



Children's rights: A teacher's guide



Save the Children

Save the Children fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence. We work with them to find lifelong answers to the problems they face.

Front cover: A Save the Children-sponsored catch-up class in Batticaloa, Sri Lanka. The school was closed for six weeks while it was used as a shelter for tsunami survivors.

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Children's rights: A teacher's guide

Children's rights are a set of entitlements for all children enshrined in the United Nations Convention on the Rights of the Child (UNCRC). The Convention, acknowledged in law by almost every country, obliges signatory states to inform children and young people about their rights and give them opportunities to exercise them.

Children's rights: A teacher's guide will give you the tools you need to introduce rights education into your classroom. As well as practical information about children's rights and their importance to well-governed societies, the guide contains ideas about how you can introduce the topic into your school curriculum and incorporate rights into your normal teaching practice.

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An introduction to children's rights

What are children's rights?

Children's rights, listed in the United Nations Convention on the Rights of the Child (UNCRC), are a set of universal entitlements for every child and young person below the age of 18. These entitlements apply to children of every background and encompass what they need to survive and have opportunities to lead stable, rewarding lives.

The UNCRC itself is a legal document adopted by the United Nations in 1989. Based on a declaration of children's rights written by Save the Children's founder, Eglantyne Jebb, in 1923, it grants children a comprehensive set of economic, social, cultural, civil and political rights. The Convention is legally binding and obliges governments to respect, protect and fulfil children's rights through their legislation and policies.

The rights enshrined in the UNCRC fall into four categories:

- the right to survive
- the right to be safe
- the right to belong
- the right to develop.

All rights are considered to be equal in importance and to reinforce each other.

Government responsibilities

Since 1989, the UNCRC has been ratified by 192 of 194 UN member states. The two exceptions are the United States and Somalia¹, both of which have signed but not ratified the Convention. The UK ratified the Convention in December 1991 – this means the UK government has incorporated the UNCRC into its national legal framework. Forty of the Convention's 54 articles outline the rights that children should have; the remaining 14 refer to the responsibilities that governments have to ensure that rights are implemented. It is the overall responsibility of a state government to ensure that the rights of children are met and respected, but local authorities, parents and children themselves can play a part in making sure this happens.

"The Convention on the Rights of the Child is that luminous living document that enshrines the rights of every child without exception to a life of dignity and self-fulfilment."

Nelson Mandela

¹ The United States Federal Government is unwilling to adopt many international conventions; Somalia has no effective government in position to implement a convention of this nature.

Common misconceptions

The discussion of rights is often clouded by misconceptions about what it means to have rights. This is particularly true of children's rights, where there is a prevailing view that children having an awareness of their rights undermines adult authority and encourages young people to behave selfishly and irresponsibly.

The UNCRC, however, was designed with children's needs in mind and does not give them unrestrained rights. The Convention also recognises the principle that rights are balanced by responsibilities – chiefly the responsibility to respect the rights of others.

"I believe we should claim certain rights for children and labour for their universal recognition"

*Eglantyne Jebb,
Save the Children
founder, 1923*



Students at Kamanasa elementary school in West Timor. Many are refugees from East Timor.

Why teach about rights?

The philosophy at the heart of the UNCRC is that if children and young people are to become responsible citizens, they need the chance to participate in the world around them. If they are denied the right to take part in their community, they will struggle to learn how to become responsible members of that community as adults.

This belief, that all children are equally entitled to have rights, is fundamental to the work of Save the Children. We believe that by promoting children's rights to children, we can provide a platform for healthy personal development and respect for the civil and political forces that underpin stable societies.

The UNCRC introduces children and young people to basic human entitlements and to fundamental principles of justice. It encourages discussion of what rights mean for individuals and for societies, how rights can only have meaning if they are balanced by responsibilities and how young people can and do exercise their rights in everyday life. The UNCRC also stimulates exploration of the lives of young people in other societies, where certain rights are more significant and necessary to uphold than they are in the UK.

