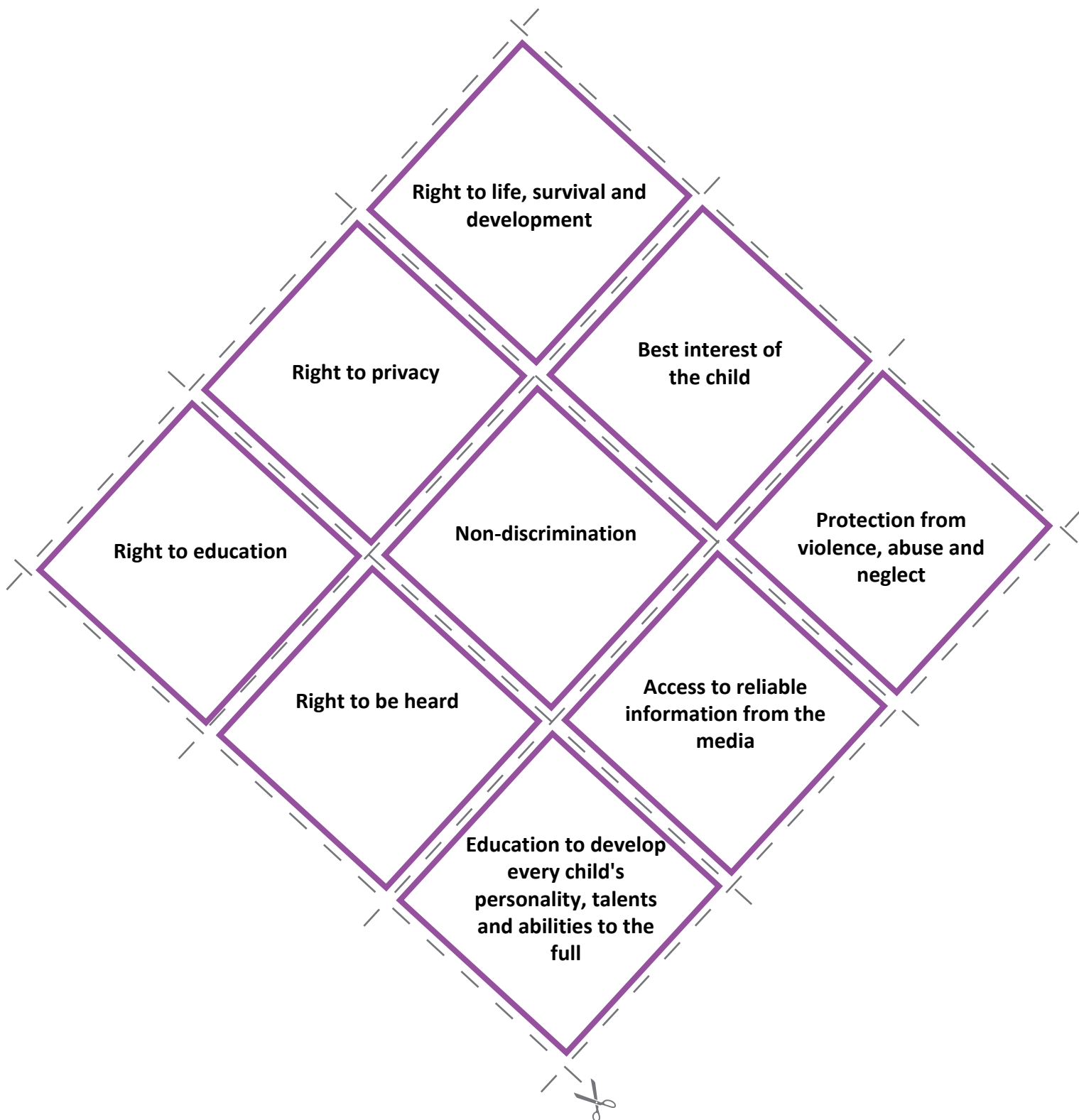
