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By Sita Brahmachari



Global Citizens Take Action: Creative Protest for Change



Seen



&



Heard

Human Rights Education resource 5

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Global Citizens Take Action: Creative Protest for Change

By Sita Brahmachari

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

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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

This resource is a three-lesson teaching pack designed to help children and young people understand, practise and celebrate their right to speak up. It guides educators step by step: from exploring what protest is, through experiencing creative, rights-based ways of expressing ideas, to designing a student-led Festival of Children's Rights that can be shared with the wider school or community.

The materials combine human rights education with arts-based methods ensuring that every learner – including quieter or less confident participants – can find their voice and express themselves safely, peacefully and imaginatively.

You can work through all three lessons as a term-long project or pick and mix individual activities to suit your available time and students' needs. Each lesson begins with clear learning objectives.

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

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

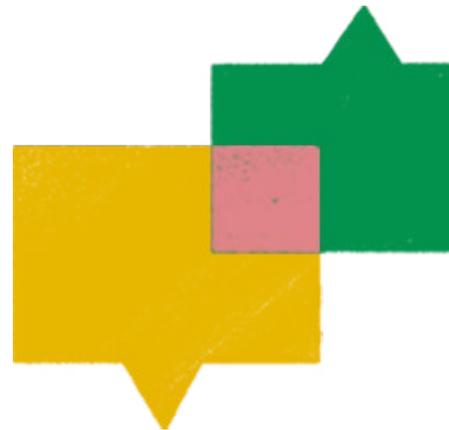
Target age range

All activities are suitable for students aged 10 to 14.

Learning objectives

This resource encourages participants to:

- Understand that freedom of expression and freedom of peaceful assembly together form the right to protest;
- Recognise that protest can be peaceful, creative, caring and hopeful, and that children have a role to play in it;
- Develop skills in active, non-judgmental listening and in speaking up for themselves and others;
- Collaborate to identify issues that matter to them and to design collective, rights-based responses;
- Plan and deliver a shared event – a Festival of Children's Rights – that showcases young people's voices, creativity and commitment to human rights.



Right to protest at a glance

Protest is a way of saying: *This matters to me. I want things to be fair and just.*

Although the word *protest* isn't written in international human rights law, it doesn't mean it isn't protected. The right to protest is made up of two important human rights: freedom of expression and freedom of peaceful assembly.

When people can speak freely and gather peacefully, they are using their right to protest.

Freedom of expression

This right means everyone can have opinions and share them in many ways – through speech, writing, art, dance, music or even silence. You can speak, sing, draw, write, shout, whisper or smile to express what you care about.

However, speech that spreads hatred or harm is not protected under this right. Peaceful protest is about care and respect, not hurting others.

Freedom of peaceful assembly

This right means people can come together in public or private spaces to express a shared message or idea.

Examples of peaceful assemblies include:

- Marches or demonstrations
- Candlelight vigils
- Sitting together in silence
- Creative performances
- School parades or art displays

'Peaceful' doesn't mean silent. Protests can be loud, joyful or musical, as long as they remain non-violent.

Why these two rights belong together

If people can speak but can't meet, their voices may be too quiet to be heard.

If they can meet but can't say what matters, the gathering has no message.

Protest happens when people can both speak and gather – when voices unite.

Creative protest

Protest doesn't have to involve shouting or holding signs. It can be a song, poem or play; a banner saying 'Stop bullying' or a piece of art; a school performance, video or festival celebrating children's rights.

These are all acts of creative protest – peaceful, imaginative ways to show the world what we care about and what we want to change.

Protest online and offline

Today, protests can happen in the streets, in schools or online. Virtual marches, videos and hashtags allow people to join and show support.

The right to protest should be protected both online and offline because the internet is now an important space where people gather and express themselves.

Staying safe online: When taking part in online protest, it is important to check information carefully and think critically about what we share. Protecting personal data, privacy and wellbeing helps make sure that online spaces remain safe, respectful and empowering for everyone.

Are there limits to protest?

Sometimes governments set rules to keep everyone safe – for example, to prevent accidents or keep essential services like hospitals and schools functioning. These rules may include a requirement to **notify authorities** about a protest in advance, for planning and safety. However, people should **not be required to obtain permission** to protest. Any rules must be clear, necessary and fair, and should never take away the right to protest completely.

Remember

- Everyone has the right to speak up about what matters.
- Everyone has the right to join with others peacefully.
- Protests should protect rights, not harm people.
- Creativity – songs, poems, art, festivals – can be powerful forms of protest.
- Children have the right to be heard too, because children's rights belong to children, not just adults.