Rights and responsibilities are intrinsic to the aims of education and underpin specific subject areas, such as citizenship and personal, social and health education (PSHE). Article 29 of the UNCRC refers to the purpose of education as being the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

"We need to find ways of talking about children's rights in a way that everyone instinctively gets behind. Who could possibly disagree that it is downright WRONG that, in this day and age, millions of children still don't get an education or enough food and thousands die each day for want of basic healthcare or protection? Who could disagree that these are RIGHTS?"

Jasmine Whitbread, Chief Executive, Save the Children

Save the Children's Chief Executive, Jasmine Whitbread, meets pupils at the Government Girls' High School in Bagh, Pakistan. The school lost 90 students to the earthquake in October 2005.



Children's rights in the curriculum

Learning about the UNCRC is one of the eight key concepts outlined in the document produced by DFID, *Developing the Global Dimension in the School Curriculum*.

As this document states, teaching about rights can be incorporated into learning across the curriculum. In broad terms, the UNCRC enshrines the following guiding principles for all children and young people in the UK:

- they have rights
- they have the right to be informed about their rights
- they should be given opportunities to exercise their rights
- they should be given opportunities to uphold their rights
- they should be given opportunities to advocate about rights.

Teaching about rights and responsibilities allows children and young people to:

- build on ideas they have already acquired, eg, their sense of justice
- build on what they already know, eg, children are exposed to issues on the television in their daily lives so need help to develop their understanding of those issues and their relevance to their own lives
- address the need for them to become informed citizens and what it means to be part of society, eg, exploring the community of the classroom with younger learners
- meet their basic entitlement to learn about their rights, as outlined in Article 42 of the UNCRC:

Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.



Shamin learning in what remains of the classroom at Aurukhater Government Primary School, following the earthquake in Pakistan in October 2005.

A girl (below) raises her hand during class in Bazarak School, Panjshir Valley, Afghanistan.



English/drama

Article 12: You have the right to an opinion and for it to be listened to and taken seriously.

Speaking and listening: using group discussion, you can give children opportunities to share opinions and listen to the viewpoints of others.

Drama: with drama, you can encourage your pupils to convey story, themes, emotions and ideas through plays, while using dramatic techniques to explore characters and issues.

Reading: by selecting a range of texts (fiction, non-fiction, autobiography, etc) you can encourage pupils to broaden their perspectives and extend their thinking around the issue of rights, including personal experiences and accounts.

Writing: giving children creative writing exercises helps them to explore feelings and ideas and teaches them to write persuasively and argue a point of view.

Geography

Article 6: You have the right to life and development.

Article 27: You have the right to a good enough standard of living.

Geography provides a strong basis for pupils to explore the lives of children in other countries, including their access to basic rights such as food, water and shelter. You can investigate issues such as working conditions and the environment, as well as the idea of interdependence.

Music

Music can give children the opportunity to explore songs that address the issue of rights. Activities can be created which support the children's right to enjoy music through giving them opportunities to discuss, give opinions and make musical choices. You can also lead pupils through an exploration of the lives of musicians and composers to help them understand the influences behind their work.



Children sing together at the SDK Sontoi Government Remote School in Miomafoi, West Timor.

Physical education

Article 31: the right to play and relax by doing things like sports and music.

Through physical education lessons, the children can exercise their right to play and relax by being given opportunities to invent new games that are inclusive of all. You can also enable pupils to explore equality of opportunity in relation to the rights of women and those with disabilities in sport.

You can encourage pupils to create their own playtime activities and even enable them to be consulted about the design of their playground space. This will allow the children to feel greater ownership and responsibility for their environment.

