

Lesson plan *Children's Rights* **built around the UN Convention on the Rights of the Child** **(UNCRC)**

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Level of English: B1–B2 (intermediate / upper-intermediate)

Time: 90 minutes

Language Focus:

- Vocabulary: rights, freedom, protection, equality, education, identity, health, etc.
- Skills: reading for gist/detail; speaking - AI-image interpretation, discussion, expressing opinions, agreeing/disagreeing; listening; critical and creative thinking (raising awareness of global citizenship); digital/AI-creation
- Grammar focus (optional): modal verbs of obligation and permission (*must, should, have to, be allowed to*)

Learning Outcomes - By the end of the lesson, students can:

- recognize and explain key children's rights in English;
- use related vocabulary and opinion language;
- express personal views about fairness and equality;
- collaborate in group discussions / mini-presentations, as well as digital/AI-creation

Lesson Stages

1. Warm-up (15 min) – “What’s fair?”

Activity 1 (10 min):

The teacher projects on the board one / some of the questions below (connected directly to **Articles** of the **United Nations Convention on the Rights of the Child/UNCRC**), e. g. **Is it fair that some children can't go to school?** (*Right to education – Articles 28*). Students discuss in pairs for 2–3 minutes, then share ideas.

Students may be asked to share opinions on **What else is not fair** (instead of just reading the questions and answering **NO / YES**).

1 Is it fair that some children do not have a safe home to live in?

(*Right to shelter and protection – Articles 27 & 19*)

2 Is it fair that some children don't have enough food to eat?

(*Right to an adequate standard of living – Article 27*)

- 3 Is it fair that some children do not have time to play?**
(*Right to rest, leisure, and play – Article 31; issue of child labor*)
- 4 Is it fair that some children get sick and can't see a doctor?**
(*Right to health and medical care – Article 24*)
- 5 Is it fair that some children have to leave their country because of war?**
(*Right to protection in times of conflict – Articles 22 & 38*)
- 6 Is it fair that some children have to get married before they grow up?**
(*Right to be protected from harmful practices – Article 19*)
- 7 Is it okay for children to be bullied or feel unsafe online?**
(*Right to protection from harm and privacy – Articles 16 & 19*)
- 8 Should children be allowed to share their opinions in decisions that affect them?** (*Right to express their views – Article 12*)
- 9 Should boys and girls always have the same chances at school?**
(*Right to education and non-discrimination – Articles 28 & 2*)
- 10 Should adults have to protect the planet so children can have a future?**
(*Right to life, survival, and development – Article 6; climate justice*)

Activity 2 (5 min):

Students think of some situations when some children's rights have been violated, and finally **brainstorm**: **What do all children need to live a good life?**

The teacher collects words on the board (or shares a QR code to generate a Mentimeter word cloud): *home, love, food, education, friends, safety, being heard...* **The teacher** then **introduces the word "rights"** and explains briefly.

* **Rights** are the **basic freedoms and protections** that every person, especially every child, should have to live in safety, dignity and equality. In short, **rights are what every person needs to live a full and fair life.**

2. Pre-teaching vocabulary - if necessary (10-15 min)

Activity 1 (5-10 min):

Students **review key words** - **right** (1), **protection** (2), **equality** (3), **education** (4), **health** (5), **government** (6), **law** (7), **responsibility** (8), **belief** (9), **discrimination** (10) - through a **quick matching activity**. Class discussion follows.

Students work in pairs to match the word to its definition (B, C, A, D, H, E, G, I, J, F).

- A. When everyone is treated fairly and has the same chances.
- B. Something you are allowed to have or do.
- C. Keeping people safe from harm or danger.
- D. Learning and gaining knowledge and skills.
- E. A system that keeps order and makes decisions for a country.
- F. When sb is treated unfairly because of who they are (e.g., their race, gender, religion).
- G. Rules made by the government that everyone must follow.
- H. Looking after your body and mind to stay well.
- I. Something you should do or take care of; a duty.
- J. What a person thinks is true or has faith in.

Activity 2 (5-10min): Students are presented with a visual (an AI generated image depicting 17 rights) - they try to name as many rights as possible. ([Genial.ly interactive image HERE](#))

3. Reading Activity – “Children’s Rights Summary” (25 min)

Activity 1 (15 min):

Each pair or small group is given a **simplified summary of the 17 rights** (attached at the end). Students read and **match each right with an example**, based on their personal experience (e.g., “*A child goes to school for free*” → *Right to Education*). Sts can also refer to the questions in the warm-up stage, or name other examples of children’s rights’ violation.

Activity 2 (10 min):

The teacher asks: “**Which three rights** do you think are **most important?**” Students work in pairs/groups, choosing the rights... and justifying their choices in class discussion. Students may use AI-tools to create visuals that represent their rights.

4. Speaking / Discussion (10 min) – “Agree or Disagree?”

Activity 1 (10 min):

The teacher posts the following statements on the board (or slides), and students share and justify their opinions (focusing on expressions for opinions: “I believe...”, “In my opinion...”, “I agree/disagree because...”, “That’s true, but...”). A mini-debate (or 1-min speeches) may be organized.

