Happy 25th Anniversary of the UNCRC

The 20th November 2015 marks the 25th anniversary of the United Nations Convention on Children's Rights! Despite so many rights not being respected everywhere in the world, we still want to celebrate the birthday of this important document with everyone!

We invite you to have a birthday party for the UNCRC! There are lots of ways you can celebrate, and we just want to propose some of them here.

You could...
1. Bake a birthday cake with your group;
2. Make 'children's rights' party hats and other decoration for the birthday party;
3. Learn something about children's rights with your group
4. Go out onto the streets and celebrate with others, so that more people learn about children's rights, why they are important and why every country should follow the UNCRC.

Here we give you a few recipes and activity ideas. You can use them or come up with your own ideas. The only thing that counts is to celebrate! And don't forget to send us a photo of your birthday party so we can let everyone know how many children find children's rights important.

With friendship and love,

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HOW TO MAKE A PARTY HAT

Materials for one hat:

2 white and hard papers of A4
format
4 colourful ribbons
printer & Scissors

How to make it:

1. Print Appendix 1 and Appendix 2.
2. Decorate the shapes however
you want (e.g. using the shapes
in appendix 3).

3. Cut out the shapes from both
printed copies.
3. Cut out the holes in the corners.
4. Grease the glue to the marked
part of the paper.
5. Stick the papers.
6. Thread a ribbon into the holes.

Appendix 1

CHILDREN'S RIGHTS

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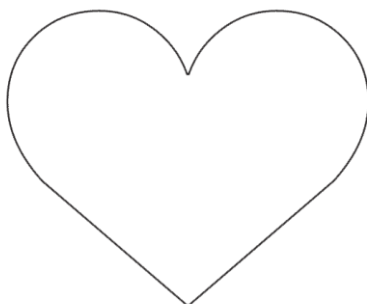
Grease the glue to the marked parts between two lines

Appendix 2
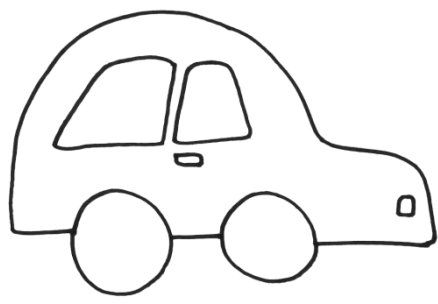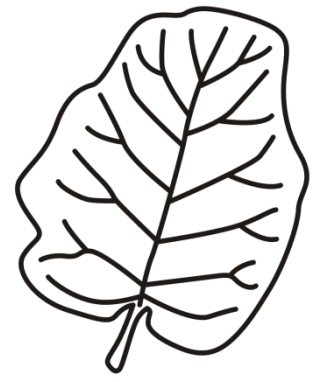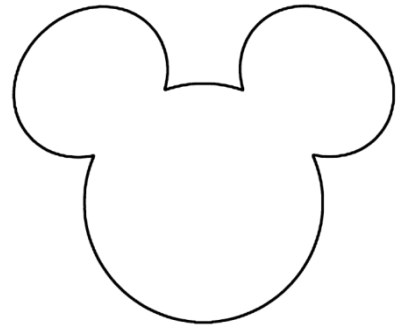
CUT the h◯les

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international falcon movement
socialist educational international

Appendix 3
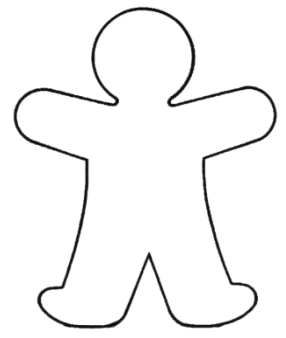
ACTIVITY

1. A BIG PILE OF RIGHTS

Age	6+
Duration	30 - 45 minutes
Group size	4 +
Overview	An activity introducing children's rights
Objectives	• To introduce children's rights • To reflect on the difference between rights and wants • To raise awareness that all rights are equally important and indivisible
Materials	• A set of rights cards for each group of three participants

Source: IFM-SEI / Volunteering Against Poverty
German: http://www.ifm-sei.org/toolbox/volunteering-against-poverty/tools/ein-haufen-rechte
French: http://www.ifm-sei.org/toolbox/volunteering-against-poverty/tools/un-lot-de-droits
English:http://www.ifm-sei.org/toolbox/volunteering-against-poverty/tools/a-big-pile-of-rights
Spanish: http://www.ifm-sei.org/toolbox/volunteering-against-poverty/tools/una-gran-pila-de-derechos

