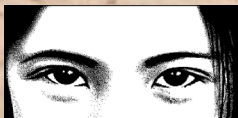


CHILDREN'S RIGHTS

Guide to legal education and access to rights



Terre des hommes
Helping children worldwide.



Children's rights

Guide to legal education and access to rights

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Introduction

Objectives

Through this practical rights education guide, Terre des hommes aims to provide childcare professionals with an activity guide to inform and raise awareness among children and young people about the Rights of the Child in a constructive, educational and fun way.

The aim of this guide is to provide children and young people with information about their rights, as well as the regional and international instruments that protect them and the obligations of States, organisations and individuals with regard to the realisation and respect of children's rights. The African Committee of Experts on the Rights and Welfare of the Child (CAEDBE), as a protection mechanism, is also presented in a child-friendly way.

Through the activities, the children discover ways of putting their rights into practice through peaceful means of communication and the promotion of tolerance within their relationships. Semi-structured recreational activities are used to keep children involved and engaged through educational games and learning activities that are fun, practical and easy to use.

These activities have several aims:

- Knowing, understanding and defending your rights and responsibilities;
- Explore and understand the International Convention on the Rights of the Child and the African Charter on the Rights of the Child and of Peoples;
- Release energy and anxiety through physical activity;
- Encourage the acquisition of essential life skills such as team spirit, cooperation, negotiation, empathy, anger and stress management;
- Consider and respect the rights and opinions of others;
- Building trusting relationships with other participants.

At the initial informal meeting, the facilitators include an approach to enrol children in informal education in collaboration with the local authorities, the local community, the families and the educational team.

After completing these activities, participants will have the keys to implementing and defending their rights. They are familiar with the legal bases of children's rights and are able to identify a situation of risk or violation of one of these rights. They will also understand what protection mechanisms can be activated in the event of a violation of their rights.

This guide has been drawn up for youth workers, teachers, parents and other childcare professionals to provide educational support for activities designed to raise awareness of children's rights. It provides guidance on how to carry out the activities, with a full description of the age group concerned, the materials needed, preparation, duration and the various stages involved. Each activity is explained in

detail, so that the activity leader can carry out the activities and answer the children's questions independently.

Who is this legal education guide for?

This guide on the rights of the child is intended for Terre des Hommes animators as well as all animators, teachers and other professionals working with children. The material required and the content of the activities are detailed at the beginning of each activity to enable them to prepare the activities before presenting them to the participants.

The guide also provides the information and knowledge needed by the people responsible for organising the activities so that they can feel at ease when working with the children. It is not necessary to have in-depth knowledge of children's rights to organise activities and answer children's questions.

Who are these legal education activities aimed at?

The activities contained in the guide to children's rights provide an opportunity for children and young people to learn about their rights and to acquire the means to share and defend them in a peaceful and caring manner. The children and young people taking part will first carry out ice-breaking activities to put themselves at ease and establish a climate of trust and tolerance among themselves and with the facilitator. The activities will then take place according to what the facilitator has planned in advance of the meeting. As a result of their participation in the activities, the children and young people will be able to express themselves on the rights that concern them, to form a personal opinion on a situation and to pass on the knowledge they have acquired to their friends and family.

The target group of children and young people (aged 8-18) for these activities is very broadly defined, so that the guide can be used in a variety of situations and is as inclusive as possible. It is therefore up to each activity leader to adapt the content of the activities according to the age of the participants, their sensibilities, their level of education, their living environment and the environment available. To this end, the activity leader assesses the group of participants in advance of the activity session using these different parameters. They also choose from among the activities proposed in this guide those that they feel are best suited to the session's target group.

How will it be implemented (ages, workforce, location)?

- These activities must be carried out in a context that encourages children to express themselves and participate. The presence of adults, particularly those close to the child, such as the family or close members of the community, can have an impact on the child's ability to express himself. It is therefore important to create a neutral space that is totally impervious to people from outside the workshop, so that the children can express themselves freely. The only adults present during these workshops are the facilitators. However, theatre activities can be carried out in the presence of relatives and other members of the community.
- The activities on offer are designed for different age groups from 8 to 18. It can also be used with young adults, with slight adaptations. Some activities offer alternatives designed specifically for younger children. These variants are based on teaching approaches adapted to an early age,

making it easier to integrate younger children into the activities on offer. It is advisable to refer to the ages specified in the description of the activity and the proposed variants and to organise the activities with a group of children of the same age group to ensure effective communication and participation by the child.

- In terms of infrastructure for carrying out the activities, an indoor location such as a hall may be preferable, although this is not compulsory. It is important to avoid children sitting in rows like in a classroom, as they need to feel free to express themselves, move around and talk to their classmates. Tables are recommended for activities involving writing or drawing, in which case they should be arranged in islands or in a large circle.
- Groups of children can be of different sizes, but it is essential to respect a limit of 14 children per leader for children under 12 and 20 children for those aged 12 and over. On the other hand, groups of less than 5 children per leader are not recommended, as the children could feel that they are being evaluated and restrict what they can say.



Preparation for legal education activities

Before starting the activities, it is essential to establish a relationship of trust in a caring environment so that the children and young people are able to communicate freely on subjects that may seem sensitive or even foreign to them. To do this, the activity leader will set up an initial preparatory activity, explained below.

This preparation activity is divided into four parts:

- Preparing the presenters
- Presentation of the facilitators and the objectives of the awareness-raising and access to rights activities
- Confidentiality and informed consent
- Ice-breaker and introduction of participants

1. Preparing the presenters (duration: 5 min.)

- Prepare yourself psychologically, free yourself from prejudice and keep an open mind.
- Don't wear clothes that are too formal or solemn for activities with children.
- Put your phone on silent mode to avoid being disturbed.

2. Presentation of presenters and objectives (duration: 5-10 min.)

- Give participants a warm welcome and say hello.
- Ask participants to sit at the same level as you. Don't let them stand or sit on the floor if you are sitting on a chair yourself.
- Introduce yourself and explain clearly that you belong to a child protection institution or organisation and tell them what your role is.
- Please also explain the subject, objectives and expected results of this legal education session.
- Inform participants of the length of the session and any planned breaks.

Suggested text:

"Hello everyone, how are you?"

My name is X and mine is Y. We work for a child protection organisation called Terre des Hommes. I'm a [youth worker] I work as an [educator...].

We're here today to help you run an awareness-raising session on children's rights. Our aim is to teach you about your rights through educational and fun activities. Through these activities, we also want to give you the tools you need to ensure that your rights are respected and defended.

Was I clear enough in my explanation? Have you all understood why we've come to talk to you today?

Our workshop will last about X hours. There will be X number of activities and we've planned a snack break in the middle of the workshop".

3. Confidentiality and informed consent (duration: 10-15 min.)

Inform your young participants about the principle of confidentiality and informed consent.

First of all, explain that during this activity all the information they share will be protected by the principle of confidentiality. Ask the children to respect this principle amongst themselves.

Suggested text:

"Confidentiality is like a special promise that everything we say during the activity stays between us. This means that during this activity, we're going to ask you to express yourself and share your opinions and experiences on subjects such as children's rights, everyday life, your relationships with others, gender issues, etc... Some subjects may seem difficult to talk about, but we're here to make sure everything goes smoothly. You can express yourself freely and say whatever comes into your head during the activity. Your opinions will not be reported and nothing you say will have any consequences for you once the workshop is over. This principle also applies to you, the children. It means that if someone tells a story or shares a secret, no one must talk about it outside or after the activity has finished. It's a promise so that everyone feels safe and comfortable to speak freely."

Explain to participants that their participation is entirely voluntary and that they can decide not to take part or to stop taking part at any time during the event.

Suggested text:

"I also want to remind you of something very important before we start our activity. Your participation in this activity is entirely voluntary. This means that it is your choice whether or not to participate. If you decide to take part now but at some point you don't want to continue, that's perfectly fine. You can stop at any time, without having to give an explanation. The most important thing is that you feel comfortable and at ease. So don't hesitate to speak up if you want to take a break, stop or even just observe. It's your right and your choice!"

Ask them if they have understood and if they have any questions. Ask participants for their agreement to take part, explaining that if they wish to take part in the activity, we need to collect their consent on a form. Give them a printed copy of the Child Consent Form available in the appendix. Before the activity, when you meet the children's parents and briefly explain the content of the workshop, give them a Parents' Consent Form, also available in the appendix.

Suggested text:

"Do you have any questions about anything I've just said? Do you agree to take part in the workshop? If you want to take part in the activity, we need to collect your consent on a form. I'm going to hand out a consent form, you fill it in by ticking the boxes that correspond to your choice."

Once all the consent forms have been completed and collected, ask the participants who have expressed their willingness to take part in the workshop to introduce themselves and share a few things they would like to talk about with everyone:

Suggested text:

"Please introduce yourself and share with us a few things you would like our group to know about you. It is important that you only give information about yourself that you are comfortable sharing with the group. For example, you could tell us your first name, what your favourite food is and what your favourite recreational activity is. Again, please only describe information that you are happy to share with the group here."

4. Ice-breaker and introduction of participants (25-30 min.)

The aim of an ice-breaker is to create familiarity within the group so that participants get to know each other and create a climate of trust. Starting with an ice-breaker activity will enable participants and facilitators to get to know each other. They will then feel more comfortable sharing their opinions and feelings during subsequent activities.



Icebreaker activity 1

Around the world in a balloon

Target audience:

12 years old and over

Hardware

A balloon

Playing the game

Ask the children to form a large circle.

Explain the principle of this mini-game: the participants will get to know each other by exchanging a ball. They will be free to ask the questions they want to the people of their choice around the circle. Of course, if a child is not comfortable answering the question that has just been asked, they can refuse to answer, explaining that the question makes them uncomfortable.

