



THE FOUNDATIONS · POST 3

Meet the Convention

Four worksheets, tailored by age

AGES 6–8

AGES 9–11

AGES 12–14

AGES 15–17

The age ranges are a guide. Choose the sheet that best suits the child or group you are working with.

THE RIGHTS COMPASS

Helping children navigate their rights

Free to photocopy for classroom and group use.



THE FOUNDATIONS · MEET THE CONVENTION

The rights promise

Countries around the world made a promise about children's rights. The promise is written down in something called the Convention on the Rights of the Child.

1 Circle one that matters to you.

There is no right answer. It is your choice.

To go to school

To be safe

To play and rest

To have a say

2 Draw it.

Draw what it looks like when a child really has the right you circled.

3 Say it out loud.

Fill in the missing words. Then practise saying it three times.

“Children have a right to _____.”

Tick a circle each time you practise: ☐ ☐ ☐

If something in your life feels wrong, you do not have to sort it out on your own.

Tell an adult you trust, such as a parent, carer, teacher, school nurse, or your school's safeguarding lead.

You can also call Childline free on 0800 1111, at any time of day or night. They will listen.



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Making a right real

Having a right written down is one thing. Making it real takes action: laws, funding, services and people making things happen.

1 What would have to happen?

For each right, write one thing that would need to be true for every child to experience it in real life.

Children have a right to go to school.

Children have a right to be safe from harm.

Children have a right to rest and play.

2 Tick everything that could matter.

For children to experience their right to education, which of these could matter?

There is a school near enough to get to.

The family can afford the uniform and the journey.

No child is turned away because of who they are.

Children who need extra help get it.

Someone notices when a child stops coming.

A right written down still needs people to make it happen.

3 Who would have to act?

Name someone, or something, that would have to do the work.

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Promise, and practice

When a country ratifies the Convention, it makes a legal commitment. Whether every child actually experiences a right is a separate question. This sheet is about the space between the two.

1 Choose one right.

Any right you already know about. Write it here.

2 Promise, practice, gap.

THE PROMISE What does the Convention say?

THE PRACTICE What would you expect to see in children's real lives?

THE GAP What might stop some children experiencing it?

3 What I still need to know.

Before deciding whether that right is being realised, what would you have to find out? "I don't know yet" is a real answer.

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Ratified is not realised

Ratification creates international legal obligations for a State. Whether children experience that right in practice is a separate question. The treaty tells us what States have agreed to do; evidence helps us examine what is actually happening.

1 Read the wording, then translate it.

Use the article itself, not a summary. Summaries smooth off the parts that matter.

ARTICLE NUMBER, AND WHAT EXACTLY THE STATE HAS AGREED TO

WHAT LAWS, POLICIES, FUNDING OR SERVICES MIGHT THAT ACTUALLY REQUIRE

2 Look for evidence.

A claim about children's lives needs something behind it.

WHAT WOULD I NEED TO KNOW ABOUT CHILDREN'S ACTUAL EXPERIENCES

WHAT WOULD COUNT AS GOOD EVIDENCE, AND WHERE WOULD I FIND IT

3 Interrogate the gap.

Can a State formally recognise a right while some children still cannot exercise it?

What I can conclude from the evidence I have:

What I cannot conclude yet:

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The Rights Compass · Meet the Convention · Sheet 4 of 4 · Free to photocopy for classroom and group use.