Step-by-step instructions

1. Form smaller groups of around 3 participants. Give each group a set of rights cards. Explain that the cards all show things that children need or want. Explain that they only have the right to keep 12 of the things on the cards. They need to agree which of the things are most important to them in life. They have to give six cards away (see the appendix below).
2. When they have put 6 cards away, they should order the remaining cards from the most important to the least important.
3. Then they should meet another group to agree on a common ranking of cards with the other groups. These bigger groups should once again meet to agree on a ranking, until the whole group has one common list (if the group is too big, you can also finish when there are two or three lists).
4. Come back in the big group and present the final list(s).

Debriefing

- Was it easy to agree on which things to put aside in the beginning?
- What kind of things did you put aside? Why?
- Was it difficult or easy to agree on a ranking? Why?
- What did you base your decision on? Why do you find some things more important than others?
- Reveal which of the cards are rights and which are wants. Explain what a right is.
- Do you think it's possible to have a ranking of rights?
- Explain that all rights are equally important and indivisible.

Appendix: Rights Cards

Computer and access to internet	A bedroom on my own	Toys and games
Free transport or a bicycle	Regular holidays	If my parents / carers cannot afford enough healthy food, the government should support them.
A name and being registered at my birth	Respect for my opinion	Information about things that concern me

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Not being separated from my parents / carers unless it is for my own good

Being allowed to think and believe what you want

Being protected from hard and dangerous work

Being protected from violence

Being able to see a doctor when I am ill

Opportunities to play

Money to spend as I like

Being able to join a group or organisation

Being able to go to school

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2. RABBIT'S RIGHTS

We have a right to be happy, safe and healthy!

Themes	General human rights
Level of complexity	Level 1
Age	8 − 10 years
Duration	30 minutes
Group size	5 − 20 children
Type of activity	Imagining, brainstorming, discussion
Objectives	• To introduce the CRC • To show children that they are instinctively aware of children's rights • To connect human needs with human rights
Overview	Children imagine the care a pet rabbit needs and extend that to the needs of children and their right to survive and develop
Preparation	• Make a chart, or copies of the CRC.
Materials	• Chart paper and markers • Chart, or a copy of the CRC

Source: Compasito, Council of Europe
http://www.eycb.coe.int/compasito/chapter_4/4_24.asp

Instructions

1. Ask the children to imagine that they have a pet rabbit to care for, and to give a name to it. They need to think about all the things it needs to be happy, safe and healthy. Ask, "What are all the things the rabbit will need?" They may suggest things such as a hutch, straw, food, water, exercise, attention, love or perhaps another rabbit for company. Write 'RABBIT' (or the given name) at the top of the left-hand column on a chart such as the one below, and record the children's responses.

2. Then ask, "Who is responsible for ensuring that the rabbit gets all the things that it needs?" Note down the children's responses, which may be that they or whoever owns the rabbit is responsible.

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3. Confirm the things the rabbit needs to survive and develop, such as food, water, and a hutch. Then ask questions such as these:
   o If the rabbit really needs these things to survive, then should the rabbit have a right to them?
   o Who is responsible for ensuring that the rabbit's rights to these things are met?
4. Then write 'CHILDREN' at the top of the right-hand column and ask the group to brainstorm: "What are the things that children need to develop and have for a happy, safe and healthy life?" List the children's responses, helping to elicit such things as home, food, water, family, friends, toys, education, love and attention.
5. Ask, "Who is responsible for ensuring that children get all the things they need to be happy, safe and healthy?" Encourage answers such as adults, parents, family, and caregivers.
6. Ask questions such as these to expand the focus of children's rights, adding additional needs to the chart:
   o What do children need to be protected, to survive, to develop and to participate?
   o If children need these things, then should children have a right to them?
   o Who is responsible for ensuring that children have these rights?
7. Ask the group if they have ever heard of the Convention on the Rights of the Child (CRC). Give them copies of the child-friendly version or use a poster version. Explain that this document states the things to which every child in the world has a right.

