



## Twenty Top Tips to Introduce Rights in Your Community

These ideas have been adapted from Sixty ideas for RRSA starters developed by Peacehaven Community School, East Sussex as part of their work for [UNICEF's Rights Respecting Schools Award](#).

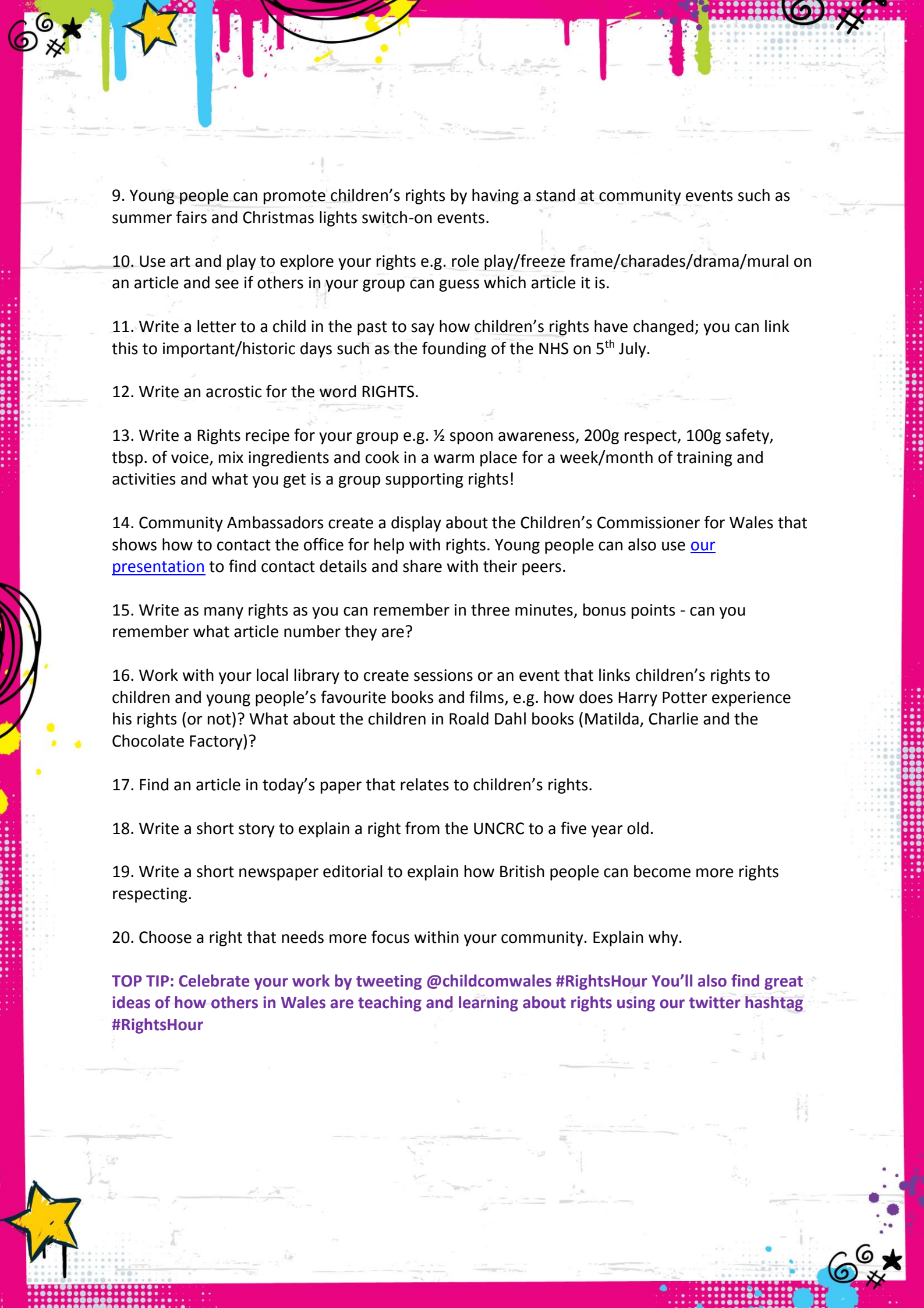
### Key vocabulary:

**Children's Rights** "Things you need to be happy, healthy and safe"

**The United Nations Convention on the Rights of the Child [UNCRC]** "The international document that lays our children's rights"

**Children's Commissioner for Wales** "Sally Holland is the Children's Commissioner for Wales. It's her job to help all children in Wales be happy, healthy and safe"

1. Create a group charter based on rights. A primary in Swansea involved parents, teachers and pupils to decide 10 rights to concentrate on in their charter.
2. Invite young people to do a rights tour of their meeting place or a community building to identify displays that link with rights e.g. Article 12 linked to a youth council or support services; Article 31 linked to activities like sports, arts, music and drama. Then add the rights to displays.
3. Young people can select a right or selection of rights for a month or term and develop an action plan to promote them that could involve working with local sports clubs or museums. Young people can work in pairs or small groups to promote an article that is particularly important to them.
4. Ask young people to consider their birthday right and how they experience it, e.g. if your birthday is on the 3<sup>rd</sup> you can choose Article 3 'all adults should work in your best interests'.
5. Link rights to special days and community events in the year, e.g. World Book Day events offer an opportunity to consider Article 28, the right to an education.
6. Choose an article and think about what already happens in your group or community that supports that article e.g. Article 19 'your right to be safe': registers, police checks for workers, rules to keep us safe e.g. code of conduct.
7. Have a debate to explore rights. Give each team a right. They need to argue that this right is essential. To extend this young people could explain how their right fulfils the guiding principles of the UNCRC [Protection, Development, Participation, Survival]: for a useful poster resource to show the guiding principles download [the UNCRC symbols pack](#).
8. Tell adults about the UNCRC, you can talk to local councillors, community leaders, local groups working with children and young people. Ask them to think about what they already do as duty bearers to support the UNCRC. Are there other things they could do?

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9. Young people can promote children's rights by having a stand at community events such as summer fairs and Christmas lights switch-on events.
  10. Use art and play to explore your rights e.g. role play/freeze frame/charades/drama/mural on an article and see if others in your group can guess which article it is.
  11. Write a letter to a child in the past to say how children's rights have changed; you can link this to important/historic days such as the founding of the NHS on 5<sup>th</sup> July.
  12. Write an acrostic for the word RIGHTS.
  13. Write a Rights recipe for your group e.g. ½ spoon awareness, 200g respect, 100g safety, tbsp. of voice, mix ingredients and cook in a warm place for a week/month of training and activities and what you get is a group supporting rights!
  14. Community Ambassadors create a display about the Children's Commissioner for Wales that shows how to contact the office for help with rights. Young people can also use [our presentation](#) to find contact details and share with their peers.
  15. Write as many rights as you can remember in three minutes, bonus points - can you remember what article number they are?
  16. Work with your local library to create sessions or an event that links children's rights to children and young people's favourite books and films, e.g. how does Harry Potter experience his rights (or not)? What about the children in Roald Dahl books (Matilda, Charlie and the Chocolate Factory)?
  17. Find an article in today's paper that relates to children's rights.
  18. Write a short story to explain a right from the UNCRC to a five year old.
  19. Write a short newspaper editorial to explain how British people can become more rights respecting.
  20. Choose a right that needs more focus within your community. Explain why.

**TOP TIP: Celebrate your work by tweeting @childcomwales #RightsHour You'll also find great ideas of how others in Wales are teaching and learning about rights using our twitter hashtag #RightsHour**