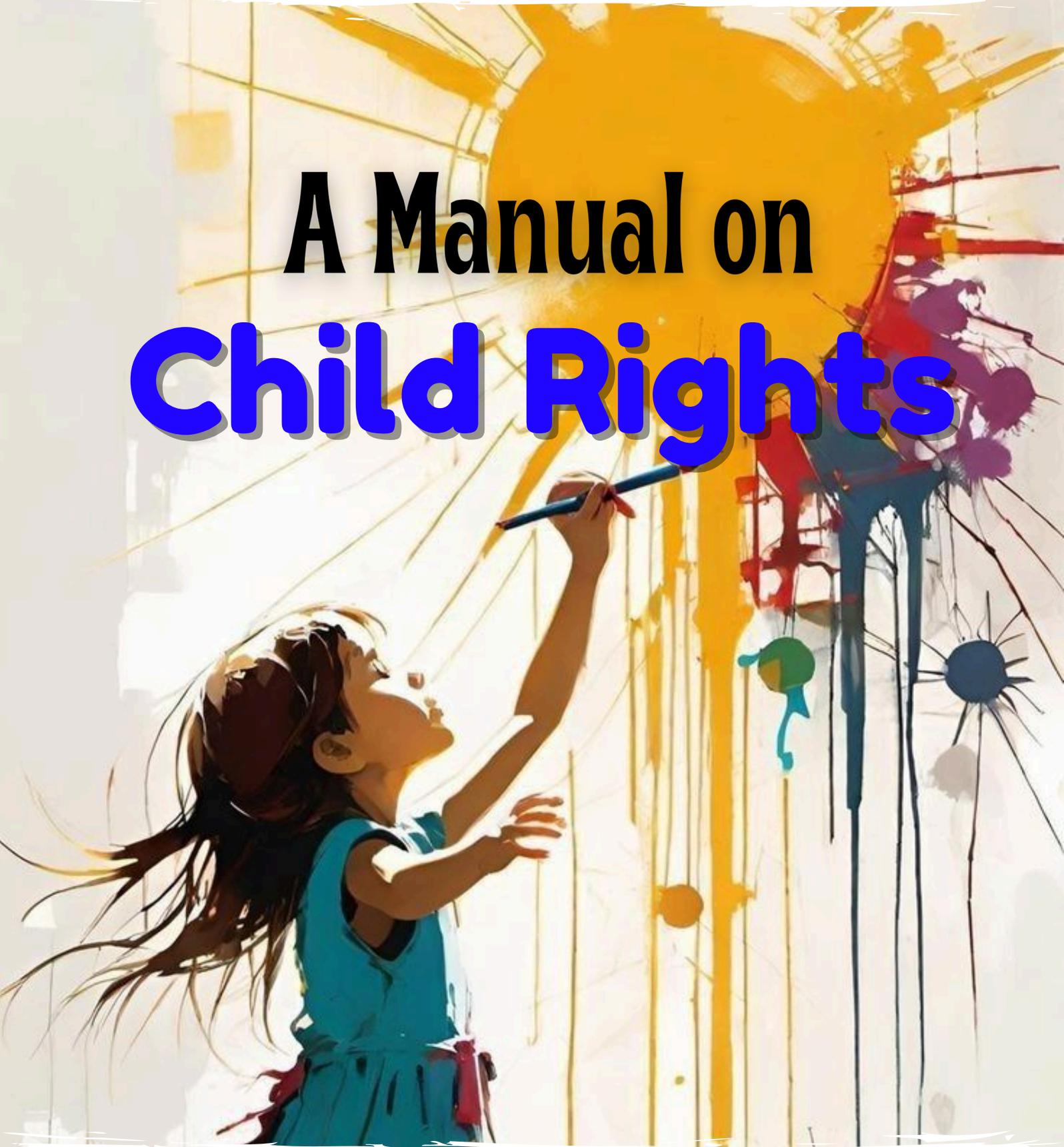


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# A Manual on Child Rights



**AIDA-CHILD FRIENDLY DIMAPUR**

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Cover Page: A Child Painting in the Wall  
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## FOREWARD

It gives me great pleasure to present this Training Manual on Child Rights, a comprehensive and practical resource designed to empower trainer's educators, Child Rights Facilitators, community leaders, caregivers and all stakeholders committed to the welfare of children. Developed in alignment with UNICEF guidelines and other internationally recognized frameworks, this manual draws strength from both global standards and grassroots realities.

The AIDA Child Friendly Cities Initiative team has meticulously compiled this manual, grounded in their four years of dedicated work in Dimapur and Chümoukedima to make these cities more responsive and sensitive to the needs and rights of children. Their hands-on experience and deep community engagement lend authenticity and practical relevance to this manual.

This resource is more than a guide—it is a call to action. It can serve as a valuable reference for institutions, government departments, civil society organizations, and local administrations to raise awareness and mobilize communities towards building safe, inclusive, and nurturing environments for children.

I extend my heartfelt congratulations to the AIDA-Child Friendly Cities Initiative Team for this significant contribution to society. May this manual inspire and enable us all to champion the rights and safety of every child in our midst.

Kind regards,

Dr. Fr. Roy George SDB

Executive Director & Chief Functionary

## ACKNOWLEDGEMENT

It is with great gratitude and appreciation that I acknowledge my team members - Ms. Shemang S Phom, Ms. Mechietonu Agnes Kiso, Sr. Jisha Joseph, and Mr. Gaisanglung Kamei for their dedication and tireless efforts in preparing this Training Manual on Child Rights, with a special thanks to Mr. Gaisanglung for diligently editing and designing the layout, adding the final touch. This manual is a evidence to our collective commitment to promote and protect the rights of every child, ensuring they are treated with dignity, respect and fairness, regardless of their background or circumstances.

Having worked closely with children since the inception of Child Friendly Dimapur, there is a felt need to have a dedicated manual on Child Rights, especially for the Child Rights Facilitators, to be used as a practical guide while animating and facilitating sessions with the children. This manual aims to address that need by providing a comprehensive resource that builds the capacity of facilitators to empower children with knowledge of their rights.

Children are the heart of our society and it is our shared responsibility to ensure their well being and development. This manual is developed as a comprehensive resource, to serve as a practical guide for educators, trainers, Child Rights Facilitators, caregivers, community leaders and all stakeholders working closely with children. Drawing upon a wide range of references including UNICEF manuals, different websites and other learning resources, the team has prepared a tool that is both informative and user friendly, designed to empower children with knowledge about their rights and to build the capacity of those working to safeguard these rights.

I extend my heartfelt thanks to Don Bosco Mondo and BMZ for their generous funding support in realizing this manual and to the Child Friendly Cities Initiatives Consultants from Don Bosco Forum for the Young at Risk for their constant guidance, technical expertise, and monitoring throughout the implementation of this initiative. I also thank Rev. Fr. Dr. Roy George, Executive Director, ANMA Integrated Development Association (AIDA) for giving Child Friendly Dimapur team an opportunity to go beyond our comfort zone and prepare a handbook that has enriched our learning and strengthened our capacity to serve children better.

