



**FREE THE CHILDREN**  
children helping children through education

# VOW OF (SILENCE)

## SECONDARY LESSON PLAN

## LESSON PLAN:

# Vow of Silence in the Secondary Classroom

### RATIONALE

This year, on November 30, youth around the world will participate in Free The Children's Vow of Silence campaign and stay silent in solidarity with children who are denied their human rights and their voice. In preparation for this important campaign, this lesson plan is designed to support educators as they dive deeply into children's rights issues.

This lesson consists of orientation, core, concluding and extension activities, followed by an assessment rubric and a Blackline Master. Each activity strategically builds on the next, providing students with a strong knowledge base of children's rights. Using dynamic student centered activities, students are encouraged to learn the facts and engage with the issues. The entire lesson plan takes up approximately 215 minutes of class time; however, if you have less time, you can select one activity from each section. After participating in this lesson, your students will emerge as children's rights advocates, ready to take action in Free The Children's Vow of Silence campaign.

Together, let's vow to break the silence!

### DETAILS

- **Grade level:** secondary
- **Themes:** human rights, children's rights, poverty, humanity, diversity, technology, interconnectedness, childhood, adulthood, human rights documents and social justice.
- **Estimated time:** 215 minutes of class time.
- **Learning goals:**  
Students will:
  - Learn about the essential qualities that make us human.
  - Develop a deeper understanding of the United Nations Convention on the Rights of the Child (CRC).
  - Become knowledgeable on topics such as human rights and children's rights.
  - Participate in active group work and class discussions.
  - Perform independent research.
  - Create a public service announcement (PSA) on children's rights.
- **Canadian course connections:** The Arts, Canadian and World Studies, Computer Studies, English, Health and Physical Education, Social Sciences and Humanities, Technological Education
- **American course connections:** Visual and Performing Arts, United States and World History, English Language Arts, Health and Physical Education, Social Sciences.
- **Resources required:**
  - Chart paper
  - Blackboard
  - Computers and internet
  - Newspapers, magazines and books
  - Writing utensils
  - Video cameras (if available)
  - Blackline Master 1 (BLM 1)
  - Free The Children's Vow of Silence How-To Guide
- **Assessment**
  - Appendix 1: Assessment Rubric for Student Projects

## LESSON PLAN: ORIENTATION ACTIVITIES

### Orientation Activity 1: Where Our Rights Come From

- **Purpose:** The purpose of this activity is to take an in-depth look at human rights, learning why human rights exist and why they are necessary for quality of life.
- **Instructional method(s):** class discussion
- **Differentiated instruction:**
  - Students will discuss questions in small groups instead of as a whole class.
- **Canadian course connections:** Canadian and World Studies, English, Social Sciences and Humanities.
- **American course connections:** United States and World History, English Language Arts, Social Sciences.
- **Estimated time:** 10 minutes
- **Steps:**
  1. Write the words "HUMAN" and "RIGHTS" at the top of chart paper.
  2. Below the word "HUMAN" draw a circle.
  3. Ask students to brainstorm what personal qualities make us human and write the words inside the outline (e.g.: intelligence, sympathy, etc.).
  4. Next, ask students what they think is needed in order to protect, enhance and develop these qualities. List answers outside the circle, and ask participants to explain them (e.g.: education, friendship, a loving family, etc.).
  5. Encourage a class discussion using the following suggested questions:
    - Based on this list, what do people need to lead a good life?
    - Can any of the qualities listed inside the circle be taken from us? (e.g.: our freedom of speech.)
    - What would happen if you had to give up any of the necessities listed outside of the circle?
  6. Explain to students that the qualities listed inside the circle are those that define a human and relate to human dignity. Everything written on the outside of the circle represents what is necessary to ensure that people have that dignity. Human rights are based on these necessities.
  7. Activate students' prior knowledge and ask them to list the rights they have as humans. List answers under the title "RIGHTS".

