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By Sita Brahmachari



Hear Me, See Me: A Creative Introduction to Children's Rights



Seen



Heard

Human Rights Education resource 1

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Hear Me, See Me: A Creative Introduction to Children's Rights

By Sita Brahmachari

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Seen and Heard: Young People's Voices and Freedom of Expression.

Illustrator: Agata Kwiatkowska

Content Editor: Nicky Parker

Copy Editor: Kitty Melrose

Graphical layout: Maciej Panas

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This human rights education resource is one of a set of five, titled *Seen and Heard: Creative Journeys into Children's Rights*, designed to engage, inspire and support young people through creativity and critical thinking. The full set includes:

- Hear Me, See Me: A Creative Introduction to Children's Rights
- In Our Hands: Exploring Freedom of Expression Through Creative Action in Our Communities
- The Power of Empathy: Standing Up for Refugee and Migrant Rights
- Empowerment Through Solidarity for Human Rights
- Global Citizens Take Action: Creative Protest for Change

All five resources can be downloaded for free at <https://seenandheardproject.eu/hre-resources>

This resource is part of the *Seen and Heard: Young People's Voices and Freedom of Expression* – a European co-funded project that supports the empowerment of children and young people, particularly those at risk of exclusion, to exercise their right to freedom of expression through literature, art, creative protest and human rights education.

The project combines research, mentoring and activism to foster youth participation and amplify their voices in public dialogue. It brings together academics, educators, artists, and policymakers from Malta, Germany and Poland to support children aged 10 to 14 to speak out on issues that matter to them. More information: <https://seenandheardproject.eu/>

Project led by the University of Malta and co-funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.



Foreword

It is a pleasure to present *Seen and Heard: Creative Journeys into Children's Rights* – a collection of creative human rights education resources developed to support educators working with children and young people on key themes such as freedom of expression, migration, child rights, solidarity, creative action and protest.

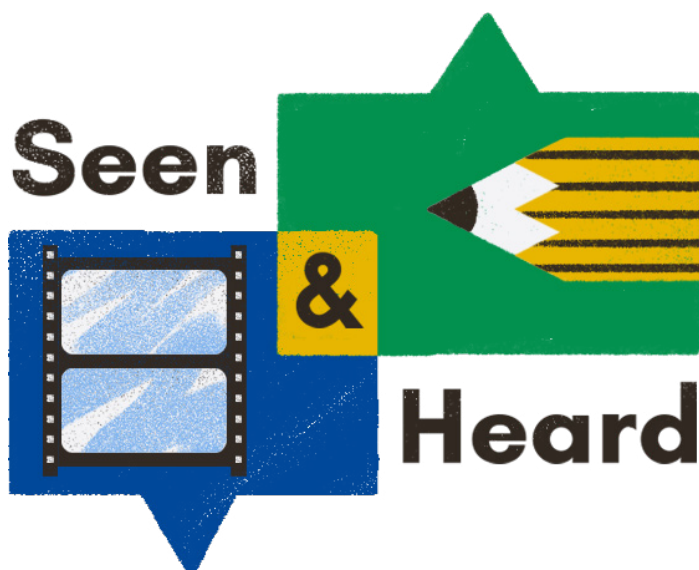
These resources are grounded in a simple but urgent truth: every child has rights – and those rights must be protected. Children are not just future citizens – they are rights-holders here and now. When young people know their rights and are supported to explore and express them, they gain the tools to stand up for themselves and for others.

This set of five resources offers flexible, creative tools to explore human rights through discussion, storytelling, art, drama and reflection – in ways that are both engaging and transformative.

Each activity is designed to take children on a meaningful and imaginative journey into discovering, expressing and defending their rights. We hope they inspire educators to adapt and expand these ideas to suit the needs, interests and possibilities of their own groups. There is no single way to teach human rights – these materials are an open invitation to make the topic your own. Our intention is these activities will support you in creating meaningful learning experiences that leave a positive and lasting impact.

My heartfelt thanks go to Sita Brahmachari, whose longstanding commitment to human rights with young people – in communities, youth theatre, and through her novels – brings these lessons to life with such magic and depth. I am also deeply grateful to Nicky Parker, whose extraordinary editorial hand shaped the materials into something meaningful and usable for every educator. It has been a true privilege to work with you both..

Katarzyna Salejko
Head of Human Rights Education
Amnesty International Poland



Introduction

About human rights education

Human rights education is important at every age. From birth, everyone is entitled to the rights under the 1948 Universal Declaration of Human Rights and the 1989 UN Convention on the Rights of the Child. These international laws are rooted in shared human values which are, in essence, ideas and feelings that guide how we live well together. Human rights values include fairness, equality, truth and safety.

We all have the right to human rights education. When we know and understand our rights and how they apply in everyday life, we are better able to stand up for ourselves and others. This is just as important for children as it is for adults.

Human rights education involves three dimensions:

- **Learning *about* human rights:** Gaining knowledge about what human rights are, and how they are defined and protected;
- **Learning *through* human rights:** Ensuring that the learning environment and process reflect human rights values – such as participation, respect, freedom of thought and expression. In human rights education, *how* we teach is just as important as *what* we teach;
- **Learning *for* human rights:** Developing the skills, attitudes and values needed to apply human rights in everyday life and to take action, individually or collectively, to promote and defend them.

