# Sun Beams: Declaring Children’s Rights, Past and Present

*‘Above all, we must bring our children up to be happy’*, Eglantyne Jebb

In 1919, Europe had been torn apart by World War One, the Influenza Pandemic was raging and a dreadful famine was starving people, particularly children. Eglantyne Jebb and her sister Dorothy Buxton worked together to create a Fight the Famine Committee, which became ‘Save the Children’. In 1922, Jebb defined the basics of a new international Children’s Charter and worked to get global agreement. In 1924, this Charter was ratified by the League of Nations and was the basis for the longer United Nations Convention on Children’s Rights in 1989.

This series of lessons draws on archives to give a brief history of the history of childhood, or how children were valued, from the 1800s to now, explains the concept of rights and human rights, looks at why the Declaration in 1924 and the Convention in 1989 was made and the impact of them. The last lesson brings Children’s Rights to date with new articles that have been ratified by the United Nations on children’s digital rights and covers security and good practice online.

These lessons ask how did a message of hope for children come out of war, disease and famine? What can we learn from this? Can we do something similar after the COVID-19 pandemic? What do children think they and we (as adults, communities, schools, families etc) should do to create a happier future for them? The activities at the end of the lesson can be used to lead into an art project in which students make their raised arm and hand a sunbeam and write on it their hopes for the future. These can be put together collectively as a class.

The project is based on the principles of the [Recovery Curriculum](https://www.evidenceforlearning.net/recoverycurriculum/), which stresses mental wellness, and is designed to give students their own agency. It aims to help children develop their voice and express themselves through words and art.

It is for Upper Key Stage 2 (years 5/6) but could be adapted for Key Stage 3 Year 7/8.

Lessons:

One – Protecting Children

Two – Saving Children

Three – Declaring Children’s Rights

Four – Children’s Rights in a Digital World

Five – Declaring Your Rights (Art / Writing Activity)

Curriculum Links:

* History – Great People, Topic after 1066 – World War One and aftermath
* Citizenship / British Values – Children’s Rights, Tolerance, International Relations
* Art and Design – understanding symbols, imagery in art, new techniques
* Literacy and Writing – understanding and writing demands, using and writing poetry
* ICT – Understanding the possibilities of collaboration and awareness of safety online.
* RSE – Mental wellbeing, understanding range of emotions and managing relationships / activities online.

Learning Outcomes:

* An understanding of Eglantyne Jebb, Dorothy Buxton, their work and their shared childhood
* An understanding of how ideas around protecting and valuing children have changed.
* The ability to discuss the concept of rights and consider how a concept is put into practice.
* To listen to each other respectfully, express feelings and to share ideas.
* Understanding and being able to recognise rights for children.
* To understand the image and use of Sunbeams – what it means visually in art, nature etc.

We strongly suggest Michael Rosen’s book *On the Move. Poems on Migration* to work with these lessons and activities.

There is a lot of information shared in these resources and teachers at the pilot school we worked with on these resources suggested embedding movement and drama activities at moments in the lessons to work through some of the ideas. There are some great ideas [here](https://ccea.org.uk/downloads/docs/ccea-asset/General/Key%20Stage%202%20Drama%20Lessons.pdf). The teacher at Frith Manor Primary used Conscience Alley to explore emotions:

* Ask the students to stand in a circle. Lead a physical warm up by encouraging the children to stretch and circle their limbs and bodies. Ask them to say different phrases, such as Good Morning, Good Afternoon or Good Evening, using different tones, volume and pace and changing facial expressions, for example from angry to sad, thoughtful, frightened or cross.
* Pupils can use the conscience alley to explore and express the feelings of a character, for example a child mill worker, or Eglantyne Jebb after the Child Rights Declaration passes.

And Hot Seating for expression of personal feelings and observations:

* A character is questioned by the group about his or her background, behaviour and motivation. Characters may be hot-seated individually, in pairs or small groups. The technique is additionally useful for developing questioning skills.
* The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions. To help students begin you can try hot-seating children in pairs (e.g. a pair of factory workers) or in groups (e.g. anti-blockade protesters like Eglantyne Jebb, refugees).