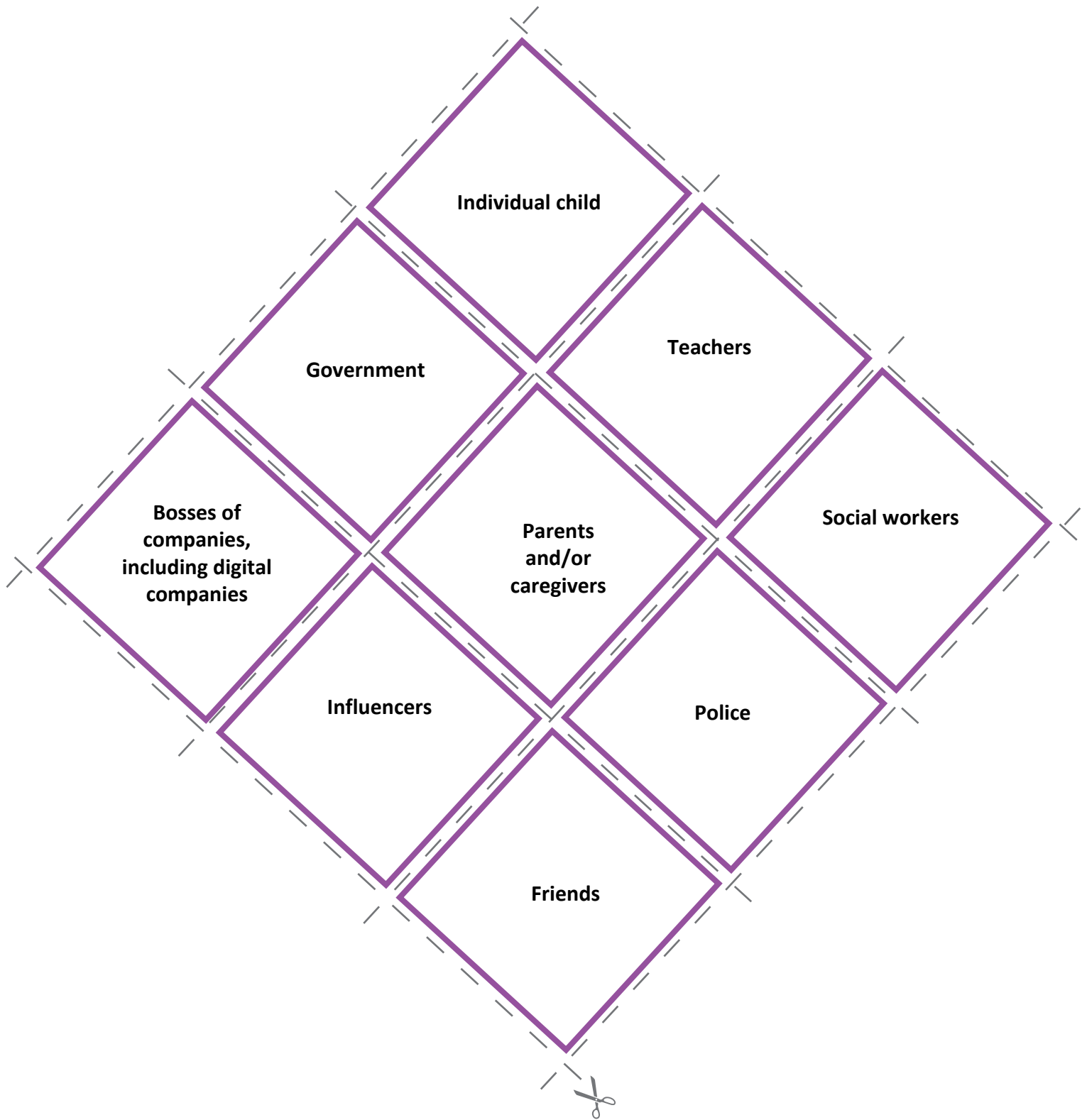


