



WORLD CHILDREN'S DAY NOVEMBER 20



Total time

3 x 1 hour lessons

Age range

8-14 years

Listen Up! Exploring a Child's Right to be Heard and Taken Seriously



Note to educators

The below activity pack is designed in three separate parts:

- Part 1: Students explore Active Listening, why it is important and how it links to child rights
- Part 2: Students design a celebration event where they invite adults to listen to their thoughts on climate change
- Part 3: Students present and/or explain their concerns, learnings and solutions about climate change to adults and decide on a positive climate action

This is with the ultimate aim of opening up a constructive and positive dialogue between adults and children on how everyone can collaborate on taking action for climate change. In light of COVID-19 please only invite community members into your school if it is safe to do so.

Part 1: Exploring Active Listening

Learning outcomes

- The learner can identify the ways to be an active listener
- The learner understands why active listening is important for the achievement of child rights & the Global Goals

Key questions

- What is the difference between hearing and listening?
- How can I be an active listener?

Key vocabulary

Empathy, active listening, understanding, body language, hearing, emotions

Resources

Clip from Inside Out – Please note: you may need to adapt this video clip to fit your school setting

Note to Educators

If your students are new to learning about the Global Goals, check out this great short video introduced by Malala Yousafzai: vimeo.com/138852758

You can also find a 30 minute introduction to the Global Goals lesson plan here: cdn.worldslargestlesson.globalgoals.org/2017/07/1_Introducing_30_Lesson_Plan-copy.pdf

Step 1 Talk Partners

10
mins

Start by asking all the students to stand up and start moving around the room. Give some simple instructions like – *raise your right arm*. Repeat with different instructions.

Next, ask students to find a partner somewhere in the room. Decide who will be A and B. A's task is to tell B about themselves for 1 minute. B cannot interrupt or ask questions.

Stop the class. Ask B students to share three things that they learnt about their A partner. Repeat, but switch around so A is now listening and B is talking.

Bring the class back together. Ask students – *How easy did you find it to listen to each other? What made it easy or hard to listen? Could you remember everything your partner said? Were you surprised by how easy/hard it was? Was it easier to listen or be listened to?*

Conclude that this was not a good listening activity. *Why?*

Step 2 Reflecting on Our Ability to Listen

10
mins

Discuss that being a good listener is hard because there are often many different distractions in the way. Allow students some time to self-reflect on their own listening skills. *What is one way you are a good listener? What is one way you could improve?*

Are there any specific jobs where being a good listener is important? Ask students to come up with suggestions of jobs that require good listening skills. *What might happen if these people were bad listeners?*

Draw out that listening is an important skill for **EVERYONE** because it is about being empathetic and understanding other people.

Introduce the key question: *What is the difference between listening and hearing?* Allow for student discussion.

Step 3 Introducing Active Listening

10
mins

Note to Educators: *Change this section for a more culturally appropriate and relevant story or clip from your own school setting.*

Explain to students they are now going to watch a clip from the film *Inside Out* – the clip features three different characters, Bing Bong, Sadness & Joy, just as a truck comes along and destroys Bing Bong's toys.

Explain to students that for the first time they are just going to watch the clip:

www.youtube.com/watch?v=t685WM5R6aM

Then play the clip again and ask students to focus on Joy – *how would you rate her listening skills here?*

Watch a third time. Ask students to focus on Sadness – *what does Sadness do differently to Joy? What has the best results? Which character makes Bing Bong feel better in the end?*

Introduce the concept of **Active Listening** – this is the type of listening that Sadness is doing. It's where someone listens with all of their senses and fully concentrating on what is being said. She is showing kindness to Bing Bong by realising that he is really unhappy and that he has to deal with this emotion right now before he can do anything else.

Step 4 Role Play

15
mins

Explain that **Active Listening** is a skill everyone can learn and can get really good at, you just need to practice!

Review student notes from watching the film clip. *Can they suggest ways in which Sadness demonstrated Active Listening Skills?* Ask for students to feedback different ideas, examples could include:

- Maintain eye contact
- Show you care by focusing on the person and not being distracted e.g *by a phone or another person*
- Have patience to listen
- Say it back – repeat what you hear the person is saying to check a point e.g *“Tell me if this is what you're saying...”*
- Use open questions and avoid asking questions that are just yes or no answers e.g *How are you feeling, why is listening to someone important?*

Ask students to work in partners to re-write/role play how Joy might have behaved differently if she was demonstrating Active Listening skills. Students can use **Appendix 1** as a guide to help them rewrite/rehearse the scene.

Step 5 Linking Active Listening to Child Rights

15
mins

Next, ask students – *why might it be important to employ Active Listening skills when we are trying to solve a problem like Climate Action Global Goal 13?* Allow for student discussion.