Safeguarding

As educators we are in 'loco parentis' – acting as trusted guardians for the children and young people in our care. During these workshops, if a student raises a safeguarding concern, follow your school's protocols.

Do all your students know what these protocols are? If not, it might be helpful to talk through them with the whole class in a straightforward and calm way.

Making sure everyone understands who they can talk to and what support is available helps create a safer, more trusting environment for all.

About this resource

Hear Me, See Me: A Creative Introduction to Children's Rights is designed to support teachers to explore child rights with students aged 10 to 14. It contains four lesson plans featuring playful and thought-provoking activities that help children understand their rights and express themselves.

You can work through all the activities as a term-long project, or pick and mix individual activities to suit your available time and students' needs. Each lesson begins with clearly stated learning objectives and resource sheets are provided at the back – feel free to photocopy and adapt them as needed for your class.

The methodology underpinning this resource is rooted in the following children's rights:

- Participation
- Freedom of expression
- Equality and non-discrimination
- Education
- Play



Target age range

All activities are suitable for students aged 10 to 14.

Learning objectives

This resource encourages participants to:

- **Explore** the meaning and purpose of child rights, and how these apply to their own lives and the lives of others;
- **Identify and describe** key rights under the UN Convention on the Rights of the Child using accessible language and personal interpretation;
- **Express** their thoughts, feelings and experiences about fairness, justice and rights through creative arts, writing and storytelling;
- **Reflect** on personal and shared experiences of injustice and connect them to relevant child rights;
- **Take part** in activities that build empathy, confidence, and a sense of agency, including, celebration and acts of solidarity with others.

Child rights at a glance

Under the 1989 UN Convention on the Rights of the Child (UNCRC), every child has their own set of human rights from birth until they become adults – age 18 in most countries. No matter where you live, your country is almost certainly one of the 196 that has signed and ratified the UNCRC.

Child rights are designed to help all young people grow and thrive physically, mentally and emotionally. These rights apply everywhere: at home, at school, outdoors and online.

They are based on four core principles:

Protection – keeping children safe from harm;

Provision – ensuring access to essentials like food, medicine and education;

Prevention – creating laws and systems, such as safeguarding, that prevent harm;

Participation – making sure children are heard and involved in decisions that affect them.

All rights are interconnected and equally important.

The UNCRC contains 54 Articles, which can be simplified into 15 groups of rights (see Jigsaw of child rights on page 27). While all children have the same rights, they may need different kinds of support at different times depending on their age, maturity, gender, race, sexuality, family income, disability or where they live. Importantly, Article 42 of the UNCRC states that governments must actively educate both adults and children about child rights so that everyone knows and understands them.

Lesson plans and activities

Lesson 1. Creative arts: The Child Rights Listening Tree

- Activity 1. Make the Child Rights Listening Tree
- Activity 2. Build curiosity and critical thinking
- Activity 3. Be child rights lawmakers

Lesson 2. Playing games

- Activity 1. It's not fair. It's not right
- Activity 2. Make and decorate child rights Snap card game
- Activity 3. Play child rights Snap card game

Lesson 3. Art, writing and storytelling

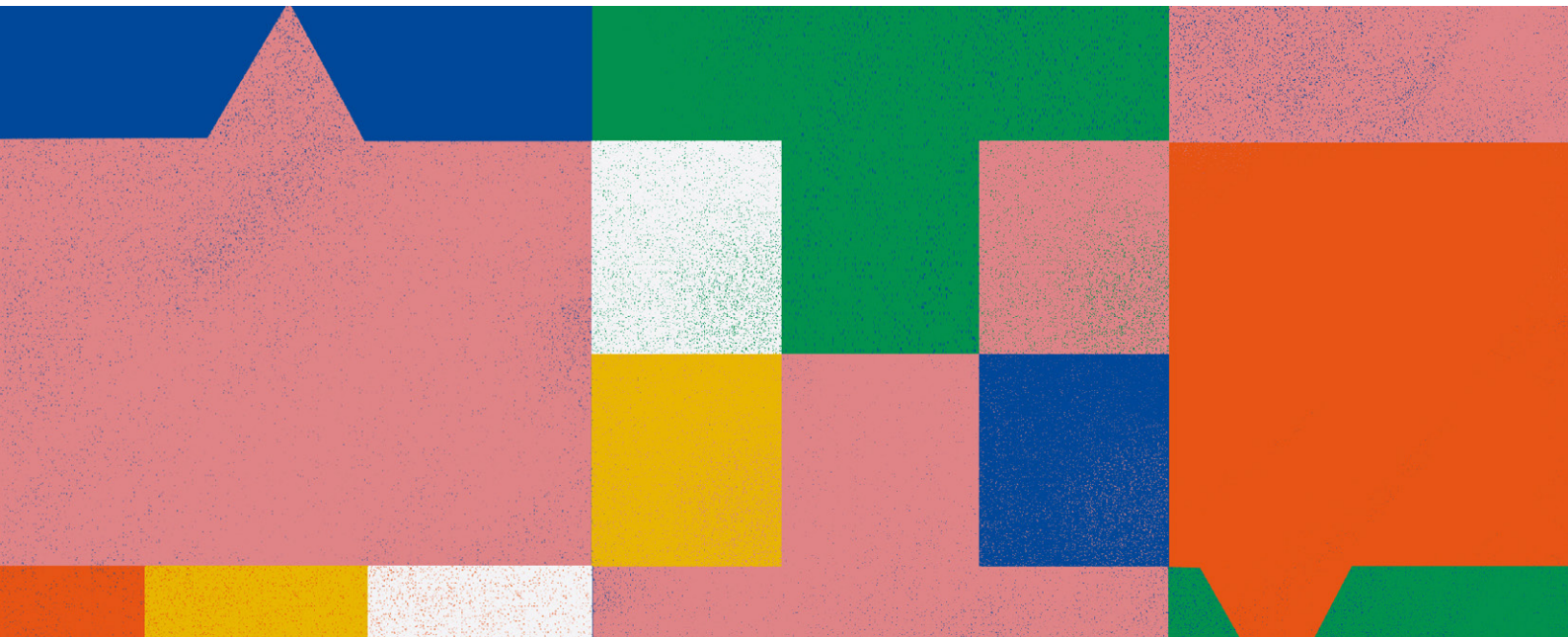
- Activity 1. Write a poem on a leaf
- Activity 2. Make a forest of child rights trees

