

# Making Children's Rights Real

Learning Activities and Actions on  
Children's Rights for Transition Year  
and Senior Cycle



ombudsman  
do leanaí  
for children



Children Now, Rights Now



Centre for  
Human Rights  
and  
Citizenship  
Education  
DCU Institute of Education

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## Dear Principal and Teacher,

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As Ombudsman for Children, one of my roles is to promote awareness of children's rights, including among children and young people and including the UN Convention on the Rights of the Child.

The Making Children's Rights Real materials aim to assist you to explore children's rights with your students in the context of curriculum teaching and learning. The materials have been developed by an experienced team of educationalists at the Centre for Human Rights and Citizenship Education, Dublin City University. I would like to thank Professor Fionnuala Waldron, Brian Ruane, Dr Benjamin Mallon, Rowan Oberman and Dr Seline Keating for their work to devise the materials.

People sometimes ask us where children's rights are defined. Two key reference points are the Constitution, which is the primary legal instrument in Ireland, and the UN Convention on the Rights of the Child (UNCRC), which is a set of internationally agreed human rights standards.

Ireland ratified the UNCRC in 1992. By doing so, Ireland made a commitment under international law to respect, protect and fulfil the rights of children set out in Convention, without discrimination. 2017 is the 25th anniversary of this important commitment by the State to work towards making children's rights under the UNCRC a reality in the daily lives of children and young people living in Ireland.

In 2016, we undertook a consultation called Tune In, which sought children and young people's views on how they would like the OCO to go about raising awareness of children's rights among children and young people into the future. School was most frequently identified as the place where children and young people want to get information about children's rights. Teachers, together with parents/guardians, were most frequently identified as the people children and young people trust and are happy to receive information about children's rights from.

In light of these results and in the context of this important 25th anniversary year, I am delighted that we can make the Making Children's Rights Real suite of materials available to schools. I hope the materials will support your work and that you and your students will find the materials educational and enjoyable.

The materials include an important focus on supporting children and young people to implement an action for children's rights (see Activity 3). We would be delighted if you could tell us about any action you take by emailing us at [education@oco.ie](mailto:education@oco.ie) or by linking in with us on Twitter (@OCO\_ireland), Facebook (@OCOireland) or Instagram (@ombudsmanforchildren).

Many thanks,



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### Niall Muldoon

Ombudsman for Children  
2017



# How to use these Materials: Information for Teachers

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## Introduction to these materials

These materials have been developed for the Ombudsman for Children's Office (OCO) by the Centre for Human Rights and Citizenship Education, Dublin City University, to support Transition Year and Senior Cycle students (young people approximately 16-18 years old) to explore and take action in relation to children's rights.

## Activities

This resource includes three activities:

- **Activity 1 – A Web of Rights**  
This activity supports young people to explore connections between different rights that children and young people have under the United Nations Convention on the Rights of the Child (UNCRC).
- **Activity 2 – Children's Rights for All?**  
This activity uses a moving debate to facilitate young people to explore their own and others' perspectives on children's rights as well the extent to which progress has been made to realise children's rights under the UNCRC in Ireland.
- **Activity 3 – Action! A Children's Rights Debate**  
This activity focuses on supporting young people to organise and participate in a whole school debate on children's rights.

## Accompanying resources and materials

The **resources** developed for use during the activities can be found at the end of this pack and are numbered to assist identification. A **slideshow** of symbols representing children's rights under the UNCRC and a **poster** of the UNCRC are available on the OCO's website to further support your work with the young people. The OCO's website also provides a **Support File for Teachers**, which contains supplementary information, including a number of fact files, a glossary of terms relevant to children's rights, and links to several websites, which offer additional information that might inform your work to develop classroom and whole school approaches to children's rights education.

## Educational Principles and Approach

There are five sets of materials belonging to Making Children's Rights Real, each of which is focused on a particular age group of children and young people. The materials have been developed using a spiralled approach to educational planning. While the activities have been developed for specific age groups and can be used as standalone activities or run across a number of lessons, there are a number of key principles which underpin all of the materials. These principles include the importance of raising children and young people's awareness and understanding of their rights; affording children and young people opportunities to express their views and to take part in decision-making; and supporting children and young people to take age-appropriate action to influence and effect change.