When a child receives the ball, they have to answer the question put to them and then in turn ask someone else a question and send them the ball. Ask them to speak loudly enough for everyone to hear and participate correctly. Tell the participants that they must pay attention to what others are saying.

Start of activity:

Take the ball in your hand and say your first name. Then throw the ball to the first participant and ask them what their name is.

If the participants have a little difficulty exchanging information about themselves, or if the group is fairly young, the facilitator can develop the ice-breaker: when everyone has received the ball at least twice, the facilitator can take the ball back. They introduce themselves in a little more detail. For example: first name, age, something you like/dislike doing or eating, your favourite sport or activity. Finally, share something special about yourself. Then pass the ball to the child on your right, asking them to share the same things about themselves as you have just done. The round is completed when the ball has been returned to the facilitator.

Now introduce a new stage in the game: you explain to the participants that you are going to give the ball to one of them. They are going to have to throw it to someone and the person who receives the ball has to tell everyone what they remember about the person who threw it. When he has finished speaking, you can ask the group if all the information has been shared, if anyone wants to add to what has just been said. Then the ball is thrown to someone else who describes the new thrower and so on. Feel free to ask the group after each description if anyone would like to add anything. There are no wrong answers, so if a child makes a mistake or forgets the information about who threw the ball, it doesn't matter. The facilitator can ask the child to introduce him or herself again.

The game ends when all the participants have been introduced. Now ask the participants to stand in a circle and take it in turns to share their feelings about the game. *Did they enjoy it? Do they now feel more at ease than before the game? Do they feel they know the other participants better?*

Icebreaker activity 2

Accomplices on a mission

Target audience

Under 12 years old

Hardware

None

Playing the game

The idea is to give the participants several challenges that will force them to communicate with each other and exchange information. This activity may seem rather disorganised from the outside, but it's important that the facilitator doesn't interfere, even if you need to leave more time for the children to take part in a communicative approach and work together.

As a leader, you can start by asking the children to stand up. The first challenge will be as follows: the children will have to stand in the alphabetical order of their first name. Give them a reference point at the beginning of the line. If it takes a long time (> 5 minutes for a group of around 12 children), give them an ultimatum: in 60 seconds this stage of the game will end, and they will no longer be allowed to move.

When they have finished taking their places, ask each participant to give their first name, starting from the front of the line. Once everyone has had a chance to speak, ask them if they think they have followed the instructions. If there is a mistake, you can help them to identify it and repeat the correct placement. Then the challenge can come to an end, and the children are free to move around as they wish.

You can repeat the operation by giving them 4 or 5 other challenges from the following list:

- Place yourself in alphabetical order by the first letter of your first name.
- Place yourself in ascending order according to your height.
- Divide yourself according to the number of brothers and sisters in your family.
- Line up according to your age (in this case, they will have to calculate the year, month and days).
- Divide it up according to the number of animals in your home.
- Divide into groups according to the season (spring, summer, autumn, winter) in which you were born.
- Divide yourself according to your favourite colour.
- Divide up according to your favourite dish.

At the end of the last game, ask the participants to stand in a circle and share their feelings about the game in turn. *Did they enjoy it? Do they now feel more at ease than before the game? Do they feel they know the other participants better?*



Activity 1. Quiz on children's rights

Aim of the activity

- The content of this teaching aid enables children and young people to learn about children's rights and to understand their practical application in their daily lives, for themselves and for society in general. Participants examine the rules for living together and assess their ethical implications. They learn about the International Convention on the Rights of the Child and identify the values underlying this fundamental document (justice, freedom, responsibility, human dignity).
- Participants take ownership of children's rights and integrate them into their daily lives.
- Participants learn about the main principles of human rights (universality, inalienability (fundamental), protection).
- Participants see the links between children's rights and their daily lives.

Target audience

Children and young people aged 8 to 14.

Duration

60 minutes

Teaching materials

- The film "What are children's rights?" (1'42")
- The document "Quiz on the rights of the child" to be shared with participants is appended to this guide, on page 50.

Activity sequence

Stage 1. Watch a short animated film on children's rights - 3 minutes

The animator shows the participants one or more of the following short animated films:

- Amnesty International video "What are children's rights?" [What are children's rights? - 1 day, 1 question - YouTube](#) (*beginners' version*)
- The African Charter on the Rights and Welfare of the Child (ACRWC) video: [The African Charter on the Rights and Welfare of the Child \(ACRWC\) - YouTube](#) (*version for everyone*)
- The Amnesty International video "Understanding children's rights with Benjamin Brillaud (Nota Bene)" : [About Children's rights - YouTube](#) (*version for the more advanced*)



Stage 2. Answer the quiz questions in groups - 30-45 minutes

The facilitator forms groups of five participants and distributes a set of child rights quizzes (*see appendix, page 50*) to each group. Within the group, the participants consult each other to answer the quiz.

Stage 3. Collect and discuss the answers together - 10-15 minutes

The answers are discussed with the whole group. For each question in the quiz, the facilitator asks the group speaking to specify the answer they have ticked and asks 1-2 groups to justify their choice. The facilitator then presents the correct answer and justifies it with the explanations given on the answer form. Any questions or problems of understanding are addressed at this point.

FACILITATOR SUPPORT - CHILDREN'S RIGHTS QUIZ QUESTIONS AND ANSWERS

QUESTION 1. What does the acronym* CIDE stand for? **(a word formed from the initials of several words)*

- a. The Intergalactic Conventions on the Rights of Extraterrestrials
- b. The International Convention on the Rights of the Child
- c. The International Charter for the Defence of Elephant Rights

Answer: b. 30 years ago, the United Nations (almost all the world's governments) adopted a legally binding document called the Convention on the Rights of the Child (CRC). This Convention is made up of 54 articles that detail children's rights and how governments must work together to ensure that these rights are respected for all children.

Going further: Take the time to read a few articles of the CRC aloud and discuss them with the group. Explain that all the rights in the CRC are equally important and that they are all linked. For example:

- 1) The right to be heard and taken seriously - (Article 12; Article 13 Right of the child to seek, receive and impart information; Article 14 Freedom of thought, conscience and religion; Article 15 Freedom of association)
- 2) The right to education - (Articles 28 and 29 Aims of education)
- 3) The right to live and grow up in good health - (articles 6 and 24 Right to quality health care)
- 4) The right to play - (article 31 Right to leisure, play and culture)

QUESTION 2. What does the acronym CADBE stand for?

- a. Dromedary, buffalo and elephant animal conference
- b. African Charter on the Rights and Welfare of the Child

Answer: b. The African Charter on the Rights and Welfare of the Child. In 1990, the African Union, which is the organisation that brings together all the countries of Africa, agreed that it was necessary to have a law specifically designed for the rights of African children. The African Charter on the Rights and Welfare of the Child was drawn up and accepted by the African Union and, since 1999, has been implemented by the countries that have signed it. The ACRWC helps to protect the rights and well-being of all children in Africa.

QUESTION 3. Are there any international conventions protecting children's rights on each continent?

- a. Yes
- b. No

Answer: b. No, Africa is the only continent to have a children's rights instrument, and it has been in existence for over 30 years! The CADBE defines a set of laws governing children's rights in Africa. Unfortunately, there is no international convention protecting children's rights on all the other continents as there is in Africa. In Africa, therefore, children are doubly protected by international law and African law: they can claim their rights on the basis of the African Charter on the Rights and Welfare of the Child and the International Convention on the Rights of the Child.

QUESTION 4. How many items does the CADBE include?

- a. 8
- b. 15
- c. 31

Answer: c. The African Charter on the Rights of the Child has 31 articles. Please take some time to share and present this child-friendly version of the ACRWC to the children: [AULO-ACRWC Child Friendly Booklet-Final-EO-FRE-Jun22.pdf \(plan-international.org\)](https://www.plan-international.org/~/media/Plan-International/2018/06/ACRWC-Child-Friendly-Booklet-Final-EO-FRE-Jun22.pdf)

QUESTION 5. How does the African Charter on the Rights of the Child define a child?

- a. The judge decides
- b. All human beings under the age of 18 are considered to be children.
- c. A human being is considered to be a child if he or she still lives with his or her parents.

Answer: b. Article 2 of the African Charter on the Rights and Welfare of the Child defines a child. This definition states that "a child means every human being below the age of 18 years". Therefore, being considered a child does not depend on a person's family situation, actions, race or ethnicity, or sex, but solely on their age.

QUESTION 6. Who is protected by the International Convention on the Rights of the Child?

- a. All children in poor countries
- b. All persons under 10 years of age
- c. All persons under the age of 18

Answer: c. According to the Convention, 18 is the age before which all people are considered to be children. From the age of 18, they become adults! The International Convention on the Rights of the Child protects the rights of all children, whatever their age, ethnic origin, skin colour, sex, language,

religion, political opinions, social situation, whether they are a girl, a boy or whatever. These rights are the same for every child on the planet. In every country, girls and boys have the right to grow up in good conditions.

QUESTION 7. Which children's right does not exist?

- a. The right to life
- b. The right to a nationality and a name
- c. The right to go to bed at the time they want
- d. The right to express one's opinion
- e. The right not to be discriminated against, whatever the grounds

Answer: c. This is not a right recognised by the International Convention on the Rights of the Child. However, all children have the right to a name and a nationality when their birth is registered (articles 6 and 7), as well as the right to express their opinion freely on all matters that concern them (article 12). Finally, the right to non-discrimination implies that all rights apply to all children, without exception (article 2).

QUESTION 8. Is a child with a disability protected by the African Charter on the Rights of the Child?

