RIGHT!

Children's rights:
handbook with participatory learning methods for schools

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RIGHT!
Children's rights: handbook with participatory learning methods for schools

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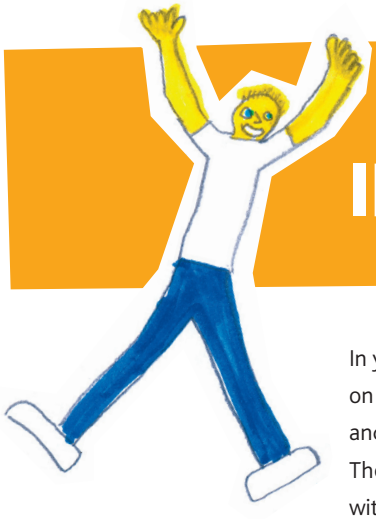

INTRODUCTION

In your hands you are holding a global education handbook, which focuses on the Convention on the Rights of the Child. This guide gives participatory and inclusive tools for the discussion of this important topic at schools. The activities, games and exercises in this handbook combine reflection with experiential learning. Using these methods, you can build up a complete course of any length, from a fifteen minute introduction to the subject to a day-long workshop.

The underlying values of the Finnish national core curriculum for basic education are based on respect for human rights, equal opportunities and democracy as well as social equality. In upper secondary school, human rights education also has a significant role. Introducing the Convention on the Rights of the Child is a curricular target, but it is also a way to foster human rights and equality in the school world. Being familiar with the Convention on the Rights of the Child gives students a deeper understanding of the rights and obligations of all people.

This is the 5th edition of Right! The methodological handbook has continued to be a popular tool among educational professionals through the years, while students have been inspired by and have given very positive feedback on its exercises. The methods in this handbook contribute to the development of extensive skills in accordance with the curriculum and are suitable for use in various subjects and as part of different study sets.

Right! has been prepared in cooperation between Taksvärkki ry and the Teacher Student Union of Finland, SOOL. Both of these organisations believe it extremely important to increase the level of global education at schools. We hope that this handbook will be a useful tool for teachers in planning their classes.

We wish to extend our warm gratitude to the students who gave ideas and provided illustrations for the handbook, and to the schools who made it possible to test the methods in practice. Special thanks to Iina Myllymäki, Susanna Huuskonen and Kaisa Viitanen from SOOL for their excellent cooperation.

We wish you rewarding and inspiring teaching moments with the Rights of the Child!

INSTRUCTIONS

Each method includes detailed activity instructions together with the time estimate, required supplies and recommendation on the group size. Some exercises provide ideas for variation.

The methodological manual is divided into three task sections. The 12 exercises under orientation methods help students become familiar with various articles of the Convention on the Rights of the Child and outline the obligations imposed on governments under the convention. The orientation exercises build a foundation for a more thorough understanding of the subject.

The advanced exercises expand the scope of the students' own ideas and they provide the opportunity to discuss certain subject areas in more detail. Prior to using the advanced methods, it is recommended to become familiar with the Convention on the Rights of the Child by means of some of the orientation methods.

The third section provides ideas for integrating the rights of the child into classroom activities. Brief instructions are given for each subject, presentation and critical thinking task. The tasks are intended to give teachers ideas for the following discussion of the subject.

Some of the orientation and advanced methods require materials, photocopied and cut out, which are available in the annexes. The instructions for each method include a reference to the relevant annex. The instructions are written clearly and comprehensively, but the methods can be adjusted to suit the needs of the group and the teacher.

CRC EXPLAINED

The summary of the Convention on the Rights of the Child can be read in Annex 1.

CRC, or the Convention on the Rights of the Child, is a human rights convention adopted by the United Nations General Assembly on 20 November 1989 and ratified by Finland in 1991. The convention specifies the rights of all children under the age of 18. The convention was written to ensure that children have the care they are entitled to.

The United States is the only country in the world not to have ratified the convention. The Convention on the Rights of the Child is the world's most widely ratified human rights convention after the Geneva conventions. The 54 articles of the convention comprise both the rights of children as well as the binding obligations for governments.

The Convention on the Rights of the Child has steered the legislation of different countries towards alignment with the convention. However, children's rights are still violated in countries that are signatories to the convention. For example, child labour and lack of education are major problems. For girls in particular, the possibility to attend school is remote in many countries. The UN Committee on the Rights of the Child monitors the fulfilment of children's rights around the world. In Finland, a children's ombudsman monitors and promotes implementation of the convention.

GETTING ORIENTED

WHAT CARRIES US INTO THE FUTURE?

Targets:
- **Become oriented in the subject of children's rights**
- **Think about the priorities in life**

Supplies:
- **Large sheets of paper, e.g. from a paper board**
- **Pens**
- **Small notepapers in different colours, e.g. Post-it notes**
- **Blue tack for fixing the small notes**

Duration: 30+
Group size: 1

Description:

Draw a contour of a child on a paper. You can fit a larger figure, for example, on two taped together sheets of the paper board. You can also give a name to this figure. Each student gets four notepapers, all in different colours. The notes are filled in, working individually.

On one of the notepapers write the essential things that keep a child alive. The notepapers are attached under the feet of the figure, like a foundation. On the second notepaper, write things that contribute to the better future of a child (good family, school...). Attach these notepapers to the legs of the child, to carry the child forward. The upper body should be linked with things that make the life of the child more fun, but are not indispensable (games, toys...). To the head, attach the child's hopes and thoughts about the future: things, which will probably make him/her a happy adult, if everything attached to the body and legs comes true.

The figure becomes a good map showing what is actually important and what is required for a good life. If you wish, you can attach a fifth set of notepapers to the background of the figure, highlighting events and things that could prevent the figure from having a good future.

The figure serves as an orientation in the discussion of the rights of a child and the items written can be easily compared with the various articles. For example, you could look at the convention and compare up to which level on the body the issues in the article reach. Is the convention intended to ensure only the bare necessities for life, or does it address issues that reach up to the legs or even to the chest of the drawn figure.

Let the students discuss the thoughts evoked by the figure and allow for a variety of opinions

CHILD DOMINO

Targets:
- **Learn about the articles in the Convention on the Rights of the Child**
- **Practice cooperation skills**

Supplies: Domino chips (annex 2)
Duration: 10+
Group size: 18-30 students in pairs

Description:

Students pair up and each pair is given a domino card with rights. The pairs decide which end of the card is represented by whom. Thereby each member of a pair represents a different right. The pairs join hands, so that nobody can come between them. The "domino chips" formed by the students will start to walk around the room.

The task of each pair is to find another pair, where one of the ends has a right same as theirs. After finding such a right, the matching ends will join hands. Now there is a group of four, which will start to seek pairs with matching ends. The game ends when everyone has found a matching partner and the circle closes.

The domino cards in the annex are designed for a group of 26.

Variations:

The exercise can be played as a speed test, where students are given the task to form a full circle as quickly as possible by cooperating together. If any of the initial pairs lose their grip and their hands become separated, a time penalty is incurred.

If you wish to make the task more complicated, you can play the domino and bring in the cards of the annex to the exercise "A Missing Right" (Annex 4). In such a case, each pair is given a word card and a sentence with a blank that has to be filled in. The students form a circle, where every second student represents a sentence with a blank, and every other second student a word that fits into the blank in the sentence. Before the exercise, the teacher should pick out the pairs of blank sentences and words, so that closing the circle is possible.