Sensitivity: There may be members of the class who have fled war torn countries or persecution and there is reference to historic refugees (as well as the current crisis). This may raise difficult memories and emotions. In addition, the aim is to discuss memories and feelings around the ongoing Covid pandemic, which may create some anxiety depending on students’ (and staff!) lived experience.

## Lesson One – Protecting Children

The notes in a dark grey are extra notes to what is on the slide.

Slide 2: How do the rays of the sun make you feel?

Apricity is on old word for the warmth of the sun on your skin in the winter.

What other words can you think of for that feeling?

A mood setting slide. You can use slides one and two to look at the sun’s rays – one is at dawn in winter (Feb 2021) and one at dusk in spring (April 2021). Ask the children to think about how the sun makes them feel, particularly after rain or on a cold winter’s day, and then why.

Slide 3: What are Rights?

This defines some of the main theme of these lessons and the United Nations. The definitions are slightly simplified versions of those in the Amnesty International book *Know Your Rights and Claim Them. A Guide for Youth.*

Slide 4: Charles Kingsley Webster (1886-1961)

You can also explain that Webster was an observer at the Signing of the Versailles Agreement at the end of the First World War in 1919. His experience there and watching the lead up to the Second World War meant he wanted to use his experience to help create a new world.

Slide 5: Universal Declaration of Human Rights

Slide 6: Declaration and Reality

This is quite a complex thing to talk about – the fact that what people (and governments) say and what they do may be different, particularly when it comes to promises. The fact that a declaration on human rights had to be made at all shows that people were not equal and that the persecution and genocide of Jewish people (and others) by Nazis in Germany made this obvious.

A declaration is something to aspire to.

Slide 7: How is a declaration like a sun beam?

You can return to the mood setting slides and think about sun after rain or after winter. How a declaration is a promise and what promises mean, i.e. hope for the future etc.

Slide 8: Fighting for Human Rights

Slide 9: The Rights of the Child

Slide 10: A Rights Respecting School

There is more information on the UNICEF [here](https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/what-is-a-rights-respecting-school/) about becoming a Rights Respecting School. If you are already recognized as such, you may want to detail some of what your school does.

Slide 11: A Century of Change: Children 1889 to 1989

The lesson switches to some of the historical background as to why rights for children specifically came in. The focus is on the move from protections – starting with child labour – to rights for children and then the rights of children to have a voice

Slide 12: Valuing Children

The video is about 6 minutes long and uses some images of mills in the northwest of England as well as a variety of documents in the LSE archives, including from the Child Poverty Action Group, to look at Child labour and poverty: <https://www.youtube.com/watch?v=cAvxoxWxae4>

There is more information about Child Labour in the world today here: <https://www.ilo.org/ipec/ChildlabourstatisticsSIMPOC/WCMS_817699/lang--en/index.htm>

The United Nation World Day Against Child Labour is 12 June:

<https://www.un.org/en/observances/world-day-against-child-labour/background>

Slide 13: From Protecting to Listening to Children

The image shows a cover of the Save the Children magazine The Pictorial from 1927.

Slide 14: 1979 was the UN International Year of the Child

Slide 15: Terms

The right of a child for self-determination (or to have a say) in their own life and future is the fundamental difference between the 1989 and 1924 Declaration of Child Rights.

Slide 16: What did Marcus Rushford campaign on in 2020?

Answer: School Meals but also more generally childhood hunger – a useful link is here <https://fareshare.org.uk/marcus-rashford/> and Newsround <https://www.bbc.co.uk/newsround/54862230>

The images show a campaign around free school meals and ending stigma around them from 1991 and a campaign from 1999 for healthier school meals.

Slide 17: If there was an International Year of the Child this year, what would you draw attention to?

Introduce some issues here – though I’m sure there will be plenty of ideas: Climate crisis, Covid-19 impact (long Covid, education, vaccines around the world etc), refugee crisis, exploitation of children (including online), not having a vote until 18. . .

Slide 18: After the Deluge by G. F. Watts (1891) across the whole screen

Image: The Deluge By George Frederic Watts - Art UK, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=51841023>

The painting is actually set after the Great Flood in the Bible so you could talk about the hope for Noah and the people on the Ark – there is a video from the Watts Gallery on this on [YouTube](https://www.youtube.com/watch?v=sbgOIMFbhwQ).