8. Encourage a class discussion using the following suggested questions:
  - How do individuals honour these rights?
  - How do world leaders honour these rights?
9. Explain to students that although all human beings have these basic rights that does not always mean they are always being granted. In many cases rights are not upheld because of issues like poverty, discrimination, lack of education, etc.
10. Tell students that they can play a role in ensuring that people around the world are granted their rights, ask them to explain how. Write suggestions on the board.
11. Before concluding this activity, make sure students have a preliminary understanding of human rights.

#### Vow of Silence Campaign Tips:

- **Spread human rights messages:** ask each student in the class to speak to at least five people in the school, telling them about human rights and sharing their ideas around how they can ensure people around the world are granted their rights. Use this as a prelude to the Vow of Silence campaign.

## Orientation Activity 2: My Rights

- **Purpose:** The purpose of this activity is for students to become familiar with international human rights documents and the unique rights of children.
- **Instructional method(s):** class discussion
- **Differentiated instruction:**
  - Students work on the final projects in pairs.
  - Students investigate the differences between the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child.
- **Canadian course connections:** The Arts, Canadian and World Studies, English, Health and Physical Education, Social Sciences and Humanities.
- **American course connections:** United States and World History, English Language Arts, Health and Physical Education, Social Sciences.
- **Estimated time:** 20 minutes
- **Steps:**
  1. Go deeper in your discussion on human rights. Ask students the following questions:
    - Have you ever heard of the Universal Declaration of Human Rights? What is it?
    - Why was this document created?
    - What are some of the rights found in this document? List examples on the board.

**Teacher Note:** The Universal Declaration of Human Rights was created in 1948 by the United Nations General Assembly. This document lists the essential rights for all human beings and sets the standard for how we should behave towards one another so that everyone's dignity and basic needs are respected.

2. Move into a discussion on children's rights by asking the following suggested questions:
  - What are the differences between children and adults?
  - Are children able to care for themselves the same way as adults?
  - Should children be granted the same rights as adults? Is this fair? Why or why not?
3. Explain to students that childhood is a unique and vulnerable stage, for that reason children need rights separate from adults to ensure they are receiving fair and just treatment.

4. Tell students that a special convention was created for children (under the age of 18), setting out the rights of children. This document is called the United Nations Convention on the Rights of the Child (UNCRC). As of November 2009, 194 countries have ratified the convention, including every member of the United Nations except Somalia and the United States of America.
5. Distribute BLM 1 and allow students the opportunity to view the UNCRC.
6. Discuss the rights found in this document and the reasons why it is important that children have their own set of rights.
7. When this discussion is complete, choose from one of the following class projects:
  - Select one right from the UNCRC and draw a picture of their interpretation of the right. Display completed drawings around the classroom as a reminder of children's rights.
  - Select one right from the UNCRC and write a creative story around this right.
8. When projects are complete, ask students to present their work to the class.

### Vow of Silence Campaign Tips:

- **Advertise:** use drawings and stories to advertise for campaign events.
- **Sign your name:** chose a children's rights issue the class feels strongly about and create a school wide petition around this issue to be signed the day of the campaign.

## LESSON PLAN: CORE ACTIVITIES

### Core Activity 1: Provision, Protection and Participation

- **Purpose:** The purpose of this activity is to give students an opportunity to develop a clear understanding of the United Nations Convention on the Rights of the Child. Through this activity they will learn the rights they have as youth.
- **Instructional method(s):** class discussion, group work
- **Differentiated instruction:**
  - Assign each student to one of the 3 P's and encourage them to become experts in their category. Once this is done, have students join into groups of three so that each category is represented. Students must teach their group members about their category, while learning about the others from their partners.
- **Canadian course connections:** The Arts, Canadian and World Studies, English, Social Sciences and Humanities.
- **American course connections:** Visual Arts, United States and World History, English Language Arts, and Social Sciences.
- **Estimated time:** 30 minutes
- **Steps:**
  1. Explain to students that there are 54 articles in the convention that identify children's rights. Each of these articles falls under one of three fundamental concepts: provision, protection and participation.
  2. Define provision, protection and participation as a class and write the definitions on the board.
  3. Divide the class into groups of four and distribute BLM 1 and chart paper to each group.