Lesson plans and activities

Lesson 1. Understanding our right to speak up

- Activity 1. What is protest?
- Activity 2. The right to speak up together

Lesson 2. The practice of creative protest

- Activity 1. Listen up game!
- Activity 2. Communal listening
- Activity 3. Communal reading to communal voicing

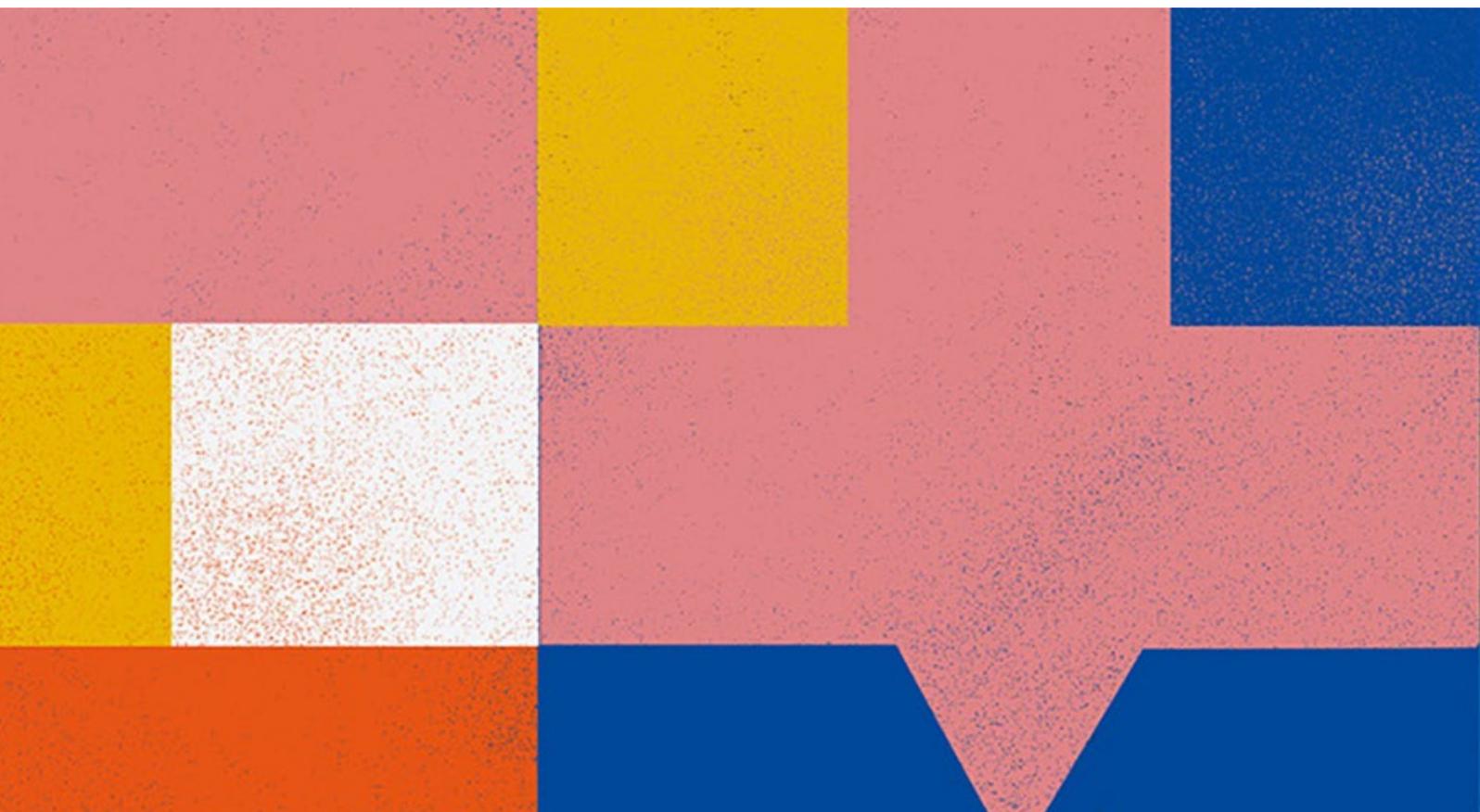


Lesson 3. Festival of Children's Rights

- Activity 1. Learning each other's chants and songs
- Activity 2. Making banners and symbols of peaceful protest
- Activity 3. Planning our Festival of Children's Rights

Included in this resource

- Leaf template (page 22)
- Protest photos (pages 23-25)



Lesson 1

Understanding our right to speak up

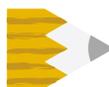
This lesson introduces children to the idea that protest is an expression of care, courage and creativity. Through discussion, movement and reflection, students explore what protest means and the many peaceful forms it can take. They learn how the rights to express opinions and gather with others peacefully combine to form the right to protest. By the end of the lesson, students reflect on what matters to them personally and consider positive ways to speak up for fairness and change.



Learning objectives

This lesson encourages participants to:

- Explore what the word *protest* means and how it can take many peaceful forms;
- Recognise that protest can be creative, caring and full of hope;
- Understand that everyone has the right to express opinions and to join with others peacefully;
- Reflect on what matters to them and what they might like to stand up for.



You will need

- A large sheet of paper or board for a mind map
- Photos or slides showing positive, peaceful protests (pages 23-25)
- Agree-Disagree signs (or sides of the room marked)
- Leaf templates
- Markers or pens

Activity 1

What is protest?

This activity introduces children to the word *protest* and challenges negative associations. Through discussion and visual examples, students learn that protest can be an act of care, courage and standing up for fairness.



How long will it take?

25 minutes



What to do

- Start with a warm-up discussion. Write PROTEST in big letters on the board. Ask: What words or pictures come to your mind when you hear this word?
- Collect students' answers. Some children may say 'shouting' or 'crowds'. Acknowledge all ideas without judgment.
- Reframe together. Explain that sometimes people think protest means arguing or being angry. But protest can also mean standing up for something you care about – such as fairness, kindness, the planet or other people's rights.
- Underline or highlight positive verbs such as care, stand up, speak, create, listen, share.
- Gallery walk: Show images of peaceful protests and ask:
 - What do you think people are trying to say?
 - How can you tell this protest is peaceful?
 - Which image makes you feel hopeful?
- Close the activity by emphasising that protests can look very different but what they share in common is people who care and want to make a change. Peaceful protest uses voice and creativity to make the world fairer.