BINGO

Targets:
- **Become familiar with the rights of a child**
- **Learn several articles of the convention at a time**

Supplies:
- **A bingo scorecard for each student (see www.taksvarkki.fi/right)**
- **Letter cards for the teacher (Annex 3), copied and cut out.**

Duration: 10+

Group size: from 1 to max. 40 students

Description:

The bingo scorecards can be printed out from the internet. There are a total of 40 different scorecards. All students receive their own bingo scorecard, which presents 25 rights of a child in a simplified form. The teacher picks up one letter card at a time at random and calls out the right, which is written on the card, such as "B – Right to a name!", after which the students look for the given right in the column under the called-out letter. The right is not accepted if it is in a column under another letter, as the letter must match. Students mark down hits on their own bingo scorecards. The letter cards that have been called out are placed in a separate stack.

The aim is to cover a whole horizontal row. Vertical or diagonal rows are not accepted. When a student has a whole horizontal row covered, he or she calls out: "Bingo!", and is declared the winner. If bingo is reached after a short time, the teacher can continue with a second round, where the target is to cover two completed horizontal rows. The winner of the first round can also continue playing with the same bingo scorecard. After the game it will be easy to use the bingo scorecards in other exercises on the rights of a child.

Variations:

To speed up the game you can divide the letter cards into individual stacks by letters, picking up a card one after the other. This way all the letters will be called out equally and the first bingo can be found after just five calls.

AN EXAMPLE OF A BINGO SCORECARD

B	I	N	G	O
Right to freedom of opinion	A person below the age of 18 is a child	Right to well-being	Right to a good life	Right to a name
Right to a nationality	Freedom of religion	Freedom of association	Right to privacy	Right to leisure time
Right to be cared for	Right to education	Children must not be traded	Right to play	Right to know about world events
Right to speak one's native language	Children should not be involved in heavy labour	Right to health care	Children must be protected from violence	Right to the privacy of correspondence
Children with a disability should have help available	Child refugees should be looked after	Children must be protected from drugs	Children must be protected from exploitation	Children must not take part in warfare

CHILDREN'S RIGHTS – MEMORY GAME

Targets:
- **Become familiar with the Convention on the Rights of the Child**
- **Engage in learning about the rights of a child through a game prepared by students themselves**

Supplies:
- **Individual articles on the rights of a child (such as in Annex 1) as cut-out cards**
- **Cardboard in one or two colours cut into A5 pieces (2/student)**
- **Drawing papers in approx. A5 size (2/student)**
- **Colour pencils and glue**

Duration: **Preparations 30+ / Game 15+**
Group size: **1**

Description:

The teacher distributes one article of the rights of a child to each student. On one of the papers, each student draws a picture that depicts the right, and they write the right on the other. The drawings and hand-written rights are glued to the cardboards of different colours, so that the drawn and written rights are distinguished by colour. A small notepaper with the article could be glued to the picture, to make it easier to identify the pairs.

The game requires lots of space. All cards are gathered together, shuffled and then spread on the floor, in the middle of a circle, with the drawing or text side facing down. Students play individually or in pairs. Everyone picks up two cards from the pool of cards, and looks for pairs of a drawing and text. Differently from the traditional memory game, everyone gets only one new turn after finding a matching pair. The winner is the student, who finishes the game with the highest number of pairs.

The game is followed by a discussion of the rights of a child. It would be useful to discuss the feelings of disappointment related to the game, especially in the case of younger students.

Variations:

The cards made by students could be used as a nice small exhibition about the rights of a child.

A MISSING RIGHT

Targets:
- **Become familiar with the Convention on the Rights of the Child**
- **Practice working together**

Supplies:
- **Word cards and sentence cards with blanks, cut out separately (Annex 4)**

Duration: **20+**
Group size: **max.25**

Description:

The annex is distributed so that each student receives a card with a word and a card with a sentence where a word is missing. Before the class it would be useful to distribute the cards so that no-one receives a ready pair of matching sentence and word cards. Then each student should find the matching counterpart to their word and sentence card.

Students should be instructed to memorise the sequence at the beginning of the task to help them find the matching words. Students start to stroll around the room. When a student meets another student, he or she asks: "Have you appropriated my right?", after which the other student reads out his or her word. If the word does not match the sentence card of the student asking the question, the students swap the roles. If the words of neither of the students match, the students continue strolling and asking the question until each one finds the right word. When the replied word matches the sentence of the student asking the question, the student will receive the word card in exchange for his/her own word card. The student who found the matching sentence returns to his/her seat.

After everyone has found a pair to their sentence card, the proper articles of the convention are read out one by one, starting from the student who finished first. At the same time, the teacher can check whether the answers are correct, and stimulate a conversation about questions related to the rights. The exercise also serves as a good language exercise for those who study English as their second language.

Variations:

The annex is distributed to students, after which they can draw lines between words and the corresponding articles. This way the exercise will take relatively little time and require no special preparations. When checking the task, pay attention, if the rights were understood and learnt.

The cards can be used for playing a memory game, where a pair is formed by a single word and a matching sentence card.

PICTURES

Targets:
- **Become familiar with the rights of a child**
- **Understand the rights in the context of everyday situations**

Supplies:
- **Photos or drawings**
- **Paper**
- **Pens**
- **Scissors**

1-3 students/group
Duration: 30+
Group size: 1-3 students/group

Description:

Each student or small group is given a picture. Any picture depicting the life of children is suitable, and the pictures in this handbook could also be used. Let the students study the Convention on the Rights of the Child either individually or in groups to decide which of the article(s) the picture could relate to.

After selecting the articles relevant to the picture, the students write a speech balloon or a thought balloon that matches the person or situation depicted in the picture. The picture and thought are glued to a base titled with the selected article. Students present their work to others and are given a chance to explain why they chose the given article. Alternatively, the everyone's pictures can be collected into a series of pictures in the order of the articles of the convention.

Variations:

Instead of a speech balloon, a whole comic strip could be drawn around the picture. The picture given by the teacher could be used as the central image of a story and students could be given the task to invent the beginning and ending for the events in the picture.

LINE OF VALUES

Targets:
- **Think about the significance of the Convention on the Rights of the Child**
- **Stimulate a discussion**
- **Give everyone a chance to express their opinion**

Supplies:
- **Value claims**

Duration: 10+
Group size: 1

Description:

The room is divided by an imaginary line, which has two ends, such as walls. Attach a piece of paper with "Agree" written on it at one end and "Disagree" at the other, or agree about the meaning of the ends orally.

The claims are read out one at a time. Students move along the line to a spot, which represents their opinion about the claim. The whole space between the ends is in use. After everyone has found their spot, those who wish can explain their opinion.

The students standing on the line of values should not be forced to tell their ideas; however, those at the ends should be encouraged to do that. Make sure that there is room for all opinions, there are no wrong opinions! The discussion could be concluded by analysing together to which clause of the Convention on the Rights of the Child the claim could relate to. You can come up with more claims.

EXAMPLES OF CLAIMS RELATED TO THE RIGHTS OF A CHILD

1. **I am allowed to disagree with my mother and father.**
   (Article 12: Children have the right to have their own opinion)
2. **If my friend has acted stupidly, I can tell him off.**
   (Article 13: Every child has the right to express their views as long as it does not insult others)
3. **I can play the whole day.**
   (Article 31: A child has the opportunity to play and enjoy leisure time)
4. **All the children of the world should have equally good conditions.**
   (Article 2: The well-being of a child should not depend on where he or she is from or how he or she looks)
5. **I must go to school.**
   (Article 28: Children have the right to education)
6. **I could go to work, if I wanted.**
   (Article 32: Children should not be involved in too heavy labour or long working hours)

RIGHTS AND OBLIGATIONS

Targets:
- **Become familiar with the rights of a child**
- **Understand the relationship between rights and obligations.**

Supplies:
- **Article cards 1-2/group (Annex 1 or 2)**
- **Paper**
- **Pens**

Duration: 25+
Group size: 2-5 students/group

Description:

In the case of young children in particular, the exercise is started by briefly discussing the meaning of the concepts of "right" and "obligation". It would be good to use examples: right to use the library – obligation to keep books in good condition, or right to drive a scooter – obligation to wear a helmet. The discussion of obligations could be taken further by asking students about their obligations as citizens and members of their family. Making it personal contributes to better understanding.

