

Content Units for International Children's Rights Day

Education for Life Foundation

1. "Every Child Has a Right"

Core Message

Raising awareness of children's rights and strengthening each student's sense of value, voice, and personal impact through individual and communal connection.

Objectives

- Strengthen each participant's sense of belonging and significance in the school and community.
- Encourage self-expression and personal standpoint.
- Introduce core children's rights and the values they represent.
- Inspire reflection on how these rights can be upheld in daily and social environments.

Duration: 30-45 minutes

Suitable for: an active recess, homeroom class, community gathering, or opening activity for Children's Rights Day.

Materials Needed

- Wall boards or large posters ("My Rights Wall").
- Colourful sticky notes / heart-shaped or cloud-shaped cards / paper hands.
- Markers, stickers, glue.
- Large title poster: **"Every Child Has a Right."**

Selected Rights Featured on the Boards

Prepare six stations or boards, each dedicated to one right:

1. Right to Life, Survival, and Development



→ Every child deserves to grow in a safe, supportive environment that enables physical, emotional, mental, and social development.

Reflection Question: What helps me grow? What makes it harder?

2. Right to Participation and Opinion

→ Every child has the right to be heard and participate in decisions that affect them.

Prompt: How can I express my opinion at home or at school?

3. Freedom of Expression

→ Every child can share their views respectfully, even when they differ from others.

Prompt: When do I feel free to speak?

4. Freedom of Thought, Conscience, and Religion

→ Every child may think, believe, and choose what aligns with their values.

Prompt: Which beliefs or ideas are important to me?

5. Freedom of Association and Assembly

→ Every child can join groups, initiatives, and social gatherings.

Prompt: Where do I feel a sense of belonging?

6. Right to Privacy & Access to Information

→ Every child has the right to personal space, boundaries, and access to information relevant to their life, body, and rights.

Prompt: When do I feel that my privacy is respected?

Activity Flow

1. Opening (Plenary)

- Present the title: **“Every Child Has a Right – Which Right Matters Most to You?”**
- Brief explanation about children’s rights and their relevance to everyone.

2. Individual Work

Each participant writes on a note:

“The right that matters most to me is...”

They may add a drawing, symbol, or personal image.

3. Building the “Rights Wall”



Students place their notes on the boards.

Facilitator may highlight several meaningful examples.

4. Closing Reflection (10 minutes)

- Which rights were repeated most often?
- What did we learn about ourselves and others?
- How can we protect these rights daily?

Optional: QR code linking to information about the UNCRC.

Optional: “Rights Bracelets” each student chooses a bracelet representing a right they connect with.

Quote:

“When I know my rights - I also know how to protect the rights of others.”

2. “Message to the Next Generation”

Core Message

Giving every student the opportunity to express their personal vision for a better, fairer world — a world where children’s rights are respected.

This activity encourages free choice of expression: writing, speaking, creating, or collaborating — each according to their own style.

Objectives

- Evoke emotional and reflective thinking about children’s rights, today and in the future.
- Connect universal values to each participant’s personal world.
- Strengthen a sense of agency, responsibility, and influence among youth.
- Encourage creative self-expression in multiple modalities.

Duration: 45–60 minutes

Suitable for: end-of-day event, homeroom session, community activity in school or boarding frameworks.

Materials Needed

Writing papers, Bristol boards, creative materials, markers, paints, smartphones, musical instruments, microphone/recording tools.

Activity Flow

Opening Question

“What kind of world of rights do I want to leave for the next generation?”

Facilitator presents the six core rights (same list as above).

Each student chooses one or more rights that resonate with them.

Stage 1 - Opening and Inspiration (10 min)

- Discussion: What does “next generation” mean?
- What would we want them to feel, experience, or know?
- Each participant selects a right and prepares to create a personal message.

Stage 2 - Choosing a Mode of Expression

The “Expression Menu”:

A. Personal Letter to the Next Generation

Prompts:

- “I hope you grow up in a world where...”
- “I believe it is important to protect the right to...”
- “If I could change one thing today for your future, it would be...”

