

VIEWPOINTS THEME: JUSTICE + THE RIGHT TO BE HEARD

ABOUT THE ARTWORK

Children have the right to express their views in all matters affecting them and their views have to be given due weight in accordance with the age and maturity of the child. This right applies equally to children's participation in social and political matters that affect them as well as in administrative and judicial proceedings and in the private sphere of the family. This image shows a child vanquishing a dragon in order to proclaim their own manifesto.

ABOUT THE ARTIST

For the past twenty years Peter Donnelly has been working as an award winning freelance illustrator. Over this time he has developed a very recognisable style influenced by a love for mid-century design, folk art and vintage print. Peter's work is used extensively throughout advertising and branding as well as being a successful children's book author and illustrator. He is regularly invited to speak at book festivals and was the closing speaker at OFFSET2018. Peter's first self-penned picture book *The President's Glasses* was a number one best seller and shortlisted for a 2017 Irish Book Award. His follow up book *The President's Cat* won the 2018 An Post Irish Book Award. Peter's final book in the series *The President's Surprise* was shortlisted for the 2019 An Post Irish Book Award.

ABOUT THE RIGHT

Article 12 of the UN Convention on the Rights of the Child states that children who are capable of forming their own views, should have the right to express those views freely in all matters affecting them. These views should be assessed according to age and maturity. This opportunity to be heard is particularly crucial in matters relating to judicial and administrative proceedings. Article 40 of the Convention outlines the rights for children who are involved in juvenile justice proceedings. In particular, it is essential that children be treated in a manner consistent with the promotion of their sense of dignity and worth, reinforcing their respect for the human rights and freedoms of others. It also outlines that factors such as the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society be taken into account.

WORKSHEET

Exercise: The voice of young people (15 mins)

This discussion invites students to think about why it is important that young people's voices are heard. Let's look at Peter Donnelly's illustration depicting young people rising above a huge challenge to have their voices heard.

Guiding questions -

What is happening in the artwork?

Can we imagine the story that unfolded before these young people triumphed?

How did they overcome their challenge?

Do you think what they have to say is important? What makes you think that?

Can we think of young people who's rights are under threat and who are not heard?

How might we help these young people to be heard?

Exercise 2: Listening and supporting (overnight)

This exercise invites students to look at situations where young people are not being heard and where their rights are under threat. Students should research global situations, find out what factors are preventing these young people from having their voices and views respected. What is happening in their country? What challenges do these young people face?

Exercise 3: I hear you (40 mins)

This creative activity invites students to take their research and to create a poster that shares a message on behalf of the young people who are not heard. Your poster should combine text and images to tell the story while stressing the importance of listening to these young people. Take an A4 or A3 sheet of paper and map out your design. Use colouring pencils to bring it to life. Display your poster in your classroom and share the story of your artwork with the group.

You will need A4/A3 sheets of paper, pencils, ruler, and colouring pencils.

CREATIVE PROJECT

The importance of freedom of expression and the right for young people to be heard are key factors in the UN Convention on the Rights of the Child. In this creative project we invite students to present ideas on urgent issues that they would like to share with the world. Drawing inspiration from protest banners, participants will learn techniques to amplify their messages using images and text.

Three Stages

You will need –

Fabric markers

Blank Tote bags or white t-shirts

Cardboard

Sticks

Card

Paper

Paint – variety of colours

Pencil

Colouring pencils

Sticky tape

String or cable ties

Stage 1.

Justice for all

Discussion (15mins)

This facilitated discussion should look at the role of justice and the judicial system.

Students should share their understanding of justice and how it is administered.

What does justice mean to you?

Do we have examples of how justice is implemented in our lives?

Who decides what is just and fair?

What would happen if you were accused of doing something wrong?

What types of punishment are there for young people?

Why is justice so important?

What happens if justice isn't implemented fairly?

Writing (overnight or weekend)

When someone does something wrong, it is key that they understand the error of their actions and the consequences that the actions had on others. This understanding will hopefully lead to the person not repeating their actions. Can we write up an account of when we did something wrong, what was the punishment

and who and how did our actions affect? This does not need to be shared with the group.

Creative Activity (1 hour)

Create a comic book story about the importance of justice. Use fictional characters to tell the story of the lengths each character had to go to to ensure they continued to live in a just and fair world. Consider the actions taken by the characters, who decides the right and wrong and is the punishment fair? Use drawings and text to take readers through your story.

Stage 2.

Have your say

Discussion (20 mins)

This discussion invites students to consider why people sometimes are not heard and to look at the lengths they go to have their voice and views shared and understood.

Can we think of moments in history where certain people were not heard?

Maybe their rights were taken from them?

What can people do to have their voices heard?

Research (overnight or weekend)

Look at current social issues and reasons people are protesting. Can we find a movement where people have not been heard?

Creative Activity (1 hour)

Let's lend support to a movement that you feel have not been heard or supported. Students should use their research to decide on a movement. Draw out a design that supports the movement, your design can include words and visuals. Use t-shirts or tote bags and replicate your finished design on the fabric. Use fabric markers to complete your design. Wear it proud!

Stage 3.

Shout it loud

Discussion (20 mins)

This discussion asks students to consider the importance of their voices and views in urgent social matters. Students should reflect on recent or historical movements that have involved young people and why their input was/is so key.

What role can young play in changing society for the better?

Why are young people's voices and views so important?

If you don't speak up, is there someone to speak for you?

Are there organisations that support young people's voices and views?

Have you ever protested or spoken up on an important matter?

Research (overnight or weekend)

Students should research different initiatives and methods that young people have used to be heard by governments or the public. Look at signage and protest banners that shout a message. You want your banner to communicate loudly your beliefs. Look at the way words are written, the length of the message, the colours used and any additional visuals.

Creative Activity (1 hour)

Working in pairs, students will create a protest banner that shares their views on a particular social issue. The students will decide on their message before looking at their research and the examples of banners. Take a large sheet of card or paper (the size and shape is up to groups to decide but it should be larger than 1 metre x 1 metre) and glue it to your cardboard so that it is durable. Use a pencil to map out the design of your banner. Then use paint (poster paint or acrylic) to paint your design. As this is a shared banner, you'll need two sticks to hold it up, one on either side. The sticks can be attached by making small holes in the banner and tying on with string or cable ties. Secure down with tape. Now you are ready to share your views!

DISCOVER MORE

You can further the discussion on Justice + The right to be heard by visiting some of the following resources -

<https://www.edutopia.org/blog/teaching-young-children-social-justice-jinnie-spiegler>

<https://resilienteducator.com/classroom-resources/teaching-social-justice/>

<https://resourcecentre.savethechildren.net/library/every-childs-right-be-heard-resource-guide-un-committee-rights-child-general-comment-no-12>

<https://donnellyillustration.com/kids>