- a. Children with disabilities are protected in the same way as other children by the Charter, without distinction.
- b. There is a specific article protecting the rights of disabled children in the Charter

Answer: a and b. Children with disabilities are protected in the same way as other children by the Charter but, in addition, the African Charter on the Rights of the Child, like the International Convention on the Rights of the Child, has a specific article designed to provide double protection for children with disabilities. Article 13 of the African Charter contains special protection measures for children with disabilities, including a guarantee of their dignity and their active participation in community life.

QUESTION 9. Can a child lose his or her rights?

- a. Yes
- b. No
- c. Sometimes

Answer: b. No, as soon as a child is born, it has all these rights and retains them. They will apply to him and he will be able to use them until he becomes an adult. Furthermore, a distinction must be made between rights and duties, because rights are not dependent on duties: if a child does not fulfil his or her duty to go to school, he or she will still have the right to go to school.

QUESTION 10. Do children have the right to give their opinion?

- a. Children don't have the right to give their opinion because they're too small and adults know best.
- b. Children have the right to express their views freely on matters that concern them. Their views should be taken into account wherever possible.

Answer: b. Article 12 of the CRC guarantees children the right to express their views freely on all matters that concern them. International law therefore ensures that children throughout the world have the right to express themselves and give their opinions on matters that concern them.

QUESTION 11. In rich countries, all children's rights are respected.

- a. True
- b. False

Answer: b. This is not true. Unfortunately, although countries with good economic resources are better able to ensure that children's rights are respected, some rights are not respected. For example, in France discrimination and poverty prevent some children from accessing education. In China, children are separated from their parents and detained because of their ethnicity (Uyghurs). There is also the impact of war on children's rights, because in the vast majority of cases, children are not spared by armed conflict. This is why, in most countries in the world, there are associations for the defence of children's rights that work on a daily basis to ensure that the rights of all children are respected.

QUESTION 12. Which of the following statements is true?

- a. Adults have no right to hit children
- b. Only parents are allowed to hit a child if he or she misbehaves

Answer: a. No one has the right to intentionally hurt a child. If someone hits, says mean things or asks a child to do something embarrassing or disgusting, this is not normal and is violence. The CRC prohibits this kind of behaviour.

QUESTION 13. What does "child labour" mean?

- a. Children's homework after school
- b. Work prohibited for children because of their age and/or the nature of the tasks involved
- c. When a child helps his parents



Answer b. Child labour is defined as work that deprives children of their childhood, their potential and their dignity, and harms their physical and mental development. It is work that is mentally, physically, socially or morally hazardous and harmful to children; and/or interferes with their schooling by depriving them of the opportunity to attend school; forces them to leave school early; or forces them to try to combine school attendance with excessively long and heavy work.

QUESTION 14. Children's rights must be respected by :

- a. Adults
- b. The children
- c. Adults, children and everyone in our society, whatever their age

Answer: c. Children's rights are universal rights, meaning that they must be respected by all people regardless of their age, ethnic origin, skin colour, sex, language, religion, political opinions or social situation.

QUESTION 15. What are the best interests of the child?

- a. A child's favourite activity
- b. The mandatory condition for all decisions concerning a child
- c. A child's right to decide what he or she wants to do without parental consent

Answer b. The best interests of the child is the principle that governs and organises the International Convention on the Rights of the Child. It refers to the fact that all decisions that may be taken with regard to a child will be aimed at improving the child's well-being and development. For example: the following question

QUESTION 16. Who can help protect children's rights?

- a. Child protection organisations
- b. The women
- c. Government and politicians
- d. Families, communities and village chiefs

Answer: everyone. The government and its members such as politicians, police, teachers and doctors have an obligation to take action to protect and uphold children's rights within their country. Organisations such as Terre des hommes promote and defend children's rights internationally and within

the countries in which they work, by taking action and holding discussions with governments to ensure that children's rights are better protected, respected and applied to all children. Women, men, families, communities and village leaders also have an obligation to respect them in their daily lives. The obligation to respect children's rights applies to everyone without exception.

QUESTION 17. Can you take action to defend and promote children's rights?

- a. Yes, because the CRC recognises children's right to participate.
- b. Yes, because I have the right to express my opinion freely
- c. Yes, because the right to participation is enshrined in the African Charter on the Rights and Welfare of the Child.

Answer: All the answers are correct! The CRC recognises children's right to participation in article 23 and the right to express their opinion freely in article 12. Similarly, article 12 of the African Charter on the Rights and Welfare of the Child recognises children's right to participate. On a day-to-day basis, as a child, you can start by explaining to your parents and the adults around you what children's rights are and how they can help to ensure that they are respected. Similarly, children must respect the rights conferred on them. For example, article 2 of the CRC protects children from all forms of discrimination, so when you interact with each other, you must respect your friends' right not to be discriminated against. This means that you yourself must take care not to discriminate against another child.

FINAL QUESTION. Write in one word or draw a picture of what freedom means to you.

The children write the word of their choice on a sheet of paper or a slate. When they have all finished, the facilitator invites them to raise their slates so that he can read aloud and share the words he has read with the whole class. They can then write them on the board for the children to read. The facilitator can take 5 or 10 minutes to ask the children about the words chosen by their classmate, so that they can share their impressions. Did you write the same word? Why did each of you think of a different word to describe freedom? Do any of the words surprise or shock you, and why?



Activity 2. You be the judge!

Aim of the activity

- Participants learn about the duties of States, organisations and individuals in respecting and protecting children's rights.
- Participants learn about the instruments and mechanisms for protecting children's rights in Africa.
- Participants learn about key figures in the protection of children's rights in Africa.

Target audience

Students aged 10 to 17

Duration

2 hours

Teaching materials

- You'll need paper, coloured pencils or felt-tip pens for the younger children.
- For the debate activity, a sheet of paper and a pen per group will suffice.
- Some printed versions of the child-friendly version of the African Charter on the Rights and Welfare of the Child are available online at the following link: [AULO-ACRWC_Child_Friendly_Booklet-Final-EO-FRE-Jun22.pdf \(plan-international.org\)](https://www.plan-international.org/ACRWC_Child_Friendly_Booklet-Final-EO-FRE-Jun22.pdf)

Preparing the activity

You share with the children the child-friendly version of the African Charter on the Rights and Welfare of the Child and ask them to read it calmly for 10-15 minutes. Once this time has elapsed, you open the discussion by asking them the following questions:

- What did you understand from this very important text?
- What rights are protected by the Charter?
- Have you learned of any new rights that you weren't aware of?

After this initial discussion of the rights protected by the Charter, you explain the purpose of creating such a protective instrument at regional level, using appropriate language and communication.

Suggested text:

"You may be wondering why it was created. Imagine you're in a big school with lots of children. In this school, there are rules to make sure that everyone is safe, happy and well treated. The African Charter on the Rights of the Child is a bit like those rules, but for all the children who live in Africa. It was created to ensure that all children in Africa can grow up safe, go to

school, be healthy, and be respected. It's like a big protective shield for every child that everyone states, adults, parents, teachers and everyone else must respect".

You now explain that the Charter is divided into four chapters:

- The first chapter is devoted to the rights and protection of children
- The second and third concern the African Union's Committee of Experts on the Rights and Welfare of the Child. This Committee monitors that States respect and apply the rights set out in the Charter. This chapter defines the composition of this committee of experts, as well as its mandate and operating procedures.
- The final chapter sets out the procedures for ratifying and amending the Charter.

The rest of the explanation below is for children aged 13 and over.

The presenter will then explain the specific nature of the African Committee on the Rights of the Child and its mechanism for lodging direct complaints against a State (a mechanism that is unique in the world).

The African Committee of Experts on the Rights and Welfare of the Child (ACERWC) and its main responsibilities are described in Articles 32 to 45 of the CADBE. The Committee is made up of 11 people from various African countries. Its main mission is to help governments comply with laws protecting children.

The Committee also prepares documents in the form of "General Comments" to advise governments on how to better protect children and meet their obligations towards them. When the Committee presents its General Comments, the government whose rights are being observed also presents a report, the "State Party Report". After listening to this report, the Committee draws up its "Concluding Observations", as a sort of conclusion to what has been noted in the study of the country's respect for children's rights.

In the event of a violation of children's rights in a country, children and other organisations that protect children's rights, such as Terre des hommes, can lodge a complaint. This complaint is called a "Communication". The Committee then checks to see whether the rights of the child in question have in fact been violated. If the Committee finds that one or more rights have been violated, it will draw up a report called a "Decision", which will ask the government to ensure that the rights in question are always respected in the future.

Activity sequence

To introduce this activity and familiarise the group with children's rights, the facilitator sets up a short "True or False" activity. This will give you an idea of what the participants already know, so that you can adapt the rest of the activity if necessary. This way, children and young people can do a self-assessment of their knowledge and identify any questions they might have right now. The aim of this True or False is to open up a dialogue.

Questions :

- 1) Eating is a right
- 2) Brushing your teeth every day is compulsory
- 3) To read a book, you always need to ask permission
- 4) All children have the right to go to school
- 5) Age doesn't matter, when you do something wrong you're always punished.
- 6) Parents can decide everything for their child
- 7) Children have the right to work
- 8) Children can't go to prison
- 9) There are rights for animals
- 10) Women and men do not have the same rights

Answers:

- 1) It's true. All children have the right to have enough to eat, and adults should do all they can to make this possible.
- 2) False. It's recommended because it's better for your health, but it's not compulsory.
- 3) False. However, in certain situations, such as at school, it may be necessary to ask permission.
- 4) It's true. The right to education is a fundamental right for both boys and girls.
- 5) False. The age of the child is very important. When you're a child, it's normal to get into mischief, and it's often better to explain why it's mischief than to punish the child.
- 6) False. Parents must also respect their children's rights and cannot decide on absolutely everything.
- 7) Children are not allowed to work before a certain age because they have to go to school.
- 8) False. Above a certain age, it is possible for the courts to take the exceptional decision to incarcerate a child. But this measure must remain very rare. This is why organisations such as Tdh work with the judicial system to reduce these situations as much as possible.
- 9) True. The purpose of rights is to protect those to whom they apply. There are a multitude of rights in the world.
- 10) Wrong. Human rights are for everyone! But in some countries, it's hard to enforce.

