or it may not. It is up to them how they interpret the picture. Stress that there are no right or wrong answers.</p>	
<p><b>Timing</b></p>	<p>30mins</p>	<p><b>Stage 3</b></p>	<p>Once they have found their picture they should stand by it and discuss why they have chosen it. If others have chosen the same picture they can share their ideas together. Stress that there may well be more than one article on some pictures and none on others.</p>	
<p><b>Resources</b></p>	<p>The entire collection of [photographs] displayed around the room</p> <p><i>NB Key Stage 2 teachers may wish to leave out Picture 26).</i></p> <p>Upper Key Stage 2 and KS3 teachers may wish to include all the posters as well in this activity.</p> <p>A child-friendly version of selected [UNCRC Articles] enough for one between two. <b>Make two sets.</b> We recommend the following Articles for this activity: 6, 12, 13, 17, 23, 24, 27, 28, 30, 31, 32, 33, 34, 36, 38. This is designed for class of 30, reduce or increase numbers of cards to match your class.</p>			
<p><b>Grouping</b></p>	<p>Pairs, groups of four, whole class.</p>			

# UNCRC in Practice:

## exploring the articles

NOTES:

**Procedure.** (cont)

**Stage 4**

Join two pairs to form a group of 4 as far as possible. Ask them to take it in turns to explain their Article and choice of picture to each other.

**Stage 5**

**Plenary.** Take each article in turn and ask each pair to show their picture and read the article out loud. When all articles have been read ask for a volunteer pair to be in the 'hot seat'. Ask the other groups to come up with questions to ask the pair in the 'hot-seat' to find out their reasons for matching their article to the picture. 'Hot-seat' as many pairs as you have time for.

*Journal Activity*

*Children might like to reflect on the Article that is most important to them.*



# Exploring UNCRC Articles and Images in depth

Purpose.		Purpose. (cont)	
	<p>For children to explore some of the key UNCRC articles in more depth by comparing and contrasting the different experiences of children from different parts of the world.</p>	<p><b>Resources</b></p>	<p>Selections of [UNCRC] Articles – see below.</p>
<p><b>Age Range</b></p>	<p>10 – 18</p> <p><i>Key Stage 2: Teachers may not wish to use all the posters for Group 5. It is important that the children know what picture 25 is depicting, an air raid drill in a war zone.</i></p>		<p><b>Group 1: Play</b> [photographs: 1, 3, 4, 5, 6, 7]</p> <p>Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p><b>Group 2: Work</b> [photographs: 11, 12, 13, 14, 15, 26]</p> <p>Article 32: The Government should protect children from work that is dangerous or might harm their health or their education.</p> <p><b>Group 3: War</b> [photographs 9 and 25]</p> <p>Article 38: Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.</p> <p><b>Group 4: Participation</b> [photographs: 19, 23, 24]</p> <p>Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p><b>Group 5: Information pictures: The [Five Posters] included in the pack. These could either be printed out or displayed on a computer screen for pupils to view.</b></p> <p>Article 17: Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.</p>
<p><b>Timings</b></p>	<p>40 – 50 minutes</p>		
<p><b>Groupings</b></p>	<p>Children work in groups of four.</p>		

# Exploring UNCRC Articles and Images in depth

## Procedure.

### Stage 1

Group the children into up to 5 groups of 4 - 6. We suggest you allocate numbers to children at random, i.e. number the children 1-5, then ask all the 1's to sit together, all the 2's, 3's etc.

### Stage 2

Give each group a set of pictures. They should all have a large (A1) sheet of paper. Blu-tac the Article they are considering into the middle of the paper. Place the photographs they are looking at around the sheet of paper. NB Make sure you have written the number of the group on the top of the paper, e.g. GROUP 1.

Ask each group to consider Ways in which Article (insert number) is being broken and Ways in which Article (insert number) is being followed. They should create a poster to make links between the photographs and the UNCRC Article using words, drawings and lines to explain their views.

### Stage 3

Form new groupings. Make sure each group has someone from each of the other groups in the new groups as far as possible. You can do this by asking everyone in their groups to number themselves 1-5. Then ask all 1's to form a new group. All 2's to form another new group and so on. Ask the new group of 1's to sit around Group 1's POSTER, Group 2's to sit around Group 2's POSTER and so on. If you have 30 children allocate the extra children to a table each.

## Procedure. (cont)

### Stage 4

Each of the new groups should have **ONE** person who helped create the POSTER at their table. Ask this person to explain the POSTER to the rest of the group. Allow about 5 minutes. This group can add their own words, links or drawings to the poster.

