

# CHILDREN'S RIGHTS

## SECONDARY LEVEL

Lesson Plan: Children's rights in the secondary 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:** secondary
- **Themes:** human rights, children's rights, poverty, humanity, diversity, technology, interconnectedness, childhood, adulthood, human rights documents and social justice.
- **Estimated time:** approximately 75 minutes for one orientation, core and concluding activity.
- **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.
    - Discover the power of technology in creating awareness about social justice issues.
    - Create a public service announcement on children's rights.
- **Resources required**
  - Chart paper
  - Blackboard



- Computers and internet
- Newspapers, magazines and books
- Writing utensils
- Video cameras (if available)
- 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: A New Planet Activity

### Orientation Activity

- **Purpose:** the purpose of this activity is to introduce students to human rights by identifying the essential qualities that make us human. At the same time, this activity will demonstrate that rights are universal and don't vary based on superficial differences.
- **Instructional method(s):** group activity, class discussion.
- **Differentiated instruction:**
  - Students perform task independently.
- **Estimated time:** 10 minutes
- **Steps:**
  1. Divide the class into groups of four.
  2. Ask students to imagine the following scenario:
    - A small new planet has been discovered that has everything needed to sustain human life. No one has ever lived there. There are no laws, no rules, and no history. You will all be settlers there and in preparation, your group has been appointed to draw up the human rights for this new planet.
  3. Instruct students to work together to do the following:
    - Give their planet a name.
    - Decide on ten human rights that should be guaranteed to the settlers of this new planet.
  4. Ask each group to present their list to the class. As they do so, make a master list that includes all the rights the group mentioned, combining similar rights.
  5. Discuss human rights using the following discussion questions:
    - Did your ideas about which rights were most important change during the activity?
    - What would life be like on this planet if rights were excluded?
    - Are there any rights that you would like to add to the final list?
    - Are there one or two rights that you think are most important?
  6. Before concluding this activity, ensure students have a preliminary understanding of human rights.

## Children's Rights: Where Our Rights Come From Activity

- **Purpose:** the purpose of this activity is to take a more in-depth look at human rights, learn why human rights exist and learn 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.
- **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 around 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?

*Teacher Note: Lead discussion towards the Universal Declaration of Human Rights.*

## Children's Rights: Not Just Little Adults

- **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 will create an illustration of children's rights instead of writing a reflection.
  - Divide the class into pairs. Instead of writing a reflection, each pair will take a side and they will argue together.
- **Estimated time:** 15-20 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?

*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?
2. 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.
  3. 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.
  4. Ask students to write a reflection addressing children's rights, in which they must argue for or against children having their own set of rights.
  5. Once complete, collect student reflections.

## Children's Rights: The Three P's

- **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 3P'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.
- **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.

*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.*

3. Divide the class into groups of four and distribute B.L.M 1 and chart paper to each group.
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.
  - Their top three articles and why they chose them.
8. After each group has presented their charts 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.

## Children's Rights: Children's Rights Scavenger Hunt

- **Purpose:** the purpose of this activity is for students to realize that in many cases, children are denied their basic rights. It is an opportunity for them to use the knowledge they now have on 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.
- **Estimated time:** 30 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 activity 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, ask each group to summarize their conversation for the class.

## Children's Rights: Action Planning Activity

### Concluding activity 1: Action Planning

- **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? (e.g.: homeless shelters, breakfast programs etc.)
- What can you do to help? (e.g.: 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? (e.g.: 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? (e.g.: 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?

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

- **Purpose:** the purpose of this assignment it to allow students to explore all of the information they have learned about children's rights by using a creative outlet to create a message about the UNCRC and a children's rights issue of 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.
- **Estimated time:** continuous project
- **Steps:**
  1. Explain to students that they will be creating a Public Service Announcement (PSA) on a children's rights issue.

*Teacher Note: Public Service Announcement (PSA): an advertisement or statement made out of public interest, created to persuade an audience to take favourable action.*

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 affective? What makes it ineffective?
3. Divide students into groups of four and direct them through the following steps:

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

- 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 5-7 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?

*Teacher Note: you may also wish to present these PSA's to the school to raise awareness about children's rights.*

## Children's Rights: Vow of Silence Campaign

- **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: Not Just Little Adults, Children's Rights Scavenger Hunt, Action Planning and Break the Silence! Children's Right's Public Service Announcement.

### 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>			