Slide 19: After the Deluge by G. F. Watts (1891)

How does that painting make you feel? How are the sun and clouds depicted?

Can you feel a sense of it coming out of the frame / whiteboard? If so, how?

Can use this image and discussion about feelings to lead into the art activity below:

Materials needed: oil pastels and cartridge paper.

Using the example of the Deluge use the **blending technique**s of oil pastels. Use warm colours – yellows, red, oranges - pallet to look at how colours blend together. Can they make sunny shades and beams. See or play to the class the first Section of the Sunbeams: Art Video.

## Lesson Two - Saving Children

Slide 2: Children’s Rights: Hope out of Chaos

Slide 3: Two Sisters: Eglantyne and Dorothy Jebb

You might want to explain that Shropshire is in central England, near Wales.

**‘The Sisters by Nick Eames** in **Cement 2020**

An abstract interpretation of the closeness of the two sisters is represented through the imagery of the mirror image of a split piece of kindling wood. The idea interprets the essential strength of The Sisters which enabled them to stand strong to achieve their purpose.’

<https://www.ellesmeresculpture.co.uk/the-ellesmere-sculpture-trail/1-the-jebb-garden>

There are more pictures plus a video [here](https://www.ellesmeresculpture.co.uk/ellesmere-sculpture).

Slides 4-6: A Victorian Childhood

The image is of Eglantyne, Dorothy and their brother Gamul as children.

Gamul died when he was just 16. The death of a sibling was quite common in that period. It devastated Eglantyne and Dorothy and they remained close to each other for the rest of their lives.

The images are from Eglantyne’s journals when she was about 10-11 years old (the class age), recording family holidays. She recorded stories through a mixture of writing, cartoons and pasting things in like postcards or clippings.

Slide 7: ‘A very vivid imagination’

Elaborate on the point Dorothy makes that this imagination and sense of adventure meant Eglantyne could build ‘her splendid castles in the air’ and have enormous sympathy for others

Slide 8: Eglantyne and Dorothy: from Childhood to Saving Children

A 7 minute video: <https://www.youtube.com/watch?v=XDQ3UOJN5pE&feature=youtu.be>

Slides 9 -10: Activity: Imagining from Chaos to Hope

A mindfulness activity bringing sense into play like in the first lesson.

Slide 11: Eglantyne Jebb

There is much more you could say about Eglantyne Jebb – a link to her page and another 1 minute video is on the Save the Children website [here](https://www.savethechildren.org/us/about-us/why-save-the-children/eglantyne-jebb)

Slide 12: Armistice: 11 November 1918

Refer to Remembrance Day here – why we wear a poppy. World War One (or the First World War) officially ended on 11 November 1918 at 11am. All soldiers were commanded to put down their weapons.

Britain, France, Italy and America had won the war and there were huge celebrations. Crowds danced, sang and cheered on the streets in all major cities. Many people were sad too as people they loved had died in the war.

Slide 13: Starving Children

The Fight the Famine Council was co-founded with Lord Parmour, Kate Courtney and Marian Ellis. This committee distributed food and milk, based on new nutritional understanding in food health and medicine.

Discussion around the word ‘emotive’, what does it mean, is it a good thing or a bad thing?

Slide 14: Eglantyne Arrested!

The leaflet isn’t included here as I thought it might be too shocking and too emotive for students of this age. There is a useful discussion about such images as well as an image of the leaflet [here](https://chelseasambells.com/2017/08/10/graphic-photos-of-starving-african-children-how-unconventional-methods-by-save-the-children-actually-saves-children/). This would be more appropriate for year 7/8.

Slide 15: Saving Children

Suggested poem to work with: *Counting* by Michael Rosen from *On the Move. Poems about Migration* (2020). It is also on Michael Rosen’s blog [here](http://michaelrosenblog.blogspot.com/2015/11/when-they-do-war-they-forget-how-to.html)

Discussion questions: What is *Counting* about?

Who is telling us not to count?

Who is counting?

Who is being counted?

Slide 16:

And link this to the Rosen poem *Counting*. The sisters Eglantyne Jebb and Dorothy Buxton remembered to count. . .And to stand up and be counted!

The image is the original logo of Save the Children.

Slides 17 – 19: Refuge

Labyrinth with words shelter and home. What things or words would you add that make you feel secure and happy?