- “Children should have the same rights as adults.”
 - “Every child in the world enjoys these rights.”
 - “Education is the most important right.”
 - “Parents should decide what religion their children follow.”
- Students discuss in groups, then share with the class.

5. Follow-up activity - digital/AI-creation (15 min)

Activity 1 (10 min):

Students work in small groups to **create a mini-poster** or **short presentation** on:

- *one right they find most important; why it matters*
- *how it can be linked to (some/any of the 17) Sustainable Development Goals, protected or promoted in their country/school.*
- They can add visuals, short slogans (“Every child deserves a voice!”).

Activity 2 (5 min): Students present their work. A collaborative e-poster/“Our Rights’ Convention” interactive image (with all 17 rights) may be created, or a school panel...

6. Wrap-up (10 min)

- Students may **play a quick quiz** (attached at the end).
- Students reflect: “What did you learn about children’s rights today?”
- Homework (optional): Write a short paragraph — “*The most important right for every child is...*”

Here's a **brief, clear summary** of the **concrete rights of children** according to the **United Nations Convention on the Rights of the Child (UNCRC)** - the official international treaty adopted in 1989.

Children's Concrete Rights under the UNCRC

1. **Right to life, survival, and development** (Art. 6)
Every child has the right to live and to grow up healthy and well.
2. **Right to a name and nationality** (Art. 7)
Children must be registered at birth and have a name and nationality.
3. **Right to identity** (Art. 8)
Governments must respect and protect children's identity, including name, nationality, and family ties.
4. **Right to be cared for by parents** (Art. 9–10)
Children have the right to live with their parents unless it is against their best interests and to maintain contact with both parents if separated.
5. **Right to express their views and be heard** (Art. 12–13)
Children have the right to give opinions on matters affecting them and to have those opinions taken seriously.
6. **Right to freedom of thought, conscience, and religion** (Art. 14)
Children can choose their beliefs and practice their religion, with guidance from parents.
7. **Right to privacy** (Art. 16)
Children's privacy, family, home, and correspondence must be respected.
8. **Right to information** (Art. 17)
Children should have access to reliable information from diverse media sources.
9. **Right to education** (Art. 28–29)
Every child has a right to free primary education, and education should develop their talents and respect human rights.
10. **Right to health and health services** (Art. 24)
Children have the right to the best possible health and access to healthcare.
11. **Right to an adequate standard of living** (Art. 27)
Every child has the right to a standard of living adequate for physical, mental, and social development.
12. **Right to protection from violence, abuse, and neglect** (Art. 19)
Children must be protected from all forms of physical or mental harm.
13. **Right to protection from exploitation** (Art. 32–36)
Children must be protected from economic exploitation, sexual abuse, trafficking, and other harmful activities.
14. **Right to special care if disabled** (Art. 23)
Children with disabilities have the right to special care, support, and inclusion.
15. **Right to protection in armed conflict** (Art. 38–39)
Children under 15 must not take part in war; victims of conflict need rehabilitation.
16. **Right to play, rest, and leisure** (Art. 31)
Every child has the right to play and enjoy cultural and artistic activities.
17. **Right to protection from discrimination** (Art. 2)
All rights apply to every child, without discrimination of any kind.

Here's a **set of 17 possible quiz questions** (1 per right) based on the **UN Convention on the Rights of the Child**, each with its correct answer.

Quiz: Children's Rights

- Q:** Which right guarantees every child survival and opportunity to grow up healthy and well?
A: The right to life, survival, and development.
- Right to a name and nationality**
Q: What two things must every child be given at birth to be recognized as a person in society?
A: A name and a nationality.
- Q:** Which right protects a child's name, nationality and family ties from being taken away?
A: The right to identity.
- Right to be cared for by parents**
Q: Who has the main responsibility to care for and raise a child?
A: The child's parents.
- Q:** What right allows children to share their opinions and have adults listen to them?
A: The right to express their views and be heard.
- Q:** Which right allows children to have their own beliefs and practice their religion?
A: The right to freedom of thought, conscience and religion.
- Q:** Which right protects children's personal letters, space and information?
A: The right to privacy.
- Q:** What right ensures children can get reliable information from books, TV and the Internet?
A: The right to information.
- Q:** What right gives every child the chance to go to school and learn?
A: The right to education.
- Q:** Which right ensures children can see a doctor and receive proper healthcare?
A: The right to health and health services.
- Q:** What right guarantees children have food, clothes and a safe home to live in?
A: The right to an adequate standard of living.
- Q:** Which right keeps children safe from being hurt or mistreated by anyone?
A: The right to protection from violence, abuse and neglect.
- Q:** What right protects children from being forced to work or from being exploited or abused?
A: The right to protection from exploitation.
- Q:** What right ensures that children with disabilities receive the help and care they need?
A: The right to special care if disabled.
- Q:** What right stops children under 15 from being used as soldiers or harmed in war?
A: The right to protection in armed conflict.
- Q:** Which right allows children to have free time to play, rest & enjoy arts and culture?
A: The right to play, rest and leisure.
- Q:** What right says that all children should be treated equally, no matter who they are?
A: The right to protection from discrimination.