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# CHILDREN'S RIGHTS

## ELEMENTARY LEVEL

Lesson Plan: Children's rights in the elementary classroom

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### Rationale

On November 20<sup>th</sup> 1989, the United Nations adopted the United Nations Convention on the Rights of the Child (UNCRC). This convention spells out the basic human rights to which children everywhere are entitled. However, despite the efforts to ratify this convention, to this day there are youth around the world that are still being denied their rights.

This lesson plan is designed to help educators dive deeply into children's rights issues. Using dynamic student-centered activities, students are encouraged to learn the facts and engage with the issues. From this process they will emerge as children's rights advocates, ready to engage in tangible outlets to create change.

This lesson consists of three parts: orientation activities, core activities and concluding activities. For a thorough understanding of children's rights, teach the activities in sequence as a unit plan. If you have less class time, select one activity from each section (i.e.: one orientation activity, one core activity, and one concluding activity). After participating in this lesson, students will emerge as knowledgeable and enthusiastic advocates for change, eager to take action and engage in their global community on this important global issue.

Together, let's use education to combat apathy and encourage change.

### Details

- **Grade level:** elementary
- **Themes:** human rights, children's rights, poverty, humanity, diversity, technology, interconnectedness, childhood, adulthood, human rights documents and social justice.
- **Estimated time:** 120 minutes
- **Learning goals**
  - Students will:
    - Become familiar with the concepts of human rights and children's rights.
    - Develop an understanding of the United Nations Convention on the Rights of the Child (UNCRC).
    - Participate in active group work class discussions, as well as perform independent research.
    - Create an on-going human rights portfolio, contributing to a lifestyle of social action.
- **Resources required**
  - Chart paper
  - Blackboard
  - Computers and internet
  - Newspapers, magazines and books



- Writing utensils
- Drawing utensils
- Blackline Master 1 (B.L.M. 1): United Nations Convention on the Rights of the Child
- **Assessment**
  - Appendix 1: Assessment Rubric for Student Work

## Children's Rights: Not Just Little Adults Activity

### Orientation Activity

- **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 discuss in small groups instead of with the whole class.
- **Estimated time:** 25-30 minutes
- **Steps:**
  1. Ask students to close their eyes and visualize the following:

*Teacher Note: you have the option of asking students to volunteer their feelings at the end of each imagine session or at the very end of the activity*

- Imagine you weren't allowed to go to school. What would your life be like? What would your future look like? How does this make you feel?
  - Imagine you didn't have a house or apartment. Where would you live? How does this make you feel?
  - Imagine you weren't allowed to play or spend time doing things you like. Instead you had to work so that your family could have enough money to buy food. How does this make you feel?
2. Explain to the students that all humans have rights, and these rights should protect people from those sorts of situations. They should be able to live in dignity with the basic necessities needed for life.
  3. Go deeper in your discussion on human rights. Ask your students the following questions:
    - Have you ever heard of the Universal Declaration of Human Rights? What is it?

*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.*

- Why was this document created?
  - What are some of the rights found in this document? List examples on the board.
  - Can the rights in this document be applied to both adults and children? Is this fair?
4. Explain that the United Nations Convention on the Rights of the Child (UNCRC) was signed in 1989, after world leaders decided that childhood was unique and something that needed to be protected. The document was signed by countries all around the world, which means they have to uphold the rights set out within it. As such, children under the age of 18 have a special convention of their own. This convention lists all the rights that children have.
  5. Visit the topic of children's rights by asking the following questions:
    - Why do children need rights of their own?
    - Why is it important that adults respect these rights?
    - What rights do you think are included in this convention? Write suggestions on the board.
  6. Thinking back to the imagine activity, explain to students that there are children around the world facing these difficulties. Ask students to imagine that it was within



their power to change the lives of these children – to provide nourishment, health care, education and hope for a better tomorrow. Ask students to write a reflection in their journal explaining how this notion makes them feel and how they would like to help children in need.

## Children's Rights: Mapping Human Rights Activity

### Orientation Activity

- **Purpose:** the purpose of this activity is to introduce students to the concept of human rights by identifying where human rights are exercised in their community.
- **Instructional method(s):** class discussion, group work
- **Differentiated instruction:**
  - The classroom teacher draws the map of the community based on suggestions from the students.
- **Estimated time:** 25-30 minutes
- **Steps:**
  1. Divide students into small groups.
  2. Ask each group to draw a map of their neighbourhood. They should include their homes, major public buildings (e.g. city hall, schools, places of worship, etc.) and public services (e.g. hospital, fire department, police station, etc.), as well as other places that are important to the community (e.g. grocery stores, cemetery, cinemas, gas stations, etc.).