The teacher distributes a card of an article to each group, which states 1-2 rights of a child. You can cut the articles from the summary of the Convention on the Rights of the Child (Annex 1). Each group should have individual articles. The articles of the convention suitable for the task are Articles 12, 13, 16, 19 and 28. Students write on a sheet of paper the obligations related to the right they received. They should be given time to think calmly about the subject.

Each group will then take turns to read out their rights and related obligations. Other students make additions and give comments to the list of obligations. If necessary, the discussion could be steered, hinting at the obligations, which could be related to the given article.

Variations:

The teacher reads out the articles one by one, whereby several articles are studied in a short period of time. Students comment on each right and try to come up with related obligations. The task serves both as a method that gives insight into the rights of a child, and as a means to introduce new aspects to the case.

Students can make their own choice and select the rights they think are most important in the summary of the convention, and then either individually or in groups come up with the obligations.

CHARACTERS

Targets:
- **Taking the stance of another person**
- **Practice role playing skills**

Supplies:
- **Pictures of children, for example magazine cuttings, 1/student**
- **Writing paper**
- **Pens**

Duration: 45+
Group size: 2-3 students/group

Description:

Each student is given a picture of a child. Everyone invents a background for the child in the picture. In addition to basic data such as the home country, name, age, family background, hobbies and desired profession, students could come up with other details, such as the child's favourite colour. After writing down the information, students introduce their characters to a partner.

The task of the pairs is to come up with something that connects their characters. For example, their characters could be classmates, pen pals or one of them could be a sponsored child of the family from another country. After inventing the connection, the pair should no longer talk to each other. Students then write an imaginary story or a letter about the connection between the children from the aspect of their character. The stories are read out, discussing the potential issues of the rights of a child that are hidden in the stories.

Variations:

After creating the characters, the students form a circle and present their characters to both students standing next to them. After this, the students come up with a connection with the characters of the students standing next to them. Each student writes a description of the connection with the character of the student standing on the left. As a result, the characters of all students are mutually connected. This network could be drawn on a board, for example, followed by a discussion on the network or the students' own relationship networks.

CHILD STEPS I

Targets:
- Understand the rights of a child in a global context
- Critical thinking regarding the issues of equality

Supplies:
- Roles (Annex 5)
- A fairly large room

Duration: 20+
Group size: 1

Description:
The exercise could also be done outdoors, if there is not enough room indoors. Roles are distributed to the students and each student's role should not be disclosed to others. Students are led to their roles by means of warm-up questions before the actual exercise starts.

Students form a line. The teacher reads out one claim at a time and students take a small step forward, if the claim is true for the character of their role. When all the claims have been read out, it is checked who has reached the farthest. Students reveal one by one their character to others, or may attempt to guess the characters. It is important to have a concluding discussion, so that no-one would feel bad.

Warm-up questions:
Where and how do you live? Who are the members of your family? What do your parents do for a living? What is your dream job? What did you have for breakfast? What do you see, when you look out from the window in the morning? What are your hobbies? What are your days like? What are you afraid of? What makes you happy?

Questions for the concluding discussion:
What did it feel like to step forward or not to step forward? Did anyone feel that their rights were violated? Was it easy or difficult to go into the role? Did the exercise tell anything about the world? Does it tell anything about our attitudes? Which kind of steps should the society take so that people would be more equal?

CHILD STEPS I - CLAIMS

1. You have never had shortage of food.
2. You have a decent home with a telephone and a TV.
3. You can live with your family.
4. You have actually never been forced to look for a safe place to stay overnight.
5. Your opinions are heard and you can affect your affairs.
6. You have never had to work for a salary.
7. You have never experienced being discriminated.
8. You have an opportunity to healthcare.
9. You can go on a holiday trip at least once a year.
10. You can study in your own language.
11. You feel positive about your future.
12. You believe that you can learn the profession you desire.
13. The risk for you to be sexually exploited is not high.
14. For your last birthday you got something you wished for.
15. You can eat fast food or dine in a restaurant at least once a week.
16. You are not afraid to move about in the neighbourhood where you live.
17. Your family can afford to buy you new clothes at least once a month.
18. As a teenager, you can choose by yourself the people you are socially involved with.
19. You have stimulation that is appropriate for your age, such as toys and games.
20. You or your parents have the possibility to use the internet.
21. You or your family have enough money to buy you whatever you want.
22. You are not afraid that your parents will be out of work.
23. Even if your parents did not work, you would be able to keep your home and have regular meals.

CHILD STEPS II

Targets:
- Understand the rights of a child in a global context
- Critical thinking regarding the issues of equality

Supplies:
- Plenty of space

Duration: 5+

Group size: 3-10 students/group, 4 groups

Description:

Students are divided into four groups, so that there will be two groups of boys and two groups of girls. The girls are divided into girls from a European country and girls living in developing countries. The boys form respective boy groups. Each group selects a voluntary "puppet", that is a person who will move according to the instructions of the rest of the group. This person cannot participate in the discussion. The puppets stand side by side, while the groups remain apart from one another. The teacher reads out various claims, which the groups discuss briefly and decide whether their character can take a step forward.

When all the claims have been read out, the class looks at who has reached the farthest. In the concluding discussion, attention should be paid to both the puppets and the rest of the groups. How did it feel when you could not take a step? How did it feel to be able to make a decision over another person? Were any of the questions difficult? Why? What do you notice in the fulfilment of the Convention on the Rights of the Child, comparing a) different countries, b) genders? Is the significance of gender more explicit in European countries or in developing countries? Why do you think this is? Will the situation change when you growing up?

CHILD STEPS II - CLAIMS

1. Take a step if you can have a warm nutritious meal on every workday, if you want.
2. Take a step if you can go to school regularly.
3. Take half a step if you do not need to help your parents with household chores.
4. Take a step if you do NOT need to do heavy labour on a regular basis in order to support your family.
5. Take a step if there is NO risk that you would need to go to war before you become 16.
6. Take a step if you are NOT at risk of being sold, such as in marriage.
7. Take a step if you can see a doctor in a relatively short time, if you become ill.
8. Take a step if you are at a relatively low risk of becoming a victim of exploitation.
9. Take a step if you are heard in many decisions regarding your life.
10. Take a step if you can have time off or spend time with your friends several days a week.
11. Take a step if you have never been a victim of violence.
12. Take a step if you know that you would have help available if you became disabled.
13. Take a step if your parents are supported in some way in raising children (child benefit, day care centres...).
14. Take a step if you have the opportunity to find out what happens elsewhere in the world, such as via the radio.

LOOKING DEEPER

TRIBAL COUNCIL

Targets:
- Give deeper understanding of the rights of a child. Grasp the practical situations related to the convention.
- Understand how democracy works, including voting principles

Supplies:
- Small cards for voting ballots
- Ballot box
- Pens

Duration: 20+
Group size: 1

Description:

The teacher reads out three stories involving different situations and events. At the end of the story, the teacher asks the question that is at the end of the story and is about the story. Students write their answers on a voting ballot and bring it to the ballot box. During the voting, it is important that the students do not talk to each other.