Once you've done this little true or false, you can move on to the next activity, depending on the age of the participants.

- **For younger children (under 13):**

After watching the video "Alex and children's rights" [Alex et les droits des enfants - YouTube](#), each child draws a picture illustrating three children's rights using the following phrase: "I have the right to ..." and a drawing by the African Committee of Experts.

The time should be long enough (around 15 minutes per drawing, but this can be adjusted as the group progresses) for all the proposed rights to be illustrated in a way that reflects what each child thinks.

At the end of the allotted time, the facilitator can collect all the drawings. You then ask each child who has drawn if they would like to share their drawing with the others. And you take care to separate the drawings of children who do not wish to share them and to take only those for which the participants

agree to sharing. If the workshop is taking place in a room, you can put the drawings on the blackboard or on a wall so that everyone can see them. If the workshop is taking place outdoors, you can have all the children sit in a circle with you and show the drawings one after the other. Take the time to explain that there are no good or bad drawings, no right or wrong representations of each right. All the ideas are interesting.

Observing other people's drawings can help each child to develop his or her thinking and personal representation of a right. Don't hesitate to engage in a conversation/debate with the children if thoughts emerge during this sharing, always in a spirit of kindness towards one another.

- **For older children:**

The idea is to organise a mini-congress on children's rights modelled on the African Committee of Experts.

- **1st stage: group consultation and preparation of the sales pitch**

Depending on the age of the participants and the size of the group, the facilitator can divide the children into groups of 3 to 5: one group of children will have the role of the committee of experts, a second the role of the representatives of the State party under review, and the last the role of civil society representing children.

Once the groups have been formed, it's important to separate them so that they can't hear each other talking or take information from another group. The facilitator will then read out the problem and explain the role of each group in front of everyone, so that the children can understand the aim of the activity.

You can choose one of these two issues and read it to the children:

1. In an imaginary state called Bengala, children complained to a civil society organisation that they had no breaks or recreation during the school day.
2. In an imaginary state called Bengala, children have reported that they are not allowed to read.

You then give each group the instructions they need to follow for the activity:

- In view of the events described, the group representing **the civil society organisation** will make a submission to the committee of experts. It must explain the facts, why these facts are problematic for the children and the right that is potentially being violated by the State. The group can also look at how the harm done to the child can be remedied and how the State party could improve its policy and/or actions in the future so that such a violation does not occur again.
- **The Committee of Experts** is preparing to receive this communication: What right(s) of the child are involved? It also prepares arguments for the State party: what does a State have the right to do without contradicting the right identified? Does the State appear to have acted in compliance with this right? It also prepares arguments for the civil society organisation: should the child be protected in this situation? Was the organisation right to formulate this communication?
- Like the other groups, **the State party** will prepare its defence and its arguments. Has a right not been respected? If so, which one? If not, why not? Is the State responsible for this child and what

solutions can be found to remedy the situation: compensate the damage suffered by the children, prevent the reproduction of future similar situations by one means or another, etc.?

The participants can be given about thirty minutes to think. It is important to stress the importance of group work: each child must give an opinion, an idea. Once again, there are no right or wrong answers. The children should also be asked to start thinking about appointing one or more speakers to explain their group's thinking to the others in the second part of the exercise.

2nd stage: the debate

When the time is up, the different groups are asked to come back and sit down so that the participants can see and be seen by everyone. The group speaking should not be on the board facing the others, as this is an exercise in exchange and debate.

Before giving the floor to the children, the facilitator rereads to everyone the statement that will be the subject of the debate.

The group representing civil society begins. It will first explain the facts from the point of view of child protection that this organisation defends. The group explains the right that it believes has been violated and why. The participants in this group finish by giving ideas for decisions that the committee could recommend to the State to take in order to repair the damage done to the child or to prevent the occurrence of a similar situation in the future.

The group from the State party, Bengala, then took the floor, the aim being not to contradict what had just been said. Bengala shares all the thoughts they have discussed during the preparatory work. This group can agree or disagree with the previous group, as long as they argue and explain the reasons for their agreement or disagreement. At the end of their presentation, the participants in the group can formulate any recommendations they would like to receive from the committee.

Finally, the committee takes the floor. The experts who make up the committee have to report on their analysis of the situation and decide whether, in their opinion, a child's right has been violated, and if so, which one. They do not necessarily agree with one of the two previous groups, but set out their understanding of the problem and the solution they feel is fair and just. The aim is to safeguard the interests and rights of the child while providing a constructive framework to help the state at fault to improve.

3rd stage: exchanging feelings

In the final stage, which may take more or less time depending on the active participation of the children present, the facilitator asks for feedback and opinions so that the children can share their experiences between groups. They should be able to explain the difficulties or difficulties they have had in representing a particular point of view.

Finally, the moderator can draw a parallel with the role of the African Committee of Experts and observe the difficulties it may face when assessing the situation of a child whose rights have been violated by his or her State of origin or residence. It also recalls the uniqueness of this African committee in terms of children's rights on the international scene. Although it has its limitations in terms of operation and

condemnation of States, it is nonetheless essential to the defence of children's rights on the African continent.



Activity 3. RIGHTS UP *(Times Up style)*

Aim of the activity

- Participants learn and remember 10 children's rights while having fun
- Participants learn to express themselves in unconventional ways, by miming with gestures, dancing, singing, etc.

Target audience

Students aged 12 to 16

Duration

1 hour

Teaching materials

- Card-shaped papers on which one of the children's rights is written or illustrated for the start of the game. Cards are provided in the appendix to this document on page 38.
- List of the 10 rights of the child: 10 rights of the child sheet, available in the appendix on page 36.

Before you start

Before starting the game, it is important that the participants have had a chance to familiarise themselves with the rights of the child and the illustrations on the game cards. The children are given the "Children's rights" document and the facilitator goes through each of the rights, illustrations and associated explanations with the children.

Setting up the activity

The game is played in two rounds.

- ☞ First round: the child guesses the word or drawing on the card using words.
- ☞ Second round: the child has to guess the word or drawing by miming but without speaking.

Ask the children to divide into pairs (or trinomials if there is an odd number).

There is one pack of 10 cards per group. A pack of cards is divided in two and each half is given to a child in the pair (trying to give each child several images and several written rights). Each child reads his or her cards.

Handwritten cards: the card bears a right written in full.

Picture cards: a right is represented by a picture.

Activity sequence

1st of the game: Guessing with words

The children take it in turns to ask the others to guess the right written or illustrated on their card, without using the words written on the card. For example: I am a pupil who goes to school every day - for the right to education.

To begin, the first child takes on the role of speaker. He starts by placing the cards face down in a pile in front of him. When all the children are ready and have placed their cards in front of them, the facilitator gives the starting signal. Depending on the age of the children, an hourglass or countdown timer of 2 to 5 minutes can be added to increase the difficulty.

The child who starts then takes the first card from his pile and looks at the right represented on it. The other child must never see the content of the card. They begin to describe or mime the right shown on their card, the aim being for the other child to guess the right in question as quickly as possible. Once he has guessed, it is up to him to turn over a card and have the other child guess the right shown on his card. In this way, each player turns over a card and has it guessed in turn.

Depending on the age of the participants, they may be asked to say "I pass" when they cannot guess a card. In this case, the card is put back under the pack and will be used again when the child has guessed all the other cards.

When everyone has managed to guess their right, or at the end of the allotted time, the children put their cards back and observe whether they have managed to guess all the cards.

2nd round of the game: Miming

The children draw another card. This time, they have to mime their right.

Please note! No words are allowed, only sound effects. To help themselves, children can mime a situation with the facilitator or another pupil, for example, mimicking a doctor with his patient for the right to health.

In this second round, the pairs keep the same rotation for guessing as in the first round.

Activity 4. Let's talk together!

Aim of the activity

- Children learn about the right to participation, non-discrimination, well-being and freedom of expression and thought.
- Participants learn to communicate with each other simply, quickly and effectively. They also learn to express themselves and engage in dialogue without passing judgement.
- The aim is to teach children to communicate clearly and sympathetically in order to prevent the conflicts and discrimination that can arise when they misunderstand each other.

Target audience

Students aged 12 to 16

Duration

1 hour

Teaching materials

A paper poster or several sheets of paper and felt pens.

Activity sequence

1st stage: reflection on the methodology

The group of children should be positioned so that everyone can see and be seen, and everyone should be seated at the same level (no one should be sitting on a chair if the others are sitting on the floor, for example). The facilitator also sits in the circle, on the same level as the children, with paper and felt pens.

The activity leader begins by explaining the approach and purpose of the activity. For these explanations, it is important to adopt a gentle tone of voice to put the children in a positive and confident frame of mind, while keeping your voice loud enough to ensure that all the participants are able to hear and understand the activity.

The facilitator explains to the participants the example of a conflict that arose from a disagreement with a classmate over the choice of a game or activity.

He then asked the participants to explain what they thought a child could do in a conflict of this type to :

1. Call out to your colleague and tell them that you have a clear message for them
2. Explain to his or her colleague why he or she has a clear message to make
3. Describe the emotions they feel
4. Make sure your partner has understood the message
5. Propose one or more solutions

6. Validate the solution together

It is best to read one point at a time, allowing any children who wish to do so to express their views on the current point before reading the next. The children can stand up, mime and move as they wish to illustrate their ideas.