B. Vision Poster - “The World I Want to Leave Behind”

A collage or drawing illustrating a world where rights are upheld.

C. Podcast / Live Interview

Students record short interviews on their chosen right.

D. Photograph with a Message

Artistic photo representing a right (e.g., holding hands → partnership; closed eyes → freedom of thought).

E. A Song for a Better Future

Group writes a short song (verse + chorus) carrying a message of rights.

Stage 3 — Sharing & Exhibition (15–20 min)

- Each student/group presents their creation.
- Products may be displayed as an exhibition, video screening, or “Wall of Messages.”

Closing Reflection

- Which values appeared across many messages?
- What have we learned about our responsibility toward the future?

Quote:

“When we speak to the next generation, we begin shaping the world they will live in.”

3. “Right or Privilege?”

Core Message

Not everyone begins from the same starting point - but everyone deserves basic conditions of dignity, safety, and opportunity.

Understanding the difference between a **right** and a **privilege** builds empathy and motivates action toward equality and fairness.

Objectives

- Understand the distinction between rights and privileges.
- Experience how social gaps form through movement and play.
- Develop empathy and ethical reasoning.
- Encourage critical reflection on my place relative to others.

Duration: 45 minutes

Activity Flow

1. Movement Opener - “Who Here Is Lucky?” (10 min)

Participants stand in a line or circle.

Facilitator reads statements; those for whom the statement is true step forward.

Examples:

- I have a room of my own.

- I feel safe in my neighborhood at night.
- I have internet at home.
- I have someone who listens to me when I'm sad.
- I go on a family trip once a year.
- I know who to approach if someone hurts me.

Discussion:

- What did you notice?
- Are we all standing in the same place?
- Which statements describe rights everyone should have?

2. Group Game — “The Rights Line” (15 min)

A line is drawn in the room. One side = “Right,” the other = “Privilege.”

Facilitator reads daily-life situations; students choose a side.

Examples:

- Attending school
- Getting a hug from a parent
- Traveling abroad
- Receiving medical care
- Choosing friends
- Buying new clothes
- Eating breakfast daily

Groups may also create their own scenarios.

3. Creative Station — “Life with Rights” (15 min)

Small groups create a mini-poster featuring:

- A basic right in a chosen area (education, safety, health, family, expression)
- An example of when this right is violated
- A practical idea for promoting that right around them

Optional humorous twist:

Invent a “crazy privilege law” (e.g., “Every student must eat ice cream daily”) and explain why it is not a real right.

4. Closing Circle — “The Right That Matters Most to Me” (5 min)

Each participant shares a short statement:

“The right I want everyone to have is...”

Can be documented as a classroom “Rights Gallery.”

Appendix — Scenario Cards: Right or Privilege?

Basic, Everyday Level

- I have my own phone.
- I travel abroad for family vacations.
- I eat breakfast every day.
- I have clothes I like.
- I have internet at home.
- I sleep in my own bed.
- I attend an after-school program I chose.
- I have a personal computer or tablet.
- I choose my own clothes.
- I study in a clean, well-lit school.

Social & Emotional Level

- I feel safe walking in my neighbourhood at night.
- I have a friend I can talk to when I’m sad.
- I can express my opinion without being mocked.
- A teacher listens when I need help.
- I can choose where to sit in class.

- My parents treat me respectfully even when we disagree.
- I can see a psychologist or counselor when I need support.
- I take part in decisions affecting me.
- I have a quiet space to study at home.
- My privacy is respected.

Ethical & Social Justice Level

- I can choose my religion or belief.
- I know who to seek help from when I'm harmed.
- I am not afraid of discrimination because of how I look, speak, or where I come from.
- I receive medical care regardless of my family's income.
- I study in a school free of bullying and violence.
- I live in a home without violence.
- I feel that my voice matters.
- I know my rights.
- I can dream about my future and believe I can achieve it.
- I have a safe place to be who I truly am.