After everyone has given their answer, the story is discussed. At first, students try to name the rights of a child that relate to the story. It would also be good to ask why the students voted as they did. Children already in primary school are quite good at explaining their opinions. The stories are also viewed from the aspect of the students' own lives, by asking relevant questions. Children and young people are happy to give examples of how they have helped someone in need, or worked at one time or another. The teacher's role is to preside over the discussion.

During the discussion, an assistant or a student appointed for the task counts the votes cast, after which the result will be declared. The result is discussed together. It is important that the votes of the minority are not belittled, and that students can stand by their views.

Variations:

If short on time, the vote could easily be cast by raising hands. In such a case, the teacher should pay attention to the impact of group pressure on the answers. A secret ballot would probably give a more accurate result.

The stories would be used only for identifying the rights of a child, in which case the voting and in-depth discussion could be cancelled. In such a case, there would be time to go through more stories in a shorter time.

ANN'S EYES

Ann is blind. She has a young lively guide dog to help her. However, even the dog is not always sure which way to go. Luckily, Ann's school friends are helpful and guide her when needed. One day, however, Ann got lost when a bus accidentally dropped her off at the wrong bus stop. The dog and Ann were both lost and did not know which way to go.

Ann heard quick steps around her and tried to ask help from the passers-by. Despite the steps, no-one stopped to help Ann; on the contrary, it seemed to Ann as if the voices passed by even faster.

VOTING QUESTION:
Would you stop to guide Ann? Yes/no

QUESTIONS FOR DISCUSSION:
- Which of the rights of a child does this story relate to?
- Why did the people not stop?
- If you were one of the people, who did not stop, then why?
- Has anyone of you provided help in a similar situation?
- What do you think happened to Ann?

SPRING TEMPTATION

Jack was sitting alone in a swing after a long day at school. Spring was on its way and Jack enjoyed the babble of the small streams formed by melted snow. Suddenly, there were three older boys standing next to Jack. The boys were laughing and whispering to each other. One of the boys started to say loudly to his friends how awful Jack's clothes looked and how terrible the colours of his clothes were. After having a laugh for a while and making more remarks about Jack's appearance, the boys left. Jack was upset about what the boys had said and the whole wonderful spring feeling became meaningless. After arriving home, Jack threw his clothes angrily to the floor and swore never to wear them again.

VOTING QUESTION:
When Jack sees the boys next time, should he boldly go and tell them straight to their face what he thinks about their clothes? Yes/no

QUESTIONS FOR DISCUSSION:
- **What rights are related to this story?**
- **Would you have told the boys something about their clothes, or would you have said something else immediately?**
- **What would be the most reasonable thing to do in such situation?**
- **Has something similar ever happened to you?**
- **When?**
- **What did you do in that situation?**
- **Is it all right to insult others when you disagree with them?**

SCHOOL OR WORK

Ripon is an 11-year-old boy from Bangladesh. His family is very poor but, luckily for Ripon, his parents had saved enough money for him to start school in the previous autumn. Ripon has done light work after his schooldays in order to help his parents and to be able to continue his studies.

The father of the family has done very heavy and dangerous work for a very long time. One night father returns home, leaning on walking sticks, and he is covered in bruises and dried blood stains. Father has broken one of his legs, and he has suffered various bruises and a concussion. The family cannot afford to take father to a doctor, so he has to recover at home. This will take a really long time, and it may happen that father will never be able to do the same job. The family faces a difficult decision.

If nobody has a proper job, it will be almost impossible to pay the costs of living and especially the children's education. As the eldest child, Ripon should now take on his father's role and become the breadwinner of the family. Work means long and exhausting days in a dangerous environment. If Ripon goes to work, he will no longer be able to go to school and he will have less chance for a better profession. After work, Ripon will not even have any spare time to play football with his friends.

VOTING QUESTION:
- Should Ripon go to school or work? School/work

Questions for discussion:
- How will the decision affect Ripon's future?
- Why did you vote as you did?
- Have you ever had to take on a job?
- Would you rather go to work or to school?

STATUE GAME

Targets:
- Better insight into the rights of a child

Supplies:
- A summary of the Convention on the Rights of the Child (Annex 1)
Duration: 15+
Group size: 2-6 students/group

Description:

Students are divided into groups in which they feel comfortable and are ready for work. The group together decides which of the one to three articles of the rights of a child they will present to the class. They make the choice with the help of the summary of the convention. At the beginning it will also be decided whether props such as schoolbooks will be used.

Rights are presented in the form of still images i.e. statues. Students are given time to rehearse forming a still image related to the selected article using their bodies. Groups are allowed to plan their statues, such as in a corridor, so that everyone would have space to try various variations and keep the element of surprise.

When ready, the groups present their statues one at a time. When their turn comes, each group freezes in a posture they had practiced, while others try to guess the articles embodied by the statues. If the image is not clear, the rest of the class can ask questions to which the statue only answers either "yes" or "no" until someone guesses right. The intention is not to shout out the articles of the convention one after another; therefore, after a couple of wrong answers, the students are guided to ask questions, such as: "Is that an adult on his knees?" or "Do you try to look frightened?" With questions that become more and more specific, it will come clear what the statue is doing and which article it depicts.

Variations:

If the Convention on the Rights of the Child has already been thoroughly covered, the planning and guessing stage could be carried out without using the summary of the convention.

DEPRIVED OF MY RIGHTS! - DRAMA EXCERCISE

Targets:
- Gives better understanding of the Convention on the Rights of the Child

Supplies:
- A summary of the Convention (Annex 1)
- Drama cards (Annex 7)
Duration: 45+
Group size: 2-6 students/group

Description:

The exercise could be carried out by using the first lesson for warm-up and preparation for the play. The second lesson could be used for performing and unravelling the short plays. In order to ensure a relaxed and pleasant drama experience, it would be useful to form groups of students who happily work together and are not shy of each other. It would be good to begin the drama lessons with warm-up games, so that students could get into the mood and relax in each other's company. After the warm-up, distribute drama cards to the groups, with each card containing two articles on the rights of a child along with brief instructions. The task of each group is to act out a short scene, in which neither of the two articles provided in the drama card is fulfilled.

Students are instructed to interact with the audience, pay attention to their speaking direction and are advised to focus on the story and dialogue. The presentation should have a clear short story line and not simply a conflict situation. Plenty of time should be reserved for preparations for the play, with an opportunity to rehearse outside the classroom. The groups present their plays one after another.

After each presentation it would be useful to briefly go through the predominant feelings and the rights highlighted in the play. Students are probably unable to focus long between the plays, if they are still waiting for their turn. The proper concluding is carried out after all the presentations have been delivered.

In the concluding discussion, it would be good to allow for a free-flowing discussion and the opportunity to discuss the feelings evoked by the plays. The plays can be opened with questions such as: How did it feel when your rights were trampled on? Did the plays evoke a feeling of hopelessness? Any other feelings? Would it have been nicer to act out rights that were enforced? Why/why not? Could any of the presented situations occur in Finland? Have you come across a similar situation anywhere?

STOP! NOTICE THE RIGHTS! - DRAMA EXCERCISE

Targets:
- Give deeper understanding of the Convention on the Rights of the Child
- Practice self-expression through improvisation

Supplies:
- A summary of the Convention
- Situation descriptions (Annex 6)

Duration: 45+

Group size: 2-6 students/group

Description:

The exercise could be carried out by using the first lesson for warm-up and preparations of the play. The second lesson could be used for performing and unravelling the short plays. In order to create a relaxed and pleasant drama experience, it would be best to divide the students into groups in which they happily work together and are not shy of each other. It is be good to begin the drama classes with warm-up games, so that students get into the mood and relax in each other's company. After the warm-up, distribute story cards to the groups, with each card containing a short description in which a child is deprived of some right. The task of each group is to act out the situation given in the card. If the group consists of several people, the students can modify the story and invent more roles.