The purpose of reading Counting and looking at the sculpture is to get the students to think about how art and writing can help push causes and see examples of how this works in practice

Slide 22: Using our Imagination: Journal Page

Activity

This is a journal page from when Eglantyne was 10 – roughly the same age as Year 5. Stress that their journal page doesn’t have to be tidy but imaginative and using emotion.

## Lesson Three: Declaring Children’s Rights

Slide 2: Internationalism and improving peace

The image is of the flag of the League of Nations. The stars represent the countries who were members. The world is shown in a flattened, slightly odd way. You could ask the children to reflect on the way the world is flattened down. Can they find the UK?

Slides 3-6: The League of Nations

Much of the content of this is repeated with more depth and archives as illustrations in the video on Slide 5. The idea of internationalism is also explained. The main thing to stress in this lesson, is that this was new in 1919 and we tend to take it for granted today.

Slide 5: Human Rights, the League of Nations and the United Nations

Daniel Payne explains the League of Nations, United Nations and internationalism in this 5 minute video: <https://www.youtube.com/watch?v=1DFiOKjEFNo>

Slides 7-10: Save the Children and the Charter

Some of this will have been covered in the previous video on Eglantyne Jebb in lesson 2.

[Marquess and Marchioness of Aberdeen and Temair](https://www.npg.org.uk/collections/search/portrait/mw177601/Marquess-and-Marchioness-of-Aberdeen-and-Temair?) by Lafayette, 1927, NPG x49418 © National Portrait Gallery, London

Slides 11 - 13: The Declaration - What it says

The below is included on the slide but it is worth reading through this and making sure it is understood due to the blackout poetry exercise.

Note on terms:

* ‘Mankind gives to the child’, we’d probably use people instead of mankind today.
* The ‘child that is backward’ is not a term we would use today as it is insulting. It refers to children with learning difficulties, who are neurodiverse and have disabilities.
* The word delinquent means those who have broken the law or have been expelled from education. It isn’t a term we would use today.
* Livelihood means a job
* Exploitation covers work and all forms of abuse
* Today we’d probably say ‘people’ instead of ‘fellow-men’

Breaking down The Five Points of the Charter

Can you think of practical examples for each section?

You could return to the campaign by Marcus Rushford and Fairshare referred to in lesson 1, talk about the refugee crisis, children who’ve lost their homes due to the climate crisis or child labour etc

Slide 14: The Declaration of Geneva Celebrated

This poster pictured belonged to William Beveridge, who developed plans for social security and the National Health Service in the 1940s. It invites students and ‘those who have not grown old’ to sign support of the Declaration and the League. Beveridge later proposed what would become family allowances, then child benefit as part of the social security reforms after World War Two.

Slide 15: Rachel Crowdy (1884-1964)

Crowdy is mentioned in the video and was the only woman heading up an entire section at the League of Nations.

Dame Rachel Eleanor Crowdy, by Bassano, October 1930, NPG x68898 © National Portrait Gallery, London

Slide 16: The Universal Declaration of Human Rights (again!)

Slide 17: The 1989 UN Convention

UNICEF says there are four core principles (or points):

* Non-discrimination (article 2)
* The best interests of the child (article 3)
* Right to life, survival and development (article 6)
* Respect for the views of the child (article 12)

These roughly mirror the 1924 Declaration, bar the last one.

Slide 18: Glossary of Terms

Move this to earlier in the lesson, just after the film for example, if you prefer.

Slide 19: Hope in the Declaration

This is reading and understanding the declaration to build up to the blackout poetry exercise.

What are the words of hope?

What are the words of need?

What words are used the most?

What are your favourite words?

The 1924 Declaration does not include ‘respect for the views of the child’ like the 1989 UN Convention . . . We are going to change that!

Slides 20 – 21: Blackout Poetry or Slogan

Making the 1924 Declaration Your Own

A copy of the declaration is typed out as a plain word document or a PDF of the original archive is available to use. Use whichever you think is best for the class in terms of readability.

Give the students a copy (or two) of the charter.

1. Get them to circle the words they want to keep.

2. Ask them to black out with a marker all the words they want to lose

3. Get them to write out the words they have kept.

4. You can get them to add punctuation, sentence them in different ways and add bridging words (e.g. for, like, to) depending on time.