Activity 2

The right to speak up together

This activity helps children understand how the rights to freedom of expression and peaceful assembly work together to protect the right to protest. Through an Agree-Disagree movement exercise and reflection, students practise forming and sharing opinions, listening to others and identifying issues they care about.

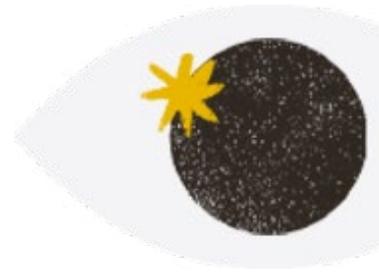


How long will it take?

25-30 minutes



What to do



- Write the following key phrases on the board:
 - Freedom of expression → The right to share our ideas
 - Freedom to gather peacefully → The right to meet and act together
 - Freedom of expression + Freedom to gather peacefully = Right to protest
- Explain that these two rights work together to create the right to protest. When people can share their ideas and gather peacefully, they can speak up for fairness and change without fear. Protesting is one way of using these rights to help make the world fairer for everyone. You can refer to the section *Right to protest at a glance* on page 6.
- Mark two sides of the room: Agree and Disagree.
- Read each of the following statements aloud and ask participants to move to the side that matches their opinion.
 - Children should be able to say when something feels unfair.
 - Only adults can protest.
 - Protest always means shouting.
 - Listening carefully can also be a protest.
 - When people join together peacefully, their voices are stronger.
 - Silence can be a protest too.
- After each statement, briefly discuss the responses. Encourage children to explain their thinking and tell them they can change sides if they change their minds.
- As an option, you might invite students to brainstorm and make up their own statements they want to test others' views. Continue the game.
- Ask: What is something you would like people to listen to or care about? If your group has previously worked with *Hear Me, See Me: A Creative Introduction to Children's Rights*, ask participants to write their responses on a leaf template, beginning with 'I would speak up for...' or 'I would stand up for...' Add the leaves to your existing Child Rights Listening Tree to show how protest can protect children's rights.
- Closing reflection. Invite students to complete one of these sentences aloud:
 - Protest can be peaceful when...
 - Protest helps people when...
 - I feel brave when...

Lesson 2

The practice of creative protest

This lesson helps students explore **creative protest** as a peaceful and powerful way to speak up for change. Through listening, collaboration and artistic expression, they experience how empathy and solidarity can grow when people share their stories and hopes. Students learn that protest can take many forms – words, art, movement or music and that creative acts can inspire others and help build stronger, more connected communities.

By the end of the lesson, students transform their reflections and conversations into collective works of art, poetry and performance that celebrate children’s voices and rights. If you would like to deepen students’ understanding of solidarity in action, human rights and what it means to be an ally, please refer to our resource *Empowerment Through Solidarity for Human Rights*, available here: <https://seenandheardproject.eu/hre-resources/>.



Learning objectives

This lesson encourages participants to:

- Practise active, non-judgmental listening and experience what it feels like to be truly heard;
- Reflect on how empathy, listening and speaking up can build solidarity and allyship;
- Explore how peaceful and creative protest can be used to express ideas and call for change;
- Collaborate to identify shared hopes and visions for a fairer world, inspired by the book *Hear Our Voices*, which brings together creative protests by young people;
- Create and perform their own artistic responses (poems, chants or songs) as acts of creative protest for children’s rights.



You will need

- Leaf template (page 22)
- A notepad and pen for each student
- A large piece of lining paper

- A device to play music
- Marker pens in different colours
- A shoebox with a posting slot for voting
- Copies of the book *Hear Our Voices* or digital access for reference: <https://seenandheardproject.eu/hear-our-voices-childrens-book/>

Activity 1

Listen up game!

This activity helps students practise deep, non-judgmental listening and reflect on how being truly heard builds empathy and empowerment. By speaking and listening in pairs, they learn to value others' perspectives and express their own with confidence. The follow-up creative task connects emotional awareness with artistic expression. Together, the two parts of the activity highlight how listening and speaking respectfully are powerful acts of solidarity and allyship.



How long will it take?

20-30 minutes



What to do

- Ask students to work in pairs (A and B). For five minutes, student A should talk about a children's rights issue they feel strongly about. Student B should listen carefully, without interrupting. When A finishes, B can ask three questions to better understand and summarise A's point of view.
- Then students switch roles and repeat the process.
- Bring the class together and invite each listener to share what their partner said. Lead a discussion about the 'superpower' of close listening. Talk about how it feels when people listen without judgment and take your opinions seriously.
- Collect words and phrases from the discussion. If your group or class has previously worked with *Hear Me, See Me: A Creative Introduction to Children's Rights*, ask students to write these words on leaf templates and add them to the classroom Child Rights Listening Tree. Alternatively, display the words as Leaves of Change in the classroom.

Optional follow-up (classwork or homework)

- Ask students to write a poem exploring the connection between listening, speaking, being an ally and empowerment.
- The poem should begin and end with the line: *When my truth is seen and heard...*

- Explain that the list of collected words forms their palette – much like the colours an artist chooses to paint with. Writers can use this palette of words to express feelings and ideas. When Sita Brahmachari writes, she creates a 'palette' of key words, such as: *time, river of rights, hear, voice, speak, garden, sow, reap, freedom*. The poem or piece of writing that emerges holds images, metaphors, and colours from this palette.