**Teacher Note:** Provision: providing or supplying of something, especially food or other necessities.  
 Protection: to defend or guard from danger or harm.  
 Participation: the act of taking part or sharing in something.

4. Ask each group to create a chart on their paper with the headings "Provision", "Protection" and "Participation".
5. Explain to the students that as a group, they must determine which articles fit under which title and then record this in their chart.
6. When the groups have completed their charts, ask them to look at all of the articles and select three that they think are the most important.

7. After each group has made their decision have them present their charts to the class, each group must present:
  - Why each category is important.
  - The articles they assigned to each category.
  - If there were any articles they had difficulty categorizing.
8. Following this discussion, ask students to individually choose three articles from the convention that they feel are the most important. Ask students to write a reflection around these three articles, stating the reasoning behind their decision.
9. After students have completed their reflections, hold a concluding class discussion around children's rights. Discuss what the students know, what they learned and address any final questions they may have.

#### Vow of Silence Campaign Tips:

- **Raise awareness:** spread the word about the UNCRC and ensure all students in the school know their rights.
- **Get students questioning:** post articles from the UNCRC around the school with a series of questions about children's rights. Get students thinking about these questions and answer them on the day of the campaign.
- **Publish it:** publish reflections in a school or community newspaper to draw attention to the Vow of Silence campaign.

## Core Activity 2: Children Around the World

- **Purpose:** The purpose of this activity is for students to realize that in many cases, children are denied their basic rights. This is an opportunity for students to use the knowledge they now have about children's rights to identify instances where these rights have been denied.
- **Instructional method(s):** independent research, group work
- **Differentiated instruction:**
  - Students work in pairs instead of individually.
  - Students find one example of children not being granted their rights and investigate the issue, creating a presentation to inform the class of this children's rights violation.
- **Canadian course connections:** Canadian and World Studies, English, Social Sciences and Humanities
- **American course connections:** United States and World History, English Language Arts, Social Sciences.
- **Estimated time:** 60 minutes
- **Steps:**
  1. Distribute magazines and newspapers and/or allow the students an opportunity to search the internet.
  2. Ask the students to search through these resources to find articles and pictures from around the world that are examples of instances where children are not being granted their rights.
  3. Students must compile at least five examples and include the following in a written paragraph to be submitted along with the example.
    - Date
    - Location
    - Description of picture
    - Description of child (e.g.: age, etc.)
    - Description of how the child's rights are being denied
    - Personal reaction to the item
    - Article in the UNCRC that is related to the issue at hand
    - Mechanisms in the local and international community that can provide support and solutions to this activity
  4. When students have completed their independent research, ask the class to get into groups of four to discuss their research findings.
  5. After this is complete, hold a class discussion and ask each group to summarize their conversation for the class.

### Vow of Silence Campaign Tips:

- **Capture attention:** combine the examples that students collected and their chart paper comments on a school bulletin board to capture students' attention and pique their interest about the campaign.
- **Educate others:** have students bring the examples into other classrooms, educating these classes on the issues and explaining the importance of the Vow of Silence campaign.