## Links to the Curriculum

These materials will support your work to deliver several elements of the curriculum, including Civic, Social and Political Education within Transition Year and Strand 2 (Active Citizenship) and Strand 3 (Human Rights and Responsibilities) of Politics and Society within Senior Cycle.

## Activity 1: A Web of Rights

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### Purpose:

- To support young people to explore the connections between different rights that children and young people have under the UN Convention on the Rights of the Child (UNCRC) and, with that, the idea that rights are indivisible

### Guiding questions:

- How are different children's rights under the UNCRC connected?

### Learning outcomes:

Today we will learn about:

- connections between different children's rights under the UNCRC and the idea that rights are indivisible

### What you need:

- OCO's video about the UN Convention on the Rights of the Child (available at [vimeo.com/203109950](https://vimeo.com/203109950))
- Images of children's rights under the UNCRC (Resource 1) - one copy per group of four students
- Scissors – one pair for each group of four students
- A ball of string

#### For extending the activity:

- Summary of the UNCRC (Resource 2) - one copy per group of four students

## Steps

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### Start by: A Diamond Ranking of Children's Rights

1. Show your students the OCO's video about the UNCRC ([vimeo.com/203109950](https://vimeo.com/203109950)).
2. Organise the young people into groups of four, and provide each group with a copy of the Images of Children's Rights under the UNCRC (Resource 1). Ask each group to cut out the images. Then ask each group to organise the different rights the images represent into a diamond shape. At the top of the diamond should be the rights that the group thinks are most important. At the bottom of the diamond should be the rights that the group thinks are less important. Give each group ten minutes to complete the task.
3. Invite feedback, asking each group to explain why they placed particular rights in particular places in the diamond shape. Include a focus on any comments/ suggestions they make, which involve making connections between different rights or highlighting any challenges they had with placing the rights in a hierarchy.

Questions to support discussion could include:

- Did you find the activity difficult? Why/why not?
- Which articles did you position at the top? Why?
- Which articles did you position at the bottom? Why?
- Was there any disagreement in your groups? Over which rights and why?
- Did you connect any of the rights in any way? If so, which rights and why?

### **Develop by: A Rights Connecting Challenge**

4. Ask the students to get into pairs. Allocate one right to each pair. Ask the pairs to stand in a circle and to hold up the image associated with the right they have.
5. Give one pair the ball of string and ask them to read out their right to the rest of the group.
6. Invite the other pairs to suggest if this first right connects to any of the other rights.
7. Once a proposed connection is agreed by the group, ask one member of the first pair that has the string to hold the end of the string and the other member of the pair to walk across the circle and hand the ball of string to the pair that is holding the right that the connection has been made with.
8. Ask the second pair to read out their right and facilitate the group to agree on a connection between this right and a third right. Repeat step 7.
9. Repeat the task until a web is formed with the string, challenging the class to make connections between as many different rights as possible.

### **Finish by: A group discussion**

10. Based on the web the young people have created, invite them to discuss the idea the human rights, including children's rights, are indivisible.
11. Ask the young people to reflect on the questions 'What have we learned?' and 'What would we like to learn more about?'

### **Suggestion for adapting the activity:**

If it is not practical for you to facilitate the students to create a web of rights using the ball of string, you could arrange the images of children's rights – or the words associated with each image – in a circle on a flipchart / large piece of paper that the whole class can see. You could then invite the class to discuss and agree on connections between different rights and draw lines between the rights on the flipchart/piece of paper to represent the connections they have made.

### **Suggestion for extending the activity:**

You could invite the students to work in their groups of four to make connections between the different images of children's rights they have (Resource 1) and different articles under the UN Convention on the Rights of the Child (Resource 2). You could then ask the students to compare/contrast the connections they have made with those made by the OCO on the It's Your Right website ([www.itsyourright.ie](http://www.itsyourright.ie)).