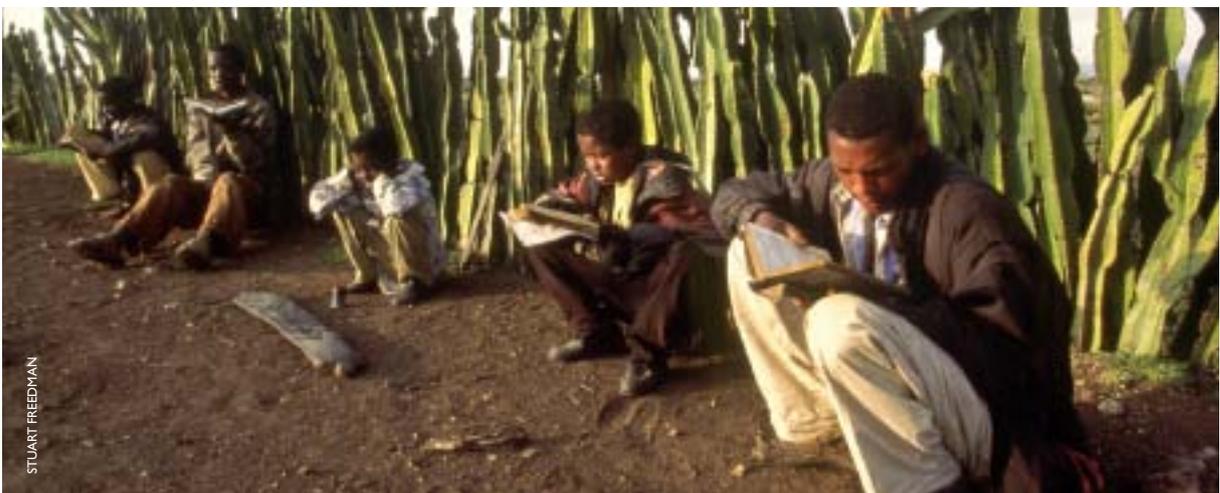
Religious education

Article 14: the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 2: the right to protection against discrimination.

Religious education enables pupils to explore the rights of various religious groups and the problems encountered in exercising those rights.

Boys recite the Qur'an at dawn in the Somali region of Ethiopia.



STUART FREEDMAN

Rights and the UNCRC are also relevant to the five outcomes of the *Every Child Matters* framework. Download it at www.unicef.org.uk/tz/resources/resource_item.asp?id=60

History

Article 4: the right to have your rights made a reality by the government.

History enables children to explore the ways in which people have struggled to claim their own rights and defended the rights of others over the centuries. They can also investigate the development of the UNCRC and how Save the Children's founder, Eglantyne Jebb, was involved in its conception.

Information and communication technology

Article 17: the right to collect information from all around the world. You should also be protected from information that could harm you.

In ICT, children can learn to source information about rights for work across the curriculum. They can become aware of the dangers associated with using the Internet in terms of their own protection and learn who the main organisations are that could help in these situations, eg, the NSPCC, Childline, etc.

Methodology

Appropriate methodology is vital when teaching about rights and responsibilities. Your approach to the subject ought to respect the rights of children but also allow for them to understand how they can take responsibility themselves for ensuring that these rights are upheld.

Any activities you organise should promote active participation. This can be done by encouraging children to support issues they believe in and take action to rectify things they feel are wrong.

An activity idea could be children designing and conducting surveys/questionnaires to find out young people's opinions on a chosen issue, such as the environment. The pupils could then use the findings to design an appropriate action, such as lobbying the government for change at local and national level.

Afghan boys attend a class and read a book together at Nahre Balla School in Shomali Plains, Afghanistan.



JEAN CHUNG

A local perspective

Making sure rights are respected is mainly the responsibility of governments, but communities and individuals can also play their part to ensure this happens. This includes children, who benefit from learning to balance respect for the rights of others with taking responsibility for making sure their own rights are acknowledged.

In the classroom and school environment, pupils can take on the following responsibilities to ensure that all children's rights are respected:

- supporting peers in their own class or in other classes and year groups
- looking after the school and local environment
- learning to see the importance of their education and to take ownership of it
- creating school or class rules to ensure that everyone understands what is expected of them as a member of the school or class community
- setting high standards of behaviour for themselves and others
- caring for their friends and school community.