For example:

Declaration Rights Child

all nations owe

The best above all.

THE CHILD given shelter

THE CHILD the first to be protected

THE CHILD brought up (for their) talents

## Lesson Four: Children’s Rights in a Digital World

Slide 2:Children’s Rights: History Recap

1889 – Cruelty to children made a criminal offence

1924 – The Declaration of Geneva and the Children’s Charter is ratified (agreed) by the League of Nations

1948 – UN Declaration of Human Rights

1959 – UN Declaration of the Rights of the Child

1979 – UN International Year of the Child (see image on screen)

1989 – UN Convention on Children’s Rights

The 1889 act was 25 years after England had a similar law against cruelty to animals!

Might be worth recapping on United Nations and League of Nations.

Slide 3: The United Nations Convention on the Rights of the Child

The Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. The convention is downloadable [here.](https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_adal_sd=www.unicef.org.uk.1639570598142&_adal_ca=so%3DGoogle%26me%3Dorganic%26ca%3D(not%2520set)%26co%3D(not%2520set)%26ke%3D(not%2520set).1639570598142&_adal_cw=1639570425295.1639570598142&_adal_id=a6c8f6e0-04e8-4b18-ad75-12ec8676de35.1639570425.2.1639570425.1639570425.68409210-032a-4622-85e0-d361a7aaf4cd.1639570598142&_ga=2.159248378.1988950209.1639570425-735022647.1639570425)

Slide 4: Save the Children identify four main Rights

These reflect the main points of the 1924 Declaration of Geneva.

Slide 5: UNICEF (The UN organisation for children) identify four main principles (or points):

Slide 6: The Rights of the Child in Britain

Slide 7: Did you know Scotland has slightly different rights for young people?

When do you think the voting age should be? Could have a discussion

There is more on voting at 16 in LSE’s Democratic Audit website [here](file:///Users/deborahchallis/Desktop/LSE/SunBeams/Frith_Lessons/LSE%20Democratic%20Audit:%20https:/www.democraticaudit.com/2020/02/26/what-happens-when-the-voting-age-is-lowered-to-16-a-decade-of-evidence-from-austria).

Slide 8: Image of sunbeams through trees

Mood changer. It’s a cold winter’s day but the sun is out. You have free time – what are you going to do?

If you play? How are you going to play?

Did you know the UN Convention protects your rights to play too?

Slide 9**: Article 31** (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Slide 10: Discussion: How do you play?

Collect responses from the children as to how they play and what they play with.

Slide 11: Digital Play

What has changed for play since 1989? (The year of the Convention on Children’s rights).

Slide 12: Why does digital play matter?

5 minute video with Professor Sonia Livingstone, also includes a poster on the updates to the UN Convention: <https://www.youtube.com/watch?v=lgJaaYT1KIs>

Slide 13: Can you think of examples or issues from games or apps you play or use for these points?

Can go through points or poster – this is downloadable here too: <https://5rightsfoundation.com/our-work/childrens-rights/uncrc-general-comment.html>

Slide 14: Article 12(respect for the views of the child)

You might want to remind the children what age-appropriate is and age of majority (terms from the first lesson).

Slide 15: Children want to be active in the Digital World

Professor Sonia Livingstone and her team spoke to 63 children and young people and 33 parents in different countries. They found that play – and free play – was valued for the freedom and joy it gives, whether online or not.

Experts came up with 8 categories of play but children added ‘risk-taking’ and another three.

Slide 16: Children’s play: what games or play would you put under each of these qualities?

Slide17: All these qualities were important to children in digital play too . . .

How do the games that you play online have these qualities (or not)?

You can remind the children of any previous digital lessons / awareness lessons you’ve done before here.

Slide 17: All these qualities were important to children in digital play too . . .

Diverse, immersive, safety, intrinsically motivated, voluntary, imaginative, emotionally resonant, risk taking, sense of achievement, open ended, social, stimulating

How do the games that you play online have these qualities (or not)?

* Using Zoom
* Roblox
* Minecraft
* Angry Birds
* What’s App / or other chat function
* Others . . .

The report found that kids are generally two years ahead in the digital world of where their parents think they are! Ask the class if they think this is true . . .