## Activity 2: Children's Rights for All?

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### Purpose:

- To support young people to consider the extent to which progress has been made to realise children's rights under the UNCRC in Ireland
- To provide an opportunity for young people to engage with different perspectives and how different perspectives can influence how children's rights are understood

### Guiding questions:

- To what extent are children's rights under the UNCRC being respected, protected and fulfilled in Ireland?

### Learning outcomes:

Today we will learn about:

- different perspectives on the extent to which children's rights under the UNCRC are being respected, protected and fulfilled in Ireland
- who is responsible or has a role to play in making sure children's rights are realised for children and young people in Ireland

### What you need:

- Article 42, UNCRC (Resource 3)
- Walking Debate on Children's Rights - Statements (Resource 4)
- One copy of the Agree/Disagree signs (Resource 5)

#### For extending the activity:

- One enlarged copy of the Concepts associated with Children's Rights sheet (Resource 6)

## Steps

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### Start by: Exploring what young people know about children's rights

1. Facilitate a quick Think, Pair, Share exercise:
  - a) **Think** - Ask the young people to take a couple of minutes to reflect individually on the following questions:
    - What do you already know about children's rights?
    - Where did you get this knowledge from?
  - b) **Pair** - Ask the young people to get into pairs and to discuss what they currently know about children's rights and the sources of this knowledge with each other.
  - c) **Share** – Invite each pair to share feedback on their discussion with the rest of the class.

2. Share the text of Article 42 of the UNCRC (Resource 3) with the young people. As necessary, clarify that Article 42 means that States/countries (like Ireland) that ratify the UNCRC undertake to make children and adults alike aware of the UNCRC and the rights that children have under the Convention.
3. Support the young people to briefly discuss who they think has a role or should play a role in raising awareness of children's rights under the UNCRC among children and young people.

## Develop by: Having a walking debate

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4. Make space within the classroom. Label the left side of the classroom 'Agree' and the right side 'Disagree'. Ask the young people to stand midway between these sides.
5. Read out the first statement on the Walking Debate on Children's Rights sheet (Resource 4). Ask the young people to think about the statement and then to move to a point on the continuum between agree and disagree, which best represents what they think about the statement. For example, if they strongly agree with the statement, they should move to the far left of the classroom. If they are unsure, they might stand towards the midpoint between agree / disagree. When each of the young people has taken up a position, invite some of the young people to share their views and explain why they have chosen to stand in that position.
6. Once these ideas have been shared, invite all the young people to adjust their position if they wish in light of the arguments they have heard. Once the young people have had a chance to change their position if they wish, ask a number of those who changed position to explain why.
7. Repeat this walking debate for at least three other statements from the Walking Debate on Children's Rights sheet.
8. Ask the young people to return to their seats and invite them to share their reflections on the debate, in particular why their perspectives might have changed.
9. Building on the debate, invite the young people to share their views on the extent to which they think the rights of children and young people under 18 in Ireland are being respected, protected and fulfilled. If you wish, you might like to:
  - Support your students to visit the OCO's It's Your Right website ([www.itsyourright.ie](http://www.itsyourright.ie)), where they will find statistics and other information that could inform their discussion.
  - Introduce or conclude this discussion by showing your students the video 'Promise', which the OCO made with young people under 18 and which highlights participating young people's concerns. The video is available at [www.oco.ie/2017/09/oco-celebrates-25-years-since-ireland-ratified-the-un-convention-on-the-rights-of-the-child/](http://www.oco.ie/2017/09/oco-celebrates-25-years-since-ireland-ratified-the-un-convention-on-the-rights-of-the-child/).

## Finish by: Discussing roles and responsibilities in relation to children's rights

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10. Working with some of the images of children's rights under the UNCRC (Resource 1), lead a class discussion about who is responsible for or has a role to play in respecting, protecting and fulfilling children's rights in Ireland. In relation to each right selected, ask the young people to think about individuals, professions, organisations, etc and to give reasons for their suggestions. In conclusion to the discussion, clarify to the young people that under the UNCRC:
  - o the State is identified as the primary duty bearer for respecting, protecting and fulfilling children's rights under the UNCRC (Article 4) (you might ask for and/or give examples of State actors – the Oireachtas, the Government, the courts, Government departments and State agencies, etc.)
  - o Parents/guardians are identified as secondary duty bearers as regards guiding and supporting their child/children to exercise their rights, in accordance with their developing capacities.
11. Ask the young people to reflect on the questions 'What have we learned?' and 'What would we like to learn more about?'

