

RIGHTS: NOW!

ENGAGING WITH CHILDREN ON MATTERS THAT AFFECT THEM
LEVEL 2-3 EDUCATION RESOURCE

Facilitator's Guide



MANAAKITIA Ā TĀTOU TAMARIKI

Children's
Commissioner

ABOUT THE OFFICE OF THE CHILDREN'S COMMISSIONER

The Children's Commissioner Judge Andrew Becroft represents the 1.1 million people in Aotearoa New Zealand under the age of 18, who make up 23 percent of the total population. He advocates for their interests, ensures their rights are upheld, and helps them have a say on issues that affect them. The Children's Commissioner also has a responsibility to help children and adults understand children's rights as set out in the UN Convention on the Rights of the Child (the Children's Convention).

The Children's Commissioner seeks the voices of children and young people through the Mai World: Child and Youth Voices project.

"Mai World" takes a child-centred approach to hearing children and young people in order to understand their world.

We work with schools and community groups to provide a way for children and young people to contribute their views and share their voices. We do this so they can be heard by a range of audiences, and their voices can influence government and community decisions.

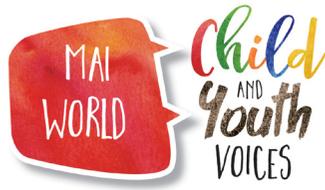
<http://www.occ.org.nz/4youth/maiworld/>

Email: voices@occ.org.nz

Phone: 04 471 1410

PO Box 5610, Wellington 6145

Level 7, 110 Featherston St, Wellington



The Office of the Children's Commissioner is an Independent Crown Entity.

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INTRODUCTION

The Rights: Now! Level 2-3 education resource provides a great introduction for children and their teachers to develop an understanding and practical application of children’s rights and the United Nations Convention on the Rights of the Child (the Children’s Convention).

This resource has a specific focus on a child’s right to have their say, participate and be heard on issues that affect them.

Rights: Now! includes two sessions and hands-on activities as well as background information and resources. It provides children with the opportunity to exercise their right to have a say in their world, whether it be in their school, community or the whole country. This resource was successfully piloted as part of the Regenerate Christchurch Otākaro Avon River Corridor engagements in 2017 and 2018 (see Appendix One).



Links with the New Zealand Curriculum

The New Zealand Curriculum gives strong support to inquiry-based learning and to involving students in critical thinking. The lessons in Rights: Now! are designed to encourage learners as innovative thinkers and to critically analyse questions related to their rights. This resource aligns with principles and values from the Curriculum including: future focus; innovation, inquiry and curiosity; and community participation. It also aligns with four of the five key competencies: thinking; managing self; relating to others; and participating and contributing.²

The table on the right shows how the resource can be linked to different subject areas and levels.

The Children’s Convention and the NZ Curriculum

| BIG IDEAS | LEARNING AREA: English | LEARNING AREA: Health and Physical Education |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Rights exist to keep you safe and healthy and to help you take part in life;</p> <p>As well as your rights as a human being, you have special rights as a child or young person;</p> <p>As a child, you have the right to have your views heard, considered and taken seriously in a way that is appropriate given your age and maturity, especially when decisions are being made that affect you;</p> <p>Like you, everybody is valuable and their opinions matter; You know yourself and your family the best and what is important to you</p> | <p>PURPOSES & AUDIENCES</p> <p>Level 2 Show some understanding of how texts are shaped for different purposes and audiences</p> <p>Level 3 Show some understanding of how texts are shaped for different purposes and audiences</p> <p>IDEAS</p> <p>Level 2 Show some understanding of ideas within, across, and beyond texts</p> <p>Level 3 Show a developing understanding of ideas within, across and beyond texts</p> <p>LANGUAGE FEATURES</p> <p>Level 2 Recognise and begin to understand how language features are used for effect within and across texts</p> <p>Level 3 Show an increasing understanding of how language features are used for effect within and across texts</p> | <p>RELATIONSHIPS WITH OTHER PEOPLE</p> <p>Identity, sensitivity, and respect</p> <p>Level 2 Describe how individuals and groups share characteristics and are also unique</p> <p>Level 3 Identify ways in which people discriminate and ways to act responsibly to support themselves and other people</p> <p>HEALTHY COMMUNITIES AND ENVIRONMENTS</p> <p>Community resources</p> <p>Level 2 Identify and use local community resources and explain how these contribute to a healthy community</p> <p>Level 3 Participate in communal events and describe how such events enhance the well-being of the community</p> |

¹Regenerate Christchurch <https://engage.regeneratechristchurch.nz/>
²<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

Note to facilitators:

When teaching this programme on children's participation, be mindful that some children may be affected by sensitive issues at home and that the lessons may highlight these issues.