I encourage all the facilitators and readers to engage deeply with this manual, reflect on the responsibilities we share in ensuring a just and child friendly society and use this resource as a source for positive change. Together, let us uphold the principles of the United Nations Convention on the Rights of the Child (UNCRC) and work tirelessly to create a world where every child is safe, heard and able to thrive. May this manual inspire ongoing advocacy and action towards creating child friendly cities.

Sincerely,

Ms. Garrol Lotha,  
Project Coordinator, CFD

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# CHAPTER - 1

## Introduction to Child Rights

Children have a mind of their own, so they can dissent. Adults should be ready to let children make up their mind on things that concern them. After all children are not puppets in the hands of adults. Children need freedom. Also, for them to grow and develop physically, socially, emotionally and cognitively, opportunities need to be made available to them. The environment has to be nurturing and stimulating. Children are young, dependent and need care for their well-being and development. The family and society has to provide for food, shelter, clothing, health needs and education. Children should be safeguarded against abuse, so need protection. All children have a claim for those things in a society that would help in their care and provide protection. Children can demand these things from their parents and elders as their 'right'. Most children are not aware of their rights. Hence, it is the responsibility of adults to make them aware of their rights. All children have the same rights. It does not matter whether the child is rich or poor, has parents or is an orphan, is strong or weak, sick or healthy, or lives in any part of the world. A Child is a Child.

Child rights are those rights that a person possesses by virtue of being a child. Since children are small, immature, inexperienced and dependent on adults for taking care of them, this makes them vulnerable and easy target for exploitation, hence there is a need to protect them.



This makes for a case where conditions are made conducive to protect them. Child rights bring within the realm of every scheme which a child requires, not only to protect their interest, but also to provide them with ample opportunity to grow and develop to the fullest. There are many schemes, policies, legislations and programmes which aim to care and provide protection to children. Yet children are malnourished, exploited, marginalised, neglected, abused, trafficked and are deprived of their basic right to family care, protection, play, shelter, food, health and education.

Hence, there is a need to be an advocate of child rights and to create awareness amongst all about concept, salience and ways of achieving child rights.

### What is a Rights

A 'right' is an agreement or contract established between the person who holds a right and a person or an organization which has the capability and the duty or obligation to fulfill the rights of the person. Rights are entitlements, involve obligations and goals and concerned with social justice, non-discrimination and empowerment. Rights can be called guarantees which an individual can evoke. They are on high priority and compliance with them is mandatory. Human rights aim to secure the basic conditions for leading a minimally good life.

Child rights are those special set of privileges which apply to all humans who are younger than 18 years of age. The child rights approach presupposes a change in perspective. Children are no longer seen as needy, but rather as right holders. Also, children are viewed as separate entities. In the child rights approach, child rights are both a goal as well as an instrument for the development of children. This approach does not view situations of poverty simply from the viewpoint of human needs and development practices, but is interpreted as an outcome of unjust practices.

## History of Child Rights

In the industrialized countries of the early twentieth century, there were no standards of protection for children. It was common for them to work alongside adults in unsanitary and unsafe conditions. Growing recognition of the injustices of their situation, pushed by greater understanding of the developmental needs of children, led to a movement to better protect them.

International standards on child rights have advanced dramatically over the past century, but gaps remain in meeting those ideals.

2015: Somalia and South Sudan ratify the Convention. The Convention is the most widely ratified international instrument with 196 States. Only the United States has not ratified to date.



## Brief Timeline of Child Rights Movement

The first time in modern history children's rights was given importance was when the League of Nations adopted the Geneva Declaration on the Rights of the Child in 1924. This was drafted by Eglantyne Jebb, who founded the Save the Children Fund.

- UNICEF was founded in 1946
- The Universal Declaration of Human Rights passed in 1948 by the United Nation General Assembly (UNGA) in which an article mentions mothers and children.
- The Declaration of the Rights of the Child adopted by the UNGA in 1959.
- The ILO adopts a convention that sets out 18 as the minimum age for people to undertake hazardous work.
- The Declaration on the Protection of Women and Children in Emergency and Armed Conflict adopted in 1974.
- The UNGA declares 1979 as the International Year of the Child.

·In 1989, the UNCRC is adopted.

·CRC enters into force in 1990.

·As of 2015, all members have ratified the convention excepting for the US.

## How the Convention on the Rights of the Child works

International human rights treaties and agreements such as the Convention on the Rights of the Child are developed through a process of negotiation among United Nations Member States. Individual States then decide for themselves whether to be legally bound by the treaty.

## Convention on the Rights of the Child (UNCRC)

The UNCRC is a human rights treaty that sets the political, civil, economic, social, health and cultural rights of children.

- It is an international agreement that is legally binding on the members.
- It consists of 54 articles that spell out various children's rights and also the measures governments should take in order to make these rights available to children.
- The CRC was adopted by the United Nations in 1989. It entered into force in 1990 after receiving the minimum of 20 ratifications.

It has been ratified by all members of the UN except for the United States. It is the most widely ratified human rights treaty in the history of the world. Under the articles of the convention, all parties to it are required to ensure that children's basic needs are fulfilled and they are able to reach their full potential.

## Rights of the child

The Convention identifies a child as a human being below the age of 18. The CRC acknowledges that every child is entitled to fundamental rights, and some of the most important rights are as follows:

- Right to life, survival and development.
- Right to education that facilitates them to reach their full potential.

- Right to protection from abuse, violence or neglect.
- Right to express opinions and be heard.
- Right to be raised by or have a relationship with their parents.

### What are the 4 core principles of the Convention on the Rights of the Child?

1. Non-discrimination
2. Right to life, survival and development
3. Best interests of the child
4. Respect for the child's views



### GROUP ACTIVITY (My Voice Circle)

Initiate this activity to create a safe, respectful, and supportive space where each child can express their thoughts and feelings about child rights.

#### Instructions for the facilitator:

1. Bring all the children into a big circle so that everyone is equal and can see each other
2. Show the ball and say: "Only the person holding the ball can speak. When you finish, gently pass the ball to the next person."
3. Each child is given a chance to share their views by completing the sentence:
  - "I feel respected when..."
  - "I wish every child had..."
  - "I want adults to know that..."

(Use a soft ball to pass around to ensure turn-taking and attention.)

#### Key Messages to Reinforce:

- All children have rights, no matter who they are or where they live.
- Children have the right to express themselves and be heard.
- Adults must support, protect, and listen to children.
- Awareness of child rights helps prevent exploitation and abuse.



#### Conclusion:

1. Summarize the key learnings.
2. Ask them how are they feeling after the session (in one word: happy, hopeful, sad, strong, brave)
3. Invite everyone to join in a cheer. On the count of 3, encourage the children to say, "Children have rights".