Diamond 9 - Some of the rights that are enshrined by UNCRC - which are the most important to you?



Diamond 9 - Who is responsible for ensuring that your rights are met?



RESOURCE A2

1. Which of these apply to children's rights?

- a) A right to relax, play and take part in a wide range of cultural and artistic activities.
- b) A right to life, survival and development – so that governments must do all they can to ensure that children survive and develop to their full potential.
- c) A right to be protected from all forms of violence, neglect and bad treatment.
- d) All of them

2. True or false – all children have a right to Secondary Education *and it must be free.*

3. True or false – Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

4. Place these in order of importance to you:

Right to life, survival and development.

Right to privacy.

Non-Discrimination.

Best interest of the child.

Protection from violence, abuse and neglect.

Right to be heard.

Education should develop every child's personality, talents and abilities to the full.

5. Can you explain why you have placed the top two here?

6. Who is responsible for making sure your rights are met? Who is the most important? Can you place them in order?

Parents

Friends

Government

Teachers

Police

Bosses of companies, including digital companies.

7. Can you explain why you have placed the top two here?

ANSWERS TO RESOURCE A2

1. Which of these apply to children's rights?

- a) A right to relax, play and take part in a wide range of cultural and artistic activities.
- b) A right to life, survival and development – so that governments must do all they can to ensure that children survive and develop to their full potential.
- c) A right to be protected from all forms of violence, neglect and bad treatment.
- d) All of them

2. True or false – all children have a right to Secondary Education *and it must be free.*

False – every child has a right to free primary education and a right to secondary education. It does not state however that secondary education should be free. The article states:

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of

secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

3. True or false – Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

True – This is Article 17.

4. Place these in order of importance to you:

Right to life, survival and development.

Right to privacy.

Non-Discrimination.

Best interest of the child.

Protection from violence, abuse and neglect.

Right to be heard.

Education should develop every child's personality, talents and abilities to the full.

5. Can you explain why you have placed the top two here?

6. Who is responsible for making sure your rights are met? Who is the most important? Can you place them in order?

Parents

Friends

Government

Teachers

Police

Bosses of companies, including digital companies.

1. **When was the first declaration made for children? Who was the first person to raise this internationally?**
2. **What is the United Nations committed to?**
3. **What are the three core principles of human rights?**
4. **Which is the only United Nations member state that hasn't ratified the United Nations Convention on the Rights of the Child?**
5. **Who has a duty to uphold the rights of children?**
6. **What are the four main articles or general principles that apply across all of the rights?**
7. **What are the five different areas that the rest of the articles can be grouped into?**
8. **What are the three optional protocols that states can sign up to?**
9. **How does the United Nations monitor that governments are taking children's rights into account?**
10. **Describe some of the ways that governments should take action to protect children?**

ANSWERS TO RESOURCE A3

1. When was the first declaration made for children? Who was the first person to raise this internationally?

1924. Eglantyne Jebb took the first declaration to the League of Nations in Geneva. The first declaration consisted of five principles:

- Every child should be given what they need to grow up happy and healthy.
- When a child is hungry, they must be fed. When they are sick, they must be cared for. And when they need support, shelter or guidance, they must be given it.
- Whenever there is a crisis, children should be the first to receive aid.
- Every child should be protected against exploitation and given the chance to earn a living, when the time comes.
- Every child should grow up understanding the importance of using their talents and skills to help others.

2. What is the United Nations committed to?

Maintaining peace and security and promoting human rights.

3. What are the three core principles of human rights?

Dignity, equality and respect.

4. Which is the only United Nations member state that hasn't ratified the United Nations Convention on the Rights of the Child?

USA

5. Who has a duty to uphold the rights of children?

Governments who have signed up to the treaties. This means everyone who works for the government for example, teachers, police officers, lawyers, social workers. Children and parents are rights holders.

6. What are the four main articles or general principles that apply across all of the rights?

- **Non-discrimination** – Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Best interests of the child** – Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Life, survival and development** – Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

- **Children's views are given full weight** -Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

7. What are the five different areas that the rest of the articles can be grouped into?

- *Civil Rights and Freedoms*
- *Family Environment and Alternative Care*
- *Health and Welfare*
- *Education, Leisure and Culture*
- *Special Protection Measures that cover children in emergency situations, justice systems, child exploitation and for minority groups.*

8. What are the three optional protocols that states can sign up to?

- *The sale of children, child prostitution and child pornography*
- *The involvement of children in armed conflict*
- *Individual complaints by children.*