School councils are a good way of involving young people in the running of the school and in decisions about how the school environment could be improved for everyone. School councils also introduce young people to important social and political principles around voting and representation.

Please see the *reading list* for guidance on how to set up a council at your school, and for introductory activities that explore rights and responsibilities.

"The UNCRC offers a chance for adults to learn what young people are thinking. A lot have forgotten how young people think or how they thought when they were young and the problems they could do nothing about."

A young person from the UK

A global perspective

Rights are understood in different ways by different people in different parts of the world. Some rights that may be taken for granted in one country might be considered too difficult or inflammatory to claim in another.

When exploring rights from a global perspective, it is important to avoid stereotyping the lives of children in other countries. They may not have the wealth of opportunities that children have in the UK, but their lives are equally important and worthy of respect and dignity.

Children should be helped to explore the implications that the denial of certain rights has on the lives of children and what can be done to address the situation.



“Serbia doesn’t have such big problems as some of the African or Asian countries, but it is important to fight for children’s rights because among European countries we are at the bottom. We have to introduce some changes in our laws because most of the violations happen for our children first in our families then schools.”

“I don’t believe that I can change a lot in my life or in the lives of other children, but I want to try.”

Milos, 17, Serbia (left)



KALPESH LATHIGRA

Du Tingting (above), 14, lives in FangGang, a rural village in China close to the town of Hefei. Hefei is the capital of Anhui, one of China's poorest provinces. There is no library near FangGang, the village school has few books and the children cannot afford to buy their own. Village children and their parents told Save the Children that the thing they most wanted was a library. We worked with local government to develop and stock one.

Unusually, the FangGang village library is run by children, like Du Tingting, who come on Sunday mornings to browse and borrow books.

"I helped set up the library about one-and-a-half years ago because other children said they needed books to help them with their school work. Sometimes our teacher brings books for us, but most of the time our school doesn't have books. Books are important because they help children to learn.

"I like helping to run the library because I'm taking responsibility for something, and also for others. It's open once a week on Sunday mornings. Lots of children from the village come to use it, sometimes as many as 30. The children can borrow a book for a week, and then they have to return it."

Turn the page for activities exploring the rights of children in other countries and how these rights can be denied.

Du Tingting and other village children browse the books at the FangGang library.

Activities for local engagement

Getting started

Outlined below are some activity ideas that can be used to introduce work on children's rights and responsibilities:

- **Class discussion: What do you think children need to be happy and healthy?**
- **Group work: What is a right?**

This activity will encourage pupils to distinguish between rights that are important in order for us to stay alive and develop to our potential (fundamental needs, ie, water) and things that are not essential for life but nice to have (ie, an iPod).

- **Work in pairs/class discussion: wants and needs.**

This activity shows pupils that claiming rights is not the same as being able to do what they, as individuals, want.

In pairs, complete the following sentence: 'What I'd really like to have/to do is...'

Repeat three or four times to get a range of responses.

As a class, share examples. Discuss whether what has been chosen is essential for everyone.

- Is it something that everybody wants?
- Should it be the right of everyone to have this?
- What would happen if everyone had this?
- Would anyone be harmed or suffer as a result?
- **Class discussion: Are children's rights being denied in the UK?**



A Vietnamese girl paints an anti-racist banner in an art workshop, in Deptford.

Local engagement: See yah safe project

Save the Children is working with the British Gas here to HELP programme to encourage a range of community-based organisations to tackle child poverty. We are working with children and young people in eight very different poor communities across Britain to identify and address a range of issues that concern them.

Ash, 17, Rich, 16, and Charlie, 16, attend Fairbridge in Kent, part of a nationwide organisation that helps young people in disadvantaged areas make a fresh start in life. With young people often being blamed for street crime in today's society, they conducted a survey about what makes young people feel threatened in their local area.