## CHAPTER - 2

### Child Rights and Why They Matter

**Objective:** The main objective of this lesson is to introduce the concept of children's rights as outlined in the UN Convention on the Rights of the Child (CRC), educate them that they are rights-holders, not possessions or passive recipients of care, explore different actors (parents, state, community) are responsible for upholding children's rights and to encourage self-expression, critical thinking and participation.

#### Introduction

Children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The Convention on the Rights of the Child sets out the rights that must be realized for children to develop to their full potential.



The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child. The Convention recognizes the fundamental human dignity of all children and the urgency of ensuring their well-being and development. It makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

#### The importance of Children's Rights

There are many reasons for singling out children's rights in a separate human rights Convention:

- 1.Children are Individuals: Children are neither the possessions of parents nor of the state, nor are they mere people in the making, they have equal status as members of the human family.
- 2.Children start life as totally dependent beings: Children must rely on adults for the nurture and guidance they need to grow towards independence. Such nurture is ideally found from adults in children's families, but when primary adult caregivers cannot meet children's needs, it is up to the State as the primary duty bearer to find an alternative in the best interests of the child.
- 3.The actions or inactions of government impact children more strongly than any other group in society: Practically every area of government policy from education to public health affects children to some degree. Short sighted policy making that fails to take children into account has a negative impact on the future of all members of society.
- 4.Children's view should be heard and considered in the political process: Children generally do not vote and do not traditionally take part in political processes. Without special attention to the opinions of children as expressed at home and in schools, in local communities and even in governments – children's views go unheard on the many important issues that affect them now or will affect them in the future.
- 5.Many changes in society are having a disproportionate, and often negative, impact on children: Transformation of the family structure, globalization, climate change, digitalization, mass migration, shifting employment patterns and a shrinking social welfare net in many countries all have strong impacts on children.

The impact of these changes can be particularly devastating in situations of armed conflict and other emergencies.

6. The healthy development of children is crucial to the future well-being of any society: Because they are still developing, children are especially vulnerable – more so than adults – to poor living conditions such as poverty, inadequate health care, nutrition, safe water, housing and environmental pollution. The effects of disease, malnutrition and poverty threaten the future of children and therefore the future of the societies in which they live.

7. The costs to society of failing its children are huge: Social research findings show that children's earliest experiences significantly influence their future development. The course of their development determines their contribution, or cost, to society over the course of their lives.

**Don Bosco**



### Group Activity (Four concerns):

Initiate this activity in order to spark critical thinking about children's rights among children.

#### Instructions for the facilitator:

Instruct the children well about the game. Ask them to run towards the corner (either one of the four corners labelled with "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree") of the room, once the statements are read in order to share their concerns.

1. If the room is large or group is shy, you can use thumbs up/down or move a few steps forward/back instead of corners instead of running towards the corner.
2. Read statements like:
  - Children should always obey adults.
  - Only parents are responsible for protecting children's rights
  - Children should be part of decision-making processes
  - Children can understand serious issues like poverty and climate change
  - Governments should ask children before passing laws that affect them.
  - All children have equal rights, regardless of where they live
  - Children who misbehave should lose some of their rights
  - Children have the right to privacy, even from their parents
4. Be neutral: Your role is to guide, not influence.

#### Key learnings from the game:

1. Children are not just future adults but they are full human beings with rights.
2. Adults and the government share responsibility for protecting and fulfilling those rights
3. Participation is a right and not just a privilege.

#### Conclusion:

1. Summarize key learnings from the session
2. Encourage children to share their learning experience
3. Acknowledge and appreciate their participation



## CHAPTER - 3

### Basic Rights of the Child

#### Objective:

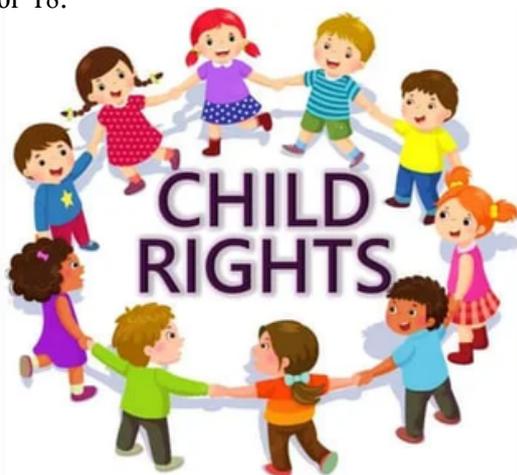
- To educate children on their basic rights
- To educate them on the fundamental rights and rights of children according to United Nations Convention on the Rights of the Child

#### Introduction

Rights are legal, social or ethical principles of freedom or entitlement. Rights are the fundamental normative rules about what is allowed of people or owed to people according to some legal system, social convention or ethical theory. Rights are fundamental to any civilization and the history of social conflicts is often bound up with attempts both to define and to redefine them. According to the Stanford Encyclopedia of Philosophy, “rights structure the form of governments, the content of laws and the shape of morality as it is currently perceived.

#### What is Child Rights?

A right is as an agreement or contract established between the persons who hold a right (often referred to as the “rights-holders”) and the persons or institutions which then have obligations and responsibilities in relation to the realization of that right (often referred to as the “duty- bearers”.) Child rights are specialized human rights that apply to all human beings below the age of 18.



Universally child rights are defined by the United Nations and United Nations Convention on the Rights of the Child (UNCRC). According to the UNCRC Child Rights are minimum entitlements and freedoms that should be afforded to all persons below the age of 18 regardless of race, colour, gender language, religion, opinions, origins, wealth, birth status or ability and therefore apply to all people everywhere. The UN finds these rights interdependent and indivisible, meaning that a right cannot be fulfilled at the expense of another right.

The purpose of the UNCRC is to outline the basic human rights that should be afforded to children. There are four broad classifications of these rights. These four categories cover all civil, political, social, economic and cultural rights of every child.

- **Right to Survival:** A child’s right to survival begins before a child is born. According to Government of India, a child life begins after twenty weeks of conception. Hence the right to survival is inclusive of the child rights to be born, right to minimum standards of food, shelter and clothing, and the right to live with dignity.
- **Right to Protection:** A child has the right to be protected from neglect, exploitation and abuse at home, and elsewhere.
- **Right to Participation:** A child has a right to participate in any decision making that involves him/her directly or indirectly. There are varying degrees of participation as per the age and maturity of the child.
- **Right to Development:** Children have the right to all forms of development: Emotional, Mental and Physical.

Emotional development is fulfilled by proper care and love of a support system, mental development through education and learning and physical development through recreation, play and nutrition.

## Fundamental Rights of Children in India

The fundamental rights of children, enshrined in the Constitution and inspired by internationally accepted principles, ensure that the children of India grow up in a safe, nurturing, and empowering environment.