### Stage 5

#### **This is the complicated part!**

Ask each group to stay together and move round ONE table clockwise. When they get to the next table ask the person who had been part of the original group who sat at that table to explain their POSTER. They can add their own words, links or drawings to the poster.

**Repeat until all groups have seen all the POSTERS.**

# Article 32, Work

NOTES:

**Purpose.**

To explore the concept of children and young people working through consideration of UNCRC Article 32

**Age Range**

10 – 18

**Timing**

40 – 50 minutes

**Resources**

Work [photographs]: 8, 9, 11, 12, 13, 14, 15, 26, 27  
[Activity Sheet B] one for each pair and a pen.

**Grouping**

Children work individual and as a whole class

**Procedure.**

*Stage 1*

Project Article 32 on the whiteboard

*The Government should protect children from work that is dangerous or might harm their health or their education.*

*Stage 2*

Ask the children to view the pictures in pairs. Using **Activity Sheet C** they should consider each picture in turn and tick the boxes that they think fit the accompanying statements.

List of photos	Bad for children's health	Bad for children's education	This work is not safe	Children are not being paid for this work	Children are being paid fairly for this work
8.					
9.					
11.					
12.					
13.					
14.					
15.					
25.					

*NB: If children are keeping a private journal give reflection time for the following three questions that are included in Activity Sheet C:*

*Something that surprised me in the pictures was...*

*Something that interested me in the pictures was...*

*Something I would like to find out more about is...*

# Article 32, Work

## Procedure. (cont)

### Stage 3

### Journal Activity

Individual reflection. Ask each child to spend 2 minutes reflecting on what work means to them. Their answers to these questions can be kept in their private journals. Ask them to consider the following questions (see Activity Sheet D):

#### Activity Sheet D: Questionnaire on Work

1. **Do you work? Yes/No**  
If yes, answer the following questions  
If no, go on to question 2.
  - 1a. **What kind of work do you do?**
  - 1b. How many hours do you work in a week?
  - 1c. Do you get paid for your work?
  - 1d. If so, do you get to keep the money you have earned?  
If no,
2. **Would you like to work? Yes/No**
  - 2a. Would you expect to get paid for working and keep the money for yourself? Yes/No
3. **Why do you think children and young people of your age work? Try and think of more than one reason.**
4. **What advantages or disadvantages are there for children and young people to work in our society?**
5. **If you could choose the kind of work you would like to do - what would it be?**
6. **How do you/would you spend money that you have earned from working?**

## Procedure. (cont)

### Stage 4

Ask the children to form Agree/Disagree lines. This is a very good way for children to explore their own ideas and see that they will not necessarily agree. To conduct Agree/Disagree activities you need to place a rope or some object across the floor.

Having viewed the photographs and filled in Activity Sheet B and completed the questionnaire, read the following statements and ask the children to stand on one side of the line if they agree with the statement or on the other side if they disagree. If they are not sure they can stand on the line.

#### Children should be allowed to work.

Can children re-write Article 32 to try and encompass the situation of all children in the world? We suggest the following approach:

- THINK** Give all children ONE-MINUTE reflection time to jot down ideas.
- PAIR** Ask children to work in pairs to discuss their ideas and start drafting their revised article – THREE MINUTES.
- SHARE** Put sets of pairs together – ask them to share their ideas and try to come up with a reworded Article 32 between them – FIVE MINUTES.

#### Teacher notes

The photographs should have shown that Article 32 is not straightforward. The activity should raise lots of questions and will demonstrate how hard it is to have a universal right that applies to all children everywhere.

#### Teacher notes

The OPTIONAL PROTOCOL TO THE CONVENTION ON THE RIGHTS OF THE CHILD ON THE INVOLVEMENT OF CHILDREN IN ARMED CONFLICT contains a further 13 Articles relating to children and war. The Protocol can be accessed at: <http://www2.ohchr.org/english/law/crc-conflict.htm>

# Article 32, Work

NOTES:

## Procedure. (cont)

### Stage 5

**Plenary:** Using the interactive whiteboard take suggestions from each group and together compose agreed wording for Article 32. Send the amendment to the Children's Commissioner and Funky Dragon to ask them to consider it and respond.

### Stage 6

Ask the children to return to their original groups. They should discuss what changes need to be made to ensure their Article is put into action all over the world.

### Stage 7

**Plenary.** Ask each group to make ONE point about their discussion to the whole class.

Follow up work

[Bricks in the Wall] is an excellent activity for children to explore the obstacles to the UNCRC and thinking about what needs to happen for change to take place.