Slide 18: Our rights in a Digital World

As the class if they agree? Which ones do they think are most important?

Slide 19: Sunbeams slide.

Mood changing – imagine it is cold but the sun is on your face.

Remember that old word apricity. Apricity comes from the Latin apricus, "having lots of sunshine" or "warmed by the sun." To apricate means to bask in the sun.

Slide 20: Impossible Writing / Possible Dreams

You could use the poem ‘Today: One Day’ by Michael Rosen

This poem introduces the idea of impossible writing, both impossible things e.g. my shoes will laugh and impossibly big things, like the pandemic, or feelings, like feeling really sad or worried. Rosen explains this [here](https://www.youtube.com/watch?v=KSpBzdcx2Uk) from about 9.20 in and he reads the poem too.

Come up with problems or issues and then things we can do to fix them, even if it requires a lot of hope or seems impossible. This leads the children to think about their messages of hope in the creative workshops.

## Lesson Five: Creative Workshop Ideas

* Write messages of concerns and hope for the future.

Get them to draw on the blackout poetry from lesson 3 and impossible writing ideas from lesson 4 to make their own message for the future. It should be around 4-8 words max.

* 3 sunbeam inspired art works for their hands of hope. Watch or play to the class the Sunbeams: Art Video.

1. Materials needed: oil pastels and/ or chalk, a small sponge and A3 cartridge paper.

Using the example of the Deluge use the **blending technique**s of oil pastels or chalk.

Use warm colours – yellows, red, oranges, pinks - and look at how colours blend together. Can they make sunny shades and beams.

Fill your paper with colours, shapes and patterns. Use a sponge or your fingers to blend colours. Experiment with different colour combinations.

Make sure no white paper is showing at the end.

1. Materials: Coloured tissue paper, warm colours - yellows, red, oranges, pinks. PVA Glue with Water (1 unit glue to 2 units water), pot for mixed glue, paintbrush and A3 Cartridge paper.

Tear or cut strips of paper, each strip needs to be the height of your paper and cover it all.

Layer the tissue over the page, slightly overlap colours to get different shades. Layout pattern before you stick it down.

Once happy with the design, glue each piece down. Make sure the glue covers the whole strip. Leave piece to dry.

1. Materials: string, wool twine, tissue paper scraps, bushes, small sponges, paint pots or paper plates, PVA glue, paints – warm colours yellows, red, oranges, pinks and A3 Cartridge Paper.

Mix colours together on paper using sponges or brushes, experiment with over lapping the colours with the sponges or brushes. Make sure you fill the whole paper.

You can add texture by adding scraps of tissue paper. Ready mixed paint acts as a glue.

Cover a length of string or wool or twine in paint and add it to the paper. Experiment with shapes. PVA glue will help stick it down. Finger painting creates more texture.

Leave it to dry.

* Once the artworks are dry, you can make the sunbeam hands

Turn over each piece of sunbeam art, draw your arm and hand, leave space to draw a second arm and hand. Carefully cut out the arm and hand shape.

Arrange the arms/hands as sunbeams. The more arms and hands you have, the more sun rays there are and the bigger the display.

* Get the children to write their ‘possible dream’ messages of hope across their sunbeam arms / hands with a pencil. It can be on the hands or down the arms. Once it is pencilled out and fits ok, get them to go over the pencil with a black sharpie or felt tip.

## Sun Beams – Further Resources and Work Consulted

Books recommended for these lessons:

* Michael Rosen (2020), *On the Move. Poems on Migration*.

There is a video of Michael Rosen reading from his poems on refugees *On the Move* on YouTube: <https://www.youtube.com/watch?v=KSpBzdcx2Uk>

* Amnesty International, Nicky Parker with Angelina Jolie and Geraldine Van Bueren (2021), *Know Your Rights and Claim Them. A Guide for Youth*, London: Andersen Press. This is aimed more at 12 upwards but useful for terminology and more recent case studies.