For example, for children who are experiencing their parents' separation, they may find it new and/or challenging to learn that they have the right to express their views – and have those views considered - about their day-to-day care and contact with their parents. Some children may find this content troubling.

Another relevant example is that children may learn that they and their siblings should not be hit or otherwise hurt by the adults who care for them. Children might make a disclosure about abuse in or after class.

Please be aware of these possibilities and use the processes your school has in place to keep children safe when they make a disclosure of abuse or share other sensitive information.

When teaching children about taking part in decisions that affect them, it is helpful to consider the interface between these messages and their family and cultural backgrounds.

Ethics and informed consent

The Office of the Children's Commissioner advises teachers or other adults delivering this programme to think about consent and ethical considerations before engaging with children. You may wish to send an information sheet about the Rights: Now! programme home with children ahead of time so that parents and caregivers are informed about the content.

For more information on ethics and informed consent, please see: <http://www.occ.org.nz/assets/Uploads/OCC-Consentethics.pdf>

The United Nations Convention on the Rights of the Child (the Children's Convention)

Children live, learn and grow, as part of families, whānau, hapū, iwi and communities. Children have the same basic human rights as adults, but they also have additional rights in recognition of their special need for protection.

Children – particularly younger children – are dependent on adults, like parents and teachers, to support them to develop and thrive.

Children's rights are set out in the United Nations Convention on the Rights of the Child which we refer to in this resource as the Children's Convention. The Children's Convention is the most widely accepted international human rights treaty in history. It has been ratified by 196 countries, including New Zealand who signed it on 6th April 1993.

The Children's Convention defines the universal basic rights of all people under 18 years old. It outlines what all countries have promised to do to ensure children have the opportunity to live safe, healthy and happy childhoods.

The Children's Convention in Aotearoa

When the New Zealand Government signed up to the Children's Convention in 1993, it agreed to promote, protect, respect and fulfill the rights of all children. Te Tiriti o Waitangi (the Treaty of Waitangi) is the founding document of Aotearoa New Zealand and so the Children's Convention needs to be applied in this context.

New Zealand's history, including the adoption of British laws, the Treaty of Waitangi, te ao Māori (Māori worldview), and the impact of colonisation, all provide a unique setting in which international children's rights can be integrated into domestic laws and practices.

Some examples of how children's rights have been incorporated into domestic laws in New Zealand include: the Education Act (1989) which reflects the right of children to receive free, secular education; and the Oranga Tamariki Act (1989) which includes references to a child's right to have a say, take part and be heard on issues that affect them, and for adults to listen and take their views into account.

For more information about the Children's Convention in Aotearoa see <http://www.occ.org.nz/childrens-rights-and-advice/uncroc/>

Every child has rights

The Children's Convention includes 42 articles that relate to different rights that children have. Each article is connected and holds equal value and importance.

A poster, 'Every Child has Rights' explains the rights in the Children's Convention in language that is easy to understand (see Appendix Three). There are four important rights (General Principles) that underpin the Children's Convention. These are marked in red on the poster and include: Article 2 – non-discrimination; Article 3 – best interest of the child, Article 6 – survival and development; and Article 12 – the right to have a say.

Rights: Now! has a focus on Article 12 - a child's right to have a say, take part and have their views heard, considered and taken seriously in a way that is appropriate to their age and maturity, especially when decisions are being made that affect them.

Article 12: You have the right to have a say about decisions that affect you

Children have the right to have their own opinions, to express their views, and to be listened to and taken seriously by adults.

Case study: Ravi and his year 4 class find out that the city council wants to make changes to the local park. The council has asked people to make "submissions" e.g. to email the council about their ideas for change. Ravi and his friends go to the park most days after school and have ideas of what they would like.

You could ask children: Do you think they should make a submission? If so, who could help them make the submission? Should the Council listen and take their ideas seriously and if so, how could they make doing so good for children and show that they have taken their ideas into consideration?

NB: When it comes to central government and local government, people have a right to have a say on changes to laws, bylaws, and other changes that may affect them. This may be by writing a submission, attending council or community board meetings, attending protests etc.