*Teacher Note: to simplify the activity for younger students, have them draw a map of the school or their classroom.*

3. When the maps are complete, ask students the questions below. Note it is important students have a good understanding of human rights before moving forward with step 4.
  - What are human rights?
  - What are examples of human rights? List examples on the board.
  - Why are human rights important?
  - How are human rights reflected in your community? (e.g.: there are schools in our community because we have the right to an education, etc.)
4. Ask students to analyze their maps from a human rights perspective, asking what human rights do they associate with different places on their maps? For example, a post office can be associated with the right to information, privacy and self-expression and a school can be associated with the right to an education and freedom of speech.
5. When students have completed their human rights maps, ask each group to present to the class, summarizing their analysis of human rights exercised in the community.
6. After all the groups have presented, encourage a class discussion using the following suggested questions:
  - Did any parts of the maps have a high concentration of rights? How do you explain this?
  - Did any parts have few or no rights associated with them? How do you explain this? Did we miss anything?
  - What happens in this community when someone's human rights are violated? (e.g.: report to teacher, seek help from community organizations such as Kids Help Phone etc.)
  - Are there any places in this community where people take action to protect human rights or prevent violations from occurring? (e.g.: police station, school etc)
7. Display maps around the classroom as a reminder of human rights.

## Children's Rights – United Nations Convention on the Rights of the Child Activity

### Core Activity

- **Purpose:** the purpose of this activity is to give students an opportunity to develop a clear understanding of the UNCRC. Through this activity they will learn the rights they have as youth.
- **Instructional method(s):** group work, class discussion, independent work
- **Differentiated instruction:**
  - The classroom teacher assigns different articles to the groups.
  - Students write a written reflection about their chosen article instead of creating an illustration.
- **Estimated time:** 25-30 minutes
- **Steps:**
  1. Divide class into pairs and distribute B.L.M. 1 to each group.
  2. Explain to students that the document in front of them is the United Nations Convention on the Rights of the Child (UNCRC) and the articles listed in the chart are all the rights they have as children.
  3. Instruct pairs to work together to choose three articles in the UNCRC that they think are most important. Explain that they must think about what each of these rights means to a child's quality of life. Together, they must debate and discuss all the articles in order to come to their conclusion.
  4. Once each pair has reached their conclusion, they are to share their top three articles with the class and explain their reasoning. Track the articles selected, identifying any repeats.
  5. Debrief the activity using the following suggested questions:
    - Which were the most popular articles? Why?
    - Were there any rights that you weren't aware you had?
    - Are all children's rights always respected and upheld? Why or why not? List examples.
  6. Following this debrief ask each student to return to their desk and select one of the articles in the UNCRC. Explain that they should choose an article that speaks to them and sparks their interest; it does not necessarily have to be their favourite.
  7. Once the students have selected their article, distribute paper and drawing utensils throughout the room. Ask the students to draw a picture that displays their interpretation of the meaning of the article.
  8. When students have completed their drawings, ask them to present their work to the class, identifying which article they choose and explaining their visual interpretation.
  9. Display drawings around the classroom as a reminder of children's rights.

## Children's Rights: Upholding Children's Rights Activity

### Core Activity

- **Purpose:** the purpose of this activity is for students to use the knowledge they now have on children's rights and realize that in many cases, children are denied their basic rights. It is an opportunity for them to identify instances where these rights have been denied.
- **Instructional method(s):** class discussion, independent work
- **Differentiated instruction:**
  - The classroom teacher provides students with different examples of children's rights instead of students searching themselves.
- **Estimated time:** 20-25 minutes
- **Steps:**
  1. Encourage students to search through all of the resources available in the classroom (e.g.: magazines, books, newspapers, etc), collecting examples of children's rights. These examples should illustrate children being granted their rights and children being denied their rights. Suggested examples are children...:
    - Going to school
    - In a refugee camp
    - In front of a home
    - Reading
    - Working in dangerous conditions
    - Playing with friends
    - In an area of armed conflict
    - Seeking medical help
    - Living in inadequate housing conditions
  2. After these examples have been collected, display them around the room, placing a sheet of chart paper with each display.
  3. Ask the students to take a writing utensil and walk around the room and visit each example.
  4. When visiting each example, students must record the following on the chart paper:
    - What does this picture symbolize?
    - Why it is right or wrong, based on their knowledge of the UNCRC?
    - What thoughts come to mind when viewing the picture?
  5. After the students have had a chance to visit each item, go over the examples as a class. Discuss students' comments on the chart paper and allow for a discussion to take place using the following suggested questions:
    - How can someone's human rights be taken from them?
    - How is a child's life affected when they are not being granted their rights?
    - How does it make you feel when children are not being granted their rights?
    - What can you do to help make sure all children are being granted their rights?