- **Right to Survival:** Every child has the right to survival. A right to be born and cared for, irrespective of their gender or social background. This right underscores the importance of proper nutrition, healthcare and a safe environment during the early years of life, allowing each child to thrive and fulfil their potential.
- **Right to Education:** The right to education is a cornerstone of child development. It ensures that every Indian child has access to quality education, enabling them to explore their interests, acquire knowledge and pave the way for a brighter future. This right is a powerful tool for breaking the cycle of poverty and ensuring a well-informed citizenry.
- **Right to Protection:** Child Protection is a paramount concern. The Child Protection Act in India safeguards children from abuse and exploitation, ensuring their physical, emotional and psychological well-being. By addressing issues such as child labour, trafficking and causes of child marriage. This right creates a safer environment for all children to grow and thrive.
- **Right to Participation:** Children are not passive recipients, they are active participants in society. Every child deserves a platform to voice their opinions, ideas and concerns. Encouraging their participation in decision making processes fosters a sense of responsibility and citizenship from a young age.
- **Right to Development:** Childhood is a period of rapid growth and development. This right emphasizes the importance of ensuring that every child has access to nutrition, healthcare and

opportunities that promote their physical, mental and emotional well-being.

- **Right to Health and well-being:** Good health is fundamental to a child's growth. This right encompasses proper healthcare, immunization and sanitation facilities to prevent diseases and promote overall well-being among children.
- **Right to identity:** Every child has the right to an identity, including a name and nationality. Birth registration is crucial not only for legal recognition but also for accessing essential services and entitlements.
- **Right to Expression:** Children are natural explorers and creator. This right encourages freedom of expression, allowing children to express their thought, idea and creativity without fear.
- **Right against Discrimination:** Discrimination based on gender, caste, religion or any other factor has no place in a just society. This right ensures that every child is treated equally, regardless of their background, empowering them to reach their full potential.
- **Right to a Safe Environment:** The environment in which a child grows shapes their future. This right



emphasized the need for a clean, safe and sustainable environment, ensuring that children inherit a planet that is conducive to their well-being.

### What are the 4 important child rights in India?

The four important child rights in India are as follows:

- 1.Right to education:** Ensure access to quality education, enabling children to explore their interest and acquire knowledge.
- 2.Right to protection:** The right to protection safeguards children from abuse and exploitation
- 3.Right to Participation:** Empowers children to voice their opinions and ideas
- 4.Right to development:** Right to development emphasizes access to nutrition, healthcare and opportunities that promote physical, mental and emotional well-being.

UNCRC Rights of the child: United Nations Convention on the Rights of the Child (UNCRC) is an important agreement by countries who have promised to protect children's rights. The Convention explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

### Group Activity (Act out our rights):

Initiate this game in order to let the children understand their rights through role play and active participation.

#### Instruction for the Facilitator:

1. Divide the participants into 4-5 small groups (4-6 members per group)
2. Assign one scenario or situation to each group from the list
3. Orient them to act out on the assigned role or the theme without speaking a word
4. After each skit/act, ask the audience to guess which act or rights has been shown

#### Role Play Themes:

- 1. Going to School:** Scene: A child who wants to go to school, but their parents say no because of housework. A teacher visits the home to explain the importance of education. Family agrees and sends the child to school.
- 2. Being Safe from Harm:** A child is being bullied or mistreated by an older person or peer. Another child or adult notices and reports it. Help is given, and the child is protected.
- 3. Saying or Sharing Your Opinion:** A group is planning a school event, but one child's idea is ignored. That child politely insists and shares their idea again. The group listens, and everyone agrees it's a good plan.
- 4. Stopping Child Marriage:** A family talks about marrying off a young girl. A friend or teacher learns about it and informs a community leader or Child helpline. The marriage is stopped, and the child continues school.

#### Key learnings from the game:

1. Children have rights, and they can understand them through real-life situations.
2. Listening to others' voices helps in making fair decisions.
3. Adults and peers must help protect children from harm or early marriage.
4. Education is every child's right. No one should be denied school.
5. Knowing how to seek help by calling 1098.

#### Conclusion:

- Summarize the key learnings from the inputs
- Help them reflect and evaluate on what did they learn and what will they share with their friends and family
- Appreciate and acknowledge their participation



## CHAPTER - 4

### Non-Discrimination

**Objective:** To help children understand the meaning of non-discrimination and recognize that every child, regardless of background, has the right to be treated equally. The session will promote respect for differences and encourage children to stand against unfair treatment.

#### Introduction

The right to non-discrimination is a complex and vital right at the cornerstone of the realization of human rights and the International Convention on the Rights of the child is pillared by its ideals. While all children should be treated, protected and cared for equally, in today's world, many children remain victims of discrimination.

There are different definitions of discrimination. According to the Council of Europe, discrimination is the unequal treatment of different categories of people when this treatment cannot be justified based on objective and reasonable criteria (Europe, 2023).

The UN Human Rights Committee defines it as “any distinction, exclusion, restriction or preference which is based on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on equal footing, of all rights and freedoms” (UN Human Rights Committee, 1989).

#### Types of Discrimination

Discrimination can be both direct and indirect. Direct discrimination describes the specific differential treatment of a person to his/her disadvantage based on their characteristics as compared to another person in the same situation. Indirect discrimination happens when an equal or so-called neutral treatment affects different groups of people significantly differently.

According to the Convention on the Rights of the Child, Article 2.

Non Discrimination states that all children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

#### Importants of Non-Discrimination

1. **Fairness:** Treating everyone the same is fair. It means everyone gets a chance to play, learn, and have fun without being left out because they are different.
2. **Friendship:** When we don't discriminate, we make more friends. We get to know people who are different from us and learn from them.
3. **Kindness:** Being kind to everyone, no matter how they look or where they come from, makes the world a happier place. Everyone feels valued and happy.
4. **Learning:** When we include everyone, we learn new things. Different people have different ideas and ways of doing things, which can teach us a lot.
5. **Respect:** Respecting others' differences shows that we care about them. It helps us build a community where everyone feels safe and welcome.

## Advantages of Non-Discrimination

1. **More Friends:** When we don't discriminate, we make more friends. We get to play and learn with lots of different people, which is fun!
2. **Happier Environment:** When everyone is treated fairly, everyone feels happy and included. This makes school and playtime more enjoyable for everyone.
3. **Learning New Things:** By being friends with different people, we learn new games, stories, and ideas. This makes us smarter and more open-minded.
4. **Teamwork:** When we include everyone, our teams are stronger. Different people have different skills and ideas, which help us solve problems and succeed together.
5. **Building Confidence:** When no one is left out, everyone feels important and confident. This helps us try new things and do our best.
6. **Respect and Kindness:** Practicing non-discrimination teaches us to be kind and respectful. This makes us better friends and nicer people.