Says Ash, "I'm sure that at some time in our lives we've had experiences where we've been started on by someone or something like that. And that gave us the idea to do the survey."

The comments they received inspired the lyrics for a song promoting safety on the streets. Ash, Rich and Charlie have turned the song into a CD for schools and youth groups.

As Rich points out, "There's this park where I live and there's heroin needles, alcohol bottles smashed near the swings. It's really dangerous for the little kids. I'd like to warn people about it. That's the target of this for me, really."



Charlie and Tony (above) supply the vocals, and Ash, Charlie and Rich (below) lay down the backing track.



- **Group work – rights come with responsibilities.**

This activity will help pupils to understand that the rights of one person are the responsibility of others to respect.

Each child is given a 'right' card. In turn, the pupils are given the opportunity to share their right and then, in groups, think of two or three responsibilities that correspond to that right. The pupils can then be encouraged to list the responsibilities in order of priority. What is the ultimate responsibility attached to that particular right?

- **Group/class work – we all have rights and responsibilities.**

In this activity, the teacher and pupils can work to develop a class charter that they all agree to respect and uphold. This could be displayed in the classroom and include statements concerning behaviour and conduct, relationships, responsibilities, participation, protection, etc.

A lesson outside Madhol Primary School in South Sudan.



The right to good health

Article 24: You have the right to the best health possible and to medical care and to information that will help you to stay well.

- **Group work/class discussion:** What keeps you healthy?

This activity can help pupils explore what being healthy means and realise that they can take action to maintain good health. Each group has a set of cards displaying statements relating to health, which could include some or all of the following:

- eat fruit and vegetables
- go to the doctor regularly
- keep clean
- keep warm in winter
- exercise.
- play away from roads
- have clean water
- don't fight or hurt each other
- have friends and be happy

Ask the pupils to look at the statements on the cards and discuss them. As a group, they should agree which card describes the most important thing they can do themselves to ensure that they stay healthy. They should then pick the two cards which are next important and so on, until they are left with the one they consider the least important. Involve pupils in a class discussion to see if the groups agree and what kind of action pupils themselves can take to stay healthy. If they are not able to help themselves directly, is it someone else's responsibility?

Children playing near a new school in Angola that Save the Children is helping villagers build.



LOUISE DYRING NIELSON/SAVE THE CHILDREN DENMARK

The right to good education

Article 28: You have the right to education.

Group work: an education for life.

This activity is designed to encourage pupils to appreciate aspects of their own education.

Use the following statements:

- reading and writing
- doing maths
- finding out about the past
- learning about other places
- discovering how things work
- learning how to make things
- making friends
- getting on with people.

These can either be put on cards or the pupils could be set the task of designing a game using the eight statements.

Whatever method is chosen, the pupils take it in turns to choose one of the statements and then give details about what they have learnt in that area. They explain how this aspect of their school education has helped them and how it will help them in their lives in the future. This can lead on to a piece of writing about what they feel they get out of school, what they enjoy most and what they are good at.

“My mother and father left Kashmir in 1960 so that their children could have a better education and, therefore, a better life. My education has played an enormous part in who I am today and the way that I live and interact with others in this world. I feel privileged that England let me have my basic human right to an education. As an educated woman I feel that I am contributing to the social and economic successes this country enjoys.”

Saira Khan from the BBC television show The Apprentice



Saira Khan shows her support for Save the Children's Rewrite the Future global education campaign.

Activities for global engagement

The following case studies that address the issues of health and education should help pupils reflect on their own lives and empathise with the situation of others. This could lead to an understanding of why these differences in experience exist.

Health: What keeps you healthy?

This case study will help pupils to appreciate that some people have difficulties accessing their right to healthcare.

Miriamo's story

Miriamo 12, lives in Camanga village, in a poor region of Mozambique that suffers from drought.

