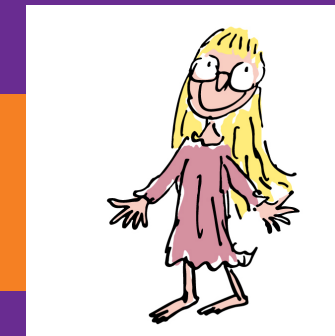
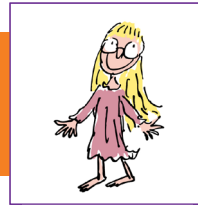


CHILDREN'S RIGHTS RESOURCES

Sophie



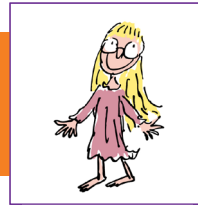


What's in the pack?

Smashing Stereotypes — activity 1	3
Smashing Stereotypes — activity 2	7
Smashing Stereotypes — activity 3	12
Bonecrunching Bully Defeaters — activity 1	18
Bonecrunching Bully Defeaters — activity 2	22
Rights Champions — activity 1	31
Rights Champions — activity 2	35
Rights Champions — activity 3	41



Sophie

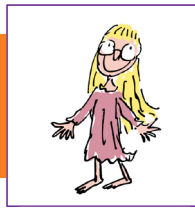


CHILDREN'S RIGHTS RESOURCES



Smashing Stereotypes — activity 1

The BFG



Activity overview

The BFG

Class discussion
Vocabulary
Listening
Comprehension
Shared reading

Themes: Judging by appearances,
Empathy, Respect

Activity instructions

1. Read **Extract 1** (the description of the BFG) to the class. Ask them to close their eyes as they listen and to imagine they are Sophie, peering out of the window into the dark night at this strange giant figure. Ask them to try as hard as they can to picture the character as the author is describing him.

- How do you feel when Sophie realises that the Giant is staring at her?
- Discuss the responses as a class. Which feelings were the most common?
- Which adjectives and similes create a feeling of fear?

2. Provide groups or pairs with **Extract 2** or **Extract 3**. Ask them to think about:

- What does Sophie think the Giant is going to do? Why does she think this? How do her feelings towards the Giant change?
- Class discussion: Discuss the responses as a class.

(Draw out the fact that because of the way the BFG looks, Sophie is afraid of him, she has judged him by his looks. Did the children make the same assumptions as Sophie about the BFG based on his description?)

If children have already read *The BFG*, they may have said that they feel 'excited' or 'happy' when they imagined looking at him. This could provide an interesting discussion point to come back to later - because they have read the book and know the personality of the Giant, they are not afraid like the other children; they are able to see past his appearance.

Consider potential triggers around bullying or stereotyping - use activity suggestions to aid.

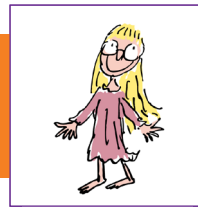


Slides and worksheets

Extract 1, *The BFG*. Chapter: *Who?*
Page 4

Extract 2, *The BFG*. Chapter: *The Snatch*.
Page 5

Extract 3, *The BFG*. Chapter: *The BFG*.
Page 6



Extract 1, *The BFG*. Chapter: *Who?*

In the moonlight, Sophie caught a glimpse of an enormous long pale wrinkly face with the most enormous ears. The nose was as sharp as a knife, and above the nose there were two bright flashing eyes, and the eyes were staring straight at Sophie. There was a fierce and devilish look about them.

Extract 2, *The BFG*. Chapter: *The Snatch*

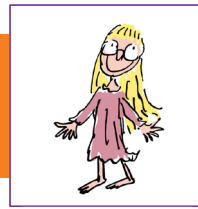
The Giant picked up the trembling Sophie with one hand and carried her across the cave and put her on the table. Now he really is going to eat me, Sophie thought.

The Giant sat down and stared hard at Sophie. He had truly enormous ears. Each one was as big as the wheel of a truck and he seemed to be able to move them inwards and outwards from his head as he wished.

'I is hungry!' the Giant boomed. He grinned, showing his massive square teeth. The teeth were very white and very square and they sat in his mouth like huge slices of white bread.