## How to Practice Non-Discrimination

- **Include Everyone:** Invite all your classmates to join games and activities
- **Speak Up:** If you see someone being left out or treated unfairly, tell a teacher or an adult.
- **Be Kind:** Use kind words and actions with everyone, even if they are different from you.
- **Learn About Differences:** Ask questions and learn about other cultures, languages, and traditions.

## A Short Story: The Power of Inclusion

In a small town, a boy named Ayan loved soccer more than anything. He practiced every day, but the local soccer team always rejected him because he was from a different community. The other boys believed he didn't belong. One day, the coach, Mr. Das, noticed Ayan watching the practice from the sidelines. He invited Ayan to join the team, saying, "Talent and passion don't have boundaries.

" At first, the other boys were hesitant, but Mr. Das reminded them that everyone deserved a fair chance, regardless of where they came from. Ayan worked hard and soon became one of the team's best players. His determination inspired the others, and they began to see him as a teammate, not someone different. With Ayan's help, the team won their next big match. The boys realized that inclusion made them stronger, and they learned that talent and friendship can thrive beyond all differences.

## Group Activity (Friendship Circle)

Initiate this activity to educate the children on the importance of non-discrimination by including everyone and celebrating differences.

### Instructions for the facilitator:

1. Assist the children to stand in a circle and explain that the circle represents a community where everyone is included.
2. Every child takes turn to share one unique thing about themselves.
3. Once everybody has done sharing, introduce the set of cards with different characteristics. Randomly select a card and read it out loud (Eg: Wear glasses, speaks a different language, loves to read, has a pet). Ask the children who match the characteristics to step into the circle.

For example, if the card says "Loves to read," all the children who love to read step into the circle. Encourage the children to celebrate and cheer for each other. After a few rounds, gather the children and discuss what they learned. Ask questions like: How did it feel to share something unique about yourself? How did it feel to be included in the circle?, why is it important to include everyone and celebrate differences?

**Key learnings:** Promotes understanding and appreciation of differences, Encourages active listening and sharing,, Fosters a sense of belonging and community Teaches the values of kindness, respect, and inclusion

**Conclusion:** Conclude by emphasizing that everyone is special in their own way and that including everyone makes our community stronger and happier.

## CHAPTER - 5

### Best Interest of the Child

**Objective:** To educate children on the concept of the "Best Interest of the Child," and make them recognize how it applies in their daily lives and empower them to speak up for their rights and well-being.

#### Introduction

Best interests or best interests of the child is a child rights principle, which derives from Article 3 of the UN Convention on the Rights of the Child, which says that "in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration". Assessing the best interests of a child means to evaluate and balance "all the elements necessary to make a decision in a specific situation for a specific individual child or group of children".

According to the UN Convention on the Rights of the Child, assessing the best interests of a child means to evaluate and balance "all the elements necessary to make a decision in a specific situation for a specific individual child or group of children". Due to the diversity of factors to consider, usually more than one profession or institution is involved in the assessment process, bringing together various perspectives and areas of expertise from the country of origin and destination and, in particular, the perspective of the child

The concept of the 'best interest of the child' is enshrined in Art. 3 of the Convention on the Rights of



the Child, but is likewise mentioned in articles 9, 18, 20, 21 and 40. This right, requires that in all matters affecting the child, the best interest of the child shall be primary consideration. Under convention of Child Rights, the best interest of the child appears in various aspects such as:

- Separation from his or her family (Article 9): The best interest shall be of primary consideration because there are circumstances in which the Interest of the parent's conflict with the best interest of the child.
- Adoption (Article 21): The best interest of the child shall be of paramount consideration involving judicial process determination.
- Judicial proceedings (Article 37 & 40): The best interest of the child shall be of paramount consideration.
- Child upbringing and development (Article 18): The best interest of the child shall be of primary consideration because sometime there are conflict between the interest of the parent and that of the child.

#### Group Activity (Best Interest Scavenger Hunt):

This game can be initiated with an intend to let the children understand different aspects of a child's best interest by finding items or completing tasks that represent these aspects.

#### Instructions for the facilitator:

- Prepare a scavenger hunt list by enlisting items that represent different aspects of a child's best interest.

Ex: Find something that represents safety, find a healthy snacks, find a book you like to read, draw a picture of something that makes you happy, find a toy

you like to play with, find something that represents kindness, draw a picture of your favourite school subject, find something that helps you stay healthy, find something that represents love.



- Set up the area in advance where the scavenger hunt will take place.
- Form team by dividing children into small teams of 2-4 players in each group.
- Explain that they will have to go on a scavenger hunt to find items that represents things important for their well-being and happiness.
- Distribute each team a copy of the scavenger hunt list and a pen.
- Set a timer and start the scavenger hunt.
- Facilitate the team to work together to find the items in the lists.
- Once they are done with the search, ask them to cross check the list, gather all the team together. Have each team share what they have found and discuss its importance for their well-being.

#### Key learnings:

- Encourages teamwork and cooperation
- Helps children understand important aspects of their well-being
- Promotes exploration and creativity
- Provides a fun and interactive learning experience
- Reinforces the values of safety, health, happiness, and kindness

#### Conclusion:

- Summarize the key learnings from the lesson
- Appreciate them for their participation
- Encourage them to share their learnings with their friends and families.



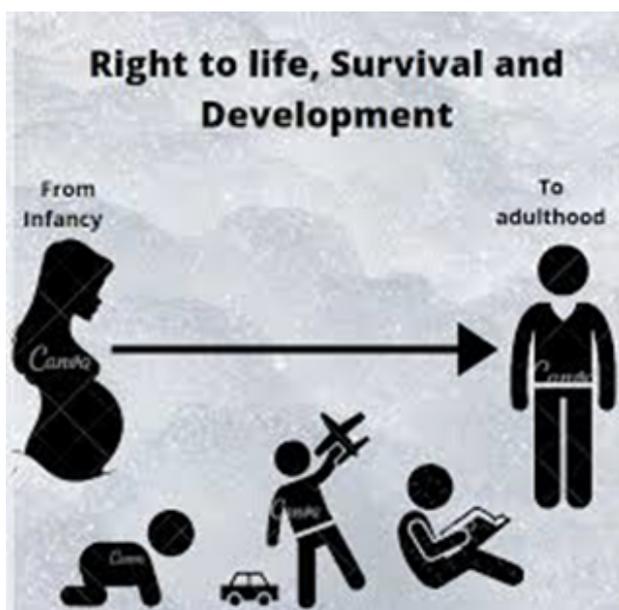
## CHAPTER - 6

### Right to Life, Survival and Development

**Objective:** To help children understand the Right to Life, Survival and Development, learn how it protects their basic needs, and explore ways to ensure their well-being and growth in a safe and healthy environment.

#### Introduction

Article 6 of the Convention on the Rights of the Child (CRC) affirms that every child has the inherent right to life and that states must ensure the child's survival and development to the greatest extent possible. This article recognizes the child's right to life and introduces the concept of the right to survival and development, encompassing the need for states to create conditions for children to thrive and reach their full potential.