9. How does the United Nations monitor that governments are taking children's rights into account?

- *Governments must submit regular reports, every five years. This is supplemented by other professional reports.*
- *Reviews of the reports.*
- *Observations and follow up with recommendations governments should take to improve children's rights.*

10. Describe some of the ways that governments should take action to protect children?

- *Put the recommendations into law and constitutions.*
- *National plan for children.*
- *Monitor how much of the budget is spent on children.*
- *Regular impact assessments.*
- *Independent Children's Ombudsman or Commissioner.*

THE RIGHTS OF EVERY CHILD

A summary of the United Nations Convention on the Rights of the Child. The Convention was adopted in 1989 and sets out the human rights of children everywhere.

ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.



ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.



ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.



ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.



ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.



ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children.

For more information about the Convention, its principles and the three Optional Protocols, go to unicef.org.uk/crc.

Find out more about the Rights Respecting Schools Award at unicef.org.uk/rrsa

It feels good when I get a reward online

1 5 10
Disagree Agree

It feels good when I get a new message or someone likes my social media posts

1 5 10
Disagree Agree

1 5 10
Disagree Agree

I follow social media influencers that my friends suggest or when they come up in my feed

1 5 10
Disagree Agree

I click on videos or messages on my For You feed

1 5 10
Disagree Agree

I find myself scrolling through my social media without really paying attention to what is on there

1 5 10
Disagree Agree

I use one click payments if buying something online

1 5 10
Disagree Agree

I find I am added into group chats without wanting to be

1 5 10
Disagree Agree

I am in control of how much time I spend on social media

1 5 10
Disagree Agree

RESOURCE B2

Type	Name	Description	Example
Dopamine hits and anticipation	Notifications	Alerting users to a change, typically a new message, update, social media post etc.	Buzzes, pings, vibrations, pulses, the colour
	Random rewards	Providing 'rewards' that are unknown and underdetermined by the user	Loot boxes
	Anticipation mechanisms	Features that generate a sense of anticipation before gratification	Typing bubbles to indicate that another user is actively typing a message
	Affirmations	Features that indicate approval or provide validation	Likes, hearts, claps

Resources for B2 from 5 Rights Foundation Disrupted Childhood: The cost of persuasive design
<https://5rightsfoundation.com/resource/digital-childhood-updated-report/>

RESOURCE B2

Type	Name	Description	Example
Social proof/ Fear of missing out	Popularity metrics	Numbers associated with a user's engagement, usually displayed visibly on a profile or post	Likes', friends, followers, shares, claps, scores
	Activity messages	Indications about other users' actions that generate FoMO or anticipation	Instagram pulses Read receipts
	Reciprocity	Sense of obligation to reciprocate or mirror other user's actions	Likes Virtual gifts Snapchat streaks
	Para-social relationships	Nonreciprocal socio-emotional connections with 'high-profile' users such as celebrities or influencers	Influencers OnlyFan's Creators 'YouTubers'
	Ephemeral content	Content that expires or 'disappears' after a certain length of time. Ephemeral content cannot be recovered by users.	Instagram stories BeReal TikTok Now Polls

Type	Name	Description	Example
Forced action	Forced registration	Forcing users to register or tricking them into thinking registration is necessary	'Log in to view posts from this account' 'Don't have an account?' 'Sign up!'
	Forced disclosure	Tricking or forcing users into sharing personal information	'Don't miss out on special rewards, just for you!'
	Friend spam/ address book leaching	Manipulative extraction of information about other users	Allow access to your content'
	Gamification	Encouraging users to 'earn' access to certain functionalities or credits through game-play or repeated use	Spin the wheel to see if you've won a prize!'
	Logging in	Encouraging users to log in via an account e.g. Google or Facebook	'Log in with Facebook/ Google/ Twitter/ Tik Tok'