Once the children have spoken, the facilitator can in turn take the floor to suggest ways of expressing themselves that may not have been mentioned.

When it comes to conflict resolution, only peaceful and positive methods should be considered. For example: if the possibility of no longer talking to each other or resorting to any form of violence is mentioned, the facilitator should remind the children of the purpose of the exercise: positive communication. To help the children understand why a proposed method of resolution is problematic, the facilitator should explain the negative consequences that will ensue if it is used. It is very important that the children understand that these methods are not given to them as instructions for good behaviour, but rather as a collective reflection on living well together and respecting everyone's rights.

At each of these stages, the facilitator writes the proposals on a different sheet of paper, or creates a poster with one proposal for each stage. This can be kept in the classroom, for example.

2nd stage: putting it into practice

Ask the children to get into pairs.

- a) They are given an initial problem: *for example, one child is working while another is making noise next to him, which prevents him from concentrating.*

For each pair, you need to define who will have which role, bearing in mind that they will switch roles afterwards: the child who creates a disturbance will soon be the disturbed person, and the previously disturbed person will now be the disturber.

There is no time limit for this exercise; each pair progresses through the discussion at their own pace.

The facilitator reminds them of the different steps to follow (from 1 to 6), then lets them start at their own pace. You can move from group to group to help the children get started or find their word. To help them imagine the problematic situation and get them into their role, you can suggest that the children act out the scene that creates the conflict.

When all the pairs have finished, the children return to the circle. Each pair shares the solution they have found to the problem. The children can also express their views on the method: do any of the methods mentioned by the others seem better or less appropriate to them, and why?

However, they should be reminded that if they don't all agree, that's perfectly normal. The aim is not to get them to agree on a method to use, but simply to get them to find the one they are comfortable using to communicate and to familiarise them with non-discriminatory and caring methods of communication.

- b) A second problem is given: *for example, a child who was playing pushed another child.*

The children pair up again with the same person. The roles are reversed. The child who was working in the first scene will this time be the one who pushed the other child.

The children again follow the multi-step diagram and find a solution to the conflict. When they have all finished, the facilitator asks them all to return to the circle and share once again what solution they have agreed among themselves to resolve the conflict in a positive way.

3rd stage: children's feelings

Finally, the facilitator asks the students to share their feelings about the situations and roles. Was it easier to be in one situation than the other? What wasn't easy to do or say? Do they now feel comfortable handling this type of situation, or are they still a little apprehensive?

If they still feel uncomfortable about conflict, you can explain the benefits of positive communication and how it can influence the course of a discussion.

Then the facilitator goes round the circle asking all the participants to share what they liked best and what they liked least about the whole exercise.



Activity 5. The Art of Dialogue

Aim of the activity

- Participants learn about the right to education and freedom of thought and conscience.
- Participants learn to talk to each other without judging or transforming the information received from others, and to allow themselves to be guided solely by listening.
- Children become familiar with the transmission of information and understand how their thoughts are distorted by their means of expression on the one hand, and interpreted by their peers on the other.

Target audience

Students aged 12 to 16

Duration

45 minutes

Teaching materials

Sheets of paper and pencils, or a slate. Any medium that can be used for drawing.

Activity sequence

First of all, the activity leader explains the aim of the activity and how it will be carried out to the children. This way, you can make sure they all have something to draw and provide them with any materials they may need.

1st stage: Drawing

The children work in pairs. One sits ready to draw and the other sits behind him, at the same level so that he can no longer see the drawing surface. They will have around 15-20 minutes to draw.

The person at the back imagines his or her personal representation of the **right to education** and describes it as simply as possible to the person in front of him or her. They do not ask any questions and do not look at what is being drawn until the exercise is finished.

The child in the front listens to the other child and tries to draw what the other child says without adding anything of his or her own. The drawer must not ask any questions or react to what is being described. They can only ask their friend to repeat what they have heard, but if they don't understand, it doesn't matter, they draw exactly what they think they have understood.

When the drawing is finished, the participant who drew turns over his sheet of paper to hide his drawing. The two children then switch roles.

2nd stage: Observation of the drawings and exchange of feelings

When both drawings are finished, ask the children to sit down and show each other their drawings.

They discuss their feelings about what they had imagined and what was drawn by their classmate: is it similar, completely different, inaccurate?

They can also ask themselves questions such as: did I miss any details about this element? because it is not drawn as I had imagined it, or did you have any difficulty drawing what I was telling you? Was it clear to you?

You can give them about ten minutes. Make sure that each child reads the drawing made by his or her classmate.

3rd stage: Sharing with the group

Ask the children to calm down and sit down together, in a circle for example.

The activity leader debriefs with the children on the progress of the activity, pointing out the difficulty of conveying information accurately and the different ways of conceiving certain rights, even though they are universal and recognised for all children.

The children take it in turns to share what they liked or disliked about their classmate's drawing. Make sure they understand that we are not looking for artistic criticism but to assess the quality of the transcription of their words. Point out to them the importance of interaction in exchanges, of paying attention to others and of the mental representations that people may already have about something.

To illustrate: if I tell you to think of a flower, perhaps one person will think of a rose, the other of a daisy, etc. Hence the importance of expressing yourself clearly and precisely, but also of listening very carefully to what is said to us, and finally of being understanding when what we say is not interpreted exactly as we imagined it would be.

The facilitator also explains that there are no good or bad drawings, even if they don't correspond to what their classmate imagined, because there is no one way of thinking. You need to explain to them the importance of communicating clearly and simply, but also of concentrating on describing the thing you are thinking about as well as possible. Finally, point out to the children the importance of listening actively rather than passively, and explain the distinction between the two.

Active listening: the listener focuses on what is being said in order to understand, interpret and evaluate what the other person is saying. When you actively listen to someone speak, you are able to express yourself on the same subject afterwards and give your own point of view.

Passive listening: you listen without interrupting the speaker but without necessarily paying attention to what they are saying.

All these elements contribute to maintaining positive, constructive and effective communication with the other person. Successfully communicating in this way enables children to make progress in establishing social links, and to be better listened to in a conversation with an adult, in particular by demonstrating maturity.

Activity 6. All Equal

Aim of the activity

- Participants learn about the notion of equality between girls and boys.
- The children learn about the concept of gender and associated stereotypes, then deconstruct gender stereotypes and discuss those they observe in their everyday lives.

Target audience

Students aged 12 to 16

Duration

30 minutes

Teaching materials

A blackboard or a large sheet of paper. A pencil / felt-tip pen

Preparing the activity

The activity leader organises an activity on the theme of equality between girls and boys, men and women.

The facilitator stands in front of the group of participants with a blackboard or paper and something to write on. They then explain the process and the aim of the activity. The facilitator should instil confidence in the children by explaining that he or she is taking a neutral position on the debate that is about to take place and that it is not a question of finding the right answer, that the answers are not unique or simple, but specific to each individual.

Goodwill is essential for this activity. Trust must be established between the participants and towards the leader, so that everyone dares to share their ideas without apprehension. It's also important to explain to the children that we won't judge what they say; on the contrary, it's interesting to hear everyone's opinion.

Start by recalling the notion of equality, which is a fundamental principle of the right to non-discrimination enshrined in the CRC and the CADBE: according to the principle of equality, all children throughout the world, regardless of their country, skin colour, language, religion or whether they are a girl or a boy, have the same rights. Equality between boys and girls is the same thing, it means that girls and boys all have the same rights and are entitled to the same protection, education, health, and to be loved and respected. For example, at school: Boys and girls have the right to learn the same things. At home: Boys and girls can share the same responsibilities, such as putting toys away, helping in the kitchen or helping with household or agricultural chores. Dreams and careers: Boys and girls can dream of doing any kind of job when they grow up. Girls can become doctors, engineers or firefighters, and boys can become nurses, teachers or dancers.

Now explain the definition of a stereotype, using a form of communication that is accessible and suitable for children: a preconceived opinion, conveyed in society without originality, like a cliché. In other words, it's a preconceived idea that we attribute to a group of people but which doesn't necessarily turn out to be true. To illustrate, this short video presents a child-friendly definition of a stereotype: [What is a stereotype?](#)

How the activity works :

1st step: Draw up a list of stereotypes

The facilitator asks the group the following question and records the answers.

First question: what do you think are the stereotypes associated with boys and girls? Then, women and men?

You should record all the ideas on a table divided into two columns, one for stereotypes associated with boys and the other with girls.

You can also start a dialogue about the difference (or indifference) in responses between stereotypes associated with children and those associated with adults. Does everyone fall victim to the same stereotypes?

When all the children have had a chance to speak and express their ideas, the facilitator can move on to the second stage.

If there is a lack of debate or ideas at the beginning, you can help the children by suggesting a stereotype of your choice to free up the discussion and encourage the children to participate.

☞ 2nd stage: The debate on truthfulness/stereotyping

When all the ideas have been written down, the facilitator asks the children again: do you think these stereotypes are true? Do you have any counter-examples, i.e. examples that prove that they are stereotypes?

In your opinion, what is the difference between a stereotype and an established fact? (The activity leader can help the children to clarify their thinking and distinguish between the two).

Or, on the contrary, do you think there are things marked on the board that are true? And if so, why do you think they are?

Before giving the floor to the children, it is important to remind them of the benevolence of these exchanges.

It is also important to ask the children to illustrate what they are saying with examples and situations they have experienced.