Lesson 4. Solidarity and celebration

- Activity 1. Letter-writing
- Activity 2. Reflections
- Activity 3. Celebrate the Child Rights Listening Tree

Included in this resource

- Leaf template (page 25)
- Child Rights Listening Tree illustration (page 26)
- Jigsaw of child rights: Simplified 15 groups of child rights (page 27)



Lesson 1

Creative arts: The Child Rights Listening Tree

The Child Rights Listening Tree is a powerful visual metaphor at the heart of this resource. It works as a start-of-term activity that can grow and evolve throughout the school year. The tree captures young people's imaginations and helps maintain their focus while providing rich storytelling opportunities for the teacher. Over time, the Listening Tree can become an integral part of children's creative learning about their rights as well as a space to hold their art, writing and other expressions.



Learning objectives

This lesson encourages participants to:

- Explore the concept of child rights through collaborative and creative expression;
- Reflect on their own needs and experiences to imagine rights they believe every child should have;
- Formulate and present a shared charter of rights in a playful, imaginative way;
- Contribute to a visual space that grows alongside their learning and ideas.



You will need

- Colouring pencils
- Leaf template (page 25)
- Multiple sheets of A4 paper
- Shoebox (to make a bird box)

Activity 1

Make the Child Rights Listening Tree

The whole class will create a large-scale tree for display. If time is short, some (or all) of this can be done in advance by the teacher.



How long will it take?

1 to 3 hours



What to do

- Begin with a brainstorming session. If possible, start by discussing with the students what they'd like the Listening Tree to look like, and gather their ideas for co-creating it. The tree should be simple enough for students to embellish and make their own over time.
- Build the trunk and branches. Use sturdy paper (such as lining paper for walls) to draw and cut out shapes. Draw it to a scale that fits your classroom space. Ideally, it should be as tall as an adult or taller, with visible roots, trunk and branches, leaving room to attach leaves. The tree can be displayed as a two-dimensional wall mural or a three-dimensional installation in the classroom.
- Cut enough leaves from the leaf template provided. Give each student at least one leaf to colour in and personalise.
- Photocopy extra leaves to use throughout the term and store them in an accessible place near the tree for ongoing contributions.
- Make a bird box out of a shoebox with a hole big enough for posting messages. Attach it to the tree or display it nearby. Keep the box sealed so students understand that it's a safe, anonymous way to communicate messages to the teacher.
- Remember to create a 'listening ear' feature on the tree's bark, preferably near the bird box, to symbolise that the tree 'listens' to the children's voices.



Activity 2

Build curiosity and critical thinking

Use the presence of the tree to spark children's interest and anticipation, encouraging questions, reflection and exploration about rights throughout your lessons. Embrace the playful spirit of inquiry the Listening Tree brings.



How long will it take?

15-20 minutes



What to do

- Ensure your students understand that it is a Listening Tree.
- Explain that they will be exploring child rights and the tree will display some of their work on its roots and branches for everyone to see. Other contributions will be private – only for the teacher and the Listening Tree.
- Divide the class into small groups and ask them to make up a story about what they think the Child Rights Listening Tree is. Why is it a *Listening Tree*? Ask each group to share their story with the class.
- As the term progresses, encourage your students to collaborate by posting questions about child rights into the bird box. Use these questions as a basis for class discussions and debates.

Note to teacher

While the Listening Tree is designed to foster curiosity, imagination and thoughtful questions about rights, it may also become a trusted space where students share personal worries or disclose difficult experiences. If a child places a note in the bird box which raises concern, such as indicating they may be at risk or going through something upsetting, it is essential to respond with care and responsibility.

What to do

- Read all messages before discussing them with the class – some may be meant just for your attention.
- Take any worrying notes seriously – even if the message seems vague or is written in a playful tone.
- Follow your school's safeguarding policy immediately. Don't ignore or delay action.
- Contact your school's designated safeguarding lead, psychologist or counsellor for advice.

- If you speak to the child, do so calmly, privately and reassuringly. Let them know they did the right thing by sharing.
- Don't promise secrecy – gently explain that adults have a duty to protect children's safety.
- Record your concern and actions in line with your school's procedures.

Remember: The Listening Tree is a beautiful symbol of trust. By responding with care, you help create a classroom where every child feels seen, heard and safe.



Activity 3

Be child rights lawmakers

This activity explains the purpose of child rights to the class. Students will imagine themselves as lawmakers creating rights that matter and will write and illustrate their ideas onto a scroll.