RESOURCE B2

Type	Name	Description	Example
Seamlessness	Cross-platform sharing	Functions that encourage users to share content on other platforms	Seamless sharing to Twitter when posting an OnlyFans update Link stickers on Instagram stories allowing users to link directly to a web page
	Autoplay	Content automatically playing without initiation by the user, or 'pre-loaded' to begin when the previous piece of content has played, minimising or eliminating breaks during which a user might decide to disengage	Tiktok autoplays videos when a user scrolls
	Infinite scroll	Content feeds that load automatically without any end point and without requiring actions from the user to reload	Social media feeds (newsfeeds 'For You' pages)
	Seamless payments	Design that removes steps or barriers to payments	One click' or hidden payments

App	Persuasive Technique	Notes
Instagram	Received a push notification that I had 3 unread messages	Received first thing in the morning, when I usually check social media
Google	Recommended articles about celebrity gossip	I tend to click on these types of articles

Resource from Center for Humane Technology - Youth Toolkit
<https://www.humanetech.com/youth>



Children are:

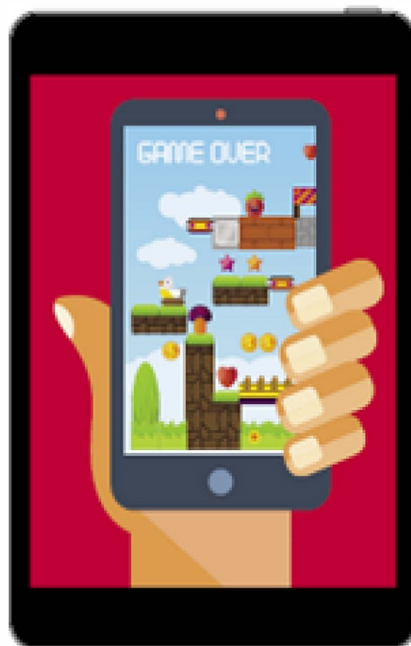
More able to manage their thinking and their emotions.

Undergoing a shift towards increased order and logic in their thinking around the age of 7.

Learning about the complexities of relationships.

Moving towards greater rule-based reality play, and away from pretend play.

Becoming socially more sophisticated; the need to fit in and be accepted by the peer group becomes more important.



Digital use:

Entertainment, films, TV, video (e.g. YouTube, Netflix).

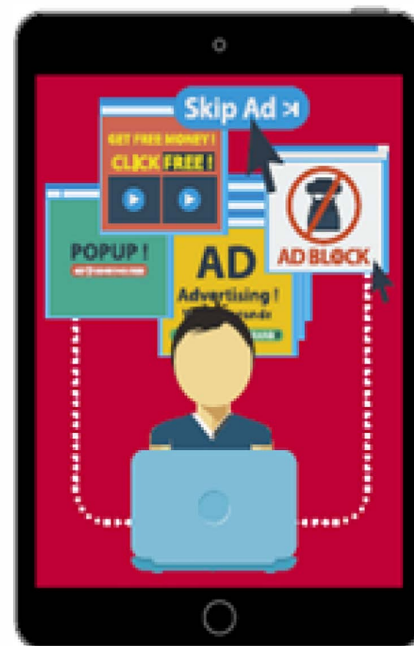
Games and walled gardens (closed platforms – i.e. specialist sites such as CBBC).

Increasing independent use of devices for majority of users.

Independent communication with family and, as they get older, increasingly with friends and third parties (commercial).

Number of children in this age group having smart phones or tablets increasing rapidly.

Children begin using the internet through game consoles and handhelds.



Risks & challenges:

Frequent users of the internet but have limited knowledge of online safety.

Children are predisposed to be compliant with safety messages from school/home, but if risks aren't explained clearly, they create their own explanations.

Children are unaware their web use is tracked and used for suggestions and ads.

Limited critical understanding can mean that neither veracity of information, nor its purpose, are properly understood.

Presence of ads presents a confusing proposition of a consumerist message, but one which is vetted by reputable platforms/providers.

'Tech tantrums', reward loops and auto-plays make it difficult for children and adults to manage use, because their evolutionary biology (need to react) is exploited by random rewards and interventions.

Parents are uncertain of the best way to manage the dilemma of management vs. autonomy, leading to family tensions around digital use.

Internet filtering may be somewhat effective.

10 – 12 Years



Children are:

More likely to question what they see but are still not always able to critically analyse information, so are generally trusting of information they are given.