### Suggestions for adapting the activity:

- o If you have limited space available to facilitate a walking debate, label the left and right hand sides of a wall 'Agree' and 'Disagree' respectively. After you read out each statement, ask the young people to stick a post-it note with their name on it on a point on the wall that represents their position. When all the young people return to their seats, you can facilitate a discussion about the positions they have taken on the wall.
- o As the young people become more experienced with the walking debate, you can challenge the group. Once they have chosen their individual positions, ask them to move to the opposite end of the continuum and to defend that position. A sentence starter might help the young people to differentiate between their personal perspectives and any alternative perspective - for example, "Some people might think that ..."
- o If you think that the young people may be reluctant to share reasons for their views with the whole group, you could ask them to share their views in pairs or small groups. For example, depending on the spread of perspectives across the agree/disagree continuum in relation to a particular statement, you could ask each young person to link in with another young person who has taken up a different position to their own. They can then speak together in pairs about the positions they hold and each young person in each pair can then decide if their position/views have changed in light of the conversation they have had with each other.

### Suggestions for extending the activity:

Share the Key Concepts of Children's Rights sheet (Resource 6) with the young people. Support them to familiarise themselves with the three concepts, as they relate to human rights, including children's rights. Invite the young people to work together in pairs, small groups or as a whole class to explore whether and, if so, how each of the concepts are connected to the statements covered in their walking debate.

## Activity 3: Action! A Children's Rights Debate

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### Purpose:

- To hold a whole school debate that supports young people to develop their skills in research, critical thinking, debating and event planning as well as to raise awareness of children's rights among others

### Guiding questions:

- What do we need to do to prepare and present a strong argument?
- How can we have a debate that engages and includes our audience?

### Learning outcomes:

Through this action, we will:

- consider how a debate can be structured and delivered effectively
- take on different roles and collaborate to organise a whole school event (the debate)

### What you need:

- Children's Rights Debate - Role Descriptions (Resource 7)
- Children's Rights Debate – Possible Motions (Resource 8)
- Children's Rights Debate - Judging Guide (Resource 9)
- Stopwatch
- Materials to publicise the debate

## Steps

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### Start by: Modelling a Debate

1. Model the proposed debate with your students by:
  - Organising the classroom for a debate – for example, position two tables, each with two chairs, opposite each other at the front of the classroom.
  - Introducing and explaining the different roles that people can play in a debate (see Resource 7 and Resource 9):
    - chairperson
    - timekeeper
    - researchers for each debating team
    - debaters for each debating team
    - judges
    - audience

- Introducing a format for the debate:
  - The chairperson provides the teams with a motion.
  - The researchers for each debating team do research on the motion.
  - The debaters on each debating team use the research done to develop their respective arguments for/against the motion.
  - The chairperson calls debaters from each team to begin and explains the pattern of speaking – for example, one speaker from Team A, followed by one from Team B, followed by one speaker from Team A, followed by the remaining speaker from Team B.
  - The timekeeper monitors the timing, allowing, for example, two minutes per speaker.
  - The judges and/or the audience decide which team presented the most compelling argument.
- 2. If you wish, and as necessary, run a short mock debate to further familiarise your students with the debate structure.

