

Act your Rights



ombudsman
do leanaí
for children



Children Now, Rights Now



ABBey
THEATRE
ANRAGCLANN NA MAINSTREACH

Welcome to *Act YOUR Rights* by Dr Niall Muldoon



As Ombudsman for Children, one of my roles is to promote awareness of children's rights including among children and young people. I am delighted that this office has been able to collaborate with the Abbey Theatre on this ground breaking online resource *Act Your Rights*.

This resource offers a unique and creative way to begin rights conversations with primary students from 4th-6th class. I hope it will assist you as an educator to help make your students aware of the UN Convention on the Rights of the Child but also to explore how rights are reflected in their own lives and the lives of other children living in Ireland.

As you know, realising rights is a journey, and while we should rightly recognise achievements since ratification of the UNCRC 25 years ago, we also need to acknowledge that the rights of many children and young people living in Ireland are not being fully protected or realised.

This resource provides a valuable and timely reminder that we all have a responsibility, individually and collectively, for the realisation of the rights of all children living in Ireland. As Ombudsman for Children, I seek to hear children's voices every day. If we can succeed in creating a society where every child has their voice heard and listened to, where every young person is fully considered in decisions affecting them and where no child is discriminated against for any reason, we will transform their world.

President Higgins, in an address to young people to mark the 25th Anniversary of the ratification of the UNCRC called on them as the 'future rights enforcers' to use their 'energy, ideals, creativity and courage' towards creating a 'better version of ourselves'.

We hope that you enjoy this resource together with your students and that it provides an opportunity for reflection and discussion but also that it inspires activity and is a 'call to action' to work collectively to progress children's rights for all the children of Ireland.

Niall Muldoon
Ombudsman for Children
2017

How to use the Act YOUR Rights Materials

Introduction	3
Principles and Approach	4
Overview of Content	5
Guidance for Teachers (including comments and tips from Teachers)	6
'Make an Act your Right drama' <i>optional activity</i> (including drama tips for Teachers)	8
Rights Session 1	12
Rights Session 2	17
Drama Session 1	20
Drama Session 2	26
Drama Session 3	32

Introduction

In 1992, Ireland ratified the UN Convention on the rights of the child. To mark the 25th Anniversary, the Ombudsman for Children's Office and The Abbey Theatre joined forces to create a new permanent online resource for educators. Through drama, art and group activities, the 'Act Your Rights' resource has been designed to help you as a teacher encourage young children 4-6th class:

- * to become more aware of their rights
- * to think about how rights are reflected in their everyday lives
- * to understand individual and collective responsibility for rights

The Ombudsman for Children's Office (OCO) is an independent office set up under the Ombudsman for Children Act 2002. Our vision is for an Ireland where all children and young people are actively heard and respected so that they experience safe, fulfilling and happy everyday lives. Our key role is to promote the rights and welfare of children and young people under 18 years old living in Ireland and to deal with complaints made by or for children and young people about the actions of public organisations. More information about the role of the OCO is available on www.oco.ie.

We also have an extensive range of free online resources including 'Making Children's Rights Real', educational resources developed by the OCO in conjunction with the Centre for Human Rights and Citizenship Education, Dublin City University to facilitate exploration of rights with primary and secondary students in the context of curriculum teaching and learning. The OCO also has a resource www.itsyourright.com with further information about the UNCRC and issues related to children's rights issues.

The Abbey Theatre is Ireland's national theatre established in 1904 by WB Yeats and Lady Gregory with the ambition 'to bring upon the stage the deeper emotions of Ireland'. Its mission is to imaginatively engage with all of Irish society through the production of ambitious, courageous and new theatre in all its forms. The Abbey's Community and Engagement department promotes inclusiveness, diversity and equality. The OCO is delighted to collaborate with The Abbey Theatre to offer this new ground breaking approach to rights participation and education for students.

Principles and Approach

Both the OCO and Abbey share a child-centred approach and a commitment to promoting the voice of the child and young person. We hope this resource offers you a creative way to engage students with rights which complements and enhances mainstream rights awareness teaching. Rooted in rights and informed by applied drama techniques, children have the opportunity to learn and explore through play how to connect their personal experience to rights and how rights are relevant to their role in society.

To enhance the delivery of this resource, the OCO and Abbey invited a group of 20 theatre facilitators to complete tailored rights-awareness and theatre skills training. These facilitators are fully Garda-vetted by the Abbey Theatre and have extensive knowledge and understanding of the resource. They are available to schools nationwide to deliver part or all of the drama-based activities as an alternative to educators delivering all sessions themselves. If you are interested in exploring using a facilitator, please contact the Abbey's Education & Participation team on (01) 8787222.

Act YOUR Rights

Overview of Content

The resource is divided into 5 sessions – 2 rights-based activities and 3 drama-based activities. After completing all of the sessions, we are suggesting an optional 'Make an Act Your Rights drama' activity which invites children to create a short play (10 minutes max) about children's rights – inspired by the sessions they have completed. We suggest that this drama is shared through performance more broadly within the school or in a community setting. To assist in planning this, we have provided basic 'Drama Tips for Teachers'.