- Invite students to collect their own key words, like colours on a palette, and use them to write and illustrate their own poem.
- Examples might include:
 - *I feel free*
 - *Someone cares for me*
 - *Eyes full of empathy*
- Encourage students to share their poems aloud or write them on new leaves to add to the Child Rights Listening Tree.

Activity 2

Communal listening

This activity deepens students' experience of collective listening and shared meaning-making. Through movement, conversation and reflection, students explore how individual ideas can grow stronger when shared communally – and how these ideas can inspire peaceful, creative protest.



How long will it take?

40 minutes



What to do

Prepare the space

- If your group or class has previously worked with *Hear Me, See Me: A Creative Introduction to Children's Rights*, gather around the Child Rights Listening Tree.
- If working independently, prepare a display of Leaves of Change using the leaf template – pieces of paper with words, phrases and statements that express students' hopes and ideas from the previous activity.
- Remind students that peaceful protest is one way people share such hopes and ideas – by thinking carefully, creatively and together about how to bring about change

Select leaves

- Invite each student to choose five leaves written by other students that inspire them – ideas or statements they also care about and would like to see change in their schools, local communities or the wider world.

Create a relaxed atmosphere

- Play gentle background music. Move desks to the sides to create an open space, like a small marketplace where students can walk, meet and exchange ideas.

Movement and discussion

- Explain that as the music plays, students should move freely around the room, reading aloud and discussing the leaves they've chosen.
- When the music stops, ask students to form groups of five with those nearest to them and share what they found inspiring.



- Encourage natural conversations, for example:
 - Hey, that's my leaf!
 - Yes – I liked the way you wrote about stopping bullying.
 - I picked something similar too.
 - We should definitely do something about this!
- Reflect on creative protest. Encourage students to think about how these ideas could become peaceful and creative forms of protest, such as art, performances, poems or awareness campaigns.
- When the music restarts, students should move around again and form new groups when it stops, talking to people they haven't yet met. Continue until several meaningful exchanges have taken place.
- Collect themes. Bring everyone together. Roll out a large sheet of paper (or use a wall display) and ask students to record the main themes or issues they want to speak out about and change.
- Discuss how young people might use peaceful protest to make their voices heard on these issues. Explore potential challenges and brainstorm solutions. For example, what if we hold this protest during school time? Who should we discuss this with?
- Display this collective Scroll of Change in the classroom. It can serve as a visual map for planning a future event or project.

Brainstorm festival names

- In small groups of five, ask students to brainstorm a name for a Children's Rights Festival that reflects the ideas and issues most important to them.
- Encourage names that celebrate children's creativity and their right to speak out – showing that protest can be peaceful, expressive and full of hope.
- Each group should then select their top proposal, write it on the scroll, and briefly present it to the class, explaining why it captures the spirit of their vision.

Vote on festival name

- Hold a vote to choose the favourite festival name using a shoebox with a posting slot as a ballot box. If your group has previously worked with the resource *Hear Me, See Me: A Creative Introduction to Children's Rights*, you can repurpose the bird box.
- Remind students they can vote for any name, not just their own group's suggestion. Discuss why it's important that everyone is free to make their own choice.
- Count the votes together and celebrate the winning idea.

Homework/extension

- Ask students to read the communal poem *Hear Our Voices* at home. Encourage them to read it aloud to a family member or someone in their community and discuss their recent work on children's rights. Explain that many adults may not know about the special rights children have and that this poem can be a powerful way to start meaningful conversations at home.

Activity 3

Communal reading to communal voicing

This activity invites students to explore the poem *Hear Our Voices* as a collective act of creative protest. By reading, reflecting and creating together, they experience how poetry, art and shared expression can strengthen young people's voices and become a peaceful and powerful way to stand up for children's rights.



How long will it take?

45-60 minutes



What to do

- Read the poem *Hear Our Voices* by Sita Brahmachari, inspired by close listening to represent the creative protests of young people.
- Explain that this communal poem and artwork brings together the voices of over 600 children and young people from more than 50 nationalities, speaking many different languages.
- If time allows, explore contributions from the young people on the project website: www.seenandheardproject.eu
- Share that author Sita Brahmachari (through words) and illustrator Chris Riddell (through drawings) created this piece as an act of creative protest – listening closely to young people's dreams, fears and ideas, and turning them into art that speaks up for children's rights.

Summarise and discuss

- Ask students to summarise the poem in 10 words, then work together to combine those words into one short sentence that could appear on the back of a book.
- Invite discussion: How can a poem, video, film or piece of art be an act of creative protest? How can adults working closely with children – listening to their voices and ideas – also be practising creative protest?
- Record students' ideas on the board.

- Ask reflective questions: How does it feel to read aloud together as a class? How does it feel to raise your voices as one? How is this different from speaking alone?

