







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

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HOW THE CONVENTION WORKS

# CONVENTION ON THE RIGHTS OF THE CHILD

In child-friendly language



# UNICEF Convention on the Rights of the Child Poster:

## PRINTING AND FOLDING INSTRUCTIONS

### The poster is available in three formats:

- One where the articles of the Convention flow in numerical order, left to right, for posting on a wall or printing as a leaflet
- One where the articles are out of numerical order, right to left, for cutting the poster into cards (with the colourful icon for the article on one side and the text to explain the article on the other)
- One in an accessible format, which can also be printed as a leaflet for individual use

There are many ways to display and to use the poster. Here are just a few:

### 1. Post it

Print one or both sides of the poster in colour at a size large enough to be legible (easy to read from the distance you need)

**Option 1:** Post both sides of the poster side-by-side on a wall so both the colourful icons and the text are visible

**Option 2:** Post one side of the poster (icons or text) depending on how you want to use it (as a decorative summary using the icons, or with the article text visible)

**Option 3:** Cut up the poster into the icons: and post them around the room, hang them as a banner along a string, or make flags or placemats out of them

## 2. Make a booklet

- The poster can be printed to any size desired and then folded down to the size of one of the article icons to make a folding booklet (e.g., around 6cm x 8cm)
- The paper should be strong enough to handle the folding but not too thick, otherwise the booklet will be too bulky
- The style of folding is similar to paper maps
- A video is available on how to fold the poster

## 3. Make a deck of cards

- Using the version of the poster where the articles are out of numerical order, right to left, cut the poster into cards (with the colourful icon for the article on one side of the card and the text to explain the article on the other side of the card)
- This guide contains a wide range of ideas for small and large group card games using the poster cards of the articles of the Convention
- Use the instructions in this guide to make a box for each deck of cards

# CRC Card Game:

## INSTRUCTIONS FOR GAMES

### Ideas - how to use the card game

**1. Colours and numbers:** Mix the cards up or hide them round the room. Find the cards and arrange them in a grid to create the Convention overall icon. Choose your favourite colour or number and read the article. Why is this article / right important?

**2. Rainbow:** Everyone has a card. Get into groups of the same colour (red, orange, yellow, green, blue, purple, pink, brown and grey). Discuss: What picture and number is on your card? What do you think it means? What things look the same or different in your pictures? [Harder: Can you see any connections between the rights?] Make new rainbow groups of mixed colours. Discuss again. All groups come together to make one big rainbow. Message: Each colour / right is important on its own, but they are all connected and stronger together.

**3. Pictures:** Find all the articles which include: a heart / shield / house / hand / leaf / fruit / world / scales of justice / paintbrush / musical notes / 0-1-2-3-4-5 people. [Harder: Explore connections between the articles in these groups]. Which picture do you like best? Why? What do you think it means? Why is this article important? Is this the best picture to illustrate this article? What picture would you draw to illustrate this article?

**4. Numbers in a circle:** Everyone has a card. Make a circle in order of the numbers. Step

forward if you're holding: today's date (day and month); an odd/even number; your own birthday - day or month; the answer to this math question (e.g.  $8 + 10 = ?$ ). Read out the articles each time, or discuss the pictures, and explain why that article is important.

**5. Groups of numbers:** Spread out the cards on the floor or table. Alternatively, do this as a team competition. As quickly as possible, group together: all odd / even numbers; all numbers including the figure 1/2/3/4/5/6/7/8/9; [Harder: all prime numbers / multiples of 3/4/5... etc.] Discuss the rights in each group and find connections between them.

**6. Child rights math:** Print out signs for + - x  $\div$  =. Alternatively, stick the cards onto a black / whiteboard and write the symbols on the board. Make sums using the article numbers. [Harder: Use the sums as a metaphor. For example,  $7+8=15$ : "Why might you need a name and nationality plus identity in order to set up or join groups?";  $19-2=17$ : "What is the impact of taking 'no discrimination' away from 'protection from violence', and how might this link to 'access to information'?"]

**7. Bingo:** Shuffle the cards and divide them equally into 6 groups (adapt as necessary) with 1 or more person per group. Call out random article numbers or read out the article text. [Harder: Describe instead what the article, or its violation, means. For example, "Children must not be put in prison with adults" (Art. 37); "If this right is not respected then children have no chance to

relax and have fun” (Art. 31)]. The first team to have all their articles called out wins. The winning team reads out their articles [Harder: ...and they have to explain why each article is important. If they can't explain, other teams can “win” the article by explaining its importance. The first team is then “out”, and the bingo game continues until another team wins].