Students are instructed to interact with the audience and pay attention to their speaking direction. Plenty of time should be reserved for preparations for the play, with an opportunity to rehearse outside of the classroom. This exercise does not require as much time for preparation as the drama exercise "Deprived of my rights!", because the students do not need to come up with the whole story.

The groups present their plays one after another. Each group acts the prepared situation once, then starts the same play once more from the beginning. Now the task of the audience is to shout "Stop!" immediately, when a right is about to be violated. After the shout, the actors freeze. The audience says what should happen next in the play, so that it would have a happy ending and none of the rights would be violated. After the audience has solved the ending, the actors act out the new ending, starting from the situation where the play froze.

In the concluding discussion it would be good to allow for a free discussion and an opportunity to say which feelings were evoked by the plays. The plays can be opened with questions such as: How did it feel to act? Was it difficult to continue acting when you were not in control of the ending? Was the ending good in the opinion of the actors/other group? Was it realistic? Which ending would actually be more probable? Could any of the presented situations occur in Finland? Have you come across a similar situation anywhere? How did the exercise make you feel?

GLOBE

Targets:
- **Become familiar with the situation of children's rights in other countries**
- **Think about the inevitability of things**
- **Give better insight into the rights of a child**
- **Blue tack for fixing the outlines**
- **Foster information seeking skills and understanding of what is written**

Supplies:
- **Blue cardboard for the seas**
- **Brown or green cardboard for continents**
- **Pencils and drawing paper**
- **Scissors**
- **Blue tack for fixing the outlines**

Duration: 45+
Group size: 1

Description:

The blue and green/brown cardboard or paperboard is used for making a large globe. In the seas, i.e. blue areas, students write things without which no child could live. Students take turns by going and writing down their own thoughts and it does not matter if something is mentioned several times. In the brown areas, i.e. continents, students write things they would like everyone to have in addition to the things that are necessary for living.

Finally students get to know children and youngsters from various countries and their own country. For example, at the Taksvärkki website taksvarkki.fi, youngsters from different countries talk about their daily life. The stories can be printed out or children could be instructed to use the internet independently. After the introduction, students draw figures and, using what they have learnt, they write the things the figures have, using what was previously written on the globe. The figures of children can be fixed with blue tack to the country, where they are from. The pictures are also presented to other students.

When the globe together with its inhabitants is ready, a concluding discussion follows, where the students can share their thoughts and feelings evoked by the stories they had read. They can compare the drawings with their own life. What could the students and their drawn figures have in common in their life? Are the things written in different parts of the globe as important everywhere in the world? Why is it so? Students should be guided to notice common aspects rather than the aspects that make them different.

RIGHT IN ONE'S OWN HANDS

Targets:
- **Consider one's possibility to affect the enforcement of the rights of a child**
- **Find information about the authorities, which could help**

Supplies:
- **Internet**
- **Pens**
- **Paper/cardboard**

Duration: 45+
Group size: 1-4 students/group

Description:

The Convention on the Rights of the Child specifies that parents and the government must ensure enforcement of the rights. Children and youngsters nevertheless have an opportunity to influence the situation.

Students form small groups and each group selects one right. The articles suitable for this task are, for example, 19, 27, 33, 34 and 36. After making the choice, students consider which part of the right is not enforced a) in their own life, b) in Finland, c) elsewhere in the world. In the second stage, students attempt to clarify through discussion and research how this right is fostered in Finland.

After outlining the methods, it is discussed how one could contribute to the enforcement of the article. Can students participate in the activities of the authorities who implement the rights, or can they suggest any methods to improve matters. What about daily acts? What is the students' own responsibility and role, such as in combatting violence? Students could bring out examples of how they have acted when they encountered violence. Or what should be done in their opinion? "Rights and Obligations" is an exercise that is suitable as an introduction because it discusses the same subject. When looking for influencing methods, students can use the internet for help.

Finally, students prepare a poster about their right and what they can do to foster it. A good idea is to add contacts for seeking help in case the right is violated to the poster.

THE STORY OF ARDNAS AND ETAK

Targets:
- Think about various realities
- Think about methods for promoting the rights of a child

Supplies:
- Pens
- Writing paper
- Think about methods for promoting the rights of a child- (Copies of stories)

Duration: 30+
Group size: 1

Description:
Students listen or read the beginning of the story of Ardnas and Etak and try to find from the story all the aspects related to the Convention on the Rights of the Child. Then students write the rest of the story with an ending, where the rights of a child are enforced. It would be good if students could look at the story while writing. It would be best to distribute copies of the text to the class or project it on the wall, where everybody can see it.

ARDNAS AND ETAK

One morning Sandra was on her way to school, when she noticed an exciting piece of glass on the ground. Sandra picked it up and admired its shimmer in the light of a rising spring sun. Oh, how it glittered in all the colours of the rainbow! Sandra happily hopped towards school, with the world's most beautiful piece of glass in her hand.

After arriving in the schoolyard, Sandra saw a terrifying sight. Where the school had stood last afternoon, all pure and white, was now a black and sombre footwear factory, spitting out smoke from its chimneys. Sandra was so astonished that she could not move, only stare with her mouth open. There was a terrible burning stench floating in the air.

A girl dressed in green sneaked next to Sandra, who was frozen with fear. The girl started to pull on Sandra's sleeve, sobbing at the same time: "Ardnas, Ardnas, you are late for work. If the manager notices, you will have no food today!"

Sandra started to recover from the first shock and looked at the girl clinging to her sleeve. "But Kate, why are you wearing a green outfit? You hate green and what are you talking about work; weren't we supposed to have a spring trip today with our class?"

"Oh, Ardnas! You have been breathing too much toxic gases again, I am Etak, not Kate, and what is this class and trip you are talking about? And where have you been? It is already nine o'clock – work started three hours ago; come now!"

Sandra decided to keep quiet and follow Kate, or Etak, whichever was her name. The girls walked along the gloomy corridors of the factory. On their way they walked past several stern-looking men any many more gaunt children who looked familiar to Sandra. Finally, Sandra and Etak arrived in a large hall, where...

RIGHTS FOR CHILDREN!

Targets:
- Develops thinking
- Makes the rights of children more personal
- Understands that everybody is entitled to the rights.

Supplies:
- Paper
- Pens

Duration: 30+
Group size: 1-3 students/group

Description:
When the Convention on the Rights of the Child is familiar, students can be given the task to invent their own rights. They can work individually or in small groups. Students are instructed to invent a right, which in their opinion should belong to all children and youngsters. After inventing and formulating the right, students should detail the article.

Regarding their article, students should consider the following questions at least: Who should monitor the implementation of the article and by which methods? How could the article be executed in practice? What could be the negative effects of such a right be on a) adults or b) children themselves? Why is the given right not included in the convention? Could this right be actually executed?

Ideas are collected on paper or discussed in pairs or small groups, if the right was invented alone. The individual rights of the whole class can be gathered into a list and added to the Convention on the Rights of the Child as a reminder of what should be achieved.

RIGHTS OF A CHILD: QUIZ

Targets:
- Recall the facts related to the Convention on the Rights of the Child

Supplies:
- Paper for answers
- Pens

Duration: 10+
Group size: 1

Description:
When the Convention on the Rights of the Child is familiar, the quiz can be used to refresh memory about facts related to the convention. Questions are read out one at a time, giving students time to answer. The teacher chooses the method for checking the answers. The maximum number of points from the quiz is 10.