How long will it take?

30-45 minutes



What to do

- Refer to *Child rights at a glance* (page 6) and explain that all children have special laws called child rights to meet their needs and help them enjoy the best possible childhood from the moment they are born. Emphasise that knowing our rights helps us stand up for ourselves and for each other.
- Ask the class to think about what they needed as babies, toddlers, what they need now, and what they might need as they grow older. What laws would help meet those needs?
- Now ask them to imagine they are child rights lawmakers. Divide the class into groups of five. Give each group a sheet of paper (their 'scroll'). Each group should decide on up to 15 rights and write their list on their scroll, starting with: *Every child should have the right to...*
- Ask each group to read their scroll out to the class.
- Next, encourage everyone to speak together in unison – creating one strong child rights voice by chorusing the rights.
- Keep up the imaginative focus on the Listening Tree. For example, encourage students to imagine how happy the tree is that they are learning about their rights.
- Don't comment on any rights that are missing.
- After the lesson, collate their laws onto a new scroll and attach it to the trunk of the Child Rights Listening Tree. Tell students that the tree now holds the child rights laws they have created.



Lesson 2

Playing games

These games empower children's rights to play and express their feelings, linking their innate sense of emotional justice with the principles of child rights. Students are encouraged to think about and discuss times when they (or someone else) have been treated unfairly. Activities 1 and 3 can be repeated regularly and are also suitable for literature classes to explore child rights through storytelling.



Learning objectives

This lesson encourages participants to:

- Express feelings and concerns about fairness through drama, rhythm and group dialogue;
- Identify injustices in everyday life and relate them to specific child rights;
- Describe and illustrate rights in their own words, developing personal understanding;
- Practise connecting real-life situations with relevant rights through interactive play.



You will need

- Colouring pencils
- Multiple sheets of A4 paper
- Leaf template (page 25)
- Jigsaw of child rights (page 27)



Activity 1

It's not fair. It's not right

This theatre-in-education activity encourages students to express their concerns and have fun.



How long will it take?

15 minutes (repeat as often as you wish)



What to do

- Ask the students: Have you ever felt like stamping your feet and telling someone 'It's not fair!'?
- Gather students in a circle and create a communal rhythm by stamping feet and clicking fingers, chanting together: *It's not fair. It's not right.* Feel free to pull a grumpy face and encourage them to join in!
- Once students are comfortable doing this, go around the circle and ask them in turn to stamp their feet and declare what they feel isn't fair or right. This can be something personal, within their family, community or broader world.
- After each statement, ask the other students to repeat the refrain: *It's not fair. It's not right.*

Examples of what children might say:

All together: *It's not fair. It's not right*

Person 1: That some children don't get to go to school.

All together: *It's not fair. It's not right*

Person 2: That I'm always pushed to the back of the queue.

All together: *It's not fair. It's not right*

Person 3: That girls don't get to use the football field at lunch time.

All together: *It's not fair. It's not right.*

- Explain that sometimes people may have experiences they don't want to share – and they don't have to. Let students know they can share them privately with you or through the Listening Tree's bird box.
- If a lot of your students voice the same concern, encourage them to write it down and place it in the bird box. This is a brilliant way for them to raise their voices together.
- Ask the students how they feel. Suggested discussion questions:
 - How did it feel to say out loud that something is not fair or not right?
 - Were there any statements from others that you strongly agreed with or that surprised you? Why?
 - Do you think we can do something to change the things that are 'not fair' or 'not right'? What could we do – alone or together?
 - Why do you think it's important to speak up when we see unfairness?
 - Which right feels most important to you today – and why?
- Encourage a discussion on the connection between head and heart, thoughts and feelings, and the difference between a gut response and a more considered understanding after having time to think. Ask questions such as:
 - Have you ever felt something wasn't fair in the moment but then changed your mind as you understood more about the situation?
 - What does it feel like when you are listened to?
 - What does it feel like when your concerns are denied?
 - How can voicing your concerns bring change?
- As the teacher, consider how best to manage concerns raised or posted in the bird box. For example, you could choose a class book to read that explores the issues brought up, creating a starting point for further discussion and learning.

Activity 2

Make and decorate child rights Snap card game

Students create their own child rights cards to play a game of Snap.



How long will it take?

30-40 minutes



What to do

- Give each child a pack of 15 leaf-shaped cards and show them the Jigsaw of child rights.
- On one side of each leaf, ask students to write the name of a right.

- On the other side, ask them to write or illustrate a real-life or imagined situation where this right matters. This could be something they have experienced, something from everyday life, or something they have seen in the world. Symbols and drawings are welcome!
- Highlight that this activity puts the right to freedom of expression into action – and encourage creativity, honesty and humour.
- Ask them to look at the scroll of laws on the trunk of the Listening Tree. They will enjoy discovering some of the rights are the same. Add any missing rights from the leaves to the scroll.
- Finish with a short reflection. Ask:
 - How did it feel to work on your cards?
 - Was there a right that really stood out for you? Why?
 - Did anything surprise you in how others presented their cards?
 - How did it feel to imagine situations connected to rights?
 - Why do you think we created this game? What do our cards show?

Activity 3

Play child rights Snap card game

Students turn the traditional card game of Snap into an educational and thought-provoking experience.



How long will it take?