5-minute chant game

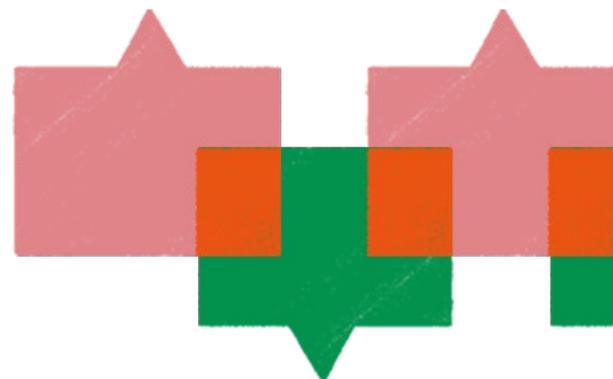
- In groups of five, ask students to pick one memorable moment from *Hear Our Voices*. Using that moment in the poem as inspiration, build your own word palette of ideas to write your own new verse starting with the words: *When we raise our voice as one...*
- Encourage groups to share their verses with the class. Collect the lines together to create a class poem, chant or song. Notice and point out repeated ideas or words (for example, freedom, courage, kindness) and explain that repetition can make the verse easier for everyone to say together. Example:

*When we raise our voice as one
Our song is loud and true and strong!*

- Explain that when Sita Brahmachari wrote *Hear Our Voices*, she imagined it as a song. She used a 'palette' of key words such as time, river of rights, hear, voice, speak, garden, sow, reap. The song that emerged in her mind was this (read her chant aloud):

*Down to the river of rights we go
Time to let our voices flow
What we sow, so shall we reap
Time to hear our voices, speak*

- Ask students to create their own palette of words and images inspired by *Hear Our Voices*.
- Using this palette, ask them to compose a short poem, song or chant that expresses what they care about – their own act of creative protest.
- Encourage students to include simple gestures or actions to accompany their lines and perform them together as a celebration of children's voices and rights.



Lesson 3

Festival of Children's Rights

This project-based lesson guides students through planning and creating their own Festival of Children's Rights – a celebration of learning, creativity and collective action. Building on previous lessons about listening, empathy and peaceful protest, students work together to transform their ideas into songs, banners and performances that express their hopes for change.

Through collaboration and shared decision making, they experience how creative protest can strengthen community and give young people a real voice. The lesson culminates in a student-led festival that brings their learning to life and invites the wider school or community to join in celebrating children's rights.



Learning objectives

This lesson encourages participants to:

- Work collaboratively to design and plan their own event celebrating children's rights;
- Experience how creative protest can take different forms – through music, art, performance and collective action;
- Develop planning, teamwork and communication skills while practising critical thinking and shared decision making;
- Reflect on the purpose of peaceful protest and its role in strengthening community;
- Celebrate their learning by sharing their voices and ideas with the wider school or community.



You will need

- Copies of the book *Hear Our Voices* or digital access for reference: <https://seenandheardproject.eu/hear-our-voices-childrens-book/>
- Poster paper, recycled card or fabric (for banners)
- Paint, markers, string, bamboo sticks, tape or other craft materials

- Audio device for music and rehearsals
- Camera or phone to document the event
- A large sheet of paper for a class planning map
- (Optional) Small budget for art and decoration supplies

Activity 1

Learning each other's chants and songs

This activity helps students build confidence and collaboration by teaching one another their creative chants or songs. It strengthens the sense of shared purpose behind peaceful and artistic protest.



How long will it take?

40 minutes



What to do

- Invite students to stay in the groups of five formed in the previous lessons. Ask each group to revisit the chant or song they created earlier.
- Encourage them to practise together, refining rhythm and flow, and adding gestures or simple movements.
- Ask each group to explain the meaning behind their chant – what right it represents and what change they hope for.
- Now invite each group to teach their chant to the rest of the class.
- By the end, the whole class should have learned around five to six chants or songs.
- Allow time for a class rehearsal to build confidence ahead of performing at the Festival of Children's Rights.

Activity 2

Making banners and symbols of peaceful protest

This activity helps students transform their ideas and messages into visual forms of creative protest. It promotes teamwork and artistic expression while connecting creativity with advocacy.



How long will it take?

40 minutes (or more if students wish to extend the activity)



What to do

- Ask students to continue working in their groups. Each group should select one issue or area of creative protest they feel most passionate about.
- Discuss how the right to peaceful protest is protected by law in many countries but can sometimes be challenged – and how art can help people express this right responsibly and powerfully.
- Guide groups to create a short, memorable slogan for a banner that could be carried during a school parade or festival.
- Encourage experimentation with design: use block letters, bold colours or meaningful symbols such as a candle, open hand or heart.
- Provide recycled materials – card, fabric or old sheets – and help students build simple banners using bamboo sticks or other safe supports.
- Display the finished banners in the classroom or prepare them for the school Parade of Peaceful Protest.

Activity 3

Planning the Festival of Children's Rights

This activity brings together learning from all the previous lessons, guiding students to design a real or simulated community event that celebrates children's voices and rights.



How long will it take?

1-2 lessons, or as a half-term project



What to do

- Begin with a class discussion:
 - What do you want people to experience at your festival?
 - What outcomes do you hope to achieve (for example, raising awareness, fundraising, bringing the community together)?
- Explain that this event will celebrate creative protest and share what the class has learned about children's rights through art, poetry, music and action.