'P ... please don't eat me,' Sophie stammered.

The Giant let out a bellow of laughter. 'Just because I is a giant, you think I is a mangobbling cannybull!' he shouted'.



Extract 3, *The BFG*. Chapter: *The BFG*

// 'I is a very mixed-up Giant,' the Giant said. 'But I does my best. And I is not nearly as mixed up as the other giants. I know one who gallops all the way to Wellington for his supper.'

'Wellington?' Sophie said. 'Where is Wellington?'

'Your head is full of squashed flies,' the Giant said.

'Wellington is in New Zealand.'

The human beans in Wellington has an especially scrumdiddlyumptious taste, so says the Welly-eating Giant.'

'What do the people of Wellington taste of?' Sophie asked.

'Boots,' the Giant said.

'Of course,' Sophie said. 'I should have known.'

Sophie decided that this conversation had now gone on long enough. If she was going to be eaten, she'd rather get it over and done with right away than be kept hanging around any more. 'What sort of human beings do you eat?' she asked, trembling.

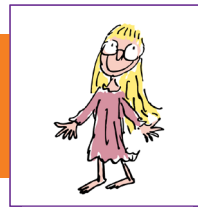
'Me!' shouted the Giant, his mighty voice making the glass jars rattle on their shelves.

'Me gobbling up human beans! This I never! The others, yes! All the others is gobbling them up every night, but not me! I is a freaky Giant! I is a nice and jumbly Giant! I is the only nice and jumbly Giant in Giant Country! I is THE BIG FRIENDLY GIANT! I is the BFG. What is your name?'

'My name is Sophie,' Sophie said, hardly daring to believe the good news she had just heard.



Sophie

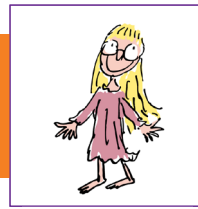


CHILDREN'S RIGHTS RESOURCES



Smashing Stereotypes — activity 2

Heroes, Villains and Sidekicks



Activity overview

Heroes, Villains and Sidekicks

Class discussion
Shared reading
Comprehension
Vocabulary

Themes: Heroes, villains and sidekicks

Activity instructions

1. Share the description of the other giants to the class (**Extract 4**). Ask the children to:
 - Write down all the adjectives you read about the behaviour, names and appearance of the other giants (terrifying, bully, mean, baddie, scary looking).
 - Discuss responses as a class. Which words were the most common?
 2. Share the descriptions of Sophie to the class (**Sophie Extracts**). Challenge the children to:
 - Think about all the ways Sophie is described in the story and write down all the adjectives you think of (tiny, good, brave, bold).
 - Add your own adjectives to describe Sophie.
 - Discuss responses as a class. Which words were the most common?
 3. Share the **Heroes, Villains and Sidekicks Table** and use it to record responses:
 - Class discussion: What type of characters are the BFG, Other Giants and Sophie? Draw out that one way to describe them would be: goodies/baddies, heroes, villains, sidekicks.
 - Which adjectives would you use to describe the different types of character? Record responses in the table. Are there similarities between any of the character types?
- Extension activity:
- Discuss heroes & villains in other books, comics and films (Marvel, Disney). How do these characters look? How are they described?

Slides and worksheets

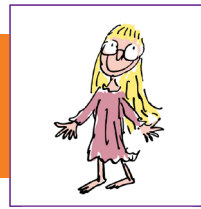
Extract 4, *The BFG*. Chapter: *Journey to Dream Country*. Page 9

Sophie Extracts. Page 10

Heroes, Villains and Sidekicks Table.
Page 11

Consider potential triggers around bullying or stereotyping - use activity suggestions to aid discussion.





Extract 4, *The BFG*. Chapter: *Journey to Dream Country*

// 'Here comes the runty one!' boomed the Fleshlumpeater. 'Ho-ho there, runty one! Where is you splatch-winkling away to in such a hefty hurry?' He shot out an enormous arm and grabbed the BFG by the hair. The BFG didn't struggle. He simply stopped and stood quite still and said, 'Be so kind as to be letting go of my hair, Fleshlumpeater.'

The Fleshlumpeater released him and stepped back a pace. The other giants stood around, waiting for the fun to start. 'Now then, you little grobsquiffler!

Suddenly, the Fleshlumpeater shot out two enormous hands and grabbed the BFG around the waist. He tossed him high in the air and shouted, 'Catch him, Manhugger!'

The Manhugger caught him. The other giants spread out quickly in a large circle, each giant about twenty yards from his neighbour, preparing for the game they were going to play. Now the Manhugger threw the BFG high and far, shouting 'Catch him, Bonecruncher!'

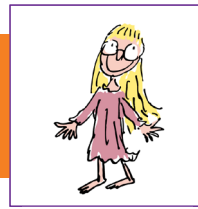
The Bonecruncher ran forward and caught the tumbling BFG and immediately swung him up again. 'Catch him, Childchewer!' he shouted.

And so it went on. The giants were playing ball with the BFG, vying with each other to see who could throw him the highest.



- THE FLESHLUMPEATER
- THE BONECRUNCHER
- THE MANHUGGER
- THE CHILDCHEWER
- THE MEATDRIPPER
- THE GIZZARDGULPER
- THE MAIDMASHER
- THE BLOODBOTTLER





Sophie Extracts

“ Sophie saw that under the cloak he was wearing a sort of collarless shirt and a dirty old leather waistcoat that didn't seem to have any buttons. His trousers were faded green and were far too short in the legs. On his bare feet he was wearing a pair of ridiculous sandals that for some reason had holes cut along each side, with a large hole at the end where his toes stuck out.

Sophie, crouching on the floor of the cave in her nightie, gazed back at him through thick steel-rimmed glasses. She was trembling like a leaf in the wind, and a finger of ice was running up and down the length of her spine. ”

Chapter: The Cave

“ ‘You stole me,’ Sophie said.

‘I did not steal you very much,’ said the BFG, smiling gently. ‘After all, you is only a tiny little girl.’ ”

Chapter: Snozzcumbers

“ The BFG: ‘Titchy little snapperwhippers like you should not be higgling around with an old sage and onions who is hundreds of years more than you.’ ”

Chapter: A Trogglehumper for the Fleshlumpeater



“ ‘I cannot help thinking,’ said the BFG, ‘about your poor mother and father. By now they must be jipping and skumping all over the house shouting “Hello hello where is Sophie gone?”’

‘I don't have a mother and father,’ Sophie said. ‘They both died when I was a baby.’

‘Oh, you poor little scrumplet!’ cried the BFG. ‘Is you not missing them very badly?’

‘Not really,’ Sophie said, ‘because I never knew them.’

‘You is making me sad,’ the BFG said, rubbing his eyes.

‘Don't be sad,’ Sophie said. ‘No one is going to be worrying too much about me. That place you took me from was the village orphanage. We are all orphans in there.’

‘You is a norphan?’

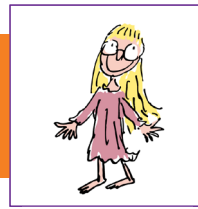
‘Yes.’

‘How many is there in there?’

‘Ten of us,’ Sophie said. ‘All little girls.’ ”

Chapter: The Marvellous Ears

Sophie

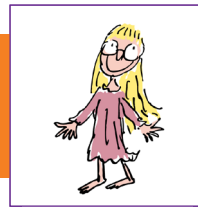


CHILDREN'S RIGHTS RESOURCES



Smashing Stereotypes — activity 3

Smashing Stereotypes



Activity overview

Smashing Stereotypes

Class discussion
Shared reading
Vocabulary

Themes: Understanding Stereotypes

Activity instructions

1. Introducing your class to stereotypes

- **Class discussion:** Think about the way Sophie judged the BFG when she first met him and the words we have all used to describe good characters (heroes) and bad characters (villains) Did anyone mention looks and appearance?
- Is it okay to judge people by how they look?
- **Rights Champion Checker:** Article 2 in the United Nations Convention on the Rights of the Child talks about discrimination: What does the word 'discrimination' mean? Introduce the word 'stereotype' - what does the word 'stereotype' mean? Both relate to treating someone unfairly because of their gender, religion, race or language, abilities or any other bullying or judging people by how they look, sound or behave.
- Use the quotes and prompts on the **Stereotypes** page and **Smashing Stereotypes** page to explore what stereotypes are, why they exist, how they can be destructive and how Sophie and the BFG smash stereotypes in the story.

Extension activity:

- Can anybody be a hero or villain? Does it matter what they look like, how old they are or what size they are? Sometimes characters can be very complex - they can be tiny and quiet, but inside they are fearless and brave (like Sophie).

Consider potential triggers around bullying or stereotyping - use activity suggestions to aid discussion.



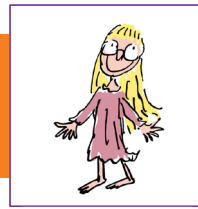
Slides and worksheets

Stereotypes. Page 14

Smashing Stereotypes. Page 15
Answer sheet included on page 16

Rights Champion Resource. Page 17

Sophie



Smashing Stereotypes — activity 3

CHILDREN'S RIGHTS RESOURCES



Stereotypes

Our brains naturally try to put things, including people into groups (boy/girl, old/young, black/white, human/animal/building).

When our brains do this, it isn't bad, it helps our brains create order and makes the world easier to understand.

What is bad is when we think that everyone in that group is the same. A **stereotype** is an idea or belief people have about a group that is based upon how they look on the outside. It is a type of prejudice because what is on the outside is only a small part of who a person is.

For example: "all girls like....; all boys like....; all old people are...; people with glasses are..."

We learn stereotypes through the people around us: other children in the class, adults and people on TV and in the media.

Stereotypes can be harmful because they are often untrue or unfair and they are dangerous because they can lead to fear about people or groups who are different from you.

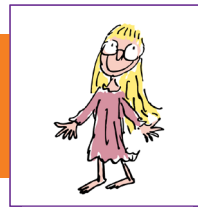
Believing stereotypes about people can lead to prejudiced, racist and sexist views.

People believing stereotypes about you can lead to you being treated differently in school, at work and in life.

Stereotypes are harmful because they ignore people's uniqueness and individuality.

"A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely."

This quote is from *The Twits* — what is Roald Dahl trying to say about stereotypes here?



Smashing Stereotypes

Has anyone every expected something of you because of the way you look?

"Oh you're a girl, that means..."

"You can't do that because you're a..."

You don't have to stay in the box people put you in. You have a right to choose your own friends, religion, culture, for example.

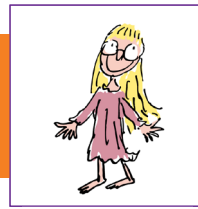
Write down all the things people might not know about you. Are there ways you smash stereotypes in your own life?



To think about

How does the BFG smash a stereotype in the story?

How does Sophie smash a stereotype in the story?



Answers



Smashing Stereotypes

Has anyone every expected something of you because of the way you look?

"Oh you're a girl, that means..."

"You can't do that because you're a..."

You don't have to stay in the box people put you in. You have a right to choose your own friends, religion, culture, for example.

Write down all the things people might not know about you. Are there way you smash stereotypes in your own life?



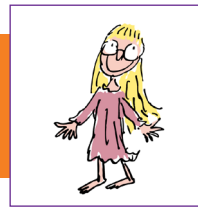
To think about

How does the BFG smash a stereotype in the story?

He sounds frightening in the way he is described, but he is a gentle and kind hero who tries to protect Sophie and the children of the world

How does Sophie smash a stereotype in the story?

She sounds like a tiny and lonely orphan in the way she is described, but she is brave rights hero and champion and a fearless friend and sidekick to the BFG



Smashing Stereotypes — activity 3

Rights Champion Resource

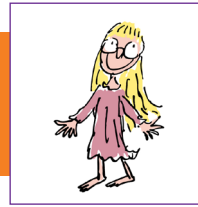


Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: [unicef.org.uk/what-we-do/un-convention-child-rights](https://www.unicef.org.uk/what-we-do/un-convention-child-rights).

Sophie

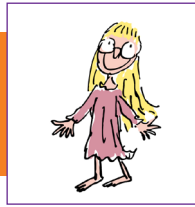


CHILDREN'S RIGHTS RESOURCES



Bonecrunching Bully Defeaters — activity 1

Squiff-Squiddling Snozzcumbers



Activity overview

Squiff-Squiddling Snozzcumbers

Listening
Composition
Group work
Class discussion

Themes: Celebrating Difference,
Kindness, Diversity, Empathy and
Understanding

Activity instructions

1. Read aloud the two Snozzcumbers **Extracts 5 and 6** to the class. Ask the children to listen very carefully to the vocabulary that is being used.
 - What do they notice? What is different about the BFG's language? Even though he wasn't speaking 'proper' English, did they understand what he meant?
 - In groups, ask the children to imagine that they are the BFG. When he speaks and his words come out muddled up, how does that make him feel? Write down as many feelings as they can. Choose groups to share some of the feelings they came up with.
 - When Sophie tells the BFG that she thinks he speaks beautifully, how do his feelings change? Ask the groups to write down these new feelings. Choose some to share.
 - Class discussion: How did the BFG's feelings change about the way he spoke after Sophie praised him? First he was upset, then proud of himself
 - How does Sophie support the BFG? (being a good friend and helping him feel confident)
 - What qualities do you need to be a super sidekick like Sophie? (loyal, brave, supportive, loving, caring)
2. Ask the children the following questions and record their answers in two lists:
 - How are the BFG and Sophie different? Size, language, where they live...
 - How are the BFG and Sophie similar? *They both stand up to bullies despite their size, they are small but grow in strength and status, they both start the story as underdogs and outsiders and go from being powerless to powerful, they are both orphans* - draw out the fact they have more in common than you would think to look at them.

Slides and worksheets

Extract 5, *The BFG*.

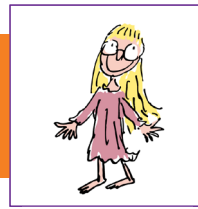
Chapter: *Snozzcumbers*. Page 20

Extract 6, *The BFG*.

Chapter: *Snozzcumbers*. Page 21

Consider potential triggers around bullying or stereotyping - use activity suggestions to aid discussion.





Extract 5, *The BFG*. Chapter: *Snozzcumbers*

// 'Here is the repulsant snozzcumber!' cried the BFG, waving it about. 'I squoggle it! I mispise it! I dispunge it! But because I is refusing to gobble up human beans like the other giants, I must spend my life guzzling up icky-poo snozzcumbers instead. If I don't, I will be nothing but skin and groans.'

'You mean skin and bones,' Sophie said.

'I know it is bones,' the BFG said. 'But please understand that I cannot be helping it if I sometimes is saying things a little squiggly. I is trying my very best all the time.' The Big Friendly Giant looked suddenly so forlorn that Sophie got quite upset.

'I'm sorry,' she said. 'I didn't mean to be rude.'

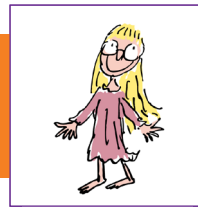
'There never was any schools to teach me talking in Giant Country,' the BFG said sadly.

'But couldn't your mother have taught you?' Sophie asked.

'My mother!' cried the BFG. 'Giants don't have mothers! Surely you is knowing that.'

'I did not know that,' Sophie said.





Extract 6, *The BFG*. Chapter: *Snozzcumbers*

// The BFG was still holding the awesome snozzcumber in his right hand, and now he put one end into his mouth and bit off a huge hunk of it. He started crunching it up and the noise he made was like the crunching of lumps of ice.

'It's filthing!' he spluttered, speaking with his mouth full and spraying large pieces of snozzcumber like bullets in Sophie's direction. Sophie hopped around on the table-top, ducking out of the way.

'It's disgusterous!' the BFG gurgled. 'It's sickable! It's rotsome! It's maggotwise! Try it yourself, this folsome snozzcumber!'

'No, thank you,' Sophie said, backing away.

'It's all you're going to be guzzling around here from now on so you might as well get used to it,' said the BFG. 'Go on, you snipsy little winkle, have a go!'

Sophie took a small nibble. 'Uggggggggh!' she spluttered.

'Oh no! Oh gosh! Oh help!'

She spat it out quickly. 'It tastes of frogskins!' she gasped. 'And rotten fish!'

'Worse than that!' cried the BFG, roaring with laughter. 'To me it is tasting of clockcoaches and slime-wanglers!'

'Do we really have to eat it?' Sophie said.

'You do unless you is wanting to become so thin you will be disappearing into a thick ear.'

'Into thin air,' Sophie said. 'A thick ear is something quite different.'

Once again that sad winsome look came into the BFG's eyes. 'Words,' he said, 'is oh such a twitch-tickling problem to me all my life. So you must simply try to be patient and stop squibbling. As I am telling you before, I know exactly what words I am wanting to say, but somehow or other they is always getting squiff-squiddled around.'

'That happens to everyone,' Sophie said.

'Not like it happens to me,' the BFG said. 'I is speaking the most terrible wigglish.'

'I think you speak beautifully,' Sophie said.

'You do?' cried the BFG, suddenly brightening. 'You really do?'

'Simply beautifully,' Sophie repeated.

'Well, that is the nicest present anybody is ever giving me in my whole life!' cried the BFG. 'Are you sure you is not twiddling my leg?'

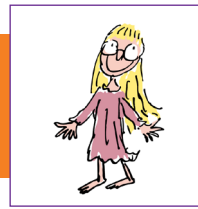
'Of course not,' Sophie said. 'I just love the way you talk.'

'How wondercrump!' cried the BFG, still beaming.

'How whoopsey-splunkers! How absolutely squiffing! I is all of a stutter.'



Sophie

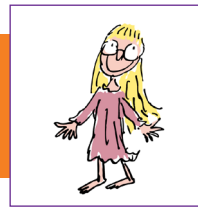


CHILDREN'S RIGHTS RESOURCES



Bonecrunching Bully Defeaters — activity 2

Super Sidekicks



Activity overview

Super Sidekicks

Creating Characters activity
Art and design
Class discussion
Vocabulary

Themes: Children's Rights,
Contributing positively to school
and society, Fairness and Justice

Activity instructions

1. Introduce the character creation activity:

- Show on screen completed **Sophie and The BFG Character Creator** worksheets (or provide blank copies for the children to complete themselves).
- Discuss the super hero and super sidekick qualities of Sophie and the BFG.

2. Create your own Super Sidekick Rights Champion character.

- Provide **Blank Character Creator** worksheets and challenge the children to create a character that celebrates how they make a great friend, ally and supporter.
- What is your character name? Are you a Bonecrunching Bully Defeater, a Rights Respecting Ringleader or an Awesome Ally Alien?
- What qualities do you have to make a Rights Champion Super Sidekick? What superpowers do you have to make the world a better/fairer place?
- **Rights Champion Checker:** Which Children's Rights would your character work hard to defend?

Extension activity:

- Challenge the children to think about how their character will smash stereotypes and surprise people like Sophie (the tiny children's rights champion) or the BFG (the terrifying to look at, but gentle, kind and friendly hero). Use the **Stereotypes** and **Smashing Stereotypes** pages to understand what stereotypes are and how Sophie and the BFG smash stereotypes in the story.
- Present characters to the class, ask the children to explain how their character smashes stereotypes.
- Reiterate to the class the importance of having all sorts of heroes, sidekicks, supporters, allies, friends in the world - not everybody needs to be a hero or wants to be a hero. The world needs supporters and allies.

Slides and worksheets

Character Creator:

Sophie. Page 24
The BFG. Page 25
Blank. Page 26

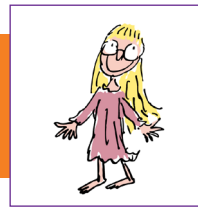
Stereotypes. Page 27

Smashing Stereotypes. Pages 28 and 29

Rights Champion Resource. Page 30

Consider potential triggers around bullying or stereotyping - use activity suggestions to aid discussion





Character Creator: Sophie

Superhero or super-sidekick name

Seriously Super Sophie

Adjectives used to describe me

*Tiny, brave, fearless, ally, lonely, kind
passionate, caring, supportive, friendly
intelligent, tiny, little girl,
titchy little snapperwhipper*

How I smash stereotypes

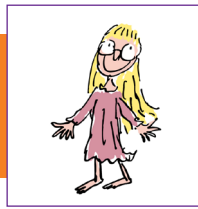
*Tiny... but brave
A child... but really powerful
Lonely orphan... but makes a brilliant best friend
Wearing a nightie... but fighting giants*

What I look like



Super powers

*Sneaking
Playing tricks
Super supporter
Saving children
from giants*



Character Creator: the BFG

Superhero or super-sidekick name

The Big Friendly Giant

Adjectives used to describe me

Brave, scary, lonely, kind, gentle, caring, friendly, old sage and onions

How I smash stereotypes

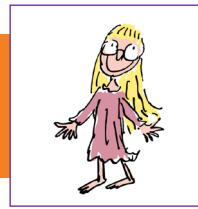
*Frightening... but friendly
Smallest giant... but really powerful
Lonely... but makes a brilliant best friend
Scruffy and messy... but heroic guest of the Queen*

What I look like

Super powers

*Making dreams
Rescuing children
Running as fast as flying
Magic*





Character Creator: Blank

Superhero or super-sidekick name

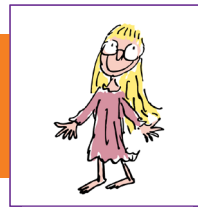
What I look like

Adjectives used to describe me

Super powers

How I smash stereotypes

Sophie



Bonecrunching Bully Defeaters — activity 2

CHILDREN'S RIGHTS RESOURCES



Stereotypes

Our brains naturally try to put things, including people into groups (boy/girl, old/young, black/white, human/animal/building).

When our brains do this, it isn't bad, it helps our brains create order and makes the world easier to understand.

What is bad is when we think that everyone in that group is the same. A **stereotype** is an idea or belief people have about a group that is based upon how they look on the outside. It is a type of prejudice because what is on the outside is only a small part of who a person is.

For example: "all girls like....; all boys like....; all old people are...; people with glasses are..."

We learn stereotypes through the people around us: other children in the class, adults and people on TV and in the media.

Stereotypes can be harmful because they are often untrue or unfair and they are dangerous because they can lead to fear about people or groups who are different from you.

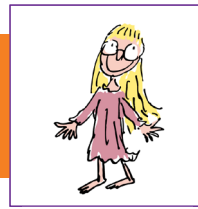
Believing stereotypes about people can lead to prejudiced, racist and sexist views.

People believing stereotypes about you can lead to you being treated differently in school, at work and in life.

Stereotypes are harmful because they ignore people's uniqueness and individuality.

"A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely."

This quote is from *The Twits* — what is Roald Dahl trying to say about stereotypes here?



Smashing Stereotypes

Has anyone every expected something of you because of the way you look?

"Oh you're a girl, that means..."

"You can't do that because you're a..."

You don't have to stay in the box people put you in. You have a right to choose your own friends, religion, culture, for example.

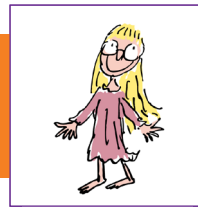
Write down all the things people might not know about you. Are there ways you smash stereotypes in your own life?



To think about

How does the BFG smash a stereotype in the story?

How does Sophie smash a stereotype in the story?



Answers



Smashing Stereotypes

Has anyone every expected something of you because of the way you look?

"Oh you're a girl, that means..."

"You can't do that because you're a..."

You don't have to stay in the box people put you in. You have a right to choose your own friends, religion, culture, for example.

Write down all the things people might not know about you. Are there ways you smash stereotypes in your own life?



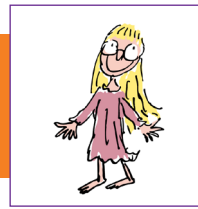
To think about

How does the BFG smash a stereotype in the story?

He sounds frightening in the way he is described, but he is a gentle and kind hero who tries to protect Sophie and the children of the world

How does Sophie smash a stereotype in the story?

She sounds like a tiny and lonely orphan in the way she is described, but she is brave rights hero and champion and a fearless friend and sidekick to the BFG



Bonecrunching Bully Defeaters — activity 2



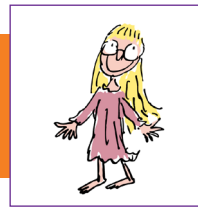
Rights Champion Resource

Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: [unicef.org.uk/what-we-do/un-convention-child-rights](https://www.unicef.org.uk/what-we-do/un-convention-child-rights).

Sophie

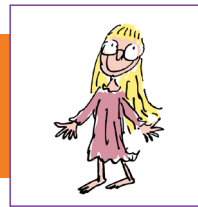


CHILDREN'S RIGHTS RESOURCES



Rights Champions — activity 1

The Other Giants



Activity overview

The Other Giants

Class discussion
Shared reading
Team work
Rights activity
Poster, campaign design
Composition

Themes: Preventing bullying,
Empathy, Respect, Tolerance,
Celebrating difference

Activity instructions

1. Read **Extract 4**. Ask the children:
 - How would you describe the relationship between the BFG and the other giants? Draw out that the other giants are bullying the BFG.
 - In small groups, underline all the parts of the extract where you feel the BFG is being unfairly treated/ bullied
 - Collect examples from groups and sort them into two lists (one list for verbal bullying and one for physical bullying) Can the children spot why you have put the examples into two lists? Can they work out what the headings of the two lists should be?
3. In small groups, imagine you are Sophie and trying to support your friend:
 - Can you come up with suggestions for how Sophie and the BFG could work together to protect the BFG from being bullied in the future?
4. **Rights Champion Checker:** Show on screen the **Rights Champion Resource**.
 - Why are charters important and who do you think writes them? *They set ground rules and are usually written by the people in charge, but schools have charters too and we can also create charters ourselves for the classroom - they are a good way to make sure people know what to expect from others and what is expected from them.*
 - Why is it important for children to have rights to protect them from bullying, violence and harm? Refer to anti-bullying charter in your school - make sure children are familiar with it.
 - Create an anti-bullying poster or a slogan to make people aware of the harm bullying and discrimination can do.

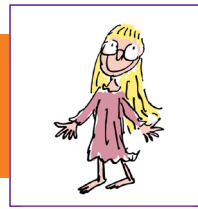
Slides and worksheets

Extract 4, *The BFG*. Chapter: *Journey to Dream Country*. Page 33

Rights Champion Resource. Page 34

Consider potential triggers around bullying or stereotyping - use activity suggestions to aid discussion.





Extract 4, *The BFG*. Chapter: Journey to Dream Country

// 'Here comes the runty one!' boomed the Fleshlumpeater. 'Ho-ho there, runty one! Where is you splatch-winkling away to in such a hefty hurry?' He shot out an enormous arm and grabbed the BFG by the hair. The BFG didn't struggle. He simply stopped and stood quite still and said, 'Be so kind as to be letting go of my hair, Fleshlumpeater.'

The Fleshlumpeater released him and stepped back a pace. The other giants stood around, waiting for the fun to start. 'Now then, you little grobsquiffler!

Suddenly, the Fleshlumpeater shot out two enormous hands and grabbed the BFG around the waist. He tossed him high in the air and shouted, 'Catch him, Manhugger!'

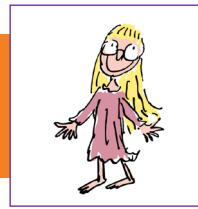
The Manhugger caught him. The other giants spread out quickly in a large circle, each giant about twenty yards from his neighbour, preparing for the game they were going to play. Now the Manhugger threw the BFG high and far, shouting 'Catch him, Bonecruncher!'

The Bonecruncher ran forward and caught the tumbling BFG and immediately swung him up again. 'Catch him, Childchewer!' he shouted.

And so it went on. The giants were playing ball with the BFG, vying with each other to see who could throw him the highest.

- THE FLESHLUMPEATER
- THE BONECRUNCHER
- THE MANHUGGER
- THE CHILDCHEWER
- THE MEATDRIPPER
- THE GIZZARDGULPER
- THE MAIDMASHER
- THE BLOODBOTTLER





Rights Champions — activity 1

Rights Champion Resource