# Article 31 - Play

Purpose.		Procedure.		
	<p>To explore the concept of play in the context of the UNCRC Article 31</p> <p><i>All children have a right to relax and play, and to join in a wide range of activities.</i></p>	<p><b>Stage 1</b></p> <p>Display the pictures for children to view</p> <p>Project Article 31 on the whiteboard</p> <p><i>All children have a right to relax and play, and to join in a wide range of activities.</i></p>		<p><i>Teacher notes</i></p> <p><i>Play is the binary opposite of work and for adults is associated with fun, pleasure and freedom. The Foundation Phase in Wales sees play as children's work. Play carries an immense purposeful load as children are seen to learn through play, it is therefore seen as an essential aspect of childhood. Article 31 makes play a right; it becomes obligatory and carries the implication that those who don't play are 'at risk'. In this activity we focus on play that takes place outside school, play associated with leisure and freedom to choose.</i></p>
<b>Age Range</b>	8 – 18			
<b>Timing</b>	30 – 40 minutes	<p><b>Stage 2</b></p> <p>Ask the children to view the photographs and decide which pictures show their idea of play. Using the pens they should put either a tick or an 'X' against each picture.</p>		
<b>Resources</b>	<p>Play [photographs: 1, 2, 3, 4, 5, 6, 7, 19, 21]</p> <p>Each picture to be mounted on a sheet of paper. Pens.</p>	<p><b>Stage 3</b></p> <p>Are there any pictures that have both ticks and crosses? Discuss these pictures to find out where the disagreements are and why.</p>		
<b>Grouping</b>	Children work in groups and as a whole class	<p><b>Stage 4</b></p> <p>Ask the children to work in groups of 3 to discuss the following question:</p> <p><b>Are play and leisure activities the same?</b></p> <p><b>Should play/leisure activities be organized for children by adults?</b></p>		
		<p><b>Stage 5</b></p> <p>Lead a class discussion on these two questions drawing on each group to put forward their ideas.</p>		<p><i>Teacher notes</i></p> <p><i>The children could put together a proposal to take to the Children's Commission, Funky Dragon or their school council.</i></p>
		<p><b>Stage 6</b></p> <p><b>This can be done as a follow-up activity or as a journal activity.</b> If you were free to plan play/leisure activities for your age group what would you plan?</p>		

# Deconstructing Campaigns

Purpose.		Procedure.		
	To understand the risks children within Britain and across the world may face by deconstructing campaign posters.	<b>Stage 1</b>	Tell the children that each of their posters has been produced by a Non-Government Organisation (NGO) to highlight a risk that children over the world might be facing. Ask them to blu-tac their poster onto the sheet of sugar paper.	<b>Teacher notes</b>
<b>Age Range</b>	10 – 18			There are two Optional Protocols that the Welsh Assembly wishes teachers to be aware of pertaining to armed conflict and sexual exploitation of children. These can be found at the following websites:
<b>Timing</b>	45 – 60 minutes	<b>Stage 2</b>	Organise children at random into groups of 4. Give each group ONE of the posters. Give them a copy of the UNCRC articles, 13, 17, 19, 23, 24, 25, 27, 32, 33, 34, 36. Which of the articles is their poster trying to address? (It may be more than one.)	Government has OPTIONAL PROTOCOL TO THE CONVENTION ON THE RIGHTS OF THE CHILD ON THE INVOLVEMENT OF CHILDREN IN ARMED CONFLICT
<b>Resources</b>	<p>A selection of [posters]: one for each group of children.</p> <p>Poster 1: <i>Barnardo's campaign against child prostitution (would not suggest using this with Key Stage 2).</i></p> <p>Poster 2: <i>Child Health Foundation campaign on the impact of parents' smoking on children.</i></p> <p>Poster 3: <i>Barnardo's campaign against Child abuse and drug addiction.</i></p> <p>Poster 4: <i>UNICEF's campaign for clean water, 'Bad Water Kills'.</i></p> <p>Poster 5: <i>Save The Children campaign against child soldiers.</i></p> <p>Large sheet of sugar paper and fat felts for each group of 4.</p> <p>[UNCRC articles]: 13, 17, 19, 23, 24, 25, 27, 32, 33, 34, 36</p> <p><i>Posters can either be printed out or displayed on computers in the classroom so that groups of children can work around the computer to examine their poster.</i></p>	<b>Stage 3</b>	The children are now going to consider how successful the poster is in challenging the denial of rights by deconstructing the poster. Ask them to consider:	<a href="http://www2.ohchr.org/english/law/crc-conflict.htm">http://www2.ohchr.org/english/law/crc-conflict.htm</a>
		<b>Stage 4</b>	Tell the children that campaigning posters use persuasive language to try and convince readers.	OPTIONAL PROTOCOL TO THE CONVENTION ON THE RIGHTS OF THE CHILD ON THE SALE OF CHILDREN, CHILD PROSTITUTION AND CHILD PORNOGRAPHY
			Persuasive language is usually characterized by active verbs and adverbs.	<a href="http://www2.ohchr.org/english/law/crc-sale.htm">http://www2.ohchr.org/english/law/crc-sale.htm</a>
<b>Grouping</b>	Children work in groups of four.		Are there any active verb or adverbs are used in your poster?	