Children and young people share their thoughts on taking part in the regeneration of east Christchurch and on voting²

"Happy because I think it's really important that us kids get to help make some ideas for the red zone"
- Age 9

"It affects the future generations so the ones that are actually going to live through it should have a say in who controls their future"
- Age 12

"It was good to think that my ideas are valued"
- Age 10

"Excited because the ideas we have might be able to help the Regenerate Christchurch company to think of new stuff that they might not have thought of already"
- Age 11

"Honoured because it means that the adults actually are listening to us"
- Age 11

"I remember the voting for the flags. I wanted one so bad though I wasn't allowed to vote"
- Age 9

²These quotes from children are from the OCC Mai World report 'What is important to me?' and Regenerate Christchurch 'Ōtākaro Avon River Corridor' engagement 2018.

LESSON ONE: HAVE YOUR SAY!

Focus: Having your say – participating and being heard

Key messages

- You have rights to keep you safe, be healthy and enable you to take part in life;
- As well as your rights as a human being, you have special rights as a child or young person;
- These rights belong to all children up to 18 years, regardless of ethnicity, gender, wealthy, religion, beliefs, ability or disability;
- As a child, you have the right to have your views heard, considered and taken seriously by adults making decisions that affect you;
- Like you, everybody is valuable and their opinions matter;
- The government must create laws to support your rights;
- The government is responsible for making sure that children and adults know about children's rights; and that support is available for you to be safe, healthy and able to take part in life.

Lesson one should take 1.5 - 2 hours depending on the time taken for discussion.

Preparing for the lesson

Knowing and supporting the rights of children can be challenging for both children and adults. This is especially so when there is limited experience, understanding or support regarding putting these rights into action.

Therefore, when educating children about their rights to be safe, healthy and to take part, it is useful to be aware of tricky conversations or 'hotspots' that may arise, see examples opposite.

Get to know me – my family, religion and culture

Just as it is important to support children with their rights, it is also important to consider and respect the interface between these messages and their family and cultural backgrounds.

Being listened to is important

As children become aware of their rights, there may be some confusion about how to translate their learning into daily life. For instance, some children might think decisions will be made based on their views. It is important to note that even if they take part and the adult listens and takes them seriously, the answer may still be no.

In this circumstance, it is important to explain why the answer is no, i.e. it is often to ensure the child is safe and healthy, or it may be because of other extenuating circumstances. For example, if the child wants a dog but the parent cannot afford to build a fence or pay for dog food.

I feel safe and I trust you

At any time during the lessons but especially when discussing the role of adults, it is essential to emphasise the importance of children feeling safe with and trusting the adult they are talking to. If they don't, discuss the best ways of finding an adult they do trust.

How do I know when I need help?

Taking all of the above into account, it is essential that the children know their rights are there to keep them safe, healthy and to make sure they get the opportunity to take part. Therefore, highlight the fact that if they feel unsafe, and unwell and don't have any support; and/or are not able to take part in things that affect them, they need to find a safe and trustworthy adult to talk to. Some children find this easier to do with a friend to help them.

ACTIVITY 1: DRAW MY PICTURE

Purpose of activity

Tunes the children into the importance of listening; how what we/others say and how we/they interpret things can be different; having thoughts and ideas that are different to others and/or looking 'different' isn't something to be embarrassed about but plays an important part in being an active citizen.

Please note, this can depend on age, gender, culture, background etc.

Equipment

- A pen or pencil and piece of paper per child and something hard to press on
- Instructions of the activity to read out

Description of activity

Give all the children a blank piece of paper, something to draw with, and a hard surface to draw on.

Explain to the children that you have a simple picture on the piece of paper you are holding and that you are going to give clear and careful instructions on how to draw a picture. You will be reading each instruction twice.

Emphasise that the activity is about **listening**; how **what we say** and **how we interpret things** can be different; having

thoughts and **ideas that are different to others and/or looking 'different'** isn't something to be embarrassed about but plays an important part in being an active citizen.

Instructions

First, your paper should be portrait-style (demonstrate if necessary).

Draw a medium-sized circle in the middle of your paper.

Draw a medium-sized square below the circle but have the top of it touch the bottom of the circle.

Draw a medium-sized heart in the square.

Draw two smaller rectangles, one on each side of the square. They should go the wide way not the tall way and they should

touch the sides of the square. Also, the top of each rectangle should line up with the top of the square.