Drama Ideas for working with the resources:

* The pilot school Frith Manor Primary used ‘Conscience Alley’ and hot seating drama techniques to break up the information and get students to discuss and engage with the ideas. There are a lot of drama tips, including those two in this resource producedby the Northern Ireland Curriculum and Examining Body CCEA: <https://ccea.org.uk/downloads/docs/ccea-asset/General/Key%20Stage%202%20Drama%20Lessons.pdf>

History of Childhood:

* The My Learning site e.g. [Coal Mining and the Victorians. The Stories of Child Labourers who worked underground.](https://mylearning.org/stories/coal-mining-and-the-victorians/236) Or [Annie’s Story. The Life of a girl living in Leeds 1930 – 1945](https://mylearning.org/stories/annies-story/1471).
* The Rights of the Child exhibition at [Quarry Bank Mill](https://www.nationaltrust.org.uk/quarry-bank/features/rights-of-the-child-exhibition), National Trust (2019)

Eglantyne Jebb:

* [Ellesmere Sculpture Trail](https://www.ellesmeresculpture.co.uk/the-ellesmere-sculpture-trail) on Dorothy Buxton and Eglantyne Jebb and the sculpture created in their memory in 2019.
* Eglantyne Jebb and [Save the Children](https://www.savethechildren.org/us/about-us/why-save-the-children/eglantyne-jebb) with a 1 minute video on the charity’s webpage.
* Remembering Eglantyne Jebb – videos and information at [Lady Margaret Hall](https://www.lmh.ox.ac.uk/news/90-years-remembering-eglantyne-jebb), Oxford
* Eglantyne Jebb – The Victorian Activist is on this History Works [website](http://www.creatingmycambridge.com/history-stories/eglantyne-jebb/)
* A useful essay on the ethics and impact of using images of starving children and Eglantyne Jebb is by Chelsea Sambells (2017) and on her [website](https://chelseasambells.com/2017/08/10/graphic-photos-of-starving-african-children-how-unconventional-methods-by-save-the-children-actually-saves-children/).
* Clare Mulley, biographer of Eglantyne Jebb, talks about her on History Hit [here.](https://www.historyhit.com/the-forgotten-story-of-eglantyne-jebb-the-woman-who-founded-save-the-children/)

Children’s Rights:

* Alex Frith, Rosie Hore and Louis Stowell (2017), *Usborne Politics for Beginners*, London: Usborne Publishing Ltd
* The UNICEF [website](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/) on the UN Convention on the Rights of the Child offers a download of all of the convention as well as full resources on how your school can get more involved.

Digital Rights:

* A blog and link to an event at London School of Economics on [Children’s Rights in a Digital Age](https://www.lse.ac.uk/media-and-communications/events/past-events/childrens-rights-in-the-digital-age)
* Various reports and the poster *Know Your Rights in a Digital Environment* are available from [5RightsFoundation](https://5rightsfoundation.com/our-work/childrens-rights/uncrc-general-comment.html).
* ‘In Our Words’ Report, Know Your Rights Poster for school and video can be found on here: page <https://5rightsfoundation.com/our-work/childrens-rights/uncrc-general-comment.html>
* Livingstone, S. & Pothong, K. (2021). [*Playful by Design: A Vision of Free Play in a Digital World*](https://digitalfuturescommission.org.uk/blog/its-time-for-playful-by-design-free-play-in-a-digital-world/). Digital Futures Commission (London: 5Rights Foundation).
* A bit dated and more for 12-13 year olds but Christian Jessen (2018*), Dr Christian’s Guide to Growing up Online* with Ditch the Label has a useful glossary and directions for dealing with online bullying.

Resources to support children now:

* The website from The Reading Agency [Reading Well for children](https://reading-well.org.uk/books/books-on-prescription/children) recommends books to help deal with worries, feel better and boost your mood.
* ChildLine: 0800 1111 and there are lots of resources on the [website](https://www.childline.org.uk/)
* Queen Mary Centre for the History of Emotions have put together resources aimed at years 5 and 6 to promote emotional literacy and wellbeing in children - see their [blog](https://emotionsblog.history.qmul.ac.uk/2020/11/developing-emotions/).
* There’s loads of resources on the [Beacon House](https://beaconhouse.org.uk/resources/) page around trauma and anxiety:
* The children and young peoples’ mental health charity [Young Minds](https://www.youngminds.org.uk/) have advice and resources.

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Clare Mulley (2009), *The Woman Who Saved Children. A Biography of Eglantyne Jebb, founder of Save the Children*

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