**Message of Peace and Goodwill 2019**

**Further Activities**

**(Primary / Secondary)**

**A: Further work on the United Nations Convention on the Rights of the Child (UNCRC)**

These activities are suitable for a lesson or for a meeting of the School Council

**Materials:**

Make sure that you have enough copies (A3 size) of the Convention in a suitable language for children and young people. (See: [www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw\_rights\_poster\_wel.pdf](http://www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw_rights_poster_wel.pdf))

There are further details about the Convention’s articles here, in English: [www.unicef.org/crc/files/Rights\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

General information about the Convention (in English) is available here: <https://en.wikipedia.org/wiki/Convention_on_the_Rights_of_the_Child>

**Activities:**

1. Provide **more background to the Convention** if you wish – e.g.
   1. The Convention’s aim is to clearly state the rights which all children have across the world - wherever they live and whatever their gender, race or belief.
   2. The Convention was adopted by the General Assembly of the United Nations in 1989 and it came to force in 1990. 196 countries across the world have now signed the Convention, including all members of the United Nations, apart from the United States.

* 1. The countries who have signed the Convention are responsible for ensuring that children have access to their rights – e.g. by providing services such as education and health and by protecting children from harm.
  2. All countries who have signed the Convention must report regularly to the United Nations Committee on the Rights of the Child about how children’s rights are protected and developed in their country.
  3. Wales was the first country in the UK to make the Convention part of common law in 2011. The Welsh Youth Parliament will meet this year for the first time – and will give the youth of Wales a voice at a national level.

1. Ask the pupils to work in groups. Their task is to look at the Convention and **find the articles which try to protect children against violence and war.**

**(Some relevant rights** are:

Article 11, 19, (20 and 21), 22, 27, 32, 33, 34, 36, 37, 38 and 39)

Discuss which other rights would be in danger if you were affected by war – and why (e.g. the right to education, health, home, good food and clean water; the right to leisure and play; the right to speak your own language and enjoy your culture...)

1. **Safe or not?**

Make a **Value Line** to see how safe the children feel in school and on their way to school.

Put a poster with the word ‘AGREE’ at one end of the room and another with the word ‘DISAGREE’ at the other end. You could put a poster with ‘UNSURE’ in the middle. Read the following statements, and ask the pupils to stand on the line, in the most appropriate place depending how they feel about each statement. Remind them to try to decide themselves, rather than going to the same place as their friends.

* 1. I feel safe in school
  2. I know who to turn to if I have a problem
  3. The teachers listen to us and take us seriously
  4. The school’s anti-bullying policy is effective
  5. I feel safe online and when using my phone
  6. I feel safe on my way to school

After each statement, discuss with some pupils why they are standing in a particular position. Note any issues which cause concern.

1. **What can we do?**

Ask the pupils to return to the Convention document and ask them: ‘Which Article gives you the right to use your voice and for adults to listen to you?’ (Article 12!)

Therefore, you have the right to say if you don’t feel safe, and adults should help you to do something about it.

If any points from the Values Line cause concern, the pupils can now **work in groups to plan how to solve them**.

**Some questions** to consider:

* Does the school’s anti-bullying policy need improvement? (If so, how?)
* Should we remind the pupils who they can talk to if they have a problem) (staff? particular pupils?)
* Are there places in the school which are less safe than others? (Where? What can we do to ensure that all places are safe?)
* Do people feel safe on their way to school (e.g. on buses)? If no, what can we do about it?
* Who should we talk to? What would be like to improve?

1. If no points of concern have arisen from the Values Line, the children or groups can discuss **what they can do to help children who are suffering due to violence or war**.

**Some questions** to consider:

* From what we have heard in the Message, what concerns us the most? (e.g. children frightened due to knives or guns; children suffering due to war as in Indonesia, or Yemen or Syria; children being recruited as child soldiers)?
* What can we do about it? (e.g. raise money for a charity; raise awareness; send a message of support; plan a campaign...)
* How can we act? Whose support will we need?

1. **At the end of the lesson:**

Come back together as a class to share ideas and plan the action you would like to take.

**B: Using our Voice to Take Action for Others:**

These activities are appropriate for a lesson, or a series of lessons, depending whether you use one or more case studies. The lesson can also be the starting point for pupils to act on issues which are of concern to them.

The activities can be adapted for primary or secondary pupils, using different case studies.

***NB: A word of warning. Take care if you intend to ask pupils to research the themes in this Unit. Some materials on the internet show the real effect of war on the lives of children and can upset some pupils.***

**Materials:**

1. Use the **Case Studies** which come with this pack:
   1. Children suffering due to War (Yemen) (Primary / Secondary)
   2. Knife crime (UK) (Secondary / Secondary)
   3. Gun crime – Parkland Students (USA) (Secondary)
   4. Children recruited as child soldiers (Grace from Sudan) (Secondary)
2. **Several videos** on You Tube convey a real sense of the effect of violence and war on children:
3. ‘Syrian Kids Explain the War’ [www.youtube.com/watch?v=2iz2tNiRpeY](http://www.youtube.com/watch?v=2iz2tNiRpeY)
4. ‘Kids, Refugees, Questions: What’s it like to have no home?’ www.youtube.com/watch?v=ctCaKH-2Wm8 8n8gTFJ
5. ‘Ali’s Journey from Afghanistan’ [www.youtube.com/watch?v=7nmRVufOhKI](http://www.youtube.com/watch?v=7nmRVufOhKI)
6. ‘Child Soldiers’ [www.youtube.com/watch?v=6sFi5c7uGB4](http://www.youtube.com/watch?v=6sFi5c7uGB4)

**Activities:**

**Initial discussion:**

* If this lesson follows the assembly on the Message of Peace and Goodwill, ask the pupils to share their feelings and ideas about the assembly.
* If there is a gap between the assembly and the lesson, you could begin by showing one of the videos listed above – especially a) or d) – then ask the children how they feel about what they have seen and heard.

**The Case Studies:**

* Divide the pupils into smaller groups.
* You can either use one case study or give each group a different case study.
* After reading the story, ask the pupils to share how it makes them feel? Which rights are endangered? Were the children able to use their voice? If not, who was available to help them?

*\*There are specific activities to accompany each Case Study – but there are also some general activities below.*

**Respond**

* Put yourself in the place of the young person / young people in your case study. Write a blog or a diary explaining your experiences, your feelings and your hopes for the future – for yourself and for other children.
* Write a letter to a newspaper outlining your views about the suffering of children due to violence and war. What can be done to solve the problem in your opinion?
* Use art to describe your feelings about what you have seen and heard. Remember to use the hashtag #heddwch2019 and to send images of your work to the Urdd using [heddwch@urdd.org](mailto:heddwch@urdd.org).

**Act**

**\**Specific activities are suggested in response to the individual case studies. However, there are suggestions for some general activities below.***

1. Organize a campaign to raise awareness of the issue in question.
2. What will you do? e.g. school assembly, write letters to Members of Parliament and / the Press; organize a community event to raise money...
3. What about doing something different and creative? (Remember to check with adults before you do anything!) Remember to use the hashtag #heddwch2019 and to send photos of what you do to the Urdd, using [heddwch@urdd.org](mailto:heddwch@urdd.org).
4. Write to your Member of Parliament or Assembly Member ‘[Write to Them’](https://www.writetothem.com/) to identify the relevant people.
5. Demand that your voice is heard!