# Deconstructing Campaigns

## Procedure. (cont)

<p>Stage 5</p>	<p>Tell the children that adjectives are used to make descriptions more forceful.</p> <p>What nouns and adjectives are used in your poster?</p>
<p>Stage 6</p>	<p>Ask the children to decide who their poster is aimed at?</p> <p>Who is the audience for the poster?</p> <p>Overall how do the words and the picture work together to get the message across?</p>
<p>Stage 7</p>	<p>Ask each group to give their poster an overall score out of 10 for its powers of persuasion. Then ask each group to present their poster to the rest of the class. They should first of all read out the article/s they think their poster is trying to address and then tell them the score they have given the poster and explain why. They should identify how the visual images and words worked together to create the message of the poster for its intended audience.</p>
<p>Stage 8</p>	<p>Do the children think the posters overall will be successful in helping to stop the things they are campaigning about?</p> <p>Conduct a class vote on each poster.</p>

### Journal Activity

Do the children and young people think agencies in the minority world (20% of world's people: Europe, North America and Australasia) should be campaigning about what happens to children in the majority South (UNICEF poster) (80% of the world's people: Asia, Africa, South America).

# Creating an Exhibition

Purpose.		Procedure.	
	For the children and young people to create an exhibition of the photographs to be displayed in the school or a community place for others to view.	<p><b>Stage 1</b></p> <p>Explain to the children that they are going to create an exhibition using the photograph pack so others can understand the UNCRC and what it means for children across the world.</p>	
<b>Age Range</b>	8 – 18		
<b>Timing</b>	This will be very much up to teachers and will depend on the age of the children undertaking the task. It is unlikely to take less than two hours.		
<b>Resources</b>	All the [photographs]. A set of the [UNCRC Articles] in child-friendly language.		
<b>Grouping</b>	Children work in pairs, small groups and as a class.	<p>Make all the pictures and UNCRC articles available to the children. Explain the task – to select photographs for an exhibition and to write caption or make links in any way they like to show others what the UNCRC means for children across the world. Stress they can raise questions, make statements, put speech bubbles, compare and contrast – any way they want to put their ideas across.</p>	<p><i>Teacher notes</i></p> <p><i>You will know best how to organize the children and young people to complete this task. Ideally they will be able to organize themselves into working groups to make decisions about how to go about doing this. It is important that the final exhibition reflects their ideas and views and is a real exercise in creating an exhibition for display that others will view and comment on.</i></p>

# Activity Sheet A

## At what age are we allowed to?

Guesstimate - Have a go at guessing at what age the law in the UK allows you to do the following things.

Guess what age you're allowed to:	
Get married	
Be responsible for criminal actions	
Leave school	
Give consent to surgery	
To work	
Have consensual sex	
Have access to contraception	

Your teacher will give you the right answers.

# Activity Sheet B

## Journal Activity

**Questions to consider:**

Why do different countries in Europe have different ages for the age of criminal responsibility?

What age do you think it should be? Why?

What ages do you think each of the above should be? Why?

# Activity Sheet C

## Check list

NOTES:

List of photos	Bad for children's health	Bad for children's education	This work is not safe	Children are not being paid for this work	Children are being paid fairly for this work
8					
9					
11					
12					
13					
14					
15					
25					

Something that surprised me in the pictures was...

Something that interested me in the pictures was...

Something I would like to find out more about is...

# Activity Sheet D

## Questionnaire on Work

1) Do you work?

Yes/No

*If yes, answer the following questions.  
If no, go on to question 2.*

1a) What kind of work do you do?

1b) How many hours do you work in a week?

1c) Do you get paid for your work?

1d) If so, do you get to keep the money you have earned?

If no,

2) Would you like to work?

Yes/No

2a) Would you expect to get paid for working and keep the money for yourself?

Yes/No

3) Why do you think children and young people of your age work? Try and think of more than one reason.

4) What advantages or disadvantages are there for children and young people to work in our society?

5) If you could choose the kind of work you would like to do - what would it be?

6) How do you/would you spend money that you have earned from working?