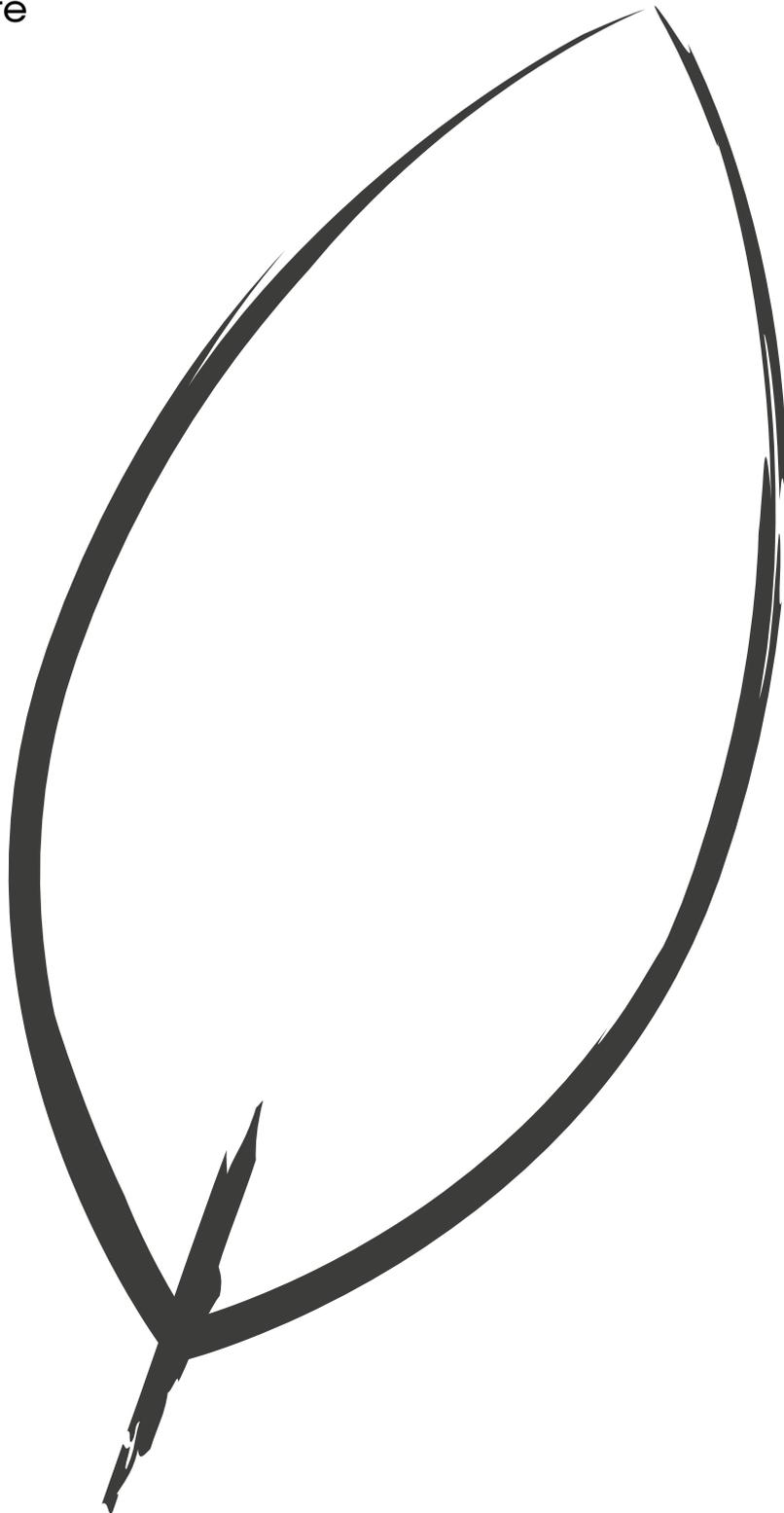
- Carry out a classroom skills audit: invite each student to name something they enjoy or are good at (for example, drawing, baking, writing, designing, filming).
- Form a planning committee and allocate roles such as communications, art and design, performance and programming, logistics and organisation, etc.
- Each group should take responsibility for one aspect of the festival and create a poster or mini presentation to share their ideas and plan.
- Next, work together to create a large class poster with the event name, slogan and proposed date.
- Encourage students to brainstorm activities that could be part of the event, such as:
 - Display of the Child Rights Listening Tree (use your existing tree from *Hear Me, See Me: A Creative Introduction to Children's Rights*, or create one)
 - Parade with chants and banners
 - Communal reading of *Hear Our Voices*
 - Poetry or storytelling corner
 - Art exhibition or graffiti wall
 - Children's rights treasure hunt
 - Fundraising stalls (cake sale, quiz, raffle)
 - Community gardening or planting activity
- **Optional extension:** Play soft background music and invite children to draw a symbol of peaceful protest – something that shows care and courage (for example, a heart, candle, hand or flower). Display these alongside the Listening Tree to create A Garden of Peaceful Protest as one of the festival elements.
- If you have time, explore stories from the further resources list or the *Seen and Heard* project website (www.seenandheardproject.eu) to inspire additional ideas for creative protest.
- Ask students to vote on the final line-up of activities and work collaboratively to design the programme.
- Support them to prepare invitations, posters or digital announcements to share with families and the wider school community.
- Encourage students to document the festival through photos, short videos or quotes and to share with the *Seen and Heard* project website as a celebration of their learning.