**8. Pairs:** Participants work in pairs and choose two cards at random. They discuss which card is the most important and why. [Reminder at the end: All rights are equally important and connected to each other. All children have all the rights in the Convention. Rights cannot be taken away from children].

**9. Make groups:** Make groups of cards which have similar characteristics. Give these groups a name. Explain: All rights are important and interconnected, but there are 6 rights which have an overarching importance for all the others. Can you guess which 6 and why? [Articles 2, 3, 4, 5, 6, 12]. Re-group all the cards according to these 6 rights (there are no right or wrong answers, but this can stimulate discussions).

**10. Freeze frame:** Choose a card at random, then ask participants to create a mime or freeze frame of that card to promote discussion. Alternatively, either individually or in teams, participants choose a card and create a freeze frame to describe it. Others must guess which article is being described. [Sensitivity warning: it may be appropriate to remove some cards, e.g. articles relating to violence and sexual abuse].

**11. Same rights – different situations:** Each person imagines the profile of a specific child (in any country or situation). How old

are they? What gender? Where are they from? What is their family / health / education / social / economic / disability / minority status situation? What challenges do they face? What are their strengths? Draw a simple picture of this imaginary child. Form a straight line. The facilitator chooses 15 cards and reads them aloud in turn, e.g. “You have a home / clean water / chance to play / can speak out...”. If participants think their imaginary child would have this right fulfilled, they take one step forward. At the end, participants stay in place and discuss any inequalities. Why has your imaginary child ended up here? How does it feel, compared to where the others are standing? What can be done?

**12. Story:** Participants take a random selection of 4 cards and create a story around those rights being denied to a child. Whose responsibility is it to take action? Who should do what?

**13. Interview:** Each participant takes a card and conducts an interview about it with a parent, caregiver, other relative, teacher or peer: What do you think about this article? Have attitudes about this changed over time or between generations? Progress towards implementation? Challenges? Ways forward?

**14. Case studies:** In pairs or small groups, select the cards you think are relevant to: a local / national / international news story; a video; a case study; a government policy; a legal case. Which rights are being protected or violated? What can be done, by who, to improve the situation? Who has what kind of responsibility to protect those rights? [Governments and people who work for the government have the main responsibility to respect, protect and fulfil children's

rights. Parents and communities also have responsibilities under the Convention. Children should understand their own rights and respect the rights of others, but they can't have their rights taken away from them if they "fail to fulfil their responsibilities". Let's all work together to ensure everyone's rights are respected, protected and fulfilled].

**15. Role play:** In groups of 6-8, imagine you are the government of a country. [Harder: Allocate specific roles like Minister of Education / Health / Finance / Defence / Justice etc.] You have to save money. Agree as a group which 10 articles children don't need and take those cards away. You then have to save even more money by taking away another 10 cards. Discuss: How did you find the process? What would be the impact of denying these rights to children? What would the impact be on other rights? How do real governments make decisions to prioritise resources?

**16. Survey:** Each participant takes a card and conducts a survey on how often they have come across that right during the week.

Make graphs / charts to analyse the results. Discuss as a group which articles are being implemented well or not in your school / community / country / the world. What action can be taken to improve the situation? Alternatively, choose a "Right of the Week" and all participants explore the same right at the same time. [Harder: Download the most recent Concluding Observations from the Committee on the Rights of the Child about your country. What recommendations were made in relation to which cards / articles? What still needs to be done, by who? Turn this into an advocacy or campaign strategy].

**17. Child-friendly version:** Compare the wording of these child-friendly cards to the full legal text of the Convention. What information is missing? What, if anything, would you change in the child-friendly version (bearing in mind the need to balance legal accuracy with something that is simpler and easier for children to understand)?

**18. Over to you!** Invent your own game or activity!



unicef for every child

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42			
RIGHT TO LIFE, SURVIVAL AND DEVELOPMENT	NON-DISCRIMINATION	BEST INTERESTS OF THE CHILD	RIGHTS TO BE HEARD	ACCESS TO EDUCATION	WORKING CONDITIONS AND DEVELOPMENT	PLAY AND LEISURE	IDENTITY	PROTECTING FAMILIES FROM CHILD ABUSE	CHILDREN WITH DISABILITIES	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM TRAFFICKING AND SLAVERY	WORKING AND LEISURE	PROTECTING CHILDREN FROM HARMFUL MATERIALS	CHILDREN WHO ARE SOLD INTO TRAFFIC	SETTING UP AN ENVIRONMENT WHERE CHILDREN CAN THRIVE	PROTECTING CHILDREN FROM HARMFUL MATERIALS	ACCESS TO INFORMATION	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS	PROTECTING CHILDREN FROM HARMFUL MATERIALS

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