## LESSON PLAN: CONCLUDING ACTIVITIES

# Concluding Activity 1: Taking a Stand for Children's Rights

- **Purpose:** The purpose of this activity is to allow students to demonstrate everything they have learned about children's rights and take a stand for children around the world who are not being granted their rights.
- **Instructional method(s):** class discussion, independent project
- **Differentiated instruction:**
  - Students perform a research project in groups on a children's rights issue they feel strongly about.
  - Use peer editing throughout the writing process so students are able to brainstorm ideas and receive feedback on their work.
- **Canadian course connections:** Canadian and World Studies, English, Social Sciences and Humanities
- **American course connections:** United States and World History, English Language Arts, Social Sciences.
- **Estimated time:** 30 minutes of class time followed by independent work sessions.
- **Steps:**
  1. Ask students to reflect on everything they have learned about children's rights. Write a list of these things on the board.
  2. From this list, ask students to identify the children's rights issue they feel most strongly about. Discuss these issues together.
  3. Explain to students that now they are going to take a stand for children's rights in the form of a persuasive essay.
  4. Tell students that the persuasive essay combines reasoned arguments with the emotion required to persuade the reader to take action. In this type of essay, the writer must make a claim or take a position and back it up with statistics, expert opinions and evidence.
  5. Using research and references to the UNCRC, students must identify and define an issue within children's rights they feel strongly about. In their essay, they must strive to persuade their reader of why this issue is important or wrong, how it can be solved and encourage them to take action.
  6. Discuss possible topics as a class. Write these topics on the board.
  7. Looking at the list of topics, brainstorm different arguments that can be made as well as research avenues that can be taken.
  8. When this discussion is complete, present students with the following steps to help them write the outline for their persuasive essays:
    - Define the main argument of your persuasive essay. What are you trying to persuade the audience to believe?
    - Write your thesis statement. This sentence states your main argument and is used as the final sentence of the opening paragraph.
    - List two to four statements that support your thesis statement. These are the main arguments of your persuasive essay.
    - Write an example or fact under each argument that help you prove that the argument is true.
    - Consider the opposing statement for each of your arguments and add a rebuttal to each opposing statement to help strengthen your argument.
  9. Once outlines are completed and approved, allow students to begin writing their persuasive essays.
  10. Ask students to use their thesis to write the first paragraph, write a paragraph for each argument, including the opposing statement and rebuttal. Then finish with a concluding paragraph.
  11. When essays are completed, ask students to present their arguments to the class.
  12. Students will hand their essays in for grading.

### Vow of Silence Campaign Tips:

- **Capture attention:** ask students to turn their completed essays into a catchy and informative message about children's rights. Spread these messages around the school.
- **Talk about it:** have students visit other classes, educating them on the issues from their essay and explaining the importance of the Vow of Silence campaign.

# Concluding Activity 2: Break the Silence! Children's Rights Public Service Announcement

- **Purpose:** The purpose of this activity is to allow students to explore all of the information they have learned about children's rights by creating a message about the UNCRC and a children's rights issue of their choice. In carrying out this activity, students will have the opportunity to have their voice heard while standing up for something they believe in.
- **Instructional method(s):** group work
- **Differentiated instruction:**
  - Students create a visual storyboard of their PSA instead of acting it out.
- **Canadian course connections:** The Arts, Canadian and World Studies, Computer Studies, English, Social Sciences and Humanities
- **American course connections:** Visual and Performing Arts, United States and World History, English Language Arts, Social Sciences.
- **Estimated time:** 45 minutes of class time followed by group work sessions.
- **Steps:**
  1. Explain to students that they will be creating a Public Service Announcement (PSA) on a children's rights issue.
  2. Begin by introducing the concept of a PSA, ask:
    - What is a Public Service Announcement?
    - Describe a PSA you have seen.
    - What makes a PSA effective? What makes it ineffective?

**Teacher Note:** Students can create their PSA in the form of a skit or video depending on what equipment is available.

3. Divide students into groups of four and direct them through the following steps:
  - Select one children's rights issue that the PSA will focus on. Research the issue. Find out the details of the issue and the articles in the UNCRC that apply to this issue (e.g.: Article 19: child abuse, etc.).
  - Create a simple, clear message that does the following: creates awareness of the issue, shows the importance of the issue, elicits an emotional response in the audience and causes a behavioural change in the audience.

- Write a script (a one minute PSA typically requires about five to seven concise statements).
  - Display the script in a visual story board with characters and settings.
  - Practice, practice, practice!
  - Perform.
4. Set aside a class period to present the PSAs. After each PSA has been viewed hold a brief discussion using the following suggested questions:
    - How did the PSA's affect you?
    - Were the messages clear and concise?
    - What made the best PSA?
    - Did each PSA achieve its goal?
    - What did you learn about children's rights?
    - What problems did you run into?
    - What would you do differently next time?