6. Before the conclusion of the discussion, ensure students are well versed in children's rights issues, demonstrating the ability to identify instances where children's rights have been denied.

## Children's Rights: Action Planning Activity

### Concluding Activity

- **Purpose:** the purpose of this activity is to help students apply their human rights learning while learning how to take action.
- **Instructional method(s):** class discussion, group work
- **Differentiated instruction:**
  - Students will create an action plan as an entire class rather than in small groups.
- **Estimated time:** continuous project
- **Steps:**
  1. Inform students that today they are going to learn how to create an action plan so that they can learn how to take action against an issue they feel passionate about.
  2. Ask students to reflect on all they have learned throughout the lesson. Ask students to identify local and/or global problems around children's rights that concern them (for example, homelessness, hunger, child abuse, land mines etc.). List suggestions on the board.
  3. Ask students to revisit B.L.M. 1 and go down this list asking them to define the issues in terms children's rights from the UNCRC (for examples, child abuse relates to Article 19, which guarantees children protection from all forms of violence).
  4. Have each student select one of these children's rights issues to focus on and divide the class into teams based on the issue they selected.
  5. Guide each team through the following action planning steps:

#### Action Plan

##### Step 1: Research the problem

- What is the problem as you see it? Try to define it in your own words.
- How does the problem manifest itself locally? Nationally? Globally?
- What specific rights are involved under the UNCRC?
- Who suffers directly or indirectly as a result of this violation?

##### Step 2: Brainstorm possible ways to help

- How can this issue be stopped?
- Are there any individuals or groups that are fighting against this issue that you can support? (for example, homeless shelters, breakfast programs etc.)
- What can you do to help? (for example, raise money, volunteer time etc.)

##### Step 3: Choose a plan of action

- Based on the solutions discussed, how you are going to stand up for this issue? (for example, hold a garage sale to earn money that can be donated, host an awareness booth in the school etc.)

##### Step 4: Delegate roles

- Create roles based on what is needed to carry out a successful action plan. (for example, treasurer, advertiser, spokes person, event planner etc)
- What further support is needed? (for example, is the janitors help needed to set something up in the school?)

6. Have each group present their action plan to the class before moving onto the final two steps in their action plan.

##### Step 5: Act!

- Turn your plan into reality!

##### Step 6: Reflect

- Celebrate the successes and reflect on the challenges your group faced, with this knowledge you will be better prepared for future events.



7. Evaluate the groups actions and reflect as a class, ask:
  - What were the impacts of these events?
  - How did we contribute to our community and our cause?
  - What are the benefits of taking action?

### Concluding activity 2: Human Rights Portfolio

- **Purpose:** the purpose of this activity is to encourage students to lead a socially conscious life by taking deliberate action each week to contribute to their “Human Rights Portfolio”.
- **Instructional method(s):** independent work
- **Differentiated instruction:**
  - Students will retell their human rights journey verbally as the teacher records.
- **Estimated time:** continuous project
- **Steps:**
  1. Announce to students that they are now on a human rights journey. They are going to do this by keeping a human rights portfolio where they will record the actions they take on a weekly basis towards achieving a socially just world.
  2. Explain to students that a portfolio is a collection of work demonstrating an individual's accomplishments and journey in an area of learning.
  3. In their portfolio they will:
    - Record actions they have taken to raise awareness about human rights issues.
    - List actions they have taken to help others.
    - Include information they have learned about human rights issues

*Teacher Note: encourage students to cut articles out of the newspaper etc.*

- Record any events they have been part of to contribute to human rights issues as well as the results of these events (for example, Vow of Silence).
  - Write observations and reflections about things they may have seen that affected them.
4. Make these portfolios part of your daily activities by reserving a specific time each day for students to work on them. This will help bring global citizenship into their daily lives, committing to a lifestyle of social action.