QUIZ QUESTIONS

1. In which year was the Convention on the Rights of the Child concluded?	(20 November 1989)
2. How many countries have not ratified the convention?	(1)
3. Which country has not ratified the Convention?	(United States)
4. How old is a child, as specified in the convention?	(Below the age of 18 years)
5. What was the subject on which the article made an exception to this age limit before the Optional Protocol?	(Children taking part in warfare)
6. What was the given age limit?	(under 15)
7. In which year did Finland ratify the Convention?	(1991)
8. What is the difference between a convention and a declaration?	(A declaration is not legally binding on a state)
9. Name four articles on the rights of a child, in your own words	(½ point for each)

CRITICAL THINKING

LEARNING AND RESEARCH TASKS

1. Study the situation in the country of your choice and compare it to the situation in your own country. What is common? What is different? Why is the situation in the given country the way it is? Is there something you could do to influence the situation in the country of your choice, and to foster enforcement of the rights of the child? How?
2. Select another human rights treaty. Compare the selected treaty with the Convention on the Rights of the Child. Were there any differences? What about similarities?
3. Learn about the working procedures of the UN. How does the UN make sure that its human rights treaties are enforced? How is the Convention on the Rights of the Child supervised? What happens if the signatory countries fail to follow the convention? How is the enforcement of the convention monitored in your country?
4. Get to know the life of a child soldier, child labourer and victim of child trafficking using various sources (such as Annex 8). How have children become victims of gross violations of human rights? What does their future look like? How are their days different from your own life? What are the similarities between your lives? What does the child dream about?
5. Find out how you can affect decision-making in your municipality. Which channels can a minor use in order to be heard?

WRITING TASKS

1. Get to know the stories of a child soldier, child labourer or victim of child trafficking (Annex 8). Write a letter from the viewpoint of a child. Before you start writing, think about whom you are writing to and why. After everyone has written the letter, you can mix the letters and redistribute them to the class. The task of the recipient is to write a reply to the child.
2. Draw lots to pick a character from Annex 5 and write an extract from the diary of this person. Based on the extract, others try to guess, who it is.
3. Write an opinion column to a newspaper on a subject of your choice. Remember that a child (and a youth) has a right to freedom of opinion, as long as it does not insult anyone. Practice formulating constructive arguments.

ANNEXES

ANNEX 1 SUMMARY OF THE CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE1
Every person below the age of 18 is a child.

ARTICLE 2
The well-being of a child should not depend on which part of the world he/she is from or how he/she looks.

ARTICLE 3
Adults, such as the government, should make decisions that protect the child.

ARTICLE 4
Governments must enforce these articles.

ARTICLE 5
Governments should help parents and other adults who provide important support for children, so that they could support the development of the child.

ARTICLE 6
All children have the right to life, and governments should help children have as good a life as possible.

ARTICLE 7
Each child must be registered immediately after birth. Every born child has the right to have a name and nationality.

ARTICLE 8
Governments ensure the right of each child to an identity, nationality and name.

ARTICLE 9
Each child should be able to live with their parents and family, if it is good for the child to live with them.

ARTICLE 10
Children who have been forced to leave their homeland must have the opportunity to return and get in contact with their families.

ARTICLE 11
Governments must prevent the abduction of children.

ARTICLE 12
Children have the right to have their own opinion.

ARTICLE 13
Each child has the right to express his/her opinion, as long as it does not insult others.

ARTICLE 14
Child's freedom of thought, belief and religion should be respected, taking into consideration the age of the child.

ARTICLE 15
Children may form and be active in organisations.

ARTICLE 16
Children have the right to privacy.

ARTICLE 17
Children have the right to learn, such as through television, radio and newspapers, about world events.

ARTICLE 18
Governments should support parents in raising their children.

ARTICLE 19
Children must be protected against violence and exploitation.

ARTICLE 20
Governments must help children who have no family.

ARTICLE 21
Children may be adopted,
but only if it is the best alternative for the child.

ARTICLE 22
Child refugees should be looked after.

ARTICLE 23
Children with a disability should get the best possible help.

ARTICLE 24
Children have the right to live a healthy life and get treatment when needed.

ARTICLE 25
Children placed in care for a treatment should be in good conditions.

ARTICLE 26
Children have the right to benefit from social security.

ARTICLE 27
Children have the right to a proper standard of living.

ARTICLE 28
Children have the right to education.

ARTICLE 29
Education should develop children's skills and tolerance.

ARTICLE 30
Children from minority or indigenous groups have the right to follow the way of life and speak the language of their group.

ARTICLE 31
Children have the right to play and enjoy leisure time.

ARTICLE 32
Children should not be involved in too heavy labour or long working hours.

ARTICLE 33
Children must be protected from drugs and illegal drug trafficking.

ARTICLE 34
Children must be protected from sexual exploitation.

ARTICLE 35
Governments must prevent child trafficking.

ARTICLE 36
Children must be protected from all types of exploitation.

ARTICLE 37
Children must not be tortured or subjected to cruel punishments. Children, who are imprisoned, must be treated humanely, taking their age into consideration.

ARTICLE 38
Children under the age of 15 must not take part in warfare.

ARTICLE 39
Children who have become victims of abuse must be helped.

ARTICLE 40
Children who have broken the law must be protected and their rights must be respected.

ARTICLE 41
If the laws of a country are better than what is listed in this convention, those laws must be followed.

ARTICLE 42
Governments must make sure that all citizens are aware of the rights of a child.

ARTICLE 43
This convention is monitored by an international group.

ARTICLE 44-45
Governments report on a regular basis on how the convention is being followed.

ARTICLE 46-54
These articles are decisions about the enforcement of the convention.

ANNEX 2 DOMINO CHIPS

Right to play and leisure	Each person below the age of 18 is a child
Each person below the age of 18 is a child	Children must not take part in warfare
Children must not take part in warfare	Right to freedom of opinion
Right to freedom of opinion	Children must be protected from violence
Children must be protected from violence	Right to education
Right to education	Right to a name and nationality
Right to a name and nationality	Right to privacy
Right to privacy	Freedom of religion and belief
Freedom of religion and belief	Children must be protected from drugs
Children must be protected from drugs	Children should not be involved in heavy labour
Children should not be involved in heavy labour	Children must be protected from exploitation
Children must be protected from exploitation	Right to one's native language and
Right to one's native language and	Right to play and leisure time

ANNEX 3 LETTER CARDS "BINGO BALLS"

B Right to freedom of opinion

B Right to a nationality

B Right to be cared for

B Right to speak one's native language

B Children with a disability must have help available

B A person below the age of 18 is a child

B Freedom of religion

B Right to education

B Children should not be involved in heavy labour

B Child refugees should be looked after

B Right to well-being

B Freedom of association

B Children must not be traded

B Right to health care

B Children must be protected from drugs

B Right to a good life

B Right to privacy

B Right to play

B Children must be protected from violence

B Children must be protected from exploitation

B Right to a name

B Right to leisure time

B Right to know about world events

B Right to the privacy of correspondence

B Children must not take part in warfare

I Right to freedom of opinion

I Right to a nationality

I Right to be cared for

I Right to speak one's native language

I Children with a disability must have help available

I A person below the age of 18 is a child

Freedom of religion	Right to know about world events
Right to education	Right to the privacy of correspondence
Children should not be involved in heavy labour	Children must not take part in warfare
Child refugees should be looked after	N Right to freedom of opinion
Right to well-being	N Right to a nationality
Freedom of association	N Right to be cared for
Children must not be traded	N Right to speak one's native language
Right to health care	N Children with a disability must have help available
Children must be protected from drugs	N A person below the age of 18 is a child
Right to a good life	N Freedom of religion
Right to privacy	N Right to education
Right to play	N Children should not be involved in heavy labour
Children must be protected from violence	N Child refugees should be looked after
Children must be protected from exploitation	N Right to well-being
Right to a name	N Freedom of association
Right to leisure time	N Children must not be traded