Listening can also really help to achieve child rights. Look at the child rights poster in **Appendix 2**. *Which of these children's rights do you think "listening" is important for?* Elicit examples from students of the links between listening and some of the less obvious rights.

Draw attention to Article 12, Respect for Children's Views. This right details how adults should not just listen to children, but they must also take their concerns seriously. *Who should be listening to children and how can they demonstrate this?*

Ask students to note down ideas and keep for the next session.

Set Homework: Ask students to talk to an adult at home about listening. The aim of the conversation is for students to learn and think more about what external factors might make it difficult for adults to listen to children. Possible questions could be: *When is it easiest for you to listen to me? How can I make it easier for you to listen to me? Are there are times of day/week when it is harder/easier to listen for you? When do you feel you have the best conversations?*

Part 2: Designing an Event to Celebrate World Children's Day

Learning Outcomes

- The learner is able to synthesise information and decide what they would like to say to adults
- The learner is able to design an invitation for World Children's Day

Step 1 When is it Easiest to Listen?

5
mins

Ask students to share what answers they came up with from their homework challenge. *Was there anything that surprised them? Were there any common themes e.g adults said it was easiest to listen over the dinner table, in the evening when back from work?*

Ask students to keep their notes as they will be needed later in the lesson.

Step 2 Explaining the World Children's Day Event

5
mins

For World Children's Day this year, explain that students will be inviting a group of adults into their schools. The aim of the event is for students to participate in a positive and productive discussion about climate change, where students can make their thoughts and feelings heard and agree together with adults on a positive climate action for their community.

Step 3 What Do You Want to Say?

20
mins

Ask students to reflect on the climate change learning they have done so far. *What do they feel is something important they have learnt that they would like adults to know?*

Next, students work together to discuss what they are going to discuss with adults at the World Children's Day celebration event. Go through **Appendix 3** with students as an example to guide students.

- 1. Introduction** – Set the scene: what have you been learning about?
- 2. Problem** – What problem have you noticed or discovered when learning about climate change? Can you give an example? What impact is this having on people and/or plants and/or animals?
- 3. Solution** – What positive impact will this have?
- 4. Call to action** – What do you want the adults in the room to do?

After this activity, ask students to articulate what is the most important issue they would like adults to listen to? Once identified, it can help students to keep this in mind so that they are clear on their aim of the event.

Step 4 Designing an Invitation for World Children's Day

20
mins

Remind students, the aim of the event is to have a positive dialogue with adults about climate change, and provide an opportunity for students to express their thoughts and feelings about it. Who might be the best people to invite to the event and who can help children in their positive actions for climate change? *E.g local mayors, business leaders, parents, local community and/or religious leaders.*

What other logistical information do students need to think about to include on their invitation? Once decided, ask students to create their own invitation to send to the adults to invite them to the event **Appendix 4:**

- Dress code
- Location
- Time/date*
- RSVP address

* If possible, try and organise for 20th November World Children's Day! Other possible dates could be Earth Day, World Environment Day or World Ocean's Day.

Share images with students from **Appendix 5** for inspiration and to see what students from around the world have done in previous years to celebrate World Children's Day.

Step 5 Making Productive & Positive Conversations

5
mins

Ask students to review their previous work on active listening. *How can we make sure the conversations are positive and productive?*

Part 3: World Children's Day Event

Learning Outcomes

- The learner can be an effective communicator when discussing climate change with adults
- The learner is able to encourage others to protect our planet
- The learner is able to demonstrate active listening skills

As a celebration of World Children's Day, invite adults to come into school and participate in a discussion around climate change, respecting children's right to be heard and taken seriously.

Note to Educators: The below is a guide for the format of your World Children's Day event. It may need to be adapted to fit your educational setting.

Before the Event

- Review the UNICEF safeguarding guidelines for WCD events [HERE](#)
- Students may want to wear blue as a celebration of World Children's Day
- Students decide between themselves who will meet the adults upon arrival and act as a host for the event

Step 1 Welcome and Introduction to the Day

10
mins

The student host(s) welcomes adults, explains the format and aim of the day. Explain that today is a celebration of Child Rights and especially the right to be heard and taken seriously.

Students may want to start the event by watching a short video about Child Rights.

Examples below or search for videos from your country UNICEF office on YouTube for further examples.

- You Have the Right to be Heard and Taken Seriously as a Child www.youtube.com/watch?v=MBqpQKSfc2s
- UNICEF – For Every Child, Every Right www.youtube.com/watch?v=KCWaBrEaLRY
- UNICEF – Just a Kid www.youtube.com/watch?v=y4udqAY2Bqc&t=1s

Step 2 Positive Climate Change Conversations

20
mins

Students separate into smaller working groups with the adults in the room. Nominate a student to chair the conversation who explains the need for Active Listening skills to be employed, so that the conversation is positive and constructive.