Miriamo lives with his parents, who are both blind, and nine of his ten brothers and sisters. The eldest girl left the family to get married, so Miriamo is the oldest remaining child and the primary carer for the family. They live in a small cluster of three huts set away from their neighbours and their main food source is nhica (river fruits which look like a cross between a beetroot and a piece of coal, are very sour but do have some nutritional value).

Save the Children has helped Miriamo understand how he can support his parents. Before this help, Miriamo said that he didn't know anything about the importance of hygiene and thought it was normal to serve food on unwashed plates. Miriamo says, "Every day I get up and sweep the floor, then go to the river looking for river fruits and I get back at lunchtime when I cook them for the family. Because it's school holidays, at about two I go to the fields with my father and help him because he can't see. I also help him repair the huts. During term time I go to school in the afternoon, from one o'clock.

"In the evening I cook again and wash the dishes. We have two meals a day, but this year we are suffering from drought, so we are only eating from the river.

"When my father falls sick, I take him to the hospital, which happens very often. The family is not in good health. We have illnesses like sight problems and wounds from leprosy. In the last three months, my eyes get bad when the sun shines. I have some medicine from the hospital, which is helping. When I need to get to the hospital, I borrow a bicycle (provided by the government and distributed by Save the Children). When I don't have enough money for medicine, I sell the food I gather from the river and we don't eat. "I have seen improvements in the family's health since I started this washing."

Miriamo sitting outside his house, reading.



Education: What if I have no school to go to?

This case study will help pupils to appreciate that some people have difficulties accessing their right to education.

Fateema's story

Fateema, 12, lives in Lalbag, the old part of Dhaka city in Bangladesh, where it is estimated that between 15,000 and 17,000 children are forced to work more than ten hours a day. Save the Children supports a working children project in Lalbag.

"I have two brothers and five sisters. My mother breaks bricks and my father works on a construction site. My mother earns 60 taka (£0.51) for 100 bricks. During the hot season my father cannot work since he has some problems. When he does work he earns between 60 and 100 taka (£0.51-£0.86) a day.

"I work in an earring factory. I make earrings. I push the stones through the pieces then I put different colours on the stones. I have been working there for two or three years. I start from my house at 8am and work until 8pm. I earn between 100 and 150 taka (£0.86- £1.30) a week. I give the money to my parents and they buy food for the family.

"I work long hours and I feel very bad because this is not my age for working. This is the age I should be studying and playing, but I have to work. My wish is to become a doctor when I grow up. I want to go to my village and set up a shop there to give free treatment to the poor. I used to live in a village but now it has been damaged because of river erosion – that's why we came to Dhaka."

Save the Children works with a partner organisation called ProdiPan to support quality education opportunities for working children and to create better working environments with reduced working hours. ProdiPan's Working Children Education Centre reaches 70 working children, between eight and 15 years of age.

The centre provides a child-friendly learning environment and, as well as teaching English, Bangla and maths, it also runs classes in drawing, singing and storytelling.

"I have been coming to the education centre for two years. I like talking to the sisters (child facilitators) at the centre, they teach us in a fun way. I think teachers in other schools are not like them. We also get to play which is good. Before, I could not read but after coming to this centre I can. This is useful because if the owner gives me a piece of paper I now know what it says. I can also count money now."

Working children in Bangladesh endure long hours and hazardous working conditions.



As an introduction to this activity, explain to pupils that sometimes the right to something is considered so important that countries make it law. Education is an example and in the UK, by law, young people up to the age of 16 have to go to school. But this isn't the case in every country, as Fateema's story shows. Discuss the reasons why education is law in this country. Ask pupils to spend a few minutes thinking about what they did yesterday. Encourage them to identify all the things they couldn't have done, or would have found difficult to do, if they hadn't been to school (reading signs, using a computer, reading books, adding up money).