### Develop by: Preparing for the Debate

3. Explain to the class that they will be responsible for organising a whole school debate on children's rights.
4. Using Resource 7, support each young person to take on a role they are comfortable with for the whole school debate.
5. Once a date for the debate has been set, support each member of the class to fulfil their role. In this regard, you might like to give the young people some further suggestions in relation to their respective roles – for example:
  - **Chairpersons (2 young people):** Ask these young people to develop a motion related to children's rights for the debate they will be co-chairing. Alternatively, they might like to choose a motion from the Children's Rights Debate Cards (Resource 8). They should provide their motion to the researchers and the debaters for the debate, clarifying that Team A will speak for the motion and Team B will be speak against the motion. The chairpersons will co-chair the debate on the day and invite the audience to contribute their views on the motion when the formal debate is finished.
  - **Timekeepers (2 young people):** Ask these young people to draw up a list of rules for the debate. On the day, they will measure the time allowed for each speaker and inform debaters when their time is finished.
  - **Media Officers (4 young people):** Ask these young people to prepare information to invite members of the school community (principal, teachers, other students, parents/guardians) to attend the debate. They should think about what information they need to communicate and how best to communicate it to the different groups within their overall audience. They also need to think about how they will go about preparing a short media report to be shared after the debate is over – Who is the audience for their media report? What format will their report take? How long should it be? What information will it include?
  - **Judges (2 young people):** Ask these young people to develop a list of criteria for judging the debate. Alternatively, they can use/adapt the Children's Rights Debate: Judging Guide (Resource 9). On the day, these young people will listen to and judge the quality of the arguments made by each team in the debate.

- **Researchers (6 young people, 3 per team):** Ask these young people to research the motion, focusing in particular on identifying information that could support or undermine their respective sides of the motion. Depending on the motion, the OCO's It's Your Right website ([www.itsyourright.ie](http://www.itsyourright.ie)) may be a useful starting point for this research. Each research team should provide the debating team they are supporting with the results of their research.
- **Debaters (4 young people, 2 per team):** Using the results of the research, each member of each debate team needs to prepare their individual arguments and corresponding speaking points. Encourage the speakers in each team to make sure they don't repeat the same material: each speaker on each team should have different things to say during the debate.

### Finish by: Holding a whole school debate on children's rights

6. Hold the whole school debate. At the end of the formal debate and once the judges have announced the result of the debate, the chairpersons should invite members of the audience to ask questions and to express their views on the motion that has been debated. The judges should then facilitate the audience to vote for/against the motion, using a show of hands.
7. Once the event is over, facilitate your students to review it and to identify key learning points.

### Suggestions for adapting the activity:

- There are several ways in which you and your students can adapt the format of the debate. For example, you could include opportunities for rebuttal, where each team is given a fixed amount of additional time to rebut the arguments they have heard from the opposing team.
- If it is not possible to organise a whole school debate, you could facilitate your students to organise mini debates within class.

### Suggestions for extending the activity:

Support the young people to examine where the kinds of skills they have been using for the debate might be used to progress children's rights in different ways in real life – for example:

- the Government and the opposition debating proposed legislation relating to a particular children's rights issue (e.g. health, education, child protection) in the Dáil
- members of a local council debating how to address a particular issue affecting children at local level
- a court case, which needs to consider the rights of a child or a particular group of children
- researchers for a current affairs programme needing to undertake research for a piece on children's rights
- a journalist preparing an article or an opinion piece on an issue relating to children's rights
- a researcher or research team conducting research to get a deeper understanding of a particular issue affecting children
- a children's organisation holding a conference on children's rights.

# Resource 1: Images of children's rights under the UNCRC



## Resource 2: Summary of the UN Convention on the Rights of the Child (by UNICEF)

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### Article 1

Everyone under 18 has these rights.

### Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

### Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

### Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

### Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

### Article 6

You have the right to be alive.

### Article 7

You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

### Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

### Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

### Article 10

If you live in a different country than your parents do, you have the right to be together in the same place

### Article 11

You have the right to be protected from kidnapping.

### Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

### Article 13

You have the right to express yourself freely and share what you think, unless it harms or offends other people.

### Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

### Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

### Article 16

You have the right to privacy.

### Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

### Article 18

You have the right to be raised by your parent(s) if possible.

### Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

### Article 20

You have the right to special care and help if you cannot live with your parents

### Article 21

You have the right to care and protection if you were adopted or are in foster care.

**Article 22**

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

**Article 23**

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

**Article 24**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 25**

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

**Article 26**

You have the right to help from the government if you are poor or in need.

**Article 27**

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

**Article 28**

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**

You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

**Article 31**

You have the right to play and rest.

**Article 32**

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

**Article 33**

You have the right to protection from harmful drugs and from the drug trade.

**Article 34**

You have the right to be free from sexual abuse.

**Article 35**

No one is allowed to kidnap or sell you.