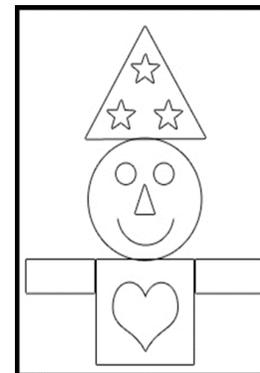
Draw a medium-sized triangle above the circle. The bottom of the triangle should touch the top of the circle.

Draw three small stars anywhere inside the triangle.

Draw a small triangle in the centre of the medium-sized circle.

Draw an arc which curves up below the small triangle.

Draw two small circles above the small triangle, one slightly to the right and one slightly to the left.



Discussion

Ask the children to look at their picture and then look at others around them.

- What did you notice about your picture and those around you?
- What did you learn about yourself and each other?
- Why do you think we did the activity?

Remind the children that everyone got the same instructions.

Possible ideas from the children could include:

- That what we say and what we hear can be different
- Listening and being clear about what we want and how we want it is important
- What we hear can be influenced by who we are and our experiences and skills
- That we are all different with varying opinions and ideas and that that is a good thing!

ACTIVITY 2: WHAT ARE RIGHTS? A DISCUSSION

Note for teachers:

'Rights' are a bit like rules - they exist to keep us healthy and safe, they help to make things fair and they enable us to live a good life. Rights belong to all of us and cannot be taken away; but like rules, they can be broken or disobeyed. Rights help us to understand what people need and what they can and cannot do.

| Discussion points | Response/Recording |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What do you think 'having rights' means? What do you think the word 'rights' means?</p> <p>Discuss that everyone has basic human rights. As well as rights as a person, children have special rights Ask the children why they think they have special rights over and above their basic human rights. What do you think some of those rights might be? Safe, healthy, participating (or taking part)</p> | <p>Write children's answers on a large piece of paper where they can see them – there may be some that are rights/needs and some that are more wants. If so, briefly discuss the difference between needs and wants.</p> <p>Every child has a right to be safe, healthy and to take part</p> |
| <p>Let's look back at the ideas we came up with before when we talked about your rights</p> <p>We can group into:</p> <ul style="list-style-type: none"> - being safe (blue) - being healthy (green) - Taking part (participating) (red) <p>Using the <i>Every Child Has Rights</i> poster (Appendix Three), ask up to four children to choose and read out one of the General Principles (Articles 2, 3, 6 and 12). Discuss these rights as a group.</p> <p>Reflecting back to the discussion about why they have special rights as children, discuss with the children who could help them understand and use their rights. Ask them 'what do all these people (teacher's, parents, whānau etc.) have in common?' (They are adults)</p> <p>NB: This may extend into a wider discussion about relationships between – child with child; child with adult; and child with community</p> | <p>Colour code safe, healthy, taking part and circle to classify each</p> <p>Discuss any that may not be there or do not obviously fit 'safe, healthy, taking part'</p> <p>Write the responses up. Some of the discussion ideas could include:</p> <ul style="list-style-type: none"> - Safety - Education - Shelter (somewhere to live) - Food - Health (Mental and physical well-being) - Clothing - Personal space - Freedom of speech – having opportunities to have a say on things that affect you - To be ourselves - To feel comfortable - Equal opportunities (given the chance to be what you want to be whether you are rich or poor, whatever religion or race). |

Discuss with the children the role of adults and the Government when it comes to their rights

Discussion points:

- Adults have a responsibility to make sure children are safe, healthy and have opportunities to take part when and where possible;
- This can sometimes mean adults saying 'no' to something children really want. It is usually to ensure they are safe and healthy;
- Ideally, children should have opportunities to share their thoughts and ideas and adults ideally should listen, take them seriously and when relevant, explain why if the answer is 'no';
- Children should feel safe with and trust the adult(s)
- However, if they don't feel safe, children need to find an adult they do feel safe with and trust to share their thoughts, experiences and ideas.

Write the children's answers on the piece of paper

So we now know all children in New Zealand have a right to be safe, healthy and to take part in life and that this can look and mean a lot of different things (referring to discussion notes)

We are going to focus on the right to take part. Remember, we found out that as children you all have the right to have your views heard, considered and taken seriously by adults making decisions that affect you.

Ensure children are aware that this includes being able to see how their ideas and opinions are/were considered and how they influenced the outcome.

An important thing about rights is like you, everybody is valuable and their opinions matter;

What do you think 'respecting opinions' looks like?

NB: refer them back to the 'Warm up' activity and how even though we got the same instructions, the way we communicated, what we heard etc. affected the outcome.

Examples:

- Listening to others
- Recognising that other people may think and believe things that are different from what I believe
- Etc.