Article 6 guarantees the child's inherent right to life, and, for the first time in an international human rights treaty, introduces the right to survival and development. The right to life is the only right defined as inherent in the Convention. It extends beyond a negative obligation of non-interference, imposing a proactive obligation to take all comprehensive legislative, administrative, and other positive measures to ensure the inherent and indivisible right to life and survival of the child. Although the right to life is not absolute, the standard to justify any failure to protect the life of a child is exceptionally high (Peleg & Tobin,

2019). States Parties are required to provide explicit protections in law which includes strict circumscribing of measures that arbitrarily and non-arbitrarily deprive a child's life.

Article 6 introduces the obligation on States Parties to ensure the survival and development of the child to the maximum extent possible. The development of the child has been interpreted by the Committee as needing to be understood 'in its broadest sense as a holistic concept embracing the child's physical, mental, spiritual moral and psychological development'. It imposes an obligation on States Parties to introduce all appropriate measures, both positive and negative, to promote the survival and development of the child.

The principle of life, survival and development: Article 6 of the Convention on the Rights of the Child (CRC) provides for another principle guiding the interpretation, implementation and application of the Convention and its provisions. This article enshrines the child's inherent right to life and includes the state obligation to ensure the survival and development of the child (Committee on the Rights of the Child, 2006).

Article 6 of the Convention on the Rights of the Child (CRC) provides for another principle guiding the interpretation, implementation and application of the Convention and its provisions. The principle of Right to Life, survival and development grants the child not only the right not to be killed, but also to have their economic and social rights guaranteed to the maximum extent possible.

**Right to life:** The principle of Governments should make sure that children develop and grow healthily and should protect them from things which could hurt them.

**Right to survival:** Examples of child rights: Access to healthcare, adequate nutrition, clean water and a safe environment. Personal experience: As a child, I had access to regular checkups, received vaccinations and had a balanced diet.

**Right to Development:** This article also says that children and young people should be able to grow up in conditions that don't impact negatively on their physical and mental well being. It says the government should do as much as they can to make sure children and young people can live in these conditions in order that they can develop.

## Life, survival and development



### Group Activity (The tree of life)

Initiate this activity to help children identify the basic need (like food, shelter and education, love etc) that are essential for their life, survival and development

#### Instruction for the Facilitator:

1. Draw a big tree on a chart paper or the board (use actual tree if you are outdoors)

1. Trunk: Label it "Right to Life, Survival, and Development".

2. Branches/Leaves: Ask children to suggest what they need to live, grow, and develop well (e.g., healthy food, clean water, love, family, school, play, safety, etc.). Write or draw these on the branches/leaves.

3. Discuss each one briefly, explaining how these things help them survive and develop.

#### Key learnings:

1. Every child has the right to life, survival and development. They learn that having food, shelter, safety, education, love, and care are not just needs, they are rights.

1. All basic needs are connected and important for their growth. Children see how different things (like health, family, school, and play) work together for their well-being.

2. We must work together to ensure every child's rights are respected. They reflect on how they, their families, and their community can help protect and promote these rights.

#### Conclusion:

- Summarize key learnings
- Acknowledge the children for their active participation
- End with a short reflection – "How can we help each other and make sure every child has these things?"



## CHAPTER - 7

### Respect for the views of the Child

**Objective:** To help children understand that their views matter, that they have the right to express their opinions in all matters affecting them, and that those views should be listened to and taken seriously by adults, in a way appropriate to their age and maturity.

#### Introduction

According to Convention on the Rights of the child: Children version, Article 12 clearly states, Respect for children's views: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

One of the things the UNCRC does is to make it clear that human rights apply to children and young people as much as they do to adults. Children and young people don't have as much power as adults. They can't vote and they don't have as much money. But Article 12 says that they still have the human right to have opinions and for these opinions to be heard and taken seriously. It says that the opinions of children and young people should be considered when people make decisions about things that involve them. Their opinions shouldn't be dismissed out of hand on the grounds of age. They should be taken seriously, with their evolving capacities taken into account.

UNCRC Article 12 also says children and young people should be given the information they need to make good decisions. When adults are making decisions that affect children they should ask them what they think.



Adults should take account of children's views when making the decision. Children should be supported to give their views in a way that is best for them.

Being able to Speak Up: Article 12 is also concerned with making sure children and young people feel able to express their opinions. It says that they shouldn't feel their opinions will be dismissed or regarded as invalid because of their age. It also says that children and young people need to know about their right so that they can exercise it and that adults need to know



about this right so they don't dismiss it out of hand. As well as this, children and young people should be able to complain about any aspect of their lives as easily as adults can. They should have ways to complain about those in a position of power over them such as parents, guardians or teachers without an adult knowing and complaints procedures should be easy for them to access.

As per Article 12, the states parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

## Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

### Group Activity (Circle of Voices)

This activity is initiated to ensure that every child has an equal opportunity to express their views, build self-confidence, and encourage respect for diverse perspectives.

Instructions for the Facilitator:

- Choose a quiet space where the children can sit in a circle (on chairs or mat) without distraction; facilitate the children to sit in a circle.
- If mixed age group then consider having smaller circles for age – appropriate conversations.
- Instruct them that each of them gets 1-2 minutes to respond to a question. There is no right or wrong answers, what matters are that your voice is respected.



Sample questions:

- What makes you feel listened to at home / school?
- What changes would you like to see in your community or School?
- What is something you wish adults understood about children?

Introduce the talking object (stick, ball, Mic, duster or any object). Only the person holding the object may speak. Everyone else listens without interrupting.



Ground rules:

- Respect – One speaker at a time.
- Listening – No interruptions, side conversations, or judgments.
- Confidentiality – What is shared in the circle stays in the circle (unless it's a safety concern).
- Choice – It's okay to pass if someone isn't ready to speak.

Conclusion:

1. Summarize the key learnings
2. Help them to reflect on their learnings from the session (What did you learn about sharing your views?).
3. Encourage children to share examples from their own lives (how do you relate this right with your real life incidents when your views were accepted/acknowledged).
4. Acknowledge their participation

## CHAPTER - 8

### Creating Child Friendly Cities

**Objective:** To help children understand the importance of child-friendly spaces and empower them to contribute ideas on how to make their homes, schools, and communities safe, inclusive and supportive for all children.

#### Introduction

The Child Friendly Cities Initiative (CFCI) is a UNICEF-led program that helps local governments to make cities more child-friendly. The CFCI's goal is to improve children's lives by upholding their rights as outlined in the UN Convention on the Rights of the Child. The program involves a network of municipal governments, civil society organizations, the private sector, academia, media, and children themselves in general.

A child friendly city is a city, town, community or any system of local governance committed to improving the lives of children within their jurisdiction by realizing their rights as articulated in the UN Convention on the Rights of the Child (UNCRC).