**Article 36**

You have the right to protection from any kind of exploitation (being taken advantage of)

**Article 37**

No one is allowed to punish you in a cruel or harmful way.

**Article 38**

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

**Article 39**

You have the right to help if you've been hurt, neglected or badly treated.

**Article 40**

You have the right to legal help and fair treatment in the justice system that respects your rights.

**Article 41**

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

**Article 42**

You have the right to know your rights. Adults should know about these rights and help you learn about them, too.

**Articles 43 to 54**

These articles explain how States can work to ensure children's rights are protected.

**Resource 3: Article 42, UNCRC**

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“

**Article 42**  
**of the UN Convention on**  
**the Rights of the Child**  
States Parties undertake  
to make the principles  
and provisions of the  
Convention widely known,  
by appropriate and active  
means, to adults and  
children alike.

”



## **Resource 4: Walking Debate on Children's Rights: Statements**

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- 1.** Children's rights are enjoyed equally by every child and young person under 18 years old living in Ireland.
- 2.** Children's rights are not important to anyone over the age of 18.
- 3.** There are situations where it is acceptable for children and young people to be denied their rights.
- 4.** Failing to realise one right of children can have a big impact on whether they can enjoy their other rights.
- 5.** We should make sure the rights of all children and young people living in Ireland are realised before we consider the rights of children and young people in other countries.
- 6.** The right to be heard is meaningless if you can't vote in elections.
- 7.** Businesses don't need to think about children's rights.
- 8.** It's up to children's parents/guardians to make sure children's rights are realised.



**Agree**

**Disagree**



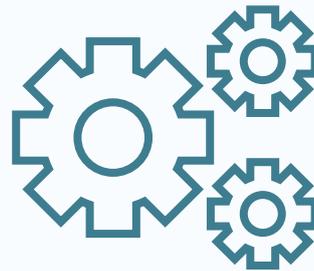
## Resource 6: Concepts associated with Children's Rights

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### **Universal**

Children's rights are for all children and young people everywhere.



### **Indivisible**

Children's rights cannot be separated from each other.



### **Inalienable**

Children's rights cannot be given or taken away.

## Resource 7: Children's Rights Debate: Roles

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Roles	Responsibilities
Chairperson	Decides on the motion to be debated. Introduces the motion and the members of each debating team. Invites the audience to ask questions and voice opinions following the formal debate.
Timekeeper	Draws up a list of rules for the debate, including the amount of time that each speaker will have to speak. Monitors the time given to each speaker to ensure that each speaker gets equal speaking time. Informs each speaker when their time is up.
Media Officer	Designs and disseminates information to invite people to attend the debate. Writes up and shares a report on the event.
Judge	Draws up the list of criteria for judging the debate. Listens to the debate and judges the quality of arguments made by both teams.
Researcher	Researches the topic for debate and presents the results of the research to the debater.
Debater	Prepares the argument and corresponding speaking points. Presents the argument within the allotted time during the debate.



## **Resource 8: Children's Rights Debate: Possible Motions**

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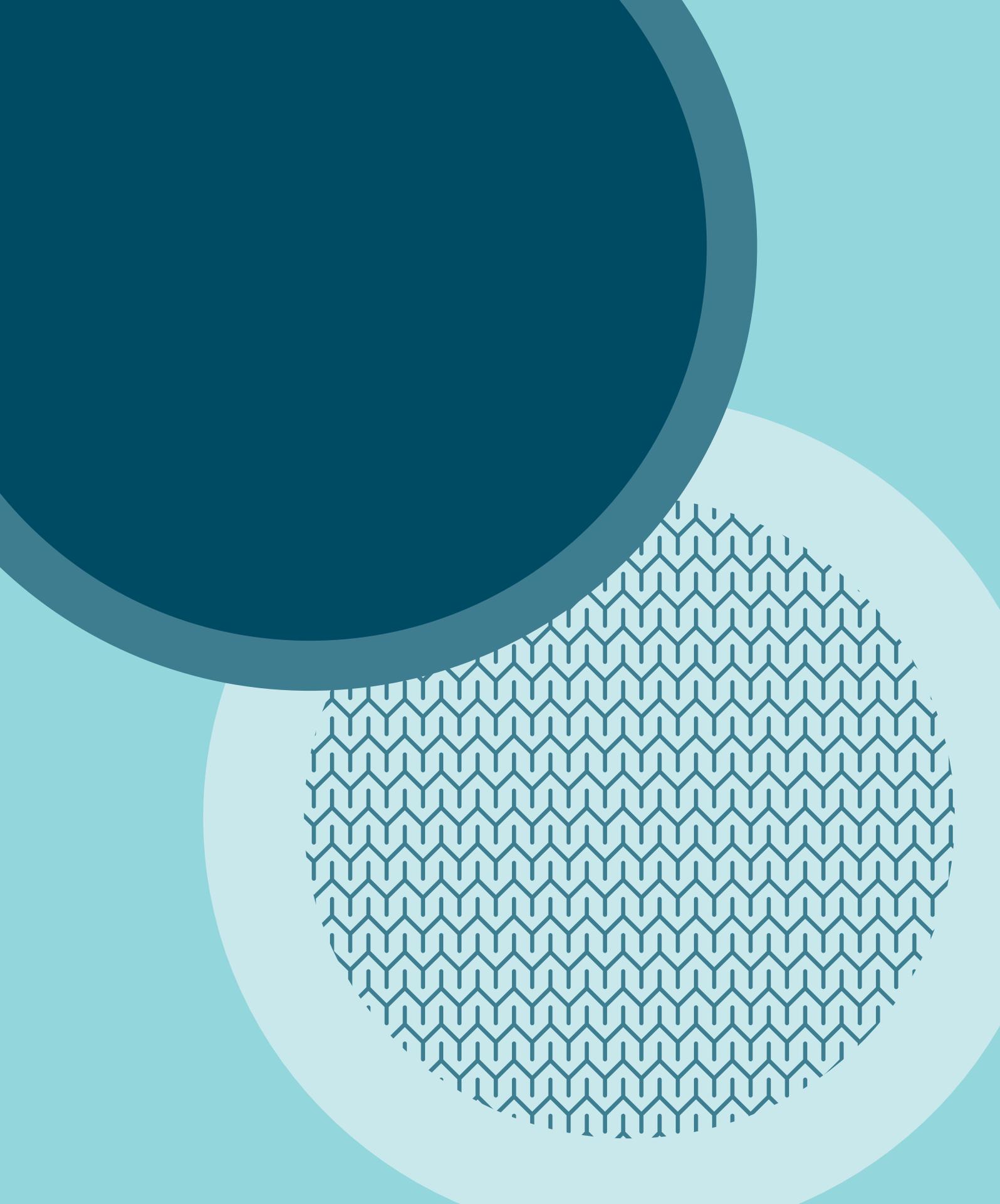
- The right to education is the most important right that children and young people have under the UN Convention on the Rights of the Child.
- Children living in Ireland experience their rights in practice in their everyday lives.
- The power to realise children's rights for children and young people living in Ireland rests with the Government.
- In Ireland, children's views are heard, respected and taken into account when decisions are being made that affect them.
- Realising children's rights in the online environment is currently the most difficult challenge for progressing children's rights in Ireland.

## Resource 9: Children's Rights Debate: Judging Guide

Debate Motion: \_\_\_\_\_

The team for the motion display this ... (circle one number per row)	A little (1pt)	Some (2pts)	A lot (3pts)	Total
Explicit references children's rights	1	2	3	
A well-structured, clear argument	1	2	3	
A persuasive argument	1	2	3	
Evidence of research	1	2	3	
Relevant examples	1	2	3	
<b>Sub-Total:</b>				/15

The team against the motion display this ... (circle one number per row)	A little (1pt)	Some (2pts)	A lot (3pts)	Total
Explicit references children's rights	1	2	3	
A well-structured, clear argument	1	2	3	
A persuasive argument	1	2	3	
Evidence of research	1	2	3	
Relevant examples	1	2	3	
<b>Sub-Total:</b>				/15



**ombudsman  
do leanaí  
for children**



Children Now, Rights Now