ACTIVITY 3: DISCUSSION

Taking part - when and where?

| Discussion points | Response/Recording |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>As you now know, all children have the right to have their views heard, considered and taken seriously by adults making decisions that affect them.</p> <p>What would you do if you were in a situation where you felt you wanted to share your opinion but couldn't?</p> <p>Thinking about the things that interest and affect you, can you think of something that you that you would like to share your views and ideas on?</p> <p>Why do you think it is important you get to share your views on things that affect you?</p> | <p>Write the children's ideas on a piece of paper/board.</p> <p>NB: Please keep a copy of their ideas as this will support the direction of future engagement</p> |

ACTIVITY 4: AGREE OR DISAGREE

Purpose of activity

To think about what children believe is important to them (what they value) and link that to their right to have a say on things that matter to them and how they can get their voice heard; introduce the idea of advocating/advocacy

Equipment

- List of scenarios to agree/disagree on
- Open space, with one end being 'Strongly agree' and the other 'Strongly disagree'

Description of activity

Tell the children they are now going to get a chance to practice their right to have a say.

Remind them of the first activity - how being yourself and having your own ideas and thoughts that, at times, are or look different to others isn't something to be embarrassed about, rather, it can be strength.

Ask the children to imagine there is a line going from one end of the room to the other. One end is strongly agree, the other end is strongly disagree.

The middle is you don't have an opinion either way or are 'neutral'.

Tell the children you are going to read out some 'scenarios' or situations. Explain to the children that if they strongly agree with it to go to the strongly agree end; if they don't, go to the strongly disagree end of the line; if they are neutral, to stand in the middle

Progress with reading out the situations, pausing after each to ask a selection of children why they are standing where they are.

Examples of scenarios for Activity Four

The school is thinking about changing the start and finish times of school. The children should have a chance to have a say on what times they think.

The council wants to talk to the community about building a mall in the east of Christchurch. Should they talk to children and get their ideas?

At the moment, you have to wear a helmet when cycling. Some people think wearing a helmet puts people off biking and that we should no longer have to. Should you have to wear a helmet?

A lot of schools ask children to wear a uniform. Some families find it hard to afford a uniform and would prefer everyday clothes rather than a uniform. Do you think children should have to wear uniform?

During 2016, everyone over the age of 18 got to vote for a new flag OR to keep the old one. Do you think children should have had the opportunity to vote too?

The Council is considering making buses free for all children under the age of 18. They have talked to businesses, bus companies, parents and teachers, but not children. Should they ask children what they think?

NB: The children may become quite passionate about their views. This is an opportunity to introduce the concepts of advocacy and respect for others' views to the children.

LESSON TWO: GETTING STARTED

Participation in Action - Take Part and Be Heard!

Focus: Having your say about something that affects you and/or you are interested in. This may be at your school, in your local **community** or even your country.

Purpose: To refresh children's understanding of the key messages of lesson one, their rights as set out in the Children's Convention and that like them, everybody is valuable and their opinions matter. To discuss and plan an opportunity to practice their right to **take part in their community** with the intention of implementation.

Key messages

- As a child, you have the right to have your views heard, considered and taken seriously by adults making decisions that affect you;
- Like you, everybody is valuable and their opinions matter;
- You know yourself and your family the best; and you know what is important to you;
- The government must create laws to support your rights;
- The government is responsible for making sure you and the people who care for you know about children's rights; and that support is available for you to be safe, healthy and able to take part in life



12} You have the right to have your views heard, considered and taken seriously by adults, when decisions are being made that affect you.

ACTIVITY 1: DISCUSSION

Remind me about my rights again (5 - 10mins)

Discussion points

Who remembers what 'children's rights' are about?

Can you remember any of the rights in the Children's Convention?

An important thing about rights is that like you, everybody is valuable and their opinions matter;

We know all children in New Zealand have a right to be **safe, healthy and to participate in life**. This can look different and mean different things for different children.

As a class, we are going to focus on **the right to take part and participate in life (see number 12 on the poster)**

Facilitator note: Ensure children are aware that this includes being able to see how their ideas and opinions are/were considered and what influence they had on the outcome.

2: You have the right to be treated fairly no matter who or what your differences are.

12: You have the right to have a say in decisions that affect you, and adults should take your views seriously

13: You have the right to say what you think in lots of different ways, unless it causes harm or takes away the rights of others

30: You have the right to speak your own language and follow your family's way of life

31: You have the right to rest and play.