#### Key Principles of Child-Friendly Cities:

A child-friendly city is one that:-Ensures children's voices are heard and considered in city planning and decision-making, provides safe and accessible spaces for play and recreation, offers quality education and healthcare and promotes sustainable and inclusive urban development.

#### Importance of Creating Cities that cater to the needs of children:

Creating cities that are good for children is important for making happy and safe communities.

Child Friendly Cities should have safe places to play, good schools, and doctors to help children stay healthy. When cities focus on what children need, children can play, make friends, and learn better. These cities are also nicer for everyone because they are cleaner and safer. Planning cities with children in mind helps children grow up to be happy and helpful adults.

#### The Needs of Children in Urban Environments:

Safety and security of the children are the major concerns in making the child friendly cities. It includes: safe routes to schools and play areas, traffic reassuring measures such as: footpath , zebra crossing , safe public spaces , access to green spaces and nature , clean air and water, opportunity for physical activities , access to quality education facilities, libraries and learning centers, extracurricular activities and recreational facilities ,opportunitiesfor children to voice their opinions , involvement in community decision making and to have child councils and forums .



## Child-Friendly Cities Models in India:

### a). Bhubaneswar, Odisha

**Initiatives:** Bhubaneswar was selected as a pilot city under the Smart Cities Mission with a focus on child-friendly initiatives. The Bhubaneswar Urban Knowledge Centre (BUKC) has developed plans for safe, accessible, and child-friendly public spaces.

**Impact:** Enhanced safety and accessibility of public spaces, increased child participation in urban planning, and improved educational and recreational facilities.

### b). Pune, Maharashtra

**Initiatives:** Pune has developed several programs under its Smart City initiative, including the creation of safe pedestrian pathways, child-friendly parks, and educational programs aimed at children's rights and safety.

**Impact:** Improved mobility and safety for children, better recreational spaces, and increased awareness about children's rights.

Child friendly cities focus on creating a nurturing environment that supports the holistic development of children. By prioritizing children's needs in urban planning and policy-making, these cities ensure a better future for the younger generation. The examples from both India and international cities demonstrate diverse approaches and successful outcomes in implementing child-friendly initiatives.

## Group Activity (Drawing and designing a child-friendly park):

Initiate this activity to encourage children to think creatively and critically about what makes a park safe, fun, and welcoming for all children.

### Instructions for the Facilitator:

1. Prepare materials required for the group activity in advance (chart paper, crayons, markers, color pencils, reference pictures)
2. Introduce the game to all the participants and divide them into small group of 3 -5 children. (start discussing the idea of child friendly park)

3. Give each group a large sheet of paper and art supplies. Ask them to design a park that is safe, inclusive and fun.

4. To make them feel comfortable ask guiding questions like – what would you like to see in a park that is safe and fun for all children, what makes a park unsafe or unwelcoming for some children, what games, activities or areas should a park have to ensure children's rights to play, learn.

5. Encourage them to add features like playground, green spaces, resting areas, facilities for children with disabilities, safety measures, learning spaces and activity zones.

6. After the completion, each group presents their park including features they added and why, to their fellow friends.

### Key learnings:

1. A child-friendly park is more than just a playground, it's a safe, welcoming space where every child, regardless of ability or background, can play, learn, and grow.
2. Children's voices and ideas are important in designing spaces that meet their needs.

### Conclusion:

1. Summarize the key learnings from the lessons
2. Acknowledge the children for their active participation
3. Your ideas can make a real difference! Together, let's keep imagining and creating spaces where every child feels safe, happy, and included.



## CHAPTER - 9

### Networking and Collaboration

**Objective:** To help children understand the importance of working together, sharing ideas, and supporting each other to achieve common goals, and to empower them with basic skills of networking and collaboration for creating positive change in their communities.

#### Introduction

Networking is the process of building and maintaining professional relationships for mutual benefit, while collaboration is the process of working together to achieve shared goals. Both involve interaction and connection, but collaboration focuses on joint effort toward a specific outcome, whereas networking is broader and more focused on relationship building.



#### Key Principles of Child-Friendly Cities:

Networking and collaboration are crucial for effectively advocating for and protecting child rights. Building strong relationships and working together with diverse stakeholders, including government agencies, NGOs, community organizations, and even children themselves, can significantly amplify efforts to ensure children's well-being.

By connecting with others, we can learn new ways to stand up for rights and help each other as well as learn about different rights every child should have, like the right to be safe, to play, and to be heard.

#### Coordination and Collaboration

: Effective child protection requires collaboration among multiple stakeholders, including government agencies, NGOs, law enforcement, and judicial bodies. Here are some notable organizations working for child rights in India, including specific organizations in Nagaland.

#### International Organizations

**1.UNICEF (United Nations Children's Fund):** Provides humanitarian and developmental aid to children worldwide, advocates for children's rights, ensures access to education, healthcare, nutrition, and protection from violence and exploitation.

**2.Child Fund International:** Supports long-term community development and promotes the well-being of children by addressing their educational, nutritional, and health needs. Engages in disaster relief and child protection.

**3.National Commission for Protection of Child Rights (NCPCR):** It ensures that all laws, policies, programs, and administrative mechanisms are in consonance with the child rights perspective as enshrined in the Indian Constitution and the UN Convention on the Rights of the Child.

**4.Ministry of Women and Child Development (MWCD):** It formulates plans, policies, and programs; enacts/amends legislation related to the advancement of women and children. Provides support for initiatives related to child development, care, and protection.

**5.Integrated Child Development Services (ICDS):** It provides food, preschool education, and primary healthcare to children under 6 years of age and their

mothers. Offers services such as immunization, health check-ups, and referral services.

**6.State Commissions for Protection of Child Rights (SCPCR):** Similar to NCPDR, but functions at the state level to address and protect child rights issues within the state.

**7.Government Organizations in Nagaland:**

- **Nagaland State Commission for Protection of Child Rights (NSCPCR):** Monitors and ensures the protection of child rights in Nagaland. Addresses grievances and issues related to child rights violations in the state.
- **Department of Social Welfare, Government of Nagaland:** Implements various schemes and programs for the welfare and protection of children, including those related to child development and care.
- **Child Help Line:** It provides a 24-hour emergency phone service (1098) for children in need of care and protection. Offers support for issues like abuse, child labor, and trafficking.
- **Child Welfare Committee (CWC):** CWC stands for Child Welfare Committee, which is responsible for the care, protection, and rehabilitation of children in need. The Juvenile Justice (Care and Protection of Children) Act of 2000 requires each district to have a CWC. The CWC's functions include: Case disposition: The CWC has the final authority to dispose of cases for the care, protection, treatment, development, and rehabilitation of children.

### Group Activity (The web of Child Rights):

Initiate this group activity to educate the children on how working together and connecting with others can strengthen their efforts to promote child rights.