N Right to health care	**G** Children with a disability should get help
N Children must be protected from drugs	**G** A person below the age of 18 is a child
N Right to a good life	**G** Freedom of religion
N Right to privacy	**G** Right to education
N Right to play	**G** Children should not be involved in heavy labour
N Children must be protected from violence	**G** Child refugees should be looked after
N Children must be protected from exploitation	**G** Right to well-being
N Right to a name	**G** Freedom of association
N Right to leisure time	**G** Children must not be traded
N Right to know about world events	**G** Right to health care
N Right to the privacy of correspondence	**G** Children must be protected from drugs
N Children must not take part in warfare	**G** Right to a good life
G Right to freedom of opinion	**G** Right to privacy
G Right to a nationality	**G** Right to play
G Right to be cared for	**G** Children must be protected from violence
G Right to speak one's native language	**G** Children must be protected from exploitation

G Right to a name	O Right to well-being
G Right to leisure time	O Freedom of association
G Right to know about world events	O Children must not be traded
G Right to the privacy of correspondence	O Right to health care
G Children must not take part in warfare	O Children must be protected from drugs
O Right to freedom of opinion	O Right to a good life
O Right to a nationality	O Right to privacy
O Right to be cared for	O Right to play
O Right to speak one's native language	O Children must be protected from violence
O Children with a disability should get help	O Children must be protected from exploitation
O A person below the age of 18 is a child	O Right to a name
O Freedom of religion	O Right to leisure time
O Right to education	O Right to know about world events
O Children should not be involved in heavy labour	O Right to the privacy of correspondence
O Child refugees should be looked after	O Children must not take part in warfare

ANNEX 4 WORD CARDS

the age of 18	violence
well-being	care
protect	proper
life, living	education
name, nationality	play
parents and family	work
abduction	protected
opinion	trade
insult	exploitation
respected	tortured
organisations	15 years
right	respected
world	

ANNEX 5 SENTENCE CARDS

ARTICLE 1:
Every person below _____ is a child.

ARTICLE 2:
The _____ of a child should not depend on which part of the world the child is from or how the child looks.

ARTICLE 3:
Adults, for example the government, should make decisions which _____ the child.

ARTICLE 6:
All children have the right to _____, and the government should help children to have as good _____ as possible.

ARTICLE 7:
Each child must be registered immediately after birth. A born child has the right to have a _____ and _____.

ARTICLE 9:
Each child should be able to live with their _____ , if it is good for the child to live with them.

ARTICLE 11:
Governments must prevent the _____ of children.

ARTICLE 12:
Children have the right to have their own _____.

ARTICLE 13:
Each child has the right to express their opinion, as long as it does not _____ others.

ARTICLE 14:
Child's freedom of thought, belief and religion should be _____, taking into consideration the age of the child.

ARTICLE 15:
Children may form and be active in _____.

ARTICLE 16:
Children have the _____ to privacy.

ARTICLE 17:
Children have the right to learn, for example through television, radio and newspapers, about _____ events.

ARTICLE 19:
Children must be protected from _____ and exploitation.

ARTICLE 24:
Children have the right to live a healthy life and get _____ when needed.

27. ARTICLE:
Children have the right to a _____ standard of living.

ARTICLE 28:
Children have the right to _____.

ARTICLE 31:
A child has the opportunity to _____ and enjoy leisure time.

ARTICLE 32:
Children should not be involved in too heavy _____ or long working hours.

ARTICLE 34:
Children must be _____ from sexual exploitation.

ARTICLE 35:
Governments must prevent child _____.

ARTICLE 36:
Children must be protected from all types of _____.

ARTICLE 37:
Children must not be _____ or subjected to cruel punishments. Children who are imprisoned must be treated humanely, taking their age into consideration.

ARTICLE 38:
Children under the age of _____ must not take part in warfare.

ARTICLE 40:
Children who have broken the law must be protected and their rights must be _____.

ANSWERS:
number of the article + the missing word(s)

Article 1: the age of 18

Article 2: well-being

Article 3: protect

Article 6: living, life

Article 7: name, nationality

Article 9: parents and family

Article 11: abduction

Article 12: opinion

Article 13: insult

Article 14: respected

Article 15: organisations

Article 16: right

Article 17: world

Article 19: violence

Article 24: treatment

Article 27: proper

Article 28: education

Article 31: play

Article 32: labour

Article 34: protected

Article 35: trafficking

Article 36: exploitation

Article 37: tortured

Article 38: 15 years

Article 40: respected

ANNEX 6 CHILD STEPS - ROLES

You are a 7-year-old Sami boy.	You are a Muslim girl. You live with your parents, who are devoutly religious.
You are a daughter of a US bank manager. You study in a private school.	You are a 14-year-old farmer's son living in an isolated mountain village.
You are a 9-year-old boy who lives together with his mothers in a rainbow family.	You are a 12-year-old boy who became disabled in an accident and now moves around in a wheelchair.
You are a 16-year-old Roma girl who has no elementary education.	You are a 10-year-old girl who is a child labourer in Bangladesh.
You are an 11-year-old girl from St. Petersburg. You live on the streets.	You are a 10-year old boy living in a Finnish suburb.
You are a 13-year-old son of an illegal immigrant; you live in Finland.	You are a 12-year-old girl in foster care due to your parents' alcoholism.
You are the son of a Chinese immigrant. Your father runs a very successful business.	You are the daughter of the US ambassador in Finland.
You are the daughter of the owner of a successful importing business.	You are a 7-year-old son of a fisherman living on an island.
You are a 15-year old girl from Eastern Helsinki and an abuser of strong drugs for 2 years.	You are a 9-year-old boy from Kenya. You live in a slum with your parents.
You are a 7-year-old Zambian boy whose parents have both died from AIDS.	You are a 12-year-old girl raised by her father, who is a single parent.

ANNEX 7 STOP! NOTICE THE RIGHTS! -STORIES

A game trade

Roles: a shop assistant, a child and a parent

A parent goes to the store with his underage child to buy a video game. After a conversation the parent and the child go to the checkout. The shop assistant asks if the parent knows that the game is rated 18. The parent says that he/she knows, but still wants to buy the game.

To school or to work

Roles: the main character (a child), his/her friends, a parent

A group of children is playing in the yard. A parent of one of the children comes and interrupts the game in order to take the child to work, even though the other children are on their way to school. The child asks if he/she can join the other children and go to school, but the parent says that the child must go to work.

I wanted to have

Roles: friends

Friends are having a conversation over music. One, however, says that he/she likes a completely different kind of band. Others start to make fun of the musical taste of that child.

Help

Roles: a blind person, passers-by

A blind person cannot see where he/she is and attempts to ask for help from passers-by. Nobody stops to help.

ANNEX 8 DRAMA CARDS

COME UP WITH a situation where the named rights of a child are violated. You can choose the characters and the situation, making sure that everyone gets a role. At the same time, try to think whether your story is related to any other article in the Convention on the Rights of the Child.

RIGHTS: 1. Children must be protected from drugs 2. Right to well-being

In your story, these rights ARE NOT fulfilled.

COME UP WITH a situation where the named rights of a child are violated. You can choose the characters and the situation, making sure that everyone gets a role. At the same time, try to think whether your story is related to any other article in the Convention on the Rights of the Child.

RIGHTS: 1. Children should not be involved in heavy labour 2. Right to education

In your story, these rights ARE NOT fulfilled.

COME UP WITH a situation where the named rights of a child are violated. You can choose the characters and the situation, making sure that everyone gets a role. At the same time, try to think whether your story is related to any other article in the Convention on the Rights of the Child.