Response/Recording

'Rights' are a bit like rules - they exist to keep us healthy and safe, they help to make things fair and they enable us to live a good life. Rights belong to all of us and cannot be taken away; but like rules, they can be broken or disobeyed. Rights help us to understand what people need and what they can and cannot do. The right to be safe, healthy and to participate in life. This can look different and mean different things for different children.

Refer to *Every Child Has Rights* poster (Appendix Three) and the *Know Your Rights* poster activity (Appendix Two)

ACTIVITY 2: GETTING STARTED

Where I stand!

During lesson one 'Activity 3 'Discussion: Taking Part – When and where?', the children discussed things that they would like to share their views and ideas on. As a class, revisit the ideas shared by the children, grouping them into three categories – at school, at home, and our community.

Explain to the children that for this inquiry, 'we' will be focusing on 'our community' Together, choose up to three ideas from their community suggestions to explore as a class/groups.

NB: Focusing on community allows the children to be supported by you, each other and groups within the community associated with their ideas while learning about and practicing their right to take part.

Examples of community ideas children may share include:

Identifying a need or interest in their local community and working with those who can support and influence change, such as community groups or the council

- Getting around: Increasing the number and safety of cycle ways; making public transport more accessible for children; exploring ways to make walking to

school a safe and more enjoyable option;

- What I see: Raising awareness and action for a local waterway, wetland, beach or park; taking action on how my community looks and feels including taking action on rubbish and graffiti;
- How we treat each other: Creating a community where people feel they belong regardless of where they are from and how they look; raising awareness and action for those who are in need i.e. the homeless and for animals who are in danger.

Ideally, the topic for focus is initiated by the children and decision-making is shared between them and adults. These projects empower children while at the same time enabling them to access and learn from the life experience and expertise of adults.

Once the children have agreed on the topic(s) to take part in, discuss how best to learn about and engage in the topic. The chosen topic may support school kaupapa, past, current or future inquiries and/or literacy and numeracy focus.

Engagement guidelines for facilitators

1. GETTING READY: As a class, start with an easy but significant topic that everyone agrees on. This may require some initial research on any existing opportunities to take part in their area of interest(s).

2. FOCUS: Ensure there is a clear understanding on what the children want to have a say on and how they would like to express it i.e. raising awareness in their community via posters, pamphlets; writing letters to groups, the council concerned; speaking to the council/group by inviting them to their school and/or speaking at a council meeting etc.;

3. REFLECT: Regularly reflect on how the engagement supports their right to participate and be heard and for adults to listen and take them seriously;

4. GET TO KNOW ME: Ensure the engagement is meaningful - it is relevant and they feel connected to it; and that it is connected to the key messages from lesson one.

5. I GET IT: The purpose of the engagement is clear and relatable;

6. THEY GET ME: It is supported by child focused resources and opportunities. If working with community groups, councils and/or other relevant organisations, ensure they engage with children in a way they can relate to and understand;

7. FROM BEGINNING TO END: It has a beginning, middle and end and they have time to complete the engagement.

8. MIX IT UP: To learn about and connect to their topic of engagement, ensure the activities are a mix of hands on activities, research and discussion.

9. LEARNING BLOCKS: Each activity builds on the other. It is often useful to reflect back on activities including those from lesson one;

10. IT'S ALL CONNECTED: Make reference to any other engagement or work the children may be doing or have seen that is relevant to the current engagement.

11. I SEE 'ME': Share videos of children being activity involved in a similar process.

12. THEY HEARD ME: Ensure they know how their ideas will be considered and how the outcome will be shared

USEFUL INFORMATION AND RESOURCES

The Children's Convention

<http://www.occ.org.nz/childrens-rights-and-advice/uncroc/uncroc-basics/>

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Children participating in matters that affect them: A short video of children taking part to share with your students:

<http://www.occ.org.nz/publications/reports/childrens-views-on-the-otakaro-avon-river/>

Being child-centred 'Elevating Children's interests in the work of your organisation'

<http://www.occ.org.nz/listening2kids/child-centred/how-child-centred/>

Local Government

www.lgnz.co.nz/nzs-local-government/local-government-basics/

Central Government

<https://www.parliament.nz/en/get-involved/have-your-say/>

<https://www.govt.nz/organisations/>

Environment and conservation organisations of Aotearoa New Zealand

<http://www.eco.org.nz/>

<https://www.earthdirectory.net/newzealand>

APPENDIX ONE: CASE STUDY OF REGENERATE CHRISTCHURCH

Ōtākaro Avon River Corridor Regeneration

In 2017-2018, Regenerate Christchurch, the lead agency for the regeneration of post-quake Christchurch, engaged with approximately 1,200 children aged five to twelve years old as part of the planning process for the regeneration of the Ōtākaro Avon River Corridor.