Take it in turns for each student in the group to present their thoughts and feelings about climate change, using **Appendix 3** from the previous lesson to guide them. Allow for the adults in each group to respond to what they have heard.

Step 3 Turning to Action

15
mins

Student chair to guide the conversations to action. Now that adults have had the opportunity to listen to students thoughts and feelings about climate change, *what action can both students and adults do together?* Students to share some of the ideas they have already had.

Step 4 Group Actions

15
mins

Students and adults come together as a whole. Ask the student host(s) to invite each of the student chairs to summarise what their groups discussed and what actions they decided on together. Set a date to receive the actions for Global Goal 13 Climate Action.

Student host to thank adults for attending the event. Bring everyone together to celebrate the event with a group photo!

Step 5 Reflecting on World Children's Day

10
mins

After the event itself, provide time for students to reflect on how it went. *What did students learn? How did it make them feel to be listened to by the adults in the room? What else can be done to ensure that Article 12 of the Convention on the Rights of the Child (respect for children's views) is properly implemented?*

Share Your World Children's Day with us!

Tell us about the climate conversations your students had with adults as a celebration of World Children's Day.

Share photos with us [@TheWorldsLesson](#) & [@UNICEF](#) with [#WorldChildrensDay](#)



Bing Bong: Noooooooooooo!!!! No...Noo... Noo....nooo you can't take my rockets to the dump! Riley and I are going to the moon.



Bing Bong: Riley can't be done with me...



Joy: Hey it's going to be ok. We can fix this. We just need to get back to headquarters. Which way to the train station?



Bing Bong: I had a whole trip planned for us.



Joy: Hey.. whose ticklish huh? Here comes the tickle monster...Hey Bing Bong look at this.. blabalkanfjgnsdfkngf!!



Joy: Oh here's a fun game. You point to the train station and we all go there. Won't that be fun? Come on let's go to the train station.



Sadness: I'm sorry they took your rocket. They took something that you loved and now it's gone. Forever.



Joy: Sadness, don't make him feel worse!



Sadness: Sorry!



Bing Bong: It's all I had left of Riley.



Sadness: I bet you and Riley had great adventures



Bing Bong: Oh! They were wonderful. Once we flew back in time. We had breakfast twice that day.



Joy: Sadness!!



Sadness: It sounds amazing. I bet Riley liked it.



Bing Bong: Oh she did. We were best friends..



Sadness: Yeah. It's sad.



Bing Bong cries and hugs **Sadness**.



Joy sighs.



Bing Bong: I'm ok now. Come on. The train station is this way.

Appendix 2 Child Rights Icons Poster

 <p>1</p> <p>DEFINITION OF A CHILD</p>	 <p>2</p> <p>NO DISCRIMINATION</p>	 <p>3</p> <p>BEST INTERESTS OF THE CHILD</p>	 <p>4</p> <p>MAKING RIGHTS REAL</p>	 <p>5</p> <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6</p> <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7</p> <p>NAME AND NATIONALITY</p>
 <p>8</p> <p>IDENTITY</p>	 <p>9</p> <p>KEEPING FAMILIES TOGETHER</p>	 <p>10</p> <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11</p> <p>PROTECTION FROM KIDNAPPING</p>	 <p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13</p> <p>SHARING THOUGHTS FREELY</p>	 <p>14</p> <p>FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15</p> <p>SETTING UP OR JOINING GROUPS</p>	 <p>16</p> <p>PROTECTION OF PRIVACY</p>	 <p>17</p> <p>ACCESS TO INFORMATION</p>	 <p>18</p> <p>RESPONSIBILITY OF PARENTS</p>	 <p>19</p> <p>PROTECTION FROM VIOLENCE</p>	 <p>20</p> <p>CHILDREN WITHOUT FAMILIES</p>	 <p>21</p> <p>CHILDREN WHO ARE ADOPTED</p>
 <p>22</p> <p>REFUGEE CHILDREN</p>	 <p>23</p> <p>CHILDREN WITH DISABILITIES</p>	 <p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25</p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26</p> <p>SOCIAL AND ECONOMIC HELP</p>	 <p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	 <p>28</p> <p>ACCESS TO EDUCATION</p>
 <p>29</p> <p>AIMS OF EDUCATION</p>	 <p>30</p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p>32</p> <p>PROTECTION FROM HARMFUL WORK</p>	 <p>33</p> <p>PROTECTION FROM HARMFUL DRUGS</p>	 <p>34</p> <p>PROTECTION FROM SEXUAL ABUSE</p>	 <p>35</p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36</p> <p>PROTECTION FROM EXPLOITATION</p>	 <p>37</p> <p>CHILDREN IN DETENTION</p>	 <p>38</p> <p>PROTECTION IN WAR</p>	 <p>39</p> <p>RECOVERY AND REINTEGRATION</p>	 <p>40</p> <p>CHILDREN WHO BREAK THE LAW</p>	 <p>41</p> <p>BEST LAW FOR CHILDREN APPLIES</p>	 <p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