## Children's Rights: Vow of Silence Campaign Activity

### Extension Activity

- **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:**
  - Students will be given the Halloween for Hunger How-To Guide and discuss campaign ideas in groups.
- **Estimated time:** 25-30 minutes
- **Steps:**
  1. Ask students to reflect on all they have learned throughout the lesson. Explain to them that it is easy to feel helpless when learning about issues such as children's rights 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 videos:
    - An introduction to the campaign by Free The Children  
<http://www.youtube.com/watch?v=55RhNlztncK>
    - I am silent by Free The Children  
<http://www.youtube.com/watch?v=i89Nbe6pDKc>
    - A description of the campaign by musician and activist, Jason Mraz  
<http://www.youtube.com/watch?v=wUv0WoAGWT4&feature=channel>
  3. Keeping in mind all they have learned throughout the course of the lesson, ask students the following questions:
    - Why is this campaign important?
    - What are the goals of this campaign?
    - What are the steps to take to participate in this campaign?
    - Why is November 19<sup>th</sup> a good date to hold such a campaign?
  4. On the board, write the title "Communication".
  5. 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.
  6. 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.
  7. Tell students to think back to all they have learned about children's rights during the course of the lesson, ask:
    - How would you feel if you were unable to use all of these forms of communication? How would this affect your day?
    - There are thousands of children around the world who have been silenced by not having their rights upheld, 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?
  8. Move the discussion onto the logistics of the campaign by asking the following questions:
    - How can we receive the best results on the day of the campaign?
    - How can we achieve the best fundraising results for this campaign?
    - What can we do around the school to raise awareness?
    - What can we do around our community to raise awareness?
    - How can we get more people involved in the campaign?



- What can we do on the days leading up to the campaign and on the day of the campaign to raise the most awareness?
9. Go over the How-To Guide with the students to determine an action plan.

*Teacher Note: discuss costumes, signs, things that will unify everyone partaking in the Vow, events during the day etc.*

## Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to 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.
- 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 Honor 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)
- Youth-friendly version of the CRC - [http://www.crae.org.uk/assets/files/UNCRC\\_CYP\\_version.pdf](http://www.crae.org.uk/assets/files/UNCRC_CYP_version.pdf)
- The Universal Declaration of Human Rights - <http://www.un.org/en/documents/udhr/index.shtml>
- Ontario Human Rights Commission - <http://www.ohrc.on.ca/>
- Ask the Professor Colum - [http://www.freethechildren.com/getinvolved/geteducated/asktheprof\\_archives/20070305.htm](http://www.freethechildren.com/getinvolved/geteducated/asktheprof_archives/20070305.htm)
- Lesson Plans - [http://teachunicef.org/sites/default/files/units/Child\\_Rights\\_Unit\\_6-8.pdf](http://teachunicef.org/sites/default/files/units/Child_Rights_Unit_6-8.pdf)
- Children's Human Rights Handbook - <http://www.crae.org.uk/assets/files/Teenage%20booklet%20final.pdf>
- Quizzes: [http://www.getreadyforchange.org.uk/childrens\\_rights/knowledge](http://www.getreadyforchange.org.uk/childrens_rights/knowledge)
- 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: Mapping Human Rights in our Community, United Nations Convention on the Rights of the Child, Upholding Children's Rights, Action Planning and Human Rights Portfolio.

### Assessment Rubric for Student Work

<b>Performance Factors</b>	<b>Outstanding</b>	<b>Very Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
<b>Producing Quality Work</b>	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no 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.	Not on task, showing no 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.	Demonstrates no 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.	Expresses and organizes ideas and information with no 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.	Restates topic using no original ideas.

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 has 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, including their own, 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 view 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 must be free to say what they think and to seek and receive information of any kind as long as it is within the law.</p>	<p><b>Article 14 (freedom of thought, belief and religion)</b> Every child has the right to think and believe what they want and also to practice their religion.</p>	<p><b>Article 15 (freedom of association)</b> Every child has the right to meet with other children and young people 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 the child's private, family and home life.</p>	<p><b>Article 17 (access to information from mass media)</b> Every child has the right to information 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, and they have a right to appropriate help in this.</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, governments must make sure that they are looked after properly.</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 (in care, hospital or custody, for example), 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 relax, play and join in a wide range of 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 traffic in 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 support child victims in a way that fosters health, self-respect and dignity.</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 stay.</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 get all their rights</p>			