5-10 minutes (repeat as often as you wish)



What to do

- Every child needs a pack of child rights Snap cards.
- Ask the class to play in pairs: Player 1 and 2.
- Explain how the game will work: Player 1 chooses a random card and reads the situation (the illustrated side), then talks about it.
- Player 2 listens carefully, and when they recognise a child right that applies, they call out 'Snap!' and show the matching Snap card.
- Emphasise that there can be several different rights may apply to a situation, so multiple answers are correct, and they are unlikely to be wrong.
- Encourage a pause after each 'Snap!' for the children to discuss.
- Once familiar, the game can be played in larger groups for more interaction.

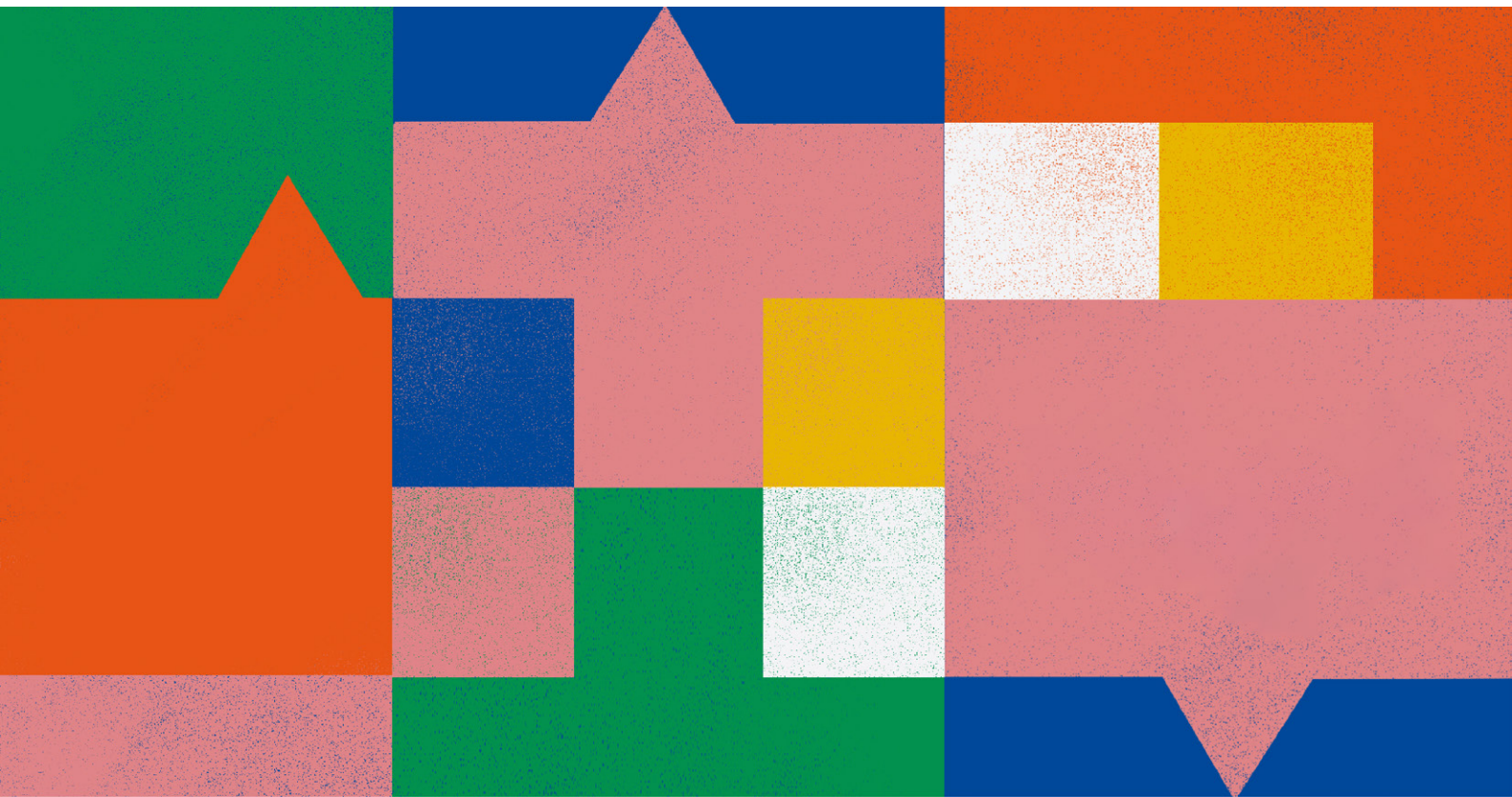
Snap examples

Player 1: *It's important to me that people listen when I say something important.*

Player 2: *Snap!* (Shows card) *Voice – you have the right to express yourself.*

Or an alternative: *Participation – you have the right to take part in important conversations and be listened to.*

Players 1 and 2 swap roles.



Lesson 3

Art, writing and storytelling

In this lesson, students use a variety of arts and writing to explore child rights in more depth, encouraged by the teacher's storytelling.



Learning objectives

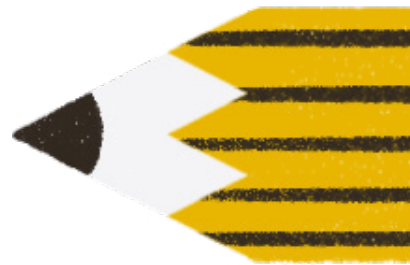
This lesson encourages participants to:

- Express their understanding of fairness and rights through poetry, storytelling and visual art;
- Reflect on the importance of trusted relationships and personal priorities in the context of rights;
- Create symbolic representations of rights that connect personal, local and global experiences;
- Share their creative work in ways that build empathy, imagination and a deeper grasp of rights concepts.