Session	Objective	Time	Resources needed	Optional extension
Rights Session 1	<ul style="list-style-type: none"> * Children understand importance of the UNCRC * Children reflect on their needs (rights) and wants 	1 hour	<ul style="list-style-type: none"> * Paper and pens * Child friendly copy of UNCRC * Needs/wants: worksheet 1 * Needs/wants answer key worksheet 2 * Access to www.itsyourright.ie to watch UNCRC video 	Watch the youtube video about Janusz Korchatz who championed children's rights in Poland
Rights Session 2 (art based)	<ul style="list-style-type: none"> * Children learn about the different rights they have * Children think about 'rights in reality' * Children produce artwork based on their rights and peer-teach the class/project 	1 hour	<ul style="list-style-type: none"> * 7 Blank A1 pages or A3 pages between 2 * Arts and crafts materials * Access to www.itsyourright.ie 	Do activity 1 from Tune In and learn about the Ombudsman for Children's Office
Drama Session 1	<ul style="list-style-type: none"> * Children act as children's rights experts * Children rank rights * Children write a letter of complaint 	40 mins – 1 hour	<ul style="list-style-type: none"> * Letter from the President of the world: Worksheet 1 * The loss of rights: Worksheet 2 * How to write a letter of complaint: worksheet 3 	
Drama Session 2	<ul style="list-style-type: none"> * Children brainstorm what can be done to protect rights individually and collectively * Children discuss their role play experience * Children reflect on their own opinions about children's rights through a walking debate 	45 mins – 1 hour	<ul style="list-style-type: none"> * 2nd Letter from the President of the World 2 (worksheet 1) * Flipchart paper to draw role on the wall 	
Drama session 3 Suggestions for role play activities	1. Guidelines on how to create a short drama piece 2. Role-play activities: e.g. imagine they need to stand up for their rights, how wealth and privilege affects children's rights	30 – 40 mins		

Act YOUR Rights

Guidance for Teachers

Drama provides an opportunity to explore complex situations and this resource provides several curriculum links to SPHE, English and Drama. The resource is relevant to children from the age of 9-13 years old. With the 'Act your Right' resource, we are providing a selection of 5 sessions with guidelines for creating a short drama piece. We recommend that to get the most from this resource it is preferable to cover the first 2 'Act Your Rights' sessions to provide the children with an introduction and basic understanding of children's rights. (see p5 for overview of content)

Our suggested approach:

Be sensitive

Be mindful that exploring children's rights and the denial of rights may bring up personal issues for some children that as an educator, you may not be aware of. This scheme is structured to provide several safe, fictional lenses through which you can explore children's rights. If you choose to bring in one of the Abbey's facilitators, where possible, please keep them informed of potential issues that you are aware of (eg. a child's parents have recently divorced, or a child in your class/project is seeking asylum, or there is a child experiencing homelessness in the class/project).

Be engaged

The activities in this scheme of work are designed to get your group of young people thinking about their rights and how it feels if rights are denied. Enjoy the exploration and progression and the debate that may take place. Although as an educator, you may not always know the answer to the questions asked, encourage your group to explore what they can do to improve the situation. It is important to remember that every time an educator incorporates children's rights into his or her curricula, we effectively nurture tomorrow's rights enforcers who can work toward the solutions and the hopeful end of children's rights abuses.

Be informed

For more information and background reading about children's rights and to learn more about the Ombudsman for Children's Office (OCO) and what they do, you can visit the www.itsyourright.ie page that explains more about children's rights, the UNCRC and the principles behind it. There are some excellent *educational materials* ([Tune in – Activity 1 or 2](#)) you might like to do with your group prior to the drama activities to help them understand more about rights and about the role of the OCO. It is important to note with your group that all rights are universal (they apply to everyone), indivisible (you can't give or take them away) and interdependent (there is no right that is more important than others, they are all equal in value).

Some Comments and tips from Teachers on using Act Your Rights

'I thought the overall aim of the lessons was clear and having completed the first two, I feel the class have a good understanding about the rights of the child'

'I don't feel any more guidance or information on children's rights is necessary to deliver the resource, I found the www.itsyourright.ie website helpful'

'I would feel comfortable delivering the lesson to any class from 3rd–6th'

'They responded really well to the sessions and posed some interesting questions at the end'

'There is an interesting sense of context that they attach to certain rights e.g. protection from war seems distant but rights related to food and a home are more relatable'

'I was confident delivering the 2 drama lessons myself – I personally found it beneficial, but I certainly see the benefit of school bringing in a drama facilitator for the drama sessions or optional Make an Act Your Right drama'

'My class fed back that they would prefer more acting/improvisation than discussion'

'I would recommend plenty of time for the art-based activity and ensure the paper is big enough for group work'

'It was incredible to hear these questions posed by the children and to see them so engaged with the topics'

'I felt the lesson plans were an excellent resource and straightforward to follow'

'We definitely need more time but that's always an issue with teaching'

'It might be a good idea to use simple props for teacher/pupil role-play activities in the drama sessions'

Although there are 42 Articles in the UNCRC which detail the individual rights that a child has up to 18 years, this scheme of work uses the www.itsyourright.ie buttons that reflect 24 rights. Some articles have been combined (e.g Family and Care includes 9 articles in total).