Regenerate believes listening to children's voices and understanding their needs and ideas is essential to the successful planning and decision making for this area.

Regenerate approached children from primary and intermediate schools in or near the Ōtākaro Avon River Corridor over an 18 month period. The engagements with children helped generate over 3,000 ideas!

"They can see their ideas and views are given equal importance alongside the adult's perspectives"
- Deputy Principal, Waitakiri School

The engagements with children were child-centred and respectful of the needs and demands on schools. This is a great example of putting into action a child's right to participate!

"... Children's input seemed really geared towards the future and visioning. Sometimes some of the adult groups were less able to move past problem identification"

Principal Advisor, Residential Red Zone

"Working alongside children added integrity and a sense of community, social responsibility and citizenship to the overall process"

General Manager, Partnerships and Engagement

Three interactive lessons were developed:

1. An engagement focused on what children believed they needed from the Corridor – what would make them happy, healthy and thriving;
2. An opportunity to provide feedback on Regenerate Christchurch's vision for the zone;
3. Providing feedback on the 'Red Zone Futures Exhibition', the final options for the Corridor, ensuring the engagement cycle was completed.

Both the vision and the 'Red Zone Futures Exhibition' options were influenced by the ideas and feedback shared by the children which focused on their need for big green spaces for people and animals to thrive and enjoy and the need to connect with each other in fun and exciting places. The feedback from children will be considered alongside that from businesses and the wider community when deciding what will be developed in the 6000ha 'Red Zone'.

The stop bank is a really good idea. It will mean that it doesn't flood as much from the river. I love that we will be able to see fish and birds and wildlife that we don't see much

- Age 10

APPENDIX TWO: Extension Activities

To extend the students learning around their rights, you may find the extension activities below for Level 3 useful

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| <p>English – SPEAKING, WRITING AND PRESENTING: Integrate sources of information, process, and strategies with developing confidence to identify, form and express ideas</p> | <p>The Arts – VISUAL ARTS: Describe the ideas that the objects and images communicate</p> |
| <p>To vote or not to vote</p> <p>Recently, there has been discussion around lowering the voting age to 16 or lower. Discuss with the children the current position and how government and elections currently operate.</p> <p>Tell the children that through different ways of learning and processing they are going to identify, form and express their ideas and opinions on whether the voting age should be lowered to 16 or lower. This could be expressed through letters or a presentation to the class. An example from 'TKI assessment tools resources' is provided below.</p> <div data-bbox="190 906 1019 1284" style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Deeper features</p> <p>Ideas Develops ideas with some detail.</p> <p>Structure Sequences ideas logically (position taken, evidence, emphatic ending).</p> <p>Sentences Uses a variety of beginnings and structures.</p> <p>Vocabulary Attempts words that make the argument more powerful.</p> <p>Language features Uses some persuasive language features, especially emotive words and phrases, imperatives and emphatic devices such as capitals and exclamation marks.</p> </div> <div style="width: 40%; text-align: center;"> <p>Possum Debate</p> <p>I am against possums because they eat our trees, and at the same time are killing our native birds. If they eat all our trees, the birds will have nowhere to live! When a possum does not feel like leaves or branches, they will go straight for our native birds eggs! Down with possums! If they eat our trees, it's not just the birds that will suffer! people will lose their jobs, less furniture will be made and less firewood will be sold. Plant growers will be broke! GET RID OF POSSUMS! They eat trees, wreck gardens, destruct huts, they will do just about anything! Send 'em back to Australia!</p> </div> <div style="width: 30%;"> <p>Surface features</p> <p>Grammar Uses most grammatical conventions correctly.</p> <p>Punctuation Uses capital letters, full stops, commas, and exclamation marks with increasing independence.</p> <p>Spelling Demonstrates good understanding of most basic sounds and spelling patterns in written English.</p> </div> </div> </div> | <p>Know your rights!</p> <p>Using the four General Principles below from the Children's Convention, ask the children to design a poster including objects and images to communicate the intention of their chosen right. Once completed, ask them to share their poster, describing why they used the objects and images they did.</p> <ul style="list-style-type: none"> - 2: You have the right to be treated fairly no matter who or what your differences are. - 3: Adults have to do what is best for you - 6: You have the rights to survive and grow in a healthy way - 12: You have the right to have a say in decisions that affect you, and adults should take your views seriously <p>With agreement from the children, the posters can be displayed in the class/studio and around the school to help raise awareness and understanding of the right to participate.</p> |

Social Studies: Understand how groups make and implement rules and laws; understand how cultural practices vary but reflect similar purposes; understand how people view and use places differently

Me, them, us!