Extension/home connection

- Encourage students to talk to their families about the festival and invite them to contribute by attending, helping with preparations or sharing their own creative talents.
- Remind students that the festival is a peaceful and joyful expression of children's voices, creativity and rights – a living example of **creative protest in action**. After the festival, arrange a community meeting to reflect on the event and evaluate its impact. Discuss what worked well and what students would do differently. Include the wider school community or report on the festival at a school assembly. List the outcomes of the festival and the changes it has brought for individuals and the community. Has the festival been a catalyst for further change? What's next?

Activity resources

Leaf template



Protest photos

Photo 1. A protest in support of Palestinians that was held in The Hague on June 15, 2025.

© ANP/AFP via Getty Images



Photo 2. Taiwan Transgender Pride that took place at 228 Park in Taipei City on October 24, 2025.

© Amnesty International Taiwan



Photo 3. People demonstrating for freedom of expression, equality and social justice in Los Angeles, US, December 2020. © Pexels/RODNAE Productions



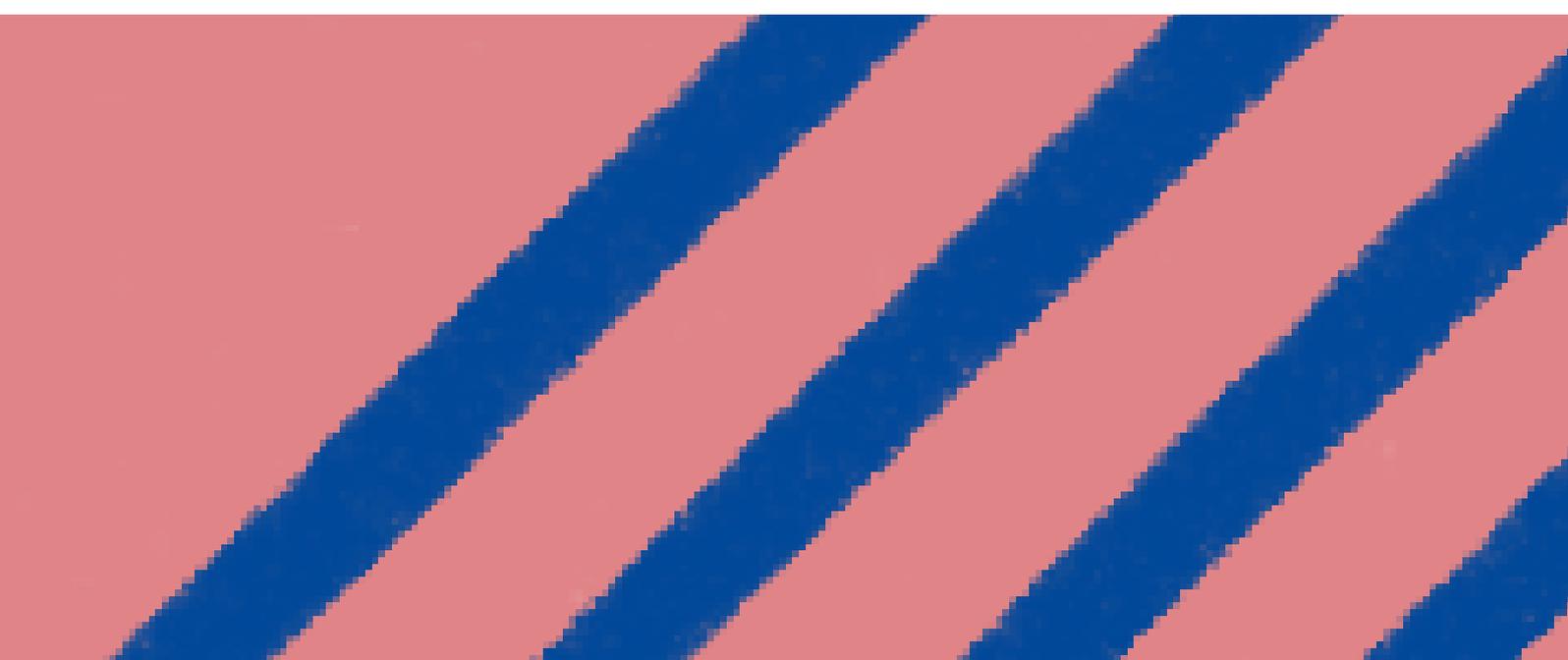
Photo 4. A candlelight vigil calling for a ceasefire in Gaza that was held in Poznań, Poland, in 2024. © Amnesty International Poland