### Vow of Silence Campaign Tips:

- **Promote the campaign:** use the Break the Silence projects (videos or skits) to promote the Vow of Silence campaign.
- **Incorporate visual aids:** use these projects to support initiatives the day of the campaign.
- **Use education:** educate other classes in the school on children's rights issues by showing them completed projects and encouraging them to participate in the campaign.

## LESSON PLAN: EXTENSION ACTIVITY

### Extension Activity: Vow of Silence

- **Purpose:** The purpose of this activity is to provide students with an outlet for action by engaging them in the Vow of Silence campaign.
  - **Instructional method(s):** class discussion
  - **Differentiated instruction:**
    - Give students the Vow of Silence How-To-Guide and ask them to discuss campaign ideas in groups.
  - **Canadian course connections:** The Arts, Canadian and World Studies, Computer Studies, English, Health and Physical Education, Social Sciences and Humanities, Technological Education
  - **American course connections:** Visual and Performing Arts, United States and World History, English Language Arts, Health and Physical Education, Social Sciences.
  - **Estimated time:** 20 minutes
  - **Steps:**
    1. Ask students to reflect on all they have learned throughout the lesson about children’s rights. Explain to them that it is easy to feel helpless when learning about issues such as these because it is difficult to determine how you can help. Explain to them that Free The Children’s Vow of Silence campaign is a call to action, a tangible way that they can stand in solidarity with their peers around the world who have not been granted their rights.
    2. Introduce the campaign by viewing the following video:
      - An introduction to the campaign by Free The Children <http://www.youtube.com/watch?v=tGRUDfFs0co> and <http://www.youtube.com/watch?v=55RhNlztnc&feature=relmfu>
    3. Keeping in mind all they have learned throughout the course of the lesson, ask students the following questions:
      - What are the goals of this campaign?
      - Why is this campaign important?
      - What are the steps to take to participate in this campaign?
    4. On the board, write the title “Communication”. Ask the students to list all of the ways they communicate (e.g.: by speaking, by sending text messages, etc.) and record their responses on the board.
    5. Now go down the list and ask the students if they use each of the items in their daily life and if so, how? Record answers on the board.
6. Tell students to think back to all they have learned about children’s rights during the course of the lesson. Then ask:
    - How would you feel if you were unable to use all of these forms of communication? How would this affect your day?
    - If you were to protest this by going silent yourself and restricting yourself from using any of these communication outlets, what kind of a message would that send to your peers?
    - What impact will your actions have on the school and the community?
  7. Distribute the Vow of Silence How-To-Guide and ask students to review the guide quietly.
  8. Discuss the logistics of the campaign by asking the following suggested questions:
    - What does it mean to take the Vow on November 30?
    - Who wants to participate in this campaign?
    - What are some ways we can show that we’re silent?
    - How can we spread the silence?
    - How can we make it count and receive the best fundraising results for this campaign?
    - How can we break the silence when the campaign is over?
    - Sign your group up for the campaign by filling out the registration form at [www.freethechildren.com/vowofsilence](http://www.freethechildren.com/vowofsilence) and begin your planning!

## ADDITIONAL RESOURCES

In addition to the above lesson plans, you may want to share the following useful online resources:

- Free The Children's Vow of Silence webpage  
<http://www.freethechildren.com/getinvolved/youth/campaigns/> Here you can register for the campaign and access resources and downloads.
- Free The Children's Vow of Silence website  
[www.iamsilent.com](http://www.iamsilent.com) An interactive, visually appealing website for the Vow of Silence campaign.
- Visit [www.weday.com](http://www.weday.com) for statistics and resources.
- Global Voices articles about children's rights:
  - "Seeing a Future in UN Development Goals"  
<http://www.thestar.com/news/globalvoices/article/863512--global-voices-seeing-a-future-in-un-s-development-goals>
  - "Unfulfilled Dream for Children of Juarez"  
<http://www.thestar.com/news/globalvoices/article/766573--education-unfulfilled-dream-for-children-of-juarez>
  - "World's Adults must Honour Vow to Children"  
<http://www.thestar.com/news/globalvoices/article/726368--world-s-adults-must-honour-vow-to-children>
  - "India's Children don't have a Vote – or Clean Water"  
<http://www.thestar.com/news/globalvoices/article/635142--india-s-children-don-t-have-vote-mdash-or-clean-water>
  - "Former Child Soldiers Face Psychological Battle"  
<http://www.thestar.com/news/globalvoices/article/627688--former-child-soldiers-face-psychological-battle>
- United Nations Convention on the Rights of the Child  
[http://www.canadiancrc.com/UN\\_CRC/UN\\_Convention\\_on\\_the\\_Rights\\_of\\_the\\_Child-Overview.aspx](http://www.canadiancrc.com/UN_CRC/UN_Convention_on_the_Rights_of_the_Child-Overview.aspx) or <http://www.unicef.org/crc/>
- The Universal Declaration of Human Rights  
<http://www.un.org/en/documents/udhr/index.shtml>
- Ontario Human Rights Commission  
<http://www.ohrc.on.ca/>
- Animated Cartoons: Click on "Online Cartoons"  
<http://www.unicef.org/crcartoons/>

## APPENDIX 1

Use the below assessment rubric to evaluate students' comprehension of issues and participation in the lesson plan activities. This rubric can be used in the following activities: My Rights, Provision, Protection and Participation, Children Around the World, Taking a Stand for Children's Rights, Break the Silence and Children's Right's Public Service Announcement.

### Student Projects

Title of Project: \_\_\_\_\_

Student Name: \_\_\_\_\_

PERFORMANCE FACTORS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>PRODUCING QUALITY WORK</b>	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.
<b>USING WORK TIME EFFECTIVELY</b>	Always remains on task, showing exemplary adherence to boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Sometimes on task, showing limited observance of boundaries and rules.
<b>KNOWLEDGE OF TOPIC</b>	Demonstrates thorough knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates limited knowledge and understanding of concepts.
<b>COMMUNICATING EFFECTIVELY</b>	Expresses and organizes ideas and information with a high degree of effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with limited effectiveness.
<b>ORIGINALITY</b>	Presents or selects a fresh and original idea.	Presents or selects a somewhat original idea.	Presents a somewhat predictable response to the topic.	Presents a predictable response to the topic.