(Adapted from Unicef New Zealand 'For Each and Every Child – He Taonga Tonu te Tamariki')

As a class, brainstorm as many rules as possible that are in place in your school. Sort them by "who creates the rule" – for example, government, board of trustees, principal, teachers, other adults, or students.

Divide the class into small groups and ask each group to choose a rule they would like to investigate. Ask each group to develop a set of interview questions for the rule maker (or, in the case of the government, someone who knows about the process at their school) and describe how they decided on the rule and how the rule is put into practice.

Encourage the students to use the "language" of rights in their questions whenever possible. For example, a question about discipline procedures in the school could be phrased: "How do you make sure that punishments do not take away a child's right to learn?"

Allow the groups time to interview the people who made the rule they have chosen, then have them share their answers with the class.

Once this process is complete, discuss in small groups, or as a whole class, the following questions:

- Why were these rules developed?
- What was the process for developing these rules?
- What are the positive and negative ways your rights are affected by these rules?
- Are all the rules put into practice in the same way? Why or why not?
- Does the way the rules are put into practice have a different effect on your rights than on someone else's?

APPENDIX THREE: EVERY CHILD HAS RIGHTS POSTER

Every Child has Rights.

You have rights to keep you **safe** and **healthy** and help you enjoy a **good life!**

1 You have the right to be treated with respect and dignity.

2 You have the right to be treated fairly all the time.

3 Adults have to do what is best for you.

4 The government has to do all it can to make sure your rights are respected and you know what they are.

5 The government has to respect the right of your family and whānau to support you to know and use your rights.

6 You have the right to survive and grow in a healthy way.

7 You have the right to a name and to belong to a country. You also have the right, as far as possible, to know and be cared for by your parents.

8 The government has to respect your right to a name, nationality and family.

9 You have the right to live with your parents and stay in contact with them if you are separated from one or both of them, so long as it is safe.

10 You have the right to see your family if they live in a different country.

11 You have the right to be protected from being taken out of the country illegally.

12 You have the right to have your views heard, considered and taken seriously by adults, when decisions are being made that affect you.

13 You have the right to find and share information and to express yourself in different ways.

14 You have the right to think and believe what you want and to practice your own religion.

15 You have the right to meet with friends and join in groups or clubs.

16 You have the right to privacy. People need to take extra care with information about your family.

17 You have the right to get information in lots of ways, so long as it is safe.

18 You have the right to be raised by your parents or family and whānau unless it is unsafe for them to care for you.

19 You have the right to be protected from being hurt or mistreated.

20 You have the right to special care and to live somewhere safe if you can't live with your parents.

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

22 If you are a refugee you have the right to special protection and help and you have the same rights as children who were born in New Zealand.

23 If you have a disability, you have the right to receive special education and care so you can reach your full potential.

24 You have the right to be cared for if you are sick or injured. You have the right to clean water, healthy food, a clean and safe environment, and information to help you stay healthy.

25 If you live away from your family, you have the right to have people come and check that you are safe and happy.

26 Your family or whānau have the right to financial help from the government if they are unable to provide for your needs.

27 You have the right to food, clothing, a safe place to live and other basic needs.

28 You have the right to a good quality education and teachers and other adults at school must always respect you.

29 Your education should help you develop your personality, talents and abilities.

30 If you are Māori, as tangata whenua you have the right to use your language and practice your culture.

31 You have the right to relax and play and join in activities like sports and music.

32 If you work, you have the right to safe working conditions and to be paid fairly.

33 – 39 You have the right to be safe from all forms of violence, war, drugs, kidnapping, torture, abuse and cruel and harmful punishment.

40 You have the right to be treated fairly and to get help from someone like a lawyer if you break the law or are accused of breaking the law.

41 If the laws of New Zealand provide better protection of your rights than the Children's Convention, then those laws should apply.

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

43 – 54 Adults and governments should work together to make sure that all children and young people's rights are respected.

Children's Commissioner | unicef for every child

Download the poster here:
<http://www.occ.org.nz/publications/reports/every-child-has-rights/>