You will need

- Colouring pens and pencils
- Multiple sheets of A4 paper
- Leaf template or ready-cut leaves (page 25)
- Jigsaw of child rights (page 27)



Activity 1

Write a poem on a leaf (continuation of Lesson 2, Activity 1, It's not fair. It's not right)



How long will it take?

30-40 minutes (in class or as homework, individually or in pairs)



What to do

- Ask the children to take or make a large leaf, because the Child Rights Listening Tree is looking a little bare.
- Tell them that their job is to write a poem about something they feel is unfair or unjust. The poem should:
 - Begin with the words: *Dear Listening Tree...*
 - Include the refrain: *It's not fair. It's not right.*
 - End with: *I am a child and this is my right* or *We are children and this is our right.*
 - Students can use rhyme or free verse – whatever feels most natural to them.
 - Invite those who are comfortable to read their poems out to the class. Others might prefer to post their leaf poems into the bird box.
 - Display the leaf poems proudly on the branches of the Listening Tree – growing a forest of children's voices.

Activity 2

Make a forest of child rights trees



How long will it take?

30-40 minutes



What to do

- Start by telling the class a story about the tree as a metaphor for the UN Convention on the Rights of the Child. Use the following prompts to engage your students and set the tone:
 - *Look at our Listening Tree – it's getting more beautiful every day! Now it has laws and poems about child rights.*
 - *Did you know trees can communicate underground through a network of roots? That's how they support each other – just like we do.*

- *All trees help us to breathe clean air, so they all need looking after.*
- *Imagine a child rights tree that plants seeds of kindness, fairness, equality and justice for children creating forests around the world. It's a magnificent tree, and it has a superpower: it can live forever but only if children and adults understand and protect child rights.*
- *The tree grows stronger every time a child learns about their rights, and every time a grown-up stands up for those rights.*
- *One tree is powerful – but a whole forest of child rights trees can change the world and make it a better place for children.*

■ Encourage your students to respond to the story. You can ask them:

- What do you think the roots, trunk, branches and leaves could represent?
- What helps the child rights tree grow – and what could make it weak?
- What kind of forest would you like to create for all the children in the world?

■ Explain that they will now create their own child rights tree, individually or in groups. Guide them step-by-step:

- **Roots** Ask them to draw the roots of their tree. Ask: Who are the trusted grown-ups in your life – people you can go to when something feels wrong or unfair, or who can help in difficult times? Write their names or roles on the roots. Explain that these roots represent support and protection.
- **Trunk** Now they should draw the trunk of their tree. Ask: Which rights feel most important to you, your family or your community right now? Write one or more key rights on the trunk. Explain that the trunk holds these rights strong and upright. For younger children, mention that if they put their ear to a tree, they can hear its voice – so it can also hear them.
- **Branches** Encourage students to draw branches reaching up to the sky and out to other trees. Ask them to imagine they are reaching out to children all over the world.
- **Leaves** Explain that for child rights to thrive, it's important to share what they are learning. Ask: Have you heard of any unfair challenges children are facing around the world? Write these on leaf shapes along with hopes, ideas or messages to children everywhere and attach them to the branches – tell them these leaves show their awareness of justice and solidarity.
- **Decorate** Students can also decorate their tree with messages about things they love – music, art, sports, friendship, imagination, games – because these are child rights too.



Lesson 4

Solidarity and celebration

This lesson focuses on students taking pride in child rights, standing up for themselves and others, and finding creative ways to celebrate and share what they've learnt about rights more widely.



Learning objectives

This lesson encourages participants to:

- Reflect on what they have learned about child rights and why they matter;
- Express solidarity with others by raising awareness of rights-based issues;
- Propose and share ideas for how children and adults can promote and protect rights;
- Present their learning with confidence and take pride in their contributions to a collective project.



You will need

- Pens and pencils
- Multiple sheets of A4 paper
- Jigsaw of child rights (page 27)
- Leaf template or ready-cut leaves (page 25)
- All the work that has been made

Activity 1

Letter-writing



How long will it take?

15 minutes



What to do

- Introduce the idea of taking action through writing. Explain to the class that while child rights are protected by law, not everyone respects them. Some people ignore child rights and human rights. But when enough people speak up – especially together – they can make a difference.
- For example, letter-writing to someone in charge is one powerful way to raise awareness and demand fairness. And if lots of people do it, it really does help. It can change – and even save – lives!
- Remind them that young people have just as much right to speak out as adults.
- Ask students to choose a child rights issue or concern they care about – maybe something they've learned about in class, something they've experienced, or heard in the news.
- Ask them to write a letter to their Child Rights Listening Tree expressing their concern, suggesting one way they and others could persuade people to pay more attention to it and child rights. This could be something small, local, creative or ambitious.
- Extend the learning. Let students know that they can take part in Amnesty International's Write for Rights letter-writing campaign each November and December. It is a global campaign where people send cards and letters of solidarity to people whose rights are under threat. Each year it includes at least one suitable person for children to write to. More information: [amnesty.org/en/get-involved/write-for-rights/](https://www.amnesty.org/en/get-involved/write-for-rights/) Your students are welcome to join in.