**Instructions for the Facilitator:**

- Arrange these materials prior to the activity. (A ball of yarn or string, list of simple child rights. examples: right to education, right to play, right to safety, etc.)
- Guide them to sit or stand in a circle and introduce the concept of the game well. Tell them, "Just like a spider builds a strong web by

- connecting threads, we can build strong support for child rights when we all work together and share our ideas."
- Facilitate them to start the web: Hold the ball of yarn and say a child right (For example: Every child has the right to play), hold onto the end of the yarn and throw the ball to another child. Next, the child who catches the yarn says another child right (or how they can help in making this rights happen) and then throws the ball to someone else while holding onto part of the yarn. The web will grow with each throw.
- Once everyone has had a turn a web is formed, pause and reflect. Help them to engage into a discussion on the given questions. i.e. What did you notice about the web, what happen if somebody lets go (it weakens the web), how is this like working together for child rights, how can we collaborate with others (like our friends, teachers, or community) to make sure that all children have their rights.
- Highlight that just like the web, when work together, sharing ideas, supporting each others and listening, we can create strong, positive change for all children.

**Key learnings:**

- Working together creates a stronger support system for child rights, just like the web is stronger when all the threads are connected.
- Every child's voice and action matters in making a difference for their own rights and the rights of others.

**Conclusion:**

1. Summarize the key learnings.
2. Appreciate the children for actively participating in the activity and engaging in thoughtful discussions.
3. Encourage them with a note: Let's remember that just like in the activity, our actions matter. When we work together, listen to each other and support one another, we can build a stronger community where every child's rights are protected and respected.

## CHAPTER - 10

### Basic Legal Rights for Child

**Objective:** To help children understand the importance of working together, sharing ideas, and supporting each other to achieve common goals, and to empower them with basic skills of networking and collaboration for creating positive change in their communities.

#### Introduction

Children's legal rights are fundamental entitlements that recognize them as individuals with unique needs and vulnerabilities. These rights are crucial for their well-being and development, encompassing various aspects of their lives, including survival, protection, development, and participation.

The legal framework for child protection in India is comprehensive, encompassing various laws, policies, and institutions aimed at safeguarding the rights and well-being of children. Key components include:



#### 1. Constitutional Provisions:

- Article 15(3): Allows the state to make special provisions for children
- Article 21A: Ensures free and compulsory education for children aged 6 to 14 years.
- Article 24: Prohibits child labor in hazardous industries.
- Article 39(e) & (f): Directs the state to ensure that children are not abused and that their childhood and youth are protected against exploitation and moral and material abandonment.

#### 2. Juvenile Justice (Care and Protection of Children) Act, 2015:

Provides a framework for the protection, treatment, and rehabilitation of children in need of care and protection and those in conflict with the law as well as establishes Child Welfare Committees (CWCs) and Juvenile Justice Boards (JJBs).

**3. Protection of Children from Sexual Offences (POCSO) Act, 2012:** Aims to protect children from offenses of sexual assault, sexual harassment, and pornography and establishes Special Courts for the trial of such offenses and mandates child-friendly procedures.

**4. Prohibition of Child Marriage Act, 2006:** Prohibits the solemnization of child marriages, provides for the annulment of such marriages and legal action against those promoting or facilitating child marriages.

**5. Right to Education (RTE) Act, 2009:** Guarantees free and compulsory education for children aged 6 to 14 years and lays down norms and standards for schools to ensure quality education.

**6. Child Labour (Prohibition and Regulation) Amendment Act, 2016:** Prohibits the employment of children below 14 years in any occupation or process and regulates the working conditions of adolescents (14-18 years).

**7. National Policy for Children, 2013:** Provides a comprehensive framework for the protection and promotion of children's rights and emphasizes the importance of child survival, health, nutrition, education, protection, and participation.

**8. Integrated Child Protection Scheme (ICPS):** A centrally sponsored scheme aimed at building a protective environment for children in difficult circumstances and provides financial and technical support to states/UTs for the implementation of child

protection services.

**9. National Commission for Protection of Child Rights (NCPDR):** A statutory body established to ensure that all laws, policies, programs, and administrative mechanisms are in consonance with the child rights perspective and monitors the implementation of child rights and addresses violations.

**10. International Conventions:** United Nations Convention on the Rights of the Child (UNCRC): India is a signatory, committing to various standards for the protection and welfare of children and Optional Protocols to the UNCRC: Addressing the involvement of children in armed conflict, child prostitution, and child pornography.

These components collectively form a robust legal framework designed to protect children from abuse, exploitation, and neglect while promoting their overall development and well-being.



### Group Activity (My Right Tree):

Initiate this activity to help children identify and understand their basic legal rights in a creative and engaging way.

#### Instruction for the Facilitator:

- Arrange the materials beforehand (chart paper/ whiteboard, markers, crayons, coloured pencils, sticky notes or small paper leaves (pre-cut in leaf shapes)).

- Draw a big tree on the chart paper or whiteboard. Label it “Our Rights Tree”.
- Ask each child to write one right they have learned on a paper leaf (sticky note) and stick it on the tree.
- Once the tree is full, facilitate the children to read the rights together and discuss why each right is important.
- End the activity with a group reflection: What can we do if we see someone’s rights being violated?

#### Key learnings:

- Children understand their basic legal rights and why they are important.
- They learn the importance of speaking up when rights are violated.
- The activity encourages teamwork, participation, and a sense of community responsibility.

#### Conclusion:

1. Summarize the key learnings.
2. Appreciate the children for their active participation and for their thoughtful inputs during the group reflection.
3. Encourage them to know their rights, respect their rights as well as others rights so that everyone grows in a safe, caring and fair world.



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## ANMA INTEGRATED DEVELOPMENT ASSOCIATION (AIDA)

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ANMA Integrated Development Association (AIDA) is the development wing of the Salesians of Don Bosco, Dimapur Province, Northeast India. It collaborates with the SDB institutions to articulate interpret and realize the development dimensions of fidelity to the vision of Don Bosco in the dynamic socio-economic and cultural realities of the North Eastern states namely Arunachal Pradesh, Nagaland, Manipur and Assam.



## CHILD FRIENDLY DIMAPUR (CFD)

Child Friendly Dimapur (CFD) is an initiative of AIDA. It is based on Child Friendly Cities Initiative (CFCI) of the United Nations, founded in 1996, to respond to the challenges of realizing the rights of children in an increasingly urbanized and decentralized world.

### OBJECTIVE

To contribute to the promotion and enforcement of children's rights in two statutory towns (Dimapur & Chumoukedima) and 4 census towns (Kuda, Purana Bazaar, Diphupar & Rangapahar).

### VISION

To create a city where all children, without discrimination of any kind, have access to their rights to live in secure, enabling environments and develop to their full potentials.



**Thank You !**

### Contact us:

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***“Protecting, Promoting and Preventing”***