☞ 3rd stage: Assessment

Ask each child to draw up a personal summary of what they have learned from the discussion, both positive and negative if there were any. This can be done in writing or orally in the form of a round table. Give the children time to develop their thoughts and responses.

The leader then gives the floor to the children. All those who wish to speak must be able to do so. When all the children have had a chance to express their opinions, the leader reminds them of the principle of equality between girls and boys, women and men.

You also explain the risks of stereotyping and how stereotyping often leads to prejudice and discrimination. You also make the link with the right to non-discrimination enshrined in the CRC and the African Charter on the Rights of the Child.

Definition of prejudice: it is a negative evaluation of a group or member of that group based on an erroneous generalisation (such as a stereotype). ... and prejudice leads to discrimination. It is important for each child to understand the link between an idea that is conveyed in their community and that they may be led to repeat, and the consequence of the presence of this idea in the collective unconscious.

You can also suggest solutions to remedy certain situations without creating discrimination. For example: although in absolute terms girls run more slowly than boys, this is not true for all girls and boys. So there should be no problem with a girl or a boy taking part in activities that are traditionally associated with one gender. For example, a girl can play football with her friends if she feels like it. Similarly, boys draw just as well as girls, so drawing can be a hobby for boys as well as girls. In short, girls and boys have the same rights and should not be discriminated against on the basis of their sex, gender or the traditions shared in their community.

Activity 7. Rights and Duties Mission

Aim of the activity

- The participants become familiar with the notion of responsibility arising from children's rights. They reflect on the responsibilities that may be imposed on them by the rights they enjoy, as well as the consequences for the public authorities.
- Participants understand the concept of the legal subject.
- The aim is to help the children develop in their personal reflections, but also as a group. So the different points of view are shared on the basis of spontaneity and sympathetic listening.
- Participants understand the concept of opinion and accept the differences that may emerge between them. There is no right or wrong answer.

Target audience

Students aged 12 to 16

Duration

1 hour

Teaching materials

A blackboard or a large sheet of paper.

Preparing the activity

The activity can take place in the classroom and should be based on the spontaneity of the students. It is important that from the start of the activity, the teacher clearly explains the aim of the activity: to understand the concepts of liability and their consequences for the various legal subjects.

Definition of a subject of law: a subject of law is a natural person (or legal entity) who has rights and obligations. To be a subject of law therefore means to be the holder of rights, to have rights, but also to bear the consequences of the application of these rights in society, i.e. to have obligations. From a social point of view, an obligation can be seen as a responsibility. To illustrate: children have the right to education, so their responsibility is to go to school and follow a curriculum whenever they can.

During the activity, the children should feel free to express their point of view and explain their opinion. The activity leader should express him/herself in a positive way and not judge the children's comments. The aim is to raise awareness and understanding.

The advantage of using a table is that you can organise the children's suggestions in columns. Start by writing the children's suggestions in the first column on the left. You will have three columns in total, and you will write the corresponding ideas in the following columns, to the right of the first column.

Activity sequence

The activity leader asks the children at each stage of the activity to write their ideas on the board.

You can help to complete each column, particularly the first if there are no suggestions, so that you have a real basis for reflection.

1st step: Draw up a list of children's rights

The first stage is fairly simple: simply draw up a list of all the children's rights that the pupils can remember on the basis of the previous activities and videos that were shown at the beginning of the session. The children must be able to show that they have taken ownership of the rights.

The facilitator notes down in the first column, as below, all the rights mentioned by the children. All the children must be given the opportunity to express themselves, in particular by sharing the floor between all the children.

Example:

Children's rights
The right to play and rest
The right to protection
The right to good food

👉 2nd step: Reflect on the child's responsibilities

The next step is to draw up a list of possible responsibilities attributable to children for each of the children's rights listed in the first column.

Once again, there are no wrong answers in absolute terms. The aim is to help children understand the value of having rights and making them their own (e.g. by applying them to their everyday lives).

They therefore need to do as much thinking for themselves as possible. Real-life situations can be used to illustrate and encourage their thinking.

Students can be encouraged to think about the duties that these rights may create in their daily lives, by considering responsibility as a consequence of the right.

For example, the right to good food enables children to eat properly. So one of the consequences of this right is that children are responsible for eating all the fruit and vegetables on their plates, and for making healthy food choices.

Example:

Children's rights	Possible corresponding responsibilities of the child
The right to play and rest	The responsibility to make yourself useful at home
The right to protection	The responsibility not to harm others
The right to good food	The responsibility to make healthy food choices

 **3rd step: consider the responsibilities of the authorities**

Finally, we reproduce the previous stage, but make it slightly more complex. The subject of responsibility becomes the public authority. What consequences, and therefore what responsibilities, are incumbent on the authorities who will have to implement and monitor the application of these rights?

As with the other stages of the game, the facilitator should help and stimulate the debate by giving examples from everyday life. This last stage may seem more difficult for children at first, so it's important to use facts that are as familiar to them as possible.

For example, for the right to education, the State's responsibility is to ensure that every child goes to school. This can be done by funding the construction of schools, creating school buses, providing free school supplies, training teachers, etc.

Example:

Children's rights	Possible corresponding responsibilities of the child	Possible corresponding responsibilities of the authorities
The right to play	The responsibility to play and share with brothers and sisters without arguing	Responsibility for installing public sports facilities
The right to protection	The responsibility not to harm others	The responsibility to set up protection services and pass laws prohibiting violence against children
The right to good food	The responsibility to make healthy food choices	The responsibility to raise awareness of healthy eating among children, parents and society, and to create strict food safety standards to ensure that the food available on the market is safe, nutritious and of good quality.

Forum theatre “Children have rights”

Aim of the activity

- The participants, parents and children, learn what children's rights are and how to put them into practice in their daily lives, through scenes of everyday moments in children's lives.
- Parents are made aware of the important role they play in supporting their children's growth and development, and are encouraged to reinforce or modify their attitudes, beliefs and practices relating to the upbringing of a child.
- Participants become aware of the importance of developing a positive parenting approach based on communication, listening, taking into account the child's opinion and participation, and building parent-child relationships.

Target audience

Children and adults

Duration

2 hours

Human resources

Troupe of actors or entertainers

Materials required

A place where the actors can be properly seen by the general public.
The troupe of actors must also come with outfits that are appropriate for the staging.

Preparing the activity

👉 Stage 1

The facilitator introduces the activity by introducing him/herself, explaining the reasons for and aims of the activity and introducing the forum theatre activity with a short explanation of the concept of children's rights.

👉 Stage 2

A troupe of actors performs a play depicting everyday moments in children's lives (school, family, leisure, sport, supper, etc.) to convey key messages about children's rights, education and protection. Forum theatre is a participatory theatre technique designed to raise awareness.

The actors will perform a variety of sketches on themes relating mainly to children's rights and living together, to get everyone's views across. This participatory and collective theatre experience gives spectators the opportunity to reflect, debate and exchange views on the themes addressed through social issues.

👉 Stage 3

After each skit, the presenter asks the audience questions about the themes and messages conveyed during the play, what it reminds them of, if they have any questions, if it calls into question certain ways of doing things, etc. In this way, they create a discussion and a moment of reflection with the audience. In this way, they create an exchange and a moment of reflection with the audience.

👉 Stage 4

At the end of the three sketches, the presenter asks three children and two parents to join him or her on stage to ask them for their impressions of the plays as a whole, to share what they have learnt, what messages they retain from the sketches and what they take away from them for their day-to-day lives, their parent-child relationship and communication. In this way, the presenter tries to create a moment of exchange and reflection between the participants on stage and the general public. Finally, the presenter thanks the actors, the participants and the audience, and encourages the parents and children to apply what they have learned in their everyday lives.

Activity sequence

I. Introduction

Suggested text:

"Hello everyone, how are you?"

My name is X and mine is Y. We're youth workers for an organisation that works to protect children called Terre des hommes. Today is a very special day because we're here with you to talk about a very important subject: children's rights!

You've all heard the term "children's rights" before, haven't you? What do you think they are? What do you think of when people talk about children's rights? The facilitator poses the question to the audience and asks an adult and then a child to share what they understand by the expression "children's rights"?

Let's start with the concept of a child: "What does it mean to be a child? Well, to be a child is to be under the age of 18, and childhood is the period between birth and adulthood. Childhood is characterised by its youthfulness, but also by its vulnerability, which is why being a child also means having specific needs: the need for protection from adults, the need for support and love from parents, the need to go to school (not to work), the need to play, the need for healthy food to grow up, and so on.

To protect the specific needs of all children around the world, child protection organisations have established specific rights in an international legal text known as the International Convention on the Rights of the Child (ICRC). This international convention on the rights of the child includes all the rights designed specifically to protect children. Children's rights are human rights that are specifically adapted to children because they take into account their fragility, their specific characteristics and the needs specific to their age. Children's rights provide for the satisfaction of needs that are essential to their healthy development, such as access to appropriate food, care and education. The Convention sets out the 10 main rights of the child:

- *The right to be protected against all forms of discrimination on grounds of race, religion, origin or sex*
- *The right to a name and nationality*
- *The right to sufficient, healthy food*
- *The right to receive age-appropriate care and treatment*
- *The right to education*
- *The right to be fed, housed and to grow up in good conditions*
- *The right to play, laugh and dream*
- *The right to access information, express an opinion and be heard*
- *The right to protection from violence and exploitation*
- *The right to special protection for all refugee and/or disabled children*

Today, 196 countries, including X, are committed to protecting and ensuring respect for the International Convention on the Rights of the Child. Yet there are still many violations of children's rights. In Burkina Faso, more than two children in 10 do not have access to school and more than 1 in 10 do not have enough to eat.