Template letter

Display or photocopy this for students to use or adapt.

Dear Child Rights Listening Tree,
I/ We know you are sad that some people don't listen to your laws, like when...
I/ We think that's sometimes because...
I/ We think one thing we could do to change this could be...

From,
A child who believes in rights

Activity 2

Reflections



How long will it take?

25 minutes



What to do

- Encourage the children to look at the display of the Child Rights Listening Tree and notice how the individual trees form a forest of child rights, depending on what the class has created.
- Celebrate the work done on the tree/s and explain that now it's time to reflect on what they've learned. Ask each student to think about one of the following: their favourite memory or moment from learning about child rights; something new and exciting they learned about child rights; a question they would like to ask the Child Rights Listening Tree. Give each student a leaf to write or draw their reflection or question.
- Gather the class around the tree/s. Invite students to read out their leaf reflections or questions.

Activity 3

Celebrate the Child Rights Listening Tree



How long will it take?

1 hour



What to do

- Prepare a classroom presentation/exhibition with all of the students' completed work: poems, artwork, letters, scrolls, trees. Welcome parents, guardians, school community members and family to see the display and hear from the children. The class can help with invitations and set up.
- Ask the students to gather around the tree/s and read out their reflections and poems. Encourage them to explain what the Listening Tree means to them.
- Invite visitors to enjoy the artwork and turn over the leaves to discover the child rights written on the back.
- Give carers a take-home goody pack, which could include the child's individual forest tree drawing; a pack of blank leaves to create more Snap cards at home; the Jigsaw of child rights.

For afters

- Encourage students to keep the Listening Tree growing! Throughout the term/year, add fresh leaves with thoughts, artwork, questions or rights-related reflections, and use the bird box to share ideas and concerns.



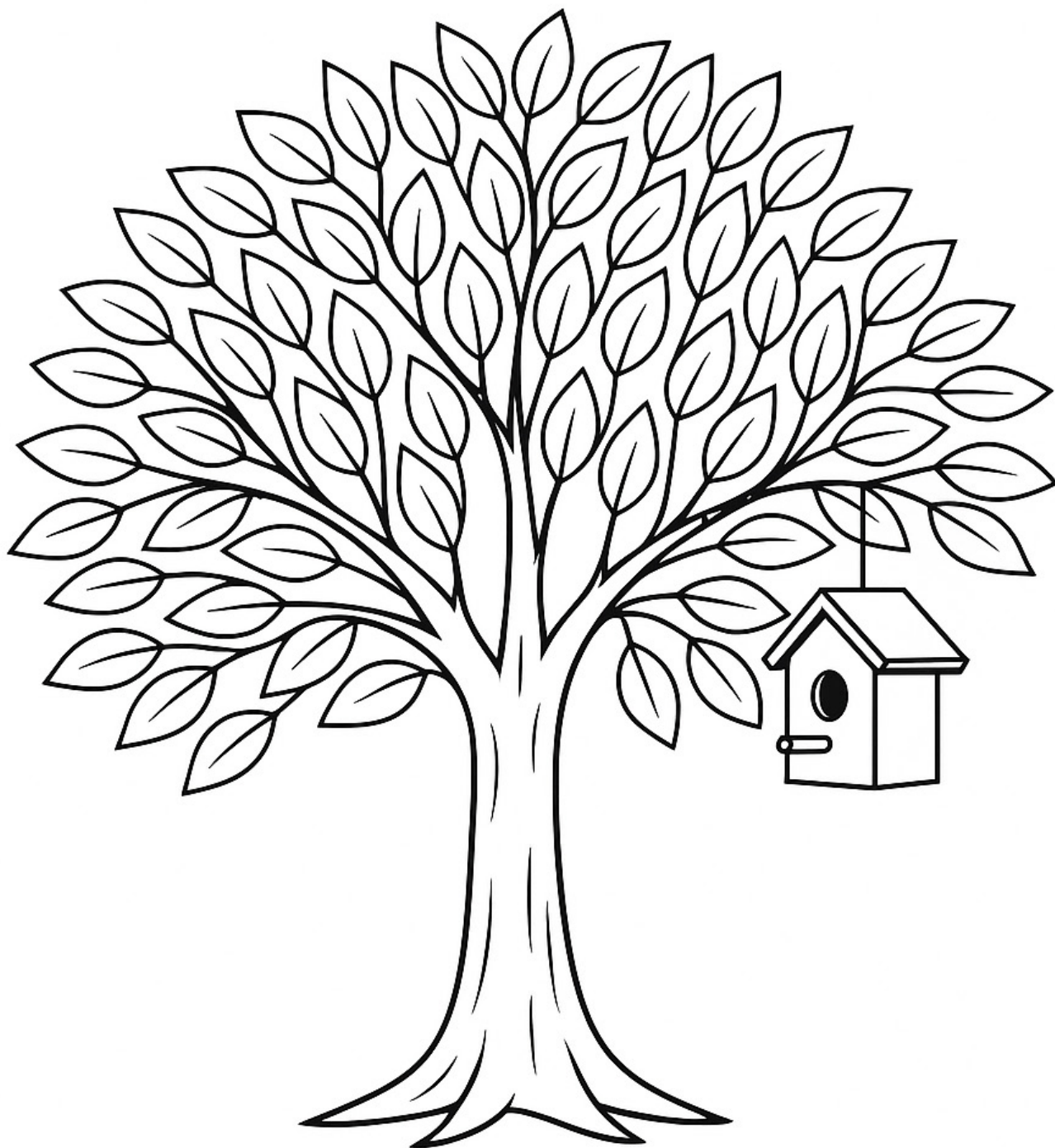
Activity resources

Leaf template



Child Rights Listening Tree illustration

This tree outline is just an example and should not limit your creativity. Create your own Human Rights Listening Tree!