# BLACKLINE MASTER 1

## The United Nations Convention on the Rights of the Child

<p><b>Article 1 (definition of "the child")</b> Everyone under the age of 18 is entitled to all the rights in this Convention.</p>	<p><b>Article 2 (without discrimination)</b> States shall respect and protect these rights without discrimination of any kind.</p>	<p><b>Article 3 (best interests of the child)</b> In all actions concerning children, the best interests of the child shall come first.</p>	<p><b>Article 4 (protection rights)</b> Governments must do all they can to fulfill the rights of every child.</p>	<p><b>Article 5 (parental guidance)</b> States will respect the rights and duties of parents, guardians or extended family.</p>
<p><b>Article 6 (survival and development)</b> Every child has the right to life.</p>	<p><b>Article 7 (registration, name, nationality, care)</b> Every child shall have the right from birth to a name, the right to acquire a nationality, and the right to know and be cared for by their parents.</p>	<p><b>Article 8 (preservation of identity)</b> Governments must respect and protect a child's identity and prevent their name, nationality or family relationships from being changed unlawfully.</p>	<p><b>Article 9 (separation from parents)</b> Children must not be separated from their parents unless it is in the best interests of the child.</p>	<p><b>Article 10 (family reunification)</b> Every child has the right to leave or enter any country for the purpose of family reunification, subject to legal restrictions.</p>
<p><b>Article 11 (kidnapping and trafficking)</b> Governments must take steps to prevent children being taken out of their own country illegally or being prevented from returning.</p>	<p><b>Article 12 (respect for the opinion of children)</b> Every child has the right to express his/her own views freely in all matters affecting them.</p>	<p><b>Article 13 (freedom of expression)</b> Every child has the right to express their views freely and to seek and receive information.</p>	<p><b>Article 14 (freedom of thought, conscience and religion)</b> Every child has the right to their own thoughts and belief.</p>	<p><b>Article 15 (freedom of association)</b> Every child has the right to friends and to join groups and organizations.</p>
<p><b>Article 16 (right to privacy)</b> Every child has the right to privacy. The law should protect their honour and reputation.</p>	<p><b>Article 17 (access to information from mass media)</b> Every child has the right to information and material from a diversity of sources.</p>	<p><b>Article 18 (parental responsibilities; state assistance)</b> Both parents (or legal guardians), are responsible for bringing up a child. State parties will provide appropriate help if this is in the best interest of the child.</p>	<p><b>Article 19 (protection from all forms of violence)</b> Every child has the right to protection from all forms of abuse.</p>	<p><b>Article 20 (children deprived of a family)</b> If a child cannot be looked after by their family, they are entitled to special protection and assistance by the state.</p>
<p><b>Article 21 (adoption rights)</b> If a child is adopted it must be done with their best interest in mind.</p>	<p><b>Article 22 (refugee children)</b> Every child who is seeking refugee status has the right to receive appropriate protection and humanitarian assistance.</p>	<p><b>Article 23 (children with disability)</b> A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.</p>	<p><b>Article 24 (health and health services)</b> Every child has the right to the highest attainable standard of health and to facilities for the treatment of illness and the rehabilitation of health.</p>	<p><b>Article 25 (review of treatment in care)</b> If a child has been placed away from home for care, protection or treatment, they have the right to a regular check of their treatment and conditions of care.</p>
<p><b>Article 26 (social security)</b> States Parties shall recognize for every child the right to benefit from social security, including social insurance.</p>	<p><b>Article 27 (adequate standard of living)</b> Every child has the right to a standard of living that meets their physical, social and mental needs.</p>	<p><b>Article 28 (right to education)</b> Every child has the right to an education.</p>	<p><b>Article 29 (goals of education)</b> Education should develop a child's personality, talents and abilities to their fullest potential.</p>	<p><b>Article 30 (children of minorities)</b> Every child has the right to enjoy his/her own culture, to profess and practice his/her own religion and to use his/her own language.</p>
<p><b>Article 31 (leisure, play and culture)</b> Every child has the right to rest and leisure, to play and participate in recreational activities and to participate in cultural and artistic activities.</p>	<p><b>Article 32 (child labour)</b> All children should be protected from economic exploitation and from performing any work that interferes with the child's education, or is harmful to the child's health or physical, mental, spiritual, moral or social development.</p>	<p><b>Article 33 (drug abuse)</b> Governments must protect children from the use of illegal drugs.</p>	<p><b>Article 34 (sexual exploitation)</b> States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.</p>	<p><b>Article 35 (abduction)</b> Governments must take all measures to prevent the abduction of, the sale of or the trafficking of children for any purpose or in any form.</p>
<p><b>Article 36 (other forms of exploitation)</b> States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.</p>	<p><b>Article 37 (detention)</b> No child shall be tortured or subject to cruel or degrading treatment or punishment.</p>	<p><b>Article 38 (war and armed conflicts)</b> Every child has the right to protection during times of war.</p>	<p><b>Article 39 (rehabilitation of child victims)</b> States will take measures to promote physical and psychological recovery and social reintegration of a child victim.</p>	<p><b>Article 40 (juvenile justice)</b> Every child accused of breaking the law shall be presumed innocent until proven guilty.</p>
<p><b>Article 41 (respect for national standards)</b> If the laws of a child's home country protect them better than the articles of the Convention, then those laws must be upheld.</p>	<p><b>Article 42 (knowledge of rights)</b> Governments must make the Convention known to children and adults.</p>	<p><b>Articles 43-54 (working together)</b> Adults and governments must work together to make sure all children receive all their rights.</p>		