The reason we are doing this activity is the lack of knowledge of children's rights, which leads to their neglect and neglect by the authorities. So by knowing more about the International Convention on the Rights of the Child and understanding children's specific needs, children, parents and communities are more likely to respect them and encourage children's development in a favourable environment.

Was I clear enough in my explanation? Do you all understand why we've come to talk to you today?

Our workshop will last about two (02) hours, but we have planned a short snack and toilet break in the middle of the workshop".



II. Skits on children's rights

SCENE 1. SCENE ON PARENTAL INVOLVEMENT AND SUPPORT AT SCHOOL

☞ **The rights of the child addressed in the play:** the right to education, the right to grow up in good conditions, the right to access information, to express one's opinion and to be heard.

☞ **Objectives:** the aim of this first sketch is to make parents aware of the important role they play in supporting their children's growth and development, and to reinforce or modify their attitudes, convictions and practices with regard to bringing up a child. Parents (or guardians) are their children's first educators. The support they give their children has an effect on their development and learning, and therefore on their performance at school. It can take the form of direct support for learning before and during formal education, but also indirect support, which contributes to factors such as nutrition, health and hygiene. Support activities include communication between school and home, assistance with learning activities at home, participation in activities organised by the school, and involvement in school decision-making bodies. A large body of research shows that 'good parental support at home' is a good indicator of children's success, even after ruling out other factors that affect success, such as the quality of primary schools. Generally speaking, the children of involved parents are more motivated to learn for their own enjoyment, because they adopt their parents' positive attitude to school and learning. Supporting and monitoring children's main objectives at school (i.e. studying and learning), inspiring positive attitudes and behaviour towards school and communicating its importance have an extremely positive effect on learning.

☞ **Key messages:**

- **The importance of adopting a positive attitude towards school, teachers and learning.** Parents always adopt a positive attitude towards school or teachers when talking to their children. It is important to get their children excited about learning and to make them understand that learning is very important, that it can be both enjoyable and rewarding, and that it is well worth the effort. Involvement of parents in their child's educational life: parents show that schooling is worth their interest and time. Children are likely to behave in the same way as their parents, for example if parents are unhappy about certain matters at school, they should communicate the problem in a cordial manner to the school. Parents' positive attitudes to learning will shape children's attitudes and success at school.
- **Showing an interest in their child's school career and providing encouragement.** Discuss their child's school experience with them and spend time each day talking about their day at school, taking an interest in the subjects they are studying and their friendships. By paying attention, showing interest and praising good performance and behaviour, parents motivate their children to maintain the spirit of hard work and to do more of what leads to success. Remind them of the importance of congratulating their child when they have performed well and of encouraging their child's aspirations. Remind them of the importance of reassuring and encouraging their children when they have not done well or are experiencing difficulties, and of supporting and accompanying their children's progress.
- **The importance of parents' involvement in school follow-up,** not only through help and **support with homework and lessons,** but also through their regular

attendance at parents' meetings and their initiatives to have regular exchanges and contacts with teachers.

- **The importance of talking and communicating with your children.** Talking, listening and spending active time with children is also one of the main contributors to their success at school. Communication with children should be a two-way process where parents exchange information with their children by talking, writing or using a common system of signs or behaviour. It is not advisable to let things like television and other technical gadgets take up a greater percentage of children's time than **quality family time**.

👉 **Proposed skit:** to be agreed with the acting troupe and the objectives set out above.

👉 **Moderated discussion :** When the play ends, the facilitator stands up and takes the actors' place to open the debate. The idea here is to allow the children and adults in the audience to express their views on what they have just seen. Did they enjoy it? Were there things they didn't like, things that surprised them? Did they agree with what was said?

Don't hesitate to encourage dialogue; if no-one dares to take the plunge, you can share your impressions, any questions you may have about what you've just seen, and so on. Similarly, if you notice that the majority of people expressing themselves are adults, for example, you can intervene to ask younger people if they would like to share their feelings.

SCENARIO 2. SCENE AT HOME

👉 **The rights depicted in the skit:** the right to access information, to express one's opinion and to be heard, the right to be protected from violence and the right to grow up in good conditions (love and protection).

👉 **Objectives:** this second sketch aims to raise parents' awareness of the importance of respecting children's right to express themselves, to be heard and to have their opinions taken into account. The aim is also to remind parents of the importance of their role in implementing their children's right to participation, and to adopt an approach to parenting that **promotes personal development**, strengthens family relationships, helps children to socialise and plays a preventive role against all forms of violence in the home and family.

👉 **Key messages:**

- All children and young people, whatever their age, have the **right to be heard** on all matters affecting them. Every child has the **right to express his or her views freely**. **Their views must be taken into account** in all matters that affect them directly: at school, in government and in the courts. All children have the **right to be informed of their rights and to know them**. Every child has the right to receive information from all over the world via radio, TV, newspapers and books; they also have the right to pass on this information to others. It goes without saying that the right to participate applies without discrimination on any grounds such as race, ethnicity, disability, colour, sex, language, religion, political opinion, national or social origin, sexual orientation or any other status.

- **The importance of a family model in which children can freely express their views and be taken seriously from an early age, and the** favourable influence of such a model on the child's ability to exercise his or her right to be heard in society at large. The realisation of the child's right to express his or her views requires that the child be informed by those responsible for hearing him or her and by his or her parents or guardians of the issues under consideration, the options open to him or her, the decisions that might be taken and their consequences. The child must also be informed of the conditions under which he or she will be invited to express his or her opinion. This right to information is essential, as it is the prerequisite for the child to make clear decisions.
- Adults therefore have a crucial role to play in implementing **children's right to participation**. As children and young people's capacities develop, adults must encourage and support them to make greater use of their right to influence decisions that affect them. **Children's participation leads to better decisions**, particularly in terms of implementation and impact on children. Their participation in decisions that affect them also ensures that their best interests are taken into account.
- During a day at school, a child accumulates a certain amount of tension and fatigue. Sometimes they have to keep their emotions to themselves and deal with them alone. When parents listen to their children at home, they can release all this stress and feel better. They develop a sense of emotional security. They feel that their parent is validating them and that what they are experiencing is normal. They can then develop strategies to manage their emotions better if a similar situation arises again. They are also better prepared to learn when they return to class the next day. Through communication, parents can also develop a positive relationship with their child. When they listen to their children, they build their confidence in themselves and in adults. They recognise their own value, because they see that you are interested in them and what they are going through. By establishing open and honest communication with their child, they will find it easier to talk to them about the important things that are happening in their life. Similarly, parents will feel more at ease when the time comes to talk about more difficult subjects. If children know they can talk to their parents about what they're going through, they'll be more inclined to talk to them about their needs and concerns.

The keys to good communication :

- Favour a calm, distraction-free environment. Communicating with your child will be easier if they sense that you are paying attention. Limit double-tasking, such as looking at your phone while your child is talking to you. They need to feel that they have your full attention.
- Choose a time when your child is available. Your child may not want to talk if they are absorbed in a television programme or game. So it's best to wait for another time to talk to them. Mealtimes and bedtimes can be good times to talk, as long as you avoid subjects that are likely to upset your child.

- Be brief and clear. Your child will understand the message better if you use a level of language suited to their development. Use simple words and short sentences. Avoid long monologues. The aim is to have positive discussions.
- Pay attention to non-verbal communication. Your child's attitude and gestures send you messages that can help you relate to them better. For example, averted glances and a closed position, such as turning your back or lowering your head, can indicate discomfort in your child.
- Use "I" rather than "you". This will prevent your child from feeling criticised. What's more, you'll be providing them with a good model of communication that they can reproduce with other children.
- Have a respectful attitude. Avoid blaming or generalising by using words like "always" or "never". For example, phrases like "you always forget your book at school" or "you're never happy with supper" can cause a child to close in on him or herself and hide information from you.
- Be open. If you disagree with your child, make them understand that it's normal not to agree on everything and try to see things from their point of view. Don't pass judgement. However, explain the values that are important in your family and that they should respect. It's important to be open to what your child has to say. This will give them a safe space to learn to talk about their ideas.
- It's also possible that your child can't find the words to express what he's feeling. A good way to help them do this is to play with them. Your child could talk about his worries with his dolls and figurines or by drawing a picture of a moment in his day. Playing allows them to step back from a situation that is worrying them and explore solutions.

A few tips to help you communicate better with your child :

- When you talk to your child, make sure they feel involved in the discussion. For some children, it's helpful to get down to their level for a chat. Your child needs to feel that this discussion is just as important to you.
- Talk to your child about his or her interests. Show them that their opinions and tastes are important to you.
- Spend time together as a family doing different activities. Your child will feel like an important member of the family. They'll want to talk to you more.
- If your child is frustrated, show them that you are listening to them by using words like "Oh", "Oh" or "Oh well". This invites your child to explore his thoughts and feelings and find solutions. This gives them time to work out the problem on their own.
- Show your child that their emotions are normal and recognise the impact a situation can have on them. Describe the emotions they seem to be experiencing: "I can see that made you very angry! When you name their emotions, your child is comforted. If they are unable to do so, don't hesitate to use images to help them.

- When your child tells you about a problem they have experienced during the day, invite them to share solutions with you. If they can't think of any, you can help them find some, all without judgement.
- Rephrase what your child has just told you in your own words to make sure you understand.
- If your child seems reluctant to answer your questions, start by expressing your opinion and let them open up to you at their own pace. If your child is not receptive to a face-to-face discussion, you can talk while playing a board game or going for a walk outside.
- If your child asks you a question, don't give them the answer too quickly. Ask them what they think first. This will allow you to learn more about what your child already knows about the subject.
- If you don't know the answer or don't know how to approach it, that's normal. You can tell them that it's a good question, that you'll think about it and come back to it later. This will give you time to find an appropriate answer.