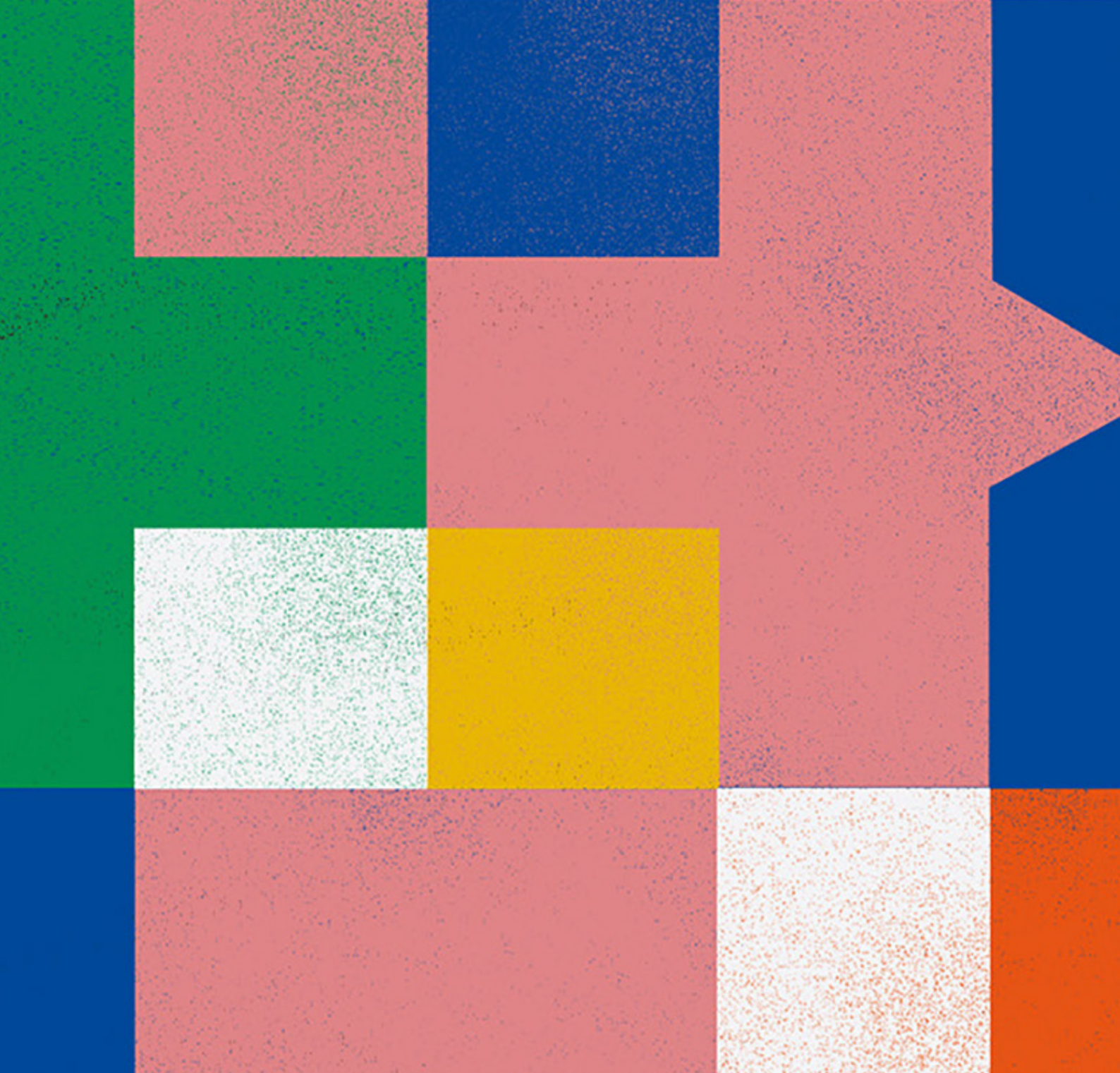
Jigsaw of child rights: Simplified 15 groups of child rights



Source: Nicky Parker, Amnesty International, *These Rights Are Your Rights: An Empowering Guide for Children Everywhere*, Andersen Press, 2024

Further resources

- Amnesty International, *An Introduction to Human Rights* (e-learning course). academy.amnesty.org
- Amnesty International, *Protect the Protest* (e-learning course). academy.amnesty.org
- Amnesty International, *Respect My Rights, Respect My Dignity, Module 4: Refugees' and Migrants' Rights are Human Rights*, 2018. [PDF](#)
- Amnesty International, Angelina Jolie and Geraldine Van Bueren, *Know Your Rights and Claim Them: A Guide for Youth*, Andersen Press, 2021.
- Amnesty International Australia, *Understanding Your Human Rights*, 2022. [PDF](#)
- Amnesty International UK, *Refugee Rights Primary Pack*, 2024. [PDF](#)
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