**COURAGE POSTER SCRIPT**

**CHILD RIGHTS & NEEDS**

This script can be used to help you explain the Courage Child Rights and Needs Poster as an introduction to a vision exercise.

INTRODUCTION

As parents or caregivers it’s important to understand what our children’s rights are, how they will develop over the years, and how we can support them in the realisation of their rights and fulfilment of their needs.

A right is a freedom to do, or not do, certain things, or to be entitled to certain things because you belong to a particular community or country that hold these things dear.

Children’s rights were first identified at the United Nations Convention on the Rights of the Child in 1990.

They have been defined at a global level by UNICEF, at a continental level, such as by the African or European Unions, and by individual countries in their own Bill of Rights and Children’s Acts.

These ‘Rights Documents’ detail what should, or should not be happening to children in families, communities or societies at large.

ON RIGHTS TO LIVE

All children have a right to live, these rights include:

* A right to life
* To safety and security
* To be registered and have a name, an identity and a nationality
* A right to health care
* A right to legal protection
* And a right to support if they have any special needs

ON NO RIGHTS TO LIVE

This is in contrast to a world of no rights:

* Where children are rejected or neglected
* Subjected to abuse, whether physical, emotional or sexual
* To substance abuse, sometimes even in utero
* To have no access to justice
* Or to be trafficked as a commodity to be bought or sold

ON RIGHTS TO LOVE

Child have a right to love:

* Which include a right to a family and parental love and care
* To honour, respect and dignity
* And to privacy

ON NO RIGHTS TO LOVE

Versus a world where they are subjected to:

* Harmful cultural practices
* Armed conflict
* Race, gender, age or sexual discrimination
* Where they are refugees
* And have no care or protection

ON RIGHTS TO LEARN

Children have a right to learn:

* Through community participation and belonging
* Through education
* Through leisure and recreation
* Where they have freedom of thought, expression, association and religion
* And knowledge of their cultural roots

ON NO RIGHTS TO LEARN

Versus a world where they have no access:

* To play
* To education
* To personal development
* And are subjected to harmful cultural practices

ON RIGHTS TO LEAVE A LEGACY

Finally, children have a right to leave a legacy:

* To have a unique identity
* To have physical, mental and emotional development
* To have moral development
* To live a full and happy life
* On a healthy planet

ON NO RIGHTS TO LEAVE A LEGACY

Versus a world where they:

* Have no belonging or identity
* They are not developed or nurtured
* They are Isolated and ignored
* And live an unhappy life
* On an unhealthy planet

ON THE DEVELOPMENTAL NEEDS OF CHILDREN

In addition to their rights, children also have different needs as they grow up and develop, these blocks illustrate how children develop physically, emotionally and socially and some tips for parents to support them along the way.

ON 0 TO 40 WEEKS IN UTERO

Even in-utero, a foetus has rights from around 24 weeks, to when they are born between 38 and 40 weeks.

This is a time of growth for the baby and care of the mother.

Pregnant mothers must get lots of rest, visit their doctor or clinic regularly and eat healthy food.

They must avoid all drugs and alcohol and try to stay calm and happy during this exciting time.

Ideally they should be supported by their family and partner.

ON 0 TO 12 MONTHS

From zero to 12 months is a time of love and creating routine in your baby’s life.

In this first year they will learn their name, start to play with basic toys and build strong attachments to their parents or caregivers.

Parents should make sure they have ‘baby proofed’ their home by locking away any dangerous substances, covering electrical outlets or open sources of water.

ON 1 TO 2 YEARS

From their first to second birthday, a baby will develop their personality, take their first steps and say their first words.

They will start to be possessive of their toys, understand that they belong to a family and be interested in early learning concepts such as letters, colours, shapes and texture.

They should start potty training at this stage and learn to drink from a cup and feed themselves.

ON 2 TO 3 YEARS

From two to three years, a baby becomes a toddler, it is a time of learning independence from their primary care givers and observing and imitating the people around them.

They will start to notice biological differences between boys and girls, and engage in singing, simple counting and playing with more complex toys such as stacking items and kicking a ball.

They should move from a potty onto a toilet and as their teeth start to grow they will need to be taught about good dental care.

At this stage they will also need to engage in an early childhood development programme or play school.

This is also the stage when parents may notice some developmental delays in a child with neurodevelopmental challenges, and should seek help if this is the case.

ON 4 TO 5 YEARS

From four to five years children will start to make friends and learn simple planning.

They may become frustrated and express anger through tantrums, so positive discipline is encouraged.

They become more active in sport, developing their gross and fine motor coordination, which is important for writing and cutting.

They should be able to count to 10, remember basic letters and words, and dress themselves.

As they are growing fast, good nutrition is very important, as is giving them opportunities to connect with extended family and friends to build their sense of belonging to a community.

ON 6 TO 8 YEARS

From 6 to 8 years, children start school, and learn about projects and problem solving.

Their right or left hand and foot dominance becomes evident and their confidence in their physical body grows.

Gender awareness becomes more pronounced, and their need to belong to broader communities such as friendship circles.

ON 9 TO 11 YEARS

From 9 to 11 years, children become more focussed on achievement and building their personal friendships.

They will start to identify ‘best friends’ and even enemies and will want to belong to clubs and social groups.

They will also become sexually aware at this stage and it is important to start to engage with them openly about their bodies and sexuality.

ON TEENAGERS

From 12 to 18 years, children enter their teenage years, which is typified by puberty, hormones and development into young adults.

They may become sexually active, so it is important to talk to them about sex education, birth control and how to protect themselves from sexually transmitted diseases.

They will start to fall in love, become quite self-centred, questions norms and values (especially of their parents or caregivers), and sometimes have dramatic mood swings, this is all completely normal.

They will start to test boundaries and sometimes engage in risky behaviour such as smoking, drinking or taking drugs, often due to peer pressure.

It is important that they know that they can confide in their parents or another family member should they need to throughout their teenage years.

ENDS.