Spending more time with friends, even though family are still a source of influence. They are aware of social pressures and expectations, and may change aspects of themselves in order to fit in and be accepted by peers.

Experiencing more feelings of shame and show a dip in self-esteem as social comparisons increase.

More aware of what's 'cool' or not, and increased awareness of brands.

Awareness and enhancement of self-image.



Digital use:

Having a personal device is the norm for this age group.

They watch TV/films, shop online, gaming.

Open communication, including photos, with friends across a range of sites, including games and social media.

Schoolwork and communications from school.

This is a time of rapid increase in user numbers. For example, mobile phone ownership rises rapidly in this age group from 32% at age 8-11 years old to 79% of 12-15 year olds⁹.

Start to use the online environment to explore and develop their self-identity.



Risks & challenges:

Unaware that searches may be visible to others and that preferences are being used to profile a young child using algorithms.

Unaware that apps/platforms are deliberately designed to extend use and are therefore 'sticky'.

Find it hard to think of the longer-term consequences, and seek immediate rewards e.g. impulsive use (sending photos, posting personal information).

Perception that their personal image falls short of those that inhabit their digital environment, so manufacture their personal image profile to compete with them.

Digital wildfires (gossip), social media groups, notifications, spread of content can become overwhelming.

Increase in family tensions around digital use⁹.

Personal privacy not a priority.

Fake news, commercially driven information and 'echo' of personalised news feeds influence a young person's understanding of global issues.

Schools communicating at inappropriate hours.

13 – 15 Years



Young people are:

Undergoing significant neuro-psychological changes, leading to differences in the way they perceive emotions and make decisions.

Starting to show more sensitivity to risk, with some developing a more risk-averse preference and some developing a more risk-seeking preference¹⁰.

Characterised by idealism, with a tendency towards polarised thinking.

At a critical stage for development of mental health challenges.

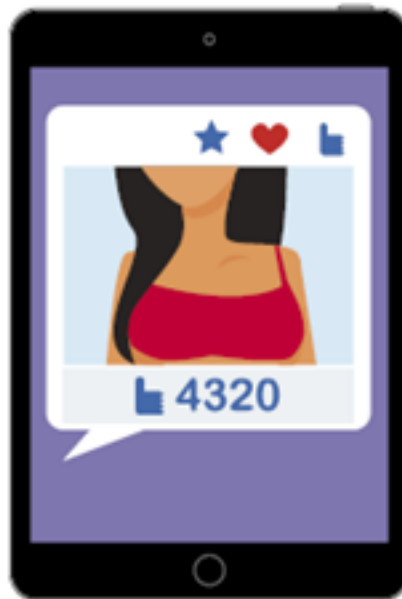
Still having difficulties realising that others can have a different perspective, so may find it hard to work out interpersonal problems.

Highly dependent on peers for a sense of wellbeing. They need to feel as if they are part of a group – yet also want to be viewed as unique.

Increasingly testing boundaries set by parents.

Still comparing themselves with others, which can affect their self-esteem.

Likely to be exploring sexuality and testing adult relationships.



Digital use:

Phone is a key social information and education tool.

Communications with friends, games, gossip, TV/films, shopping, photos, music. Main source of news and factual information.

Use social media for self-expression and to find emotional and other forms of information and support.

Self-generated images are routinely shared. The 'currency' of likes and ratings is very important.

Schoolwork – many learning/educational resources have digital component.

Using public Wi-Fi.

Continue to use the online environment to explore and develop their self-identity.



Risks & challenges:

Risk-taking – not accepting that risks apply to them.

Limited understanding of 'ownership' of platform and app data retained by advertisers, platform owners and other digital services.

Lack of critical thinking/knowledge about the quality and veracity of information.

Unaware that digital profile may be accessed by future education and work places.

Choosing to access adult content.

Internet filtering may be ineffective at this age, particularly with increasing use of wearable technologies.

Family tensions about extended digital use.¹¹

Access software/music etc. on illegal/unregulated sites to "get stuff for free".

Increased risk of cyberbullying, and increased worries about self-image and social anxiety.