Appendix 2 Child Rights Icons Poster

<p>A child is any person under the age of 18. 1</p>	<p>All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason. 2</p>	<p>When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job. 3</p>	<p>Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention. 4</p>	<p>Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need. 5</p>	<p>Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way. 6</p>	<p>Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them. 7</p>
<p>Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back. 8</p>	<p>Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child. 9</p>	<p>If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together. 10</p>	<p>Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree. 11</p>	<p>Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously. 12</p>	<p>Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people. 13</p>	<p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right. 14</p>
<p>Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people. 15</p>	<p>Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack. 16</p>	<p>Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand. 17</p>	<p>Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child. 18</p>	<p>Governments must protect children from violence, abuse and being neglected by anyone who looks after them. 19</p>	<p>Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life. 20</p>	<p>When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country. 21</p>
<p>Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country. 22</p>	<p>Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community. 23</p>	<p>Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy. 24</p>	<p>Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be. 25</p>	<p>Governments should provide money or other support to help children from poor families. 26</p>	<p>Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this. 27</p>	<p>Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence. 28</p>
<p>Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment. 29</p>	<p>Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live. 30</p>	<p>Every child has the right to rest, relax, play and to take part in cultural and creative activities. 31</p>	<p>Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly. 32</p>	<p>Governments must protect children from taking, making, carrying or selling harmful drugs. 33</p>	<p>The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them. 34</p>	<p>Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of). 35</p>
<p>Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention. 36</p>	<p>Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family. 37</p>	<p>Children have the right to be protected during war. No child under 15 can join the army or take part in war. 38</p>	<p>Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity. 39</p>	<p>Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice. 40</p>	<p>If the laws of a country protect children's rights better than this Convention, then those laws should be used. 41</p>	<p>Governments should actively tell children and adults about this Convention so that everyone knows about children's rights. 42</p>

These articles explain how governments, the United Nations – including the Committee on the Rights of Child and UNICEF – and other organisations work to make sure all children enjoy all their rights. **43-54**



THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN'S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.



Appendix 3 Student Activity Sheet for World Children's Day

<p>1. Introduction – set the scene, what have you been learning about?</p>	
<p>2. Problem –What problem have you noticed or discovered when learning about climate change? Can you give an example? What impact is this having on people and/or plants and/or animals?</p>	
<p>3. Solution - What positive impact will this have?</p>	
<p>4. Call to action – What do you want the adults in the room to do?</p>	

You're invited to



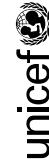
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WORLD CHILDREN'S DAY NOVEMBER 20



Appendix 5 Images from World Children’s Day Celebrations Around the World



Salote, Stella Maris Primary School Deputy Head Girl, closes the World Children’s Day “kids takeover” assembly in Suva, Fiji.



Nawraj, a child parliamentarian speaking on World Children’s Day.



Youth advocate Dante, 11, addresses a global summit at United Nations Headquarters in New York on 20 November 2019, joining children and young people the world over in demanding action to protect and promote child rights. Dante, from Chile, has shown an interest, since the age of four, in the many insects and small animals he encountered during his long hikes with his father Tomás in the vast Chilean national parks and the Andean mountain range. Following his motto ‘In order to care for nature, we must know and learn about it’, he raises awareness among children about the importance of protecting biodiversity and the direct threat climate change poses to their habitats.

“I come from the tea gardens of Darjeeling. My father is the sole bread earner and he makes around Rs. 100/- per day. It is very difficult to manage the daily needs of the family. My mother has suffered from tuberculosis for the last 6 years. She has been in the hospital since then so I have to look after my sister and my studies too. I was introduced to an NGO called Anugalya who run the Children’s Parliament program. After joining my capacity of thinking increased and my thought process changed and I convinced myself to work for other children. Through my work I collected money for a child’s cancer treatment. Now I am elected as the Finance Minister of the regional children’s parliament. I want a happy, safe and healthy life for all children in India.”



For World Children’s Day, young reporters took control of Radio Côte d’Ivoire in Abidjan. They participated in the journalist’s writing conference where they made suggestions for the sake of the child and went live from the radio to get a message across.