Ask pupils to discuss how they would feel if, like Fateema, they couldn't go to school but had to work long hours for very little money instead. Like children in this country, Fateema also has aspirations for her future. Encourage the children to write a reflective piece of writing to express their thoughts and feelings about Fateema's situation.

A children's club run by Save the Children at a school in Jilledigunta, India. The club has campaigned for more girls to be admitted to the school.



STUART FREEDMAN

A better world

Being a citizen isn't always a straightforward question of living within the law and voting. What if the laws of your country actually took your rights away instead of supporting them? How would you feel if you never got a say in anything important because of who you are?

Local or global, everyone, including every child, has the right to a better world. But how can we achieve this? We often think, as individuals, that this is an impossible task. But the freedoms and rights we enjoy today wouldn't exist if millions of ordinary people had not spoken out and fought against injustice and inequality.

Throughout history, people from all kinds of backgrounds have challenged the way their societies worked. Many were imprisoned or died for their cause. But by joining forces with others, they changed the world and showed new generations that standing up for your rights isn't a crime.

Using the quotes on the next page, encourage pupils to think about how people have fought injustice and made the world a better place.

- What particular struggles do these quotes refer to?
- What would the world be like today if these movements had not existed?
- Can you think of other people or movements that have protested against injustice and changed the world?

The people quoted suffered great hardship for their cause. Nelson Mandela and Martin Luther King Jr present different forms of taking action for social change. Ask the pupils to comment on the forms of resistance that Nelson Mandela and Martin Luther King Jr are referring to. What actions would they consider acceptable to fight injustice? What would they like to change in their society? What would they do to make this a better world?

Making a better world could become the theme for an assembly and the pupils could be given the opportunity to present their views.



Susana, a social worker employed by Save the Children, plays with a girl in the illegal settlements of Altos de Cazuca near Bogota, Colombia.

What working women want

"We are sick to our hearts of being told 'Women cannot do this; women must not do that; they are not strong enough for this, and that, and the other' while we know and see every hour of our lives that these arguments are but shams; that some of the hardest and coarsest work done in this weary world is done by women, while, in consequence of usurped and underpaid labour they are habitually consigned to an amount of physical endurance and privation from which the hardest man would shrink appalled."

Society for Promoting the Employment of Women, 1860

I am prepared to die

"It was only when all else had failed, when all channels of peaceful protest had been barred to us, that the decision was made to embark on violent forms of political struggle, and to form Umkonto we Sizwe. We did so not because we desired such a course but solely because the government had left us with no other choice. In the Manifesto of Umkonto, published on 16 December 1961, we said, 'The time comes in the life of any nation when there remain only two choices - submit or fight. That time has now come to South Africa. We shall not submit and we have no choice but to hit back by all means in our power in defence of our people, our future and our freedom'. I can only say that I felt morally obliged to do what I did."

Nelson Mandela, at the Rivonia Trial, 1964, South Africa

We must not be guilty of wrongful deeds

"In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek our thirst for freedom by drinking from the cup of bitterness and hatred. Non-violence means avoiding not only external physical violence but also internal violence of spirit. You not only refuse to shoot a man, but you refuse to hate him."

Martin Luther King Jr, USA

Reading list

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Websites

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Children's Rights Alliance for England www.crae.org.uk

Eye to Eye (a Save the Children online project showing the world through the eyes of Palestinian children)
www.savethechildren.org.uk/eyetoeye

Save the Children www.savethechildren.org.uk

School Link (Save the Children's online resource for schools to learn about the lives of children in other countries) www.school-link.org.uk

UNICEF www.unicef.org

Supporting materials

The original UNCRC text and a child-friendly poster version can be found here:

[http://www.unhchr.ch/tbs/doc.nsf/0/28f767861fc510edc1257198004d7030/\\$FILE/G0545640.pdf](http://www.unhchr.ch/tbs/doc.nsf/0/28f767861fc510edc1257198004d7030/$FILE/G0545640.pdf)

http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/61_uncrc.pdf