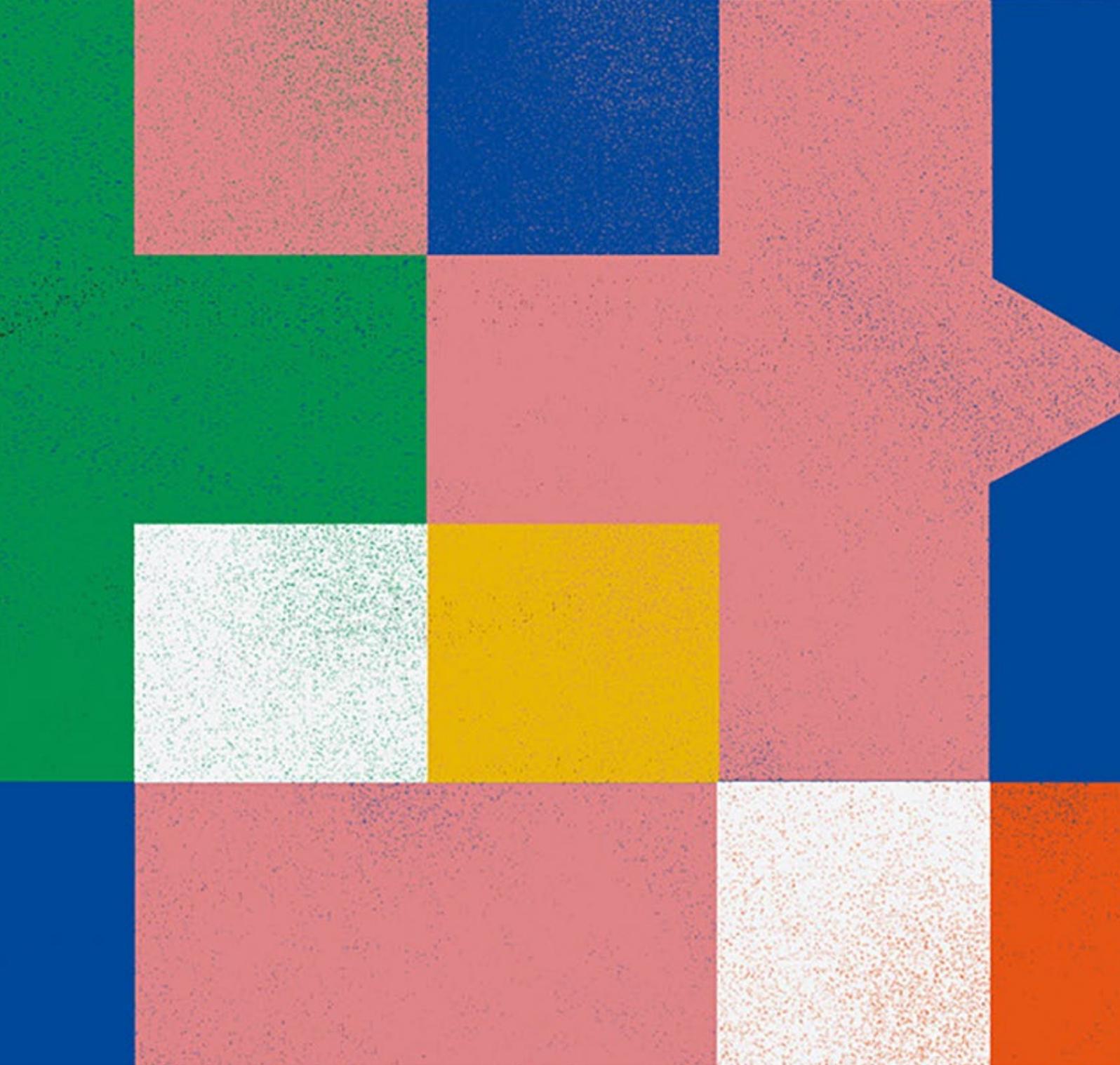


Further resources

- 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, Angelina Jolie and Geraldine Van Bueren, *Know Your Rights and Claim Them: A Guide for Youth*, 2021, Andersen Press.
- Maya Angelou, *Life Doesn't Frighten Me*, Abrams and Chronicle Books, 2020.
- Sita Brahmachari, illustrated by Chris Riddell, *Hear Our Voices*, Walker Books, 2026.
- Sita Brahmachari, *Phoenix Brothers*, Oxford University Press, 2025.
- Sita Brahmachari, *Red Leaves*, Macmillan Children's Books, 2014.
- Sita Brahmachari, *Tender Earth*, Macmillan Children's Books, 2017.
- Mya-Rose Craig, *We Have a Dream: Meet 30 Young Indigenous People and People of Colour Protecting the Planet*, Magic Cat Publishing, 2021.
- A.M. Dassu, *Boy, Everywhere*, Lee and Low Books, 2021.
- A.M. Dassu, *Kicked Out*, Scholastic, 2024.
- Amanda Gorman, illustrated by Loren Long, *Change Sings: A Children's Anthem*, Viking Books for Young Readers, 2021.
- Jessica Love, *Julian is a Mermaid*, Walker Books, 2019.
- Jessica Love, *Julian at the Wedding*, Walker Books, 2021.
- Fidan Maikle, *My Name is Samim*, Floris Books 2025.
- Innosanto Nagara, *A Is for Activist*, Seven Stories Press, 2013.
- Innosanto Nagara, *Counting on Community*, Triangle Square, 2015
- De Nichols, *Art of Protest: What a Revolution Looks Like*, Templar Publishing, 2023.
- Onjali Q. Rauf, *The Boy at the Back of the Class*, Hachette Book Group, 2018.
- Nicky Parker and Amnesty International, *These Rights Are Your Rights: An Empowering Guide for Children Everywhere*, 2024, Andersen Press.

- André Rodrigues, *The President of the Jungle*, Nancy Paulsen Books, 2020.
- *Seen and Heard: Young People's Voices and Freedom of Expression* – European co-funded project on young people's freedom of expression. www.seenandheardproject.eu
- Alexandra Strick, *You Can!*, Otter-Barry Books, 2021.
- Malala Yousafzai, illustrated by Kerascoët, *Malala's Magic Pencil*, Penguin Books Ltd (UK), 2019.





This resource is part of the *Seen and Heard: Young People's Voices and Freedom of Expression*. More information: <https://seenandheardproject.eu/>

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