👉 **Proposed scene:** to be agreed with the troupe of actors and the objectives set out above.

👉 **Moderated discussion :** When the play ends, the facilitator stands up and takes the actors' place to open the debate. The idea here is to allow the children and adults in the audience to express their views on what they have just seen. Did they enjoy it? Were there things they didn't like, things that surprised them? Did they agree with what was said?

Don't hesitate to encourage dialogue; if no-one dares to take the plunge, you can share your impressions, any questions you may have about what you've just seen, etc. Similarly, if you notice that the majority of people expressing themselves are adults, for example, you can intervene to ask younger people if they would like to share their feelings.

Appendices

List of the 10 rights of the child

By Terre des Hommes

THE RIGHT TO IDENTITY

You have the right to a name and a nationality. It's a fundamental right! By registering a child at birth with the government, you confirm its existence and identity. Without this act, it's as if a child were invisible and didn't exist. There is a risk that the child will not have access to school or healthcare if he or she is ill. The right to have an identity is therefore essential for all children.

FAMILY LAW

As a child, you have the right to have a family; it's essential for your development. It's through your family that you can be protected, educated, valued and listened to. The right to have a family does not necessarily mean that you have to have both parents; your family could be your uncle, your aunt or your grandparents, for example.

THE RIGHT TO NON-DISCRIMINATION

You have the right to be treated in the same way as all other children, to access the same services and opportunities regardless of your skin colour, language, religion, origin or any other criterion. All children should have the same rights: girls, boys, children with disabilities, the rich, the poor, the sick, from all backgrounds. No one should be discriminated against.

THE RIGHT TO BE CARED FOR AND TO GROW UP IN GOOD HEALTH

You have the right to be protected against disease and to be cared for. In fact, the right to health encompasses a whole range of rights: to be treated if you are ill, to have access to drinking water and toilets, to be well nourished so that you can grow up healthy. For children to be in good health, we need to start protecting their health during their mother's pregnancy, and continue throughout their childhood.

THE RIGHT TO EDUCATION

You have the right to go to school to learn to read, write, count and develop. Education allows you to learn, to take your place in society and to have more choices in your adult life. It also protects you from disease and poverty. Access to school should therefore be free and compulsory for all children, girls and boys alike.

THE RIGHT TO PROTECTION

You have the right to grow up in an environment that protects you from violence, abuse and discrimination. Children are best protected when they have a home, a family and when they can be helped in times of need.

THE RIGHT TO LEISURE

You have the right to play, to have time for yourself, to be enriched by culture, sport and leisure activities. This allows you to laugh and have fun, but also to live well with others, to develop your abilities and to be in good health. To grow up properly, all children must have access to a wide range of supervised activities that are adapted to their age and interests.

THE RIGHT TO PARTICIPATE

You have the right to express your opinion, particularly on decisions that affect you directly, at school, in your family, in your town or in your neighbourhood. Everyone has the right to participate in society and to be heard, children and adults alike. The right to participate allows children to express themselves and take the initiative.

THE RIGHT TO INFORMATION :

You have the right to a variety of information. Access to useful and accurate information, for example on television, in newspapers or in books, helps you to develop your knowledge and understanding of the world around you. This information must be appropriate to your age and culture. However, children must be protected from information that could harm them.

THE RIGHT TO WELL-BEING :

You have the right to feel good, to be happy and to grow through joyful, harmonious activities. You need a welcoming environment and a social, family and cultural life. All children need to be treated with respect by others and to feel comfortable in places like school. To ensure their well-being, children must not be deprived of essentials such as a home, clothes, but also green spaces and play areas in which they can enjoy themselves.

CONSENT FORM - CHILD

For the children and young people taking part :

Welcome to our website! We are organising rights awareness and education activities to help you better understand your rights and responsibilities. Before we start, we need your consent so that you can take part in these activities safely and enjoyably!

The activities we propose are based on the Guide on the Rights of the Child designed by Terre des Hommes and aim to give you the opportunity to familiarise yourself with your rights and to acquire the means to share and defend them in a peaceful and benevolent manner.

The activity leaders are Terre des Hommes staff and are the only ones present during the entire activity. This session is entirely voluntary, you are free to participate or not and to stop participating at any time during the activities. Please read this form carefully and complete it with the help of the activity leaders and your parents or guardians if necessary. Your signature indicates that you agree to take part.

Consent of the Child :

I agree to participate voluntarily in rights awareness and education activities organised by Terre des hommes Lausanne. I understand that the aim of these activities is to teach me about my rights and to make me aware of the responsibilities that go with them.

I promise to comply with safety rules and to respect other participants and adult supervisors during the activities.

I also understand that photographs or videos of me may be taken during the activities and used for educational purposes and to promote the organisation.

My first name and surname (Child's first name and surname) :

Date :

Child's signature or stamp :

CONSENT FORM - PARENTS

For the attention of parents and legal guardians :

We organise awareness-raising and rights education activities for children and young people. Your child is invited to take part. To ensure the well-being and safety of all participants, we ask for your consent to register your child for these activities.

The activities carried out with your children are based on the Guide on the Rights of the Child designed by Terre des Hommes and aims to give children and young people the opportunity to familiarise themselves with their rights and to acquire the means to share and defend them in a peaceful and benevolent manner.

The activity leaders are Terre des Hommes staff and are the only ones present during all the activities. The activities are not compulsory and the activity leaders suggest to each child whether or not to take part at the start. The information shared by the children during the activities is confidential. It will not be shared outside the activities.

As this process is entirely voluntary, you are free to give or refuse your consent. You will find a number of statements below. Please note that your handwritten signature constitutes proof of your informed consent for your child's participation.

Thank you for your cooperation and support for your child's participation in our educational activities.

Parental consent :

As the parent or legal guardian of the child named above, I consent to my child taking part in the rights awareness and education activities organised by Terre des hommes Lausanne. I have been informed of the planned activities and I understand the educational objectives.

I also understand that my child will be supervised by responsible and qualified adults throughout the activities. I undertake to inform the organisation of any medical conditions or special needs my child may have that may be relevant to his/her safe participation.

By signing this form, I confirm that I authorise my child to participate voluntarily in these activities and that I agree that photographs or videos of my child may be taken during the activities and used for educational purposes and to promote the organisation.

Child's first and last name :

First name and surname of parent :

Date :

Signature of Parent or Guardian :

Activity 1. Quiz on children's rights - Support for participants

QUESTION 1. What does the acronym* CIDE stand for? **(a word formed from the initials of several words)*

- a. The Intergalactic Convention on the Rights of Extraterrestrials
- b. The International Convention on the Rights of the Child
- c. The International Charter for the Defence of Elephant Rights

QUESTION 2. What does the acronym CADBE stand for?

- a. This means nothing
- b. African Charter on the Rights and Welfare of the Child

QUESTION 3. Are there any international conventions protecting children's rights on each continent?

- a. Yes
- b. No

QUESTION 4. How many items does the CADBE include?

- a. 8
- b. 15
- c. 31

QUESTION 5. How does the African Charter on the Rights of the Child define a child?

- a. The judge decides
- b. All human beings under the age of 18 are considered to be children.
- c. A human being is considered to be a child if he or she still lives with his or her parents.

QUESTION 6. Who is protected by the International Convention on the Rights of the Child?

- a. All children in poor countries
- b. All persons under 10 years of age
- c. All persons under the age of 18

QUESTION 7. Which children's right does not exist?

- a. The right to life
- b. The right to a nationality and a name
- c. The right to go to bed at the time they want
- d. The right to express one's opinion
- e. The right not to be discriminated against, whatever the grounds

QUESTION 8. Is a child with a disability protected by the African Charter on the Rights of the Child?

- a. Children with disabilities are protected in the same way as other children by the Charter, without distinction.
- b. There is a specific article protecting the rights of disabled children in the Charter

QUESTION 9. Can a child lose his or her rights?

- a. Yes
- b. No
- c. Sometimes

QUESTION 10. Do children have the right to give their opinion?

- a. Children don't have the right to give their opinion because they're too small and adults know best.
- b. Children have the right to express their views freely on all matters that concern them. These opinions must be taken into account.

QUESTION 10. In rich countries, all children's rights are respected.

- a. True
- b. False

QUESTION 11. Which of the following statements is true?

- a. No adult has the right to hit a child
- b. Only parents are allowed to hit a child if he or she misbehaves

QUESTION 12. What does "child labour" mean?

- a. Children's homework after school
- b. Work that is prohibited for children because of their age and/or the nature of the tasks involved
- c. When a child helps his parents

QUESTION 13. Children's rights must be respected by :

- a. Adults
- b. The children
- c. Adults, children and everyone in our society, whatever their age

QUESTION 14. What are the best interests of the child?

- a. A child's favourite activity
- b. The mandatory condition for all decisions concerning a child
- c. A child's right to decide what he or she wants to do without parental consent

QUESTION 15. Who can help protect children's rights?

- a. Terre des hommes
- b. The women
- c. Government and politicians
- d. Families, communities and village chiefs

QUESTION 16 : Can you take action to defend and promote children's rights?

- a. Yes, because the CRC recognises children's right to participate.
- b. Yes, because I have the right to express my opinion freely
- c. Yes, because the right to participation is enshrined in the African Charter on the Rights and Welfare of the Child.

Activity 2. RIGHTS UP! - Game cards

Right's Up



Right to identity



Right's Up



Right's Up



Right to non-discrimination



Right's Up



Right's Up



Right to participate



Right's Up



Right's Up



Right to information



Right's Up



Right's Up



The right to well-being



Right's Up



Right to protection



*Every child in
the world has the right
simply to
be
a child.*



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