'Make an Act Your Rights drama' optional activity

Once completing all 5 sessions, we now encourage you to invite the children to create a short play/drama (10 minutes max) about children's rights – inspired by the sessions, activities and discussions they have experienced.

This activity can reinforce their own learning and experience but also present the opportunity to share rights awareness and understanding more broadly across the school/community. (These drama tips may also be useful in general for Teachers using the Primary syllabus).

Drama Tips for Teachers

Keep in mind that drama creation is a collaborative act that can be used to mirror the collective engagement required of citizens within a civil society. Everyone is working together, interdependent and of value. If you choose to develop your work into a theatre piece remember that not everyone is a performer. People can share their talents and abilities through writing; directing; making props; costumes; sets; creating sound effects; music; video; creating posters; selling tickets; welcoming the audience and stage managing the show. It takes a variety of talents to create a piece of collaborative art and everyone can and should be invited to contribute on their own terms and abilities.

Why Choose Drama and where to Start?

Drama can enliven any subject by helping students engage imaginatively.

Choose topics that inspire you. Inspiration is contagious, if you're inspired that'll come through in your teaching e.g. pick something that strikes you from a novel, a film, something you saw on tv, read in a magazine or simply saw in the street.

Think broadly across the curriculum e.g. history as a source or the English class book. Drama can help children empathise with characters from a range of stories and scenarios.

Try something visual e.g. photographs and pictures (especially ones with a bit of mystery in them) can be a great starting point.

Brainstorm your subject by putting everything down on a large piece of paper and map all the associated ideas. Then relate these back to the curriculum

Create a Safe Space

Make a class 'contract'. Creativity can be exposing so it's good to get an agreement where everyone decides a set of rules. In this way the class as a group can identify and name what behaviour is undermining and what is supportive in the context of what and how they create. This helps reassure more reserved students that all contributions will be given equal respect. It also establishes a sense of safety so no one is ever forced to perform if they don't want to but that they can also take risks when they're ready. It's a good idea to get everyone to sign it personally or make a fingerprint.

Use 'the Fictional Lens'

This means using the framework of a story to explore the topic. It's the place and the space in which your drama is going to take place.

The fictional lens helps create a distance so the students can say things they might not be comfortable discussing 'on the nose'. This displacement means they can look at potentially difficult emotions or situations from someone else's point of view. It allows students to approach things at a remove. It can also give life to dry topics, like turning maths into 'spies cracking codes' and it is good for grounding big subjects (Children's Rights, Bullying, Homelessness) into manageable and relatable stories e.g. a story about a family where the mother starts being interested in women's rights or a homeless child in a shelter.

Build Characters

It is worth spending time with the students on character development as it helps the students 'invest' and own the story. Some suggestions to help build characters for a drama include:

Asking students to walk 'in their character's shoes' – try different walks, exaggerate and really imagine moving like someone else and 'being' that person. 'Write the role' asking students to try writing a diary entry or a letter 'in character', or draw a map of the world the character might live in. All these help students to think about the fictional lens from inside their character

As the teacher, take on a role (be 'in role') – this is when the teacher takes on a character and stays in character. At first it's helpful to take on roles that are like being a teacher (journalist, professor, manager, foreman). If you're imaginatively engaged with what you're doing the students will 'play along' and engage much more easily e.g. be a journalist asking about housing conditions for people just arrived in a new country.

Play with Space and Time

Create tension and pace e.g. including time-critical milestones in the drama (the treasure must be found before the tide comes in, the letter must be hidden before someone arrives).

Make significant moments e.g. slowing things down or even freezing them this can give small gestures greater significance (the wave goodbye to a grandparent as you leave a country for the last time, reaching out to hold someone's hand to help them).

Split the 'briefs' e.g. giving different motivations to different characters in the same scene (at breakfast the mother wants to go and protest rights for women, the father wants her to stay and clean his clothes, one child wants mother to stop 'showing them up' and the other child wants to join her but is too young).

Conscience alley e.g. ask one 'character' to walk through two lines of students who voice the different feelings and thoughts going on in the characters head.