RIGHTS: 1. Children must be protected from violence 2. Right to health care

In your story, these rights ARE NOT fulfilled.

COME UP WITH a situation where the named rights of a child are violated. You can choose the characters and the situation, making sure that everyone gets a role. At the same time, try to think whether your story is related to any other article in the Convention on the Rights of the Child.

RIGHTS: 1. Right to freedom of opinion 2. Right to education

In your story, these rights ARE NOT fulfilled.

COME UP WITH a situation where the named rights of a child are violated. You can choose the characters and the situation, making sure that everyone gets a role. At the same time, try to think whether your story is related to any other article in the Convention on the Rights of the Child.

RIGHTS: 1. Children must not be traded 2. Right to a name and nationality

In your story, these rights ARE NOT fulfilled.

COME UP WITH a situation where the named rights of a child are violated. You can choose the characters and the situation, making sure that everyone gets a role. At the same time, try to think whether your story is related to any other article in the Convention on the Rights of the Child.

RIGHTS: 1. Right to privacy 2. Children must be protected from violence

In your story, these rights ARE NOT fulfilled.

COME UP WITH a situation where the named rights of a child are violated. You can choose the characters and the situation, making sure that everyone gets a role. At the same time, try to think whether your story is related to any other article in the Convention on the Rights of the Child.

RIGHTS: 1. Children must not take part in warfare 2. Children must not be traded

In your story, these rights ARE NOT fulfilled.

ANNEX 9 STORIES OF A CHILD SOLDIER, CHILD LABOURER AND A VICTIM OF CHILD TRAFFICKING

Mohammed, a child soldier

The uniform of Sudanese Mohammed is too large and hangs on his body. Nevertheless, he has killed several people. Many of his friends have died, his parents as well. A group of guerrillas were the replacement of the family.

Mohammed was seven years old when troops attacked his home village.

"My father tried to hide my little sister and me in a well, but did not make it. Father was shot on the spot and my mother and two sisters were taken into the woods. A sergeant threw me onto the platform of a truck and we drove into a camp. Since then I have been part of the guerrillas. At first as a carrier, later as a scout in the front line," Mohammed relays.

Life with the guerrillas meant you were constantly on the move. Children were carriers and servants. For food they got the leftovers of grownups. They were punched and kicked. At times Mohammed was so tired that he was on the edge of falling asleep on his feet. He was given a weapon when in one of the attacks there were losses among the adult guerrillas and more shooters were needed.

"They did terrible things to us. We attacked villages at night – no military sites, but villages. We attacked at night and just shot everything blindly," Mohammed tells.

After two years of guerrilla life, Mohammed managed to escape together with another boy from his own tribe. They dropped down from the platform of a truck and escaped into the bushes, keeping running without knowing where. The other boy ran straight into a mine. Mohammed dropped to the ground out of fear and for a long time was too scared to move.

Mohammed was found by a group of boys who had been wandering around for months. The group finally ended up in the Kakuma refugee camp in Northern Kenya. There were over 70,000 Sudanese refugees in the area. The employees of the UN refugee organisation UNHCR tried to provide the people in the camp with at least tolerable living conditions.

One day Mohammed was taken from the refugee camp to a rehabilitation camp for child soldiers. Dozens of former child soldiers participated in the same camp. Some of them had been fighting in government troops, some as guerrillas.

In the camp Mohammed could see a doctor, and a social worker who spoke with Mohammed drew up a rehabilitation and demobilisation programme for him.

War has left marks on Mohammed. He has difficulty concentrating and it is hard for him to trust anyone. At night, Mohammed has nightmares and hears shooting and screaming. Rehabilitation attempts to restore the sense of security in child soldiers, their ability to learn and their social interaction skills with other children. They also have balanced nutrition and improve their physical fitness. Boys have made a football out of rags and play it in the afternoon, when the hottest time of the day has passed.

In the camp Mohammed learns to read and write. The teacher is Mohammed's idol and the only person to whom he has opened up and shared his experiences and traumas. The teacher has managed to make the children draw pictures and through this to pour out their harsh experiences. Music, stories and fairy tales can also be used to discuss experiences.

The rehabilitation of Mohammed has gone well and he can return to his relatives. The social worker has found Mohammed's relatives from his mother's side. They belong to the Nuer tribe on the banks of the River Nile. Mohammed remembers from his childhood how many of his uncles were fishermen and one of his favourite uncles often cooked fish stew. If only he could become a fisherman when he will grow up. Or a teacher.

Razina has two jobs

Razina Hossen lives in the city of Jhenidah, Bangladesh, and she is 12. Razina's family had to move to the city from Faridpur, a place 70 kilometres away in the countryside, when the local river flooded and claimed their home and fields.

Razina no longer goes to school, but she helps her family to earn a living. Supporting a family of nine takes a lot from the poor parents and Razina. Father transports heavy goods and people on his rickshaw. Mother again looks after the house and little brothers and sisters, with the youngest, Sehel only a year and a half old.

Razina wakes up at five in the morning. As a devout Muslim girl, she spends a moment of her mornings praying. Then she hurries to a nearby family to do the cleaning, laundry and grind spices. In addition to the chores of a servant, from Saturday to Thursday Razina works in a small company, which produces packaging boxes.

The workplace is on the roof of a two-storey building, where the exhausting hot sun shines throughout the day. The work starts at eight in the morning. Only around noon Razina has a break and eats her first meal of the day, which is food brought from home: rice with vegetables. She has the same food for dinner. Her family can only afford to buy meat or fish for food once a month.

Razina thinks that the owner of the business is strict: he does not allow Razina to go home when her mother falls ill and needs help. When Razina is ill, the owner does not pay wages for the days of her absence.

Razina tells that when she returns home from the box factory, she feels happy every day because for a moment she has free time. In the evening she must work again as a servant of another family for two hours and look after her younger siblings.

For the servant's work, Razina is paid 100 takas, meaning a bit under two euros per month. The month's salary at the box factory is 300 takas, meaning about five euros. The owner, however, does not pay the salaries regularly. So Razina earns about seven euros per month for her family.

Razina dreams that one day she could sit in a swing. She rarely has time to play and has had no time to make friends. Razina dreams that she will work as a nurse when she grows up, because she wants to help people who suffer.

Razina smiles when she thinks how it would feel to go to school: "I become very happy when I think about it," she says.

Peun regained her freedom

Peun is a young Cambodian girl. Her mother died suddenly and the income of the father of the family was sufficient to support the family with many children. In order to get more income for the daily livelihood of the family, father decided to sell 9-year-old Peun as a household servant in a city. At work, Peun was treated badly and she was not allowed to leave the house where she worked. Therefore, it was out of the question for her to go to school or even meet her friends. Peun also did not get enough food. When she attempted to eat without permission, she was punished violently. Peun has permanent marks on her back from the countless floggings she was subjected to. Peun was treated as a slave.

One day a neighbour became aware of Peun's situation, contacted the local human rights organisation Licadho and helped the girl to escape. The organisation helped Peun to a safe orphanage through which she found a new family in the countryside. At the same time, Peun could go to school again. Literature and maths became her favourite subjects. Peun's case ended up in court. It was difficult for her to come face to face again with the host family who had humiliated and abused her. The adults who had helped Peun were threatened. The trial, however, ended well for Peun and her case has been settled.

Today Peun lives with her family in the capital of Cambodia, Phnom Penh, and goes to school. She is an eager student and one of the best in her class. In the mornings, she spends her time in an informal school of her former orphanage, and in the afternoon she has classes in the actual, official school. Studying in the orphanage is less formal, leaving her also time to spend with friends. There Peun has also learned to use computers and the internet.

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