Debriefing and Evaluation

1. Invite the children to compare their list on the chart with those in the CRC. Point out that they have created a list of children's rights. Ask questions such as these:
   o What needs did you name that are also in the CRC? Mark these on the chart with a star.
   o Why do you think you were able to think of so many of the rights by yourself?
2. Point out that the group knew from the beginning what children needed to develop and grow, without adults having to tell them. They are experts on their own lives! Explain that the CRC is there to support children's rights, to protect them, to provide for them and to ensure that they can participate in the world around them.

Suggestions for follow-up

- This is an excellent introduction to children's rights, and it makes a strong connection between needs and rights. It leads directly to other activities that explore children's rights further, such as 'My Universe of Rights', p. 122 and 'Rights Mobile', p. 148.

Tips for the facilitator

- Because this activity requires no reading skills, it can be run with very young children. However, they only need to have the idea of 'rights' defined, in simple terms. The CRC can be introduced later.
- You could choose to replace 'rabbit' with any other household pet.
- Variations: If appropriate to the group, you might conclude by reading the child-friendly CRC aloud, with each child reading a different article.
- Adaptation for Older Children: When comparing the children's list and the CRC, invite discussion of what they omitted, asking questions such as these:
- Are there other needs and rights in the CRC that were not on your list?
- Why do you think they are in the CRC?
- Why do you think you might have thought of these needs and rights?

Sample Chart

RABBIT	CHILDREN
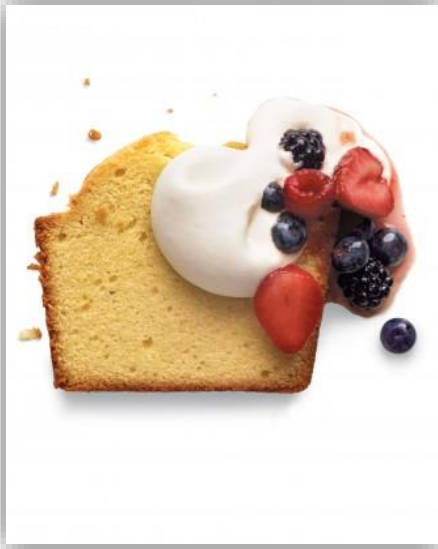
POUND CAKE RECIPE

INGREDIENTS

1 pound (3 1/4 cups) all-purpose flour

1 tablespoon coarse salt

4 sticks softened unsalted butter, plus more for pans

2 cups sugar

1 teaspoon pure vanilla extract

9 large, room-temperature eggs

DIRECTIONS

1. Preheat oven to 325 degrees. Butter two 5-by-9-inch loaf pans. Combine all-purpose flour and salt in a bowl.

2. Cream butter and sugar with a mixer on high speed until pale and fluffy, for 8 minutes. Scrape down sides of bowl. Reduce speed to medium, and add vanilla extract.

3. Lightly beat eggs, and add to mixer bowl in 4 additions, mixing thoroughly after each and scraping down sides. Reduce speed to low, and add flour mixture in 4 additions, mixing until just incorporated. Divide batter between pans. Tap on counter to distribute; smooth tops.

4. Bake until a tester inserted into centre of each cake comes out clean, about 65 minutes. Let cool in pans on a wire rack for 30 minutes. Remove from pans, and let cool completely on wire rack.

BASIC CREPES

INGREDIENTS

1 cup all-purpose flour (about 4   1/2 ounces)

2 teaspoons sugar

1/4 teaspoon salt

1 cup low-fat 1% milk

1/2 cup water

2 tea-spoon butter, melted 2 large eggs

DIRECTIONS

1. Lightly spoon flour into a dry measuring cup; level with a knife. Combine flour, sugar, and salt in a small bowl. Combine milk, water, melted butter, and eggs in a blender. Add the flour mixture to milk mixture, and process until smooth. Cover batter; chill for 1 hour.

2. Heat an 8-inch non-stick crepe pan or skillet over medium heat. Pour a scant 1/4 cup batter into pan; quickly tilt pan in all directions so batter covers pan with a thin film. Cook about 1 minute. Carefully lift the edge of the crepe with a spatula to test for doneness. The crepe is ready to turn when it can be shaken loose from the pan and the underside is lightly browned. Turn crepe over, and cook for 30 seconds or until centre is set.

3. Place crepe on a towel; cool completely. Repeat procedure with the remaining batter, stirring batter between crepes. Stack crepes between single layers of wax paper to prevent sticking.

4. After al crepes are ready, we advise to eat them with Nutella and banana.

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