Introduce a dilemma e.g ask the students to explore a range of different responses to an action which will give their characters real moral choices and a challenge (should the mother look after her sick child or take her to the suffragette rally)

Practical Suggestions

Documentation – As you embark on this journey, remember to record the work created as best you can. This will help you and your students remember what you created and help you further their work, investment and learning. Recording can be using visual art such as large sheets; a class diary of the process; recording the impressions of the visiting drama facilitator or recording the workshops using the time lapse function on a smart phone or tablet. You are creating an aide memoire to help you when you return to further the work.

Videos – Use the videos imbedded on this site. Based on the Primary Drama Curriculum, they will show you several ways that you can use the curriculum to create your own piece of theatre: <https://www.youtube.com/watch?v=dxg7xr67TDI&list=PL2z1O2VioKpmLTSEquq5ACi9vXCTrQrzs>

Act YOUR Rights Sessions

Rights Session 1	12
Rights Session 2	17
Drama Session 1	20
Drama Session 2	26
Drama Session 3	32

Act YOUR Rights

Session 1

Objective	Time	Resources needed	Optional extension
<p>Children will understand the difference between a want and a need (right)</p> <p>Children will rank what need (right) is the most important</p> <p>Children will empathise with those who don't have their needs (rights) met</p>	45 mins – 1 hour	<ul style="list-style-type: none"> * Paper and pens * Child friendly copy of UNCRC * Needs/wants: worksheet 1 * Needs/wants answer key worksheet 2 * Child friendly UNCRC http://www.itsyourright.ie/know-your-rights/crc/ 	https://www.youtube.com/watch?v=RfvuO9xa3q4&feature=youtu.be

Session 1 Breakdown

Introduction	Introduce the idea of needs/wants	5 mins
Activity 1: Needs –v- Wants	Children will choose what they think a need (right) is and what a want is.	8-10 mins
Activity 2: When needs aren't met	Using freeze frames, children will imagine what it is like to not have a need met (denial of rights)	20-25 mins
Activity 3: The UNCRC	Children will understand the importance of the UNCRC by watching a short video from www.itsyourright.ie	8-10 mins
Conclusion	Revision of needs-v-wants	3-5 mins
Optional extension activity	Children can learn about Janusz Korchatz , a Polish educator who championed children's rights	

Introduction

Explain to the group that to learn more about children's rights, they will do a short exercise in understanding the difference between a need and a want. For the purpose of this activity, the term 'need' is the similar to the term 'right' – something that you should have or be able to do, in order **to be alive** and to **reach your potential**. It is important for the children to ground their understanding of rights before moving on to further activities.

Activity 1: Needs –v– Wants

Divide the class/project into groups of 5 and give each group worksheet 1 where it says 'WANTS' on one side of the page and 'NEEDS' on the other. There are examples of needs and wants at the top of the worksheet. As a group, they need to categorise these items by either writing the item on whichever side they see fit, if they think it is a NEED or a WANT. Allow 4-5 minutes for them to categorise, making sure there is time to discuss their findings as a class.

Discuss their findings as a class. Were any items controversial? Tease out the subtleties as a class.

Worksheet 2 gives some suggested answers, should educators find this useful. There is a star beside some of the answers that can be controversial – ex. A computer. Although a young person has the right to get information in ways they can understand (article 17 of UNCRC), they don't have the right to get a free computer. As it is the state's role to make sure rights are respected, protected and made real, if an item is controversial, check with the group if they think the Irish state is going to buy them all a computer because they 'need' it. Instead, the Irish state might give money to libraries so they can provide computers for everyone.

Activity 2: When Needs Aren't Met

Ask each group to make a frozen picture / or act a still image of the need they think is the most important. Then, ask each group to make another frozen picture of what would happen if that need wasn't met. Remind each group to reflect the feelings people may have when their needs aren't met.

Allow time for a practice, and then ask each group to demonstrate their work. Count from 1-10 and ask each group to transition from their 1st frozen picture (their important need) to their second frozen picture (when their need was not met).

Discuss each group's thought process.

Activity 3: The UNCRC

Ask the class/project if they have ever heard of children's rights. If they have, ask them to call out some rights that they have heard of and if they can come up with a definition of what a right is. (*A right is something you are entitled to, need, that protects you, something you should have/should be able to do*)

Explain to the class that the United Nations Convention on the Rights of the Child (UNCRC) is an international agreement whereby almost every country in the world, including Ireland, has made a commitment to work towards realising these rights for all children and young people.

The UNCRC is a list of rights that children have. For the first time, it recognised that children have rights and therefore are 'rights-holders' who are entitled to special care, assistance and protection due to their age and stage of development.

Show the class/project the UNCRC video from the www.itsyourright.ie/crc page. After this video, show the class/project the www.itsyourright.ie site and click in

on different buttons to learn more about the different rights. After watching the video and browsing the site, ask the class/project if they think the UNCRC is necessary. Allow the class/project to utilise the approach of 'Think, Pair, Share' before answering. Discuss their feedback.

If your group is particularly advanced, you could also print off the child-friendly UNCRC and allow them to read it in pairs. Ask if they are surprised by any of the rights that children have? Are all of these rights needed in Ireland? Remind the group that the UNCRC is an international agreement and it was written to include ALL children in the world, in lots of different circumstances.

Conclusion: Revision of Needs –v– Wants

Make the connection that needs are very similar to 'rights'. Ask a few more examples to see if the class/project understand the difference between a need and a want. Emphasise that the UNCRC has 42 articles and that its 4 principles are as follows:

- * It is a child's right not to be discriminated against. All rights in the UNCRC should be available to all children and young people, no matter where they live or who they are. This makes rights universal to all. (Article 2)
- * It is a child's right to have their interests treated as a primary consideration in all decisions and actions affecting them (Article 3)
- * Every child has the right to survival, development and to life (Article 6)
- * Every child has the right to express their views freely in all matters affecting them and to have their views taken into account, in accordance with their age and maturity (Article 12)

It is important to note that article 4 of the UNCRC says "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".

Categorise the following items as either
a **NEED** or a **WANT** in the boxes below

sweets clothes books a smart phone information
water medication being cared for money transport
a passport toys relaxation/down time hoodies sports
speaking your own language being safe a roof computer

NEED

WANT

NEEDS/WANTS Answer Key

sweets clothes books a smart phone information
 water medication being cared for money transport
 a passport toys relaxation/down time hoodies sports
 speaking your own language being safe a roof computer

NEED

Clothes
(basic needs – article 27)

Information
(right to information- article 17)

Water
(right to healthcare - article 24)

Medication
(right to healthcare - article 24)

Being cared for
(right to family + care – article 18)

A passport
(right to a nationality - article 7)

Relaxation/down time
(right to play and rest – article 31)

Speaking your own language
(right to culture – article 30)

Sports
(right to play and rest – article 31)

Being Safe
(right to be treated fairly by the law – article 40)

Books
(education/getting information – article 28)

WANT

Sweets

Computer *
(right to get information – article 17)

Money *
(right to get help from the government if you are poor or in need – article 26)

Transport

Toys

A roof *
(right to a home – article 27)

Hoodies

A smart phone *
(right to get information/associations with friends – article 15)

Act YOUR Rights

Session 2

Objective	Time	Resources needed	Optional extension
Children will gain a deeper understanding of children's rights by creating art work based on children's rights Children will make practical connections with rights	1 hour	<ul style="list-style-type: none"> * 7 A1 sheets, rough paper and art supplies * Blank wall * A4 sheet of children's rights buttons – worksheet 1 * Access to internet – www.itsyourright.ie 	Optional extension activity: Activity one from Tune In

Session 2 Breakdown

Introduction	Children look at the www.itsyourright.ie website	5–7 mins
Activity 1: Making Rights Real	Children will make visual connections with rights and decorate	20 mins
Activity 2: Peer Education	Peer-to-peer learning: Children visit other art installations/flipcharts and explain their own	20 mins
Conclusion	Revision of rights in reality	
Optional extension activity	Children can learn about Janusz Korchatz , a Polish educator who championed children's rights	

Introduction:

Start the class/project by showing the www.itsyourright.ie website on the projector again. Click in on different rights buttons and show the class/project the different areas that children and young people speak about their rights (vimeo and under each button where it says 'watch/read/listen'). Explain that although there are 42 articles in the UNCRC, there are 24 buttons that combine some rights in one button. Announce to the class/project that they are going to create an art installation based on the UNCRC to help others learn about their rights.

Activity 1: Making rights real

Divide the class/project into groups of 5 and assign each group 3 children's rights buttons from the A4 sheet of buttons. Give each group a large A1 sheet and art materials. If you don't have A1 sheets, you can give an A3 sheet between 2 people instead.

Ask each group to think about those particular 3 rights and when they use these rights in reality ie. 'Right to education = go to school', 'Right to privacy = no one should read your diary' and then draw visual representations of these connections.

Once they have thought of examples of when they use these rights, allow enough time for these visual representations to be decorated.

Activity 2: Peer education

Once each group has finished their artwork, display each A1 page on the wall and allow each group 3-4 minutes to walk around the room learning from other people's work. Then, ask each group to nominate a spokesperson to teach the rest of the class/project about their artwork, and why they chose their particular visual representations.

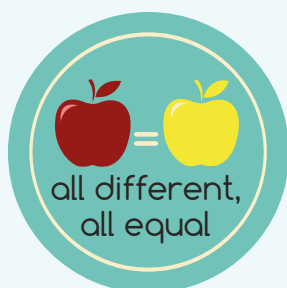
Conclusion:

Explain that rights are meant to be experienced, realised, protected and respected in our daily lives. Making rights real means that young people know their rights and they get to experience them as well.

Explain that the Ombudsman for Children in Ireland is Dr Niall Muldoon and a part of his role is to make sure that children and young people know about their rights. Another part of Niall's role is to make sure that the Irish State respects children's rights. The Ombudsman for Children's Office can receive complaints about how the State is providing services or making decisions about children (for example in public schools and hospitals). Niall and his team at the Ombudsman for Children's Office give advice to the government on developments in law and policy affecting children in Ireland to make sure that children's rights are being respected. The Ombudsman for Children's Office updates the www.itsyourright.ie website so that children and young people can know more about their rights. Check it out if you and your class/project would like to know more!

Optional extension activity:

To learn more about the role of the Ombudsman for Children's Office, do [Activity 1 in Tune In](#).



Act YOUR Rights

Drama Session 1

Objective	Time	Resources needed	Optional extension
Children will rank rights Children will consider the impact of the denial of rights Children will write a letter of complaint	40 mins – 1 hour	<ul style="list-style-type: none"> * The letter from the World President: Worksheet 1: * Considering the loss of rights: Worksheet 2: * How to write a letter of complaint: Worksheet 3: * The UNCRC A4 sheet of rights buttons * The A1 or A3 pages of rights from previous activity 	

Session 2 Breakdown

Introduction	Introduction to President Wright	5 mins
Activity 1: Removal of Rights	Children rank most important rights	10 mins
Activity 2: Peer Education	Children consider the impact of the loss of rights	10 mins
Conclusion	Children write a letter back to President Wright outlining their views	15–25 mins
Optional extension activity	Debrief and discussion	10 mins

Introduction:

Ask the class/project what they remember about the UNCRC. Explain to the class/project that they will be doing a drama and that as they have been studying children's rights, they will take on the roles as children's rights experts. Explain that you now live in the future in 2042 (25 years from now) and that as a class/project, they have been sent a letter from Ms Wright, the World President.

Activity 1: Removal of rights

Read out the letter (worksheet 1) and allow the class/project to react. As a teacher, in your light role, say that while the situation is far from ideal, at least they are getting a say. Remind them of their roles as children's rights experts.

Split the class/project into their 7 poster groups and ask each group to select only **one** of the rights from their poster that they think is the most important. Allow 5–8 minutes for discussion.

If the class/project haven't completed session 2, split the group into 7 small groups. Using the A4 sheet of children's rights buttons, give each group 3 children's rights buttons and instruct them that out of the 3 rights, they need to choose just **one** right that they are allowed to keep.

Although they may find it hard, press on each group that they can only choose one right. As each group explains their decision, write their right on the board. You will be left with 7 rights.

Activity 2: Consider the impact of the loss of rights

Hand out worksheet 2 to each group to fill out as a group. Each group had narrowed down their 3 rights to 1 right. Ask each group to think what could happen when they no longer have the other two rights that they decided weren't necessary.

What can they no longer do once these rights are taken away from them?

Discuss their findings as a class/project.

Activity 3: Write a letter

Explain to the class/project that you can see that they are angry, and say that they have the chance to reply to Ms Wright to highlight their anger. If your group have already written a formal complaint letter already, remind them of the process by explaining the worksheet together. Divide the class/project into pairs and hand out worksheet 3 and allow each pair to write a letter back to Ms Wright together explaining their frustration and what they want to happen.

Remind them of the importance of the UNCRC and the fact that it is an internationally binding agreement. Countries who have signed up to the UNCRC have made a promise to make all rights a reality for all children and young people.

Conclusion:

Ask your class/project to be your class/project again, so they can step out of the role as being child rights experts. Explain that you will pick up this drama another day to see if writing the letter has worked.

Debrief and ask each group what part of the exercise was the most difficult? Highlight that although President Wright asked you to do it, it is impossible to rank rights as all rights are universal (they apply to everyone), indivisible (you can't give or take them away) and interdependent (there is no right that is more important than others, they are all equal in value).



The Office of the World President

November 2042

To the expert panel on children's rights,

As you know, we are living in difficult times. We all need to make sacrifices and everything has a price. There have been many discussions and we have come to the decision that we can no longer afford to make sure that every person has rights as it is too expensive.

We feel that Childrens Rights are a luxury we cannot afford. As children do not pay taxes or generate any income for the economy, we have decide to cut the number of Children's Rights from 42 to 7.

There was a plea made on your behalf to involve you in the selection process. Therefore we are asking you select the most important 7 rights out of the 42 in your version.

It is only fair to inform you that there may be more cutbacks, but if you can figure out some ways of earning money, we'll see what we can do.

We look forward to your selection and will keep you posted on any future changes to our situation.

Yours sincerely,

Ms. Wright

World President

Considering the loss of rights

Step 1:

3 rights that were given to you:

- 1.
- 2.
- 3.


Step 2:

Which right did you choose to keep?

Why did you keep this right?

Step 3:

What would happen if you no longer had the other two rights?

<p>Right, example</p> 	<p>Consequences, example</p> <p>If you didn't have this right and you did something against the law, the police may be able to take you to a detention centre without seeing a lawyer or a judge.</p>	<p>How would you feel if you didn't have this right? Tick the box, example</p> <p><input type="radio"/> angry</p> <p><input checked="" type="radio"/> outraged</p> <p><input type="radio"/> cheated</p> <p><input type="radio"/> hard done by</p> <p><input type="radio"/> upset</p> <p><input type="radio"/> scared</p>
<p>Right</p>	<p>Consequences</p>	<p><input type="radio"/> angry</p> <p><input type="radio"/> outraged</p> <p><input type="radio"/> cheated</p> <p><input type="radio"/> hard done by</p> <p><input type="radio"/> upset</p> <p><input type="radio"/> scared</p>
<p>Right</p>	<p>Consequences</p>	<p><input type="radio"/> angry</p> <p><input type="radio"/> outraged</p> <p><input type="radio"/> cheated</p> <p><input type="radio"/> hard done by</p> <p><input type="radio"/> upset</p> <p><input type="radio"/> scared</p>



Sample address

Date

Greeting: Dear President Wright,

I am writing to you today regarding your recent letter about reducing our 42 children's rights to 10.

1st paragraph

1st paragraph should explain why you are angry and why this is unfair.

2nd paragraph

2nd paragraph should explain what you want Mr.Wright to do about the situation (give back your rights? Respect the international agreement about children's rights (UNCRC)

Yours sincerely,

Sample Phrases

I am outraged at your lack of respect for the international agreement, the United Nations Convention on the Rights of the Child.

Rights can't and shouldn't be bought or taken away.

You will hear from my lawyer if you don't solve this problem.

Act YOUR Rights

Drama Session 2

Objective	Time	Resources needed	Optional extension
<p>To brainstorm what people can do to protect children's rights</p> <p>To brainstorm what each person individually can do to protect children's rights</p> <p>To reflect on their learning and their own opinions about children's rights</p>	45 mins – 1 hour	<ul style="list-style-type: none"> * Ms Wright's 2nd letter Worksheet 1 * 3 flipchart pages stuck together with an outline of a person (Role on the wall) * I agree / I disagree A4 sheets: worksheet 2 * Statements to be read out 	

Drama Session 2 Breakdown

Introduction	Read latest letter from Ms Wright	5–15 mins depending on reaction
Activity 1: Who can help?	Brainstorm what organisations can do to protect children's rights	15 mins
Activity 2: What can I do?	Brainstorm what individuals can do to protect children's rights	10 mins
Activity 3: Take a stand	Walking debate	10 mins
Conclusion	Discussion	5 mins
Optional extension activity	Role play activity	20–30 mins

Introduction:

Explain to the class/project that they are back in their roles as children right's experts and they have been sent another letter from Ms Wright. Read out worksheet 1: Ms Wright's 2nd letter. Unfortunately, their letter of complaint fell on deaf ears and Ms Wright is now being even harsher.

Depending on the reaction of the class/project, skip ahead to different activities.

A) If they are outraged, but agree to cut more rights, allow them to do that.

B) If they sigh and are reluctant to cut more, allow children to discuss in groups how they could potentially disagree with Ms Wright's request (making it clear that violence is not permitted).

C) If they refuse to cut any more rights, skip to activity 3.

Activity 1: What Can Organisations Do?

Ask for a volunteer and draw their outline on the 3 flipchart pages stuck together. This is the 'role on the wall'. If you have no volunteer, or if you don't have enough paper, roughly draw the outline of a person on as large a sheet of paper that you can find.

Ask the class/project what types of people work to protect children's rights. Do a spider diagram on the board and brainstorm different organisations and people who fight to protect children's rights. If they don't remember, remind the class/project of the role of the Ombudsman for Children, Dr Niall Muldoon and how he has two main roles, which are: to promote the rights and welfare of children and young people under 18 years old living in Ireland, and to deal with complaints made by or for children and young people about the actions of public organisations such as schools and hospitals.

Put up 5 headings on the board – **the Ombudsman for Children, Parents, Adults, Other Children and Educators**. Divide the class/project into groups of 5 and assign each group one of the above headings (parents/adults etc). Explain that they need to pretend they are these people and they need to think of 5 ways this group of people could help protect children's right.

Examples for educators could include:

- * Teach about children's rights in schools
- * Talk about the importance of children's rights
- * Facilitate student councils to reflect the voice of the child

Feedback as a group, asking each group what their people/organisation could do to protect children's rights. Fill in their answers onto the OUTSIDE of the empty role on the wall (around the outline of the body).

Activity 2: What Can I Do?

Next, ask each group to think about what they can do as individuals to help protect children's rights. Allow 5 minutes and then ask for feedback from each group. Write their responses into the INSIDE of the role in the wall.

Ask the group where the role in the wall should be hung to remind the class/project what can be done collectively to protect children's rights.

Activity 3: Take A Stand – Walking Debate

Ask each person to leave their role as a child right's expert and return to being themselves. Explain that this final activity asks each person to think about their own views about children's rights.

Put up the two worksheets (I agree/I disagree) at different points in the room and explain to the group that you will be reading out statements. When they hear the statement, they must decide if they agree, or disagree with the statement and they should walk towards the sign they relate to. 'I don't know' is also a valid option and they must stay in the middle of the room if that is the case for them.

STATEMENTS- Agree or Disagree or Don't Know

- * All children need rights
- * Adults need rights more than children
- * Some people need more rights than others
- * If you can have more rights, you should
- * Charities can help people who don't have rights, so I don't have to
- * It is up to everyone to stand up for what is right
- * There is no one who can help children protect their rights.

Conclusion:

Discuss with the class/project how they found the experience interacting with Ms Wright and ask them what they would like to do next?



The Office of the World President

November 2042

To the expert panel on children's rights:

I thank you for your work so far. However we have had a change of heart. As you know, we are living in difficult times, Childrens Rights are a luxury we cannot afford.

We've looked at our budget and we just can't afford to allow children to have 7 rights. We now feel that Children may need as little as 5 rights, as they are in the care of adults most of their lives anyway. Please decide which 2 rights you can do without.

It is only fair to inform you that this is the new reality.

We look forward to discussing the matter with you when you are tax paying, valued citizens of this state.

Yours sincerely

Ms. Wright

World President

I AGREE

I DISAGREE

Act YOUR Rights

Drama Session 3

Suggestions for simple role-play activities

Objective	Time	Resources needed	Optional extension
To experience how it feels to have your rights denied To understand how wealth and privilege may affect the distribution of rights	30 – 40 mins	* Marbles * Post-its	

Drama Session 3 Breakdown

Introduction	Marble exercise	
Activity 1: Role Play	Role play exploring the need to stand up for your rights	10-15 mins
Activity 2: Role Play	Role play continued exploring how wealth and privilege can play a role in children's rights	5 mins
Conclusion	Discussion	10 mins

Introduction:

To introduce the class /project into the role play exercise – start with a simple marble activity. Divide the class/project into groups of 3 and assign each person a letter – A, B or C. Hand 'A' a marble and explain that 'B' and 'C' have to persuade 'A' to give them the marble. Be clear that they are allowed to use any tactic necessary, except from physical violence or hurtful comments.

Activity 1: Role play

Ask the class/project how they felt when Ms Wright explained that as president of the world, he couldn't afford to make sure that all children have their rights. Is this fair? Can the lack of money be an excuse in making sure all children have their rights? Do you think that money can play a role in making sure that all children get to enjoy their rights?

To explore this idea more, they will now do a quick role play to imagine what it feels like to have to stand up for your rights. Ask each group to return to the groups of 3 from the marble activity. Where possible and if space allows, ask each to set up 3 chairs – 2 chairs facing one chair.

Ask those who are 'A' to come to the top of the class/project and assign each person a role. Explain that those who are 'B' and 'C' need whatever 'A' has, and they must convince 'A' to give it to them. Firstly, instruct 'B' and 'C' to ask 'A' what it is that they have to give. Once 'B' and 'C' know what it is that 'A' has, they must improvise and think up reasons why they need it, instead of the other person. Again, they are allowed to use any tactic necessary, except from physical violence or hurtful comments. Allow the improvisation to start at your signal.

The roles to allocate to 'A' are:

Please feel free to alter these to suit your class/project and their personal contexts

- * a teacher offering extra help after school
- * a doctor with medication
- * a farmer with fresh, healthy fruit and vegetables
- * a builder with a house
- * a town planner with space for a playground
- * a shopkeeper with a warm winter coat
- * add your own

Allow the role play to continue for 4-5 minutes.

Activity 2: Role Play continued...

After 4-5 minutes, stop the role-play. Announce to the class/project that there is a twist. You will go around the group and put a post-it on either 'B' or 'C's' back. This will be done randomly. The post-it on their back means that that person has suddenly received a present of €10,000 and they can use this any way they see fit.

Walk around the room and place one post-it on either 'B's or 'C's' back. Once this is done, allow the role play to continue for another 4-5 minutes.

Conclusion:

Stop the role play and ask each group to step out of their roles and to come back to being themselves. Discuss how it felt during the role play.

- * How did it feel to be 'A' and have that power? Was it difficult to decide who to give your item to?
- * How did it feel to be 'B' or 'C'? How did it feel to have to convince someone else to give you your rights?
- * How did it feel when one person had the post-it on their back? Did their strategy to convince 'A' change?
- * Did you like this activity? What did you learn from it?

Highlight that rights are universal (they apply to everyone), indivisible (you can't give or take them away) and interdependent (there is no right that is more important than others, they are all equal in value).

As a large group discussion, ask the children if they think money can play a role in making sure that children's rights are realised? If they do think that, ask the group if they feel this is fair.

Finally, to make sure that ALL children and young people get to enjoy their rights, no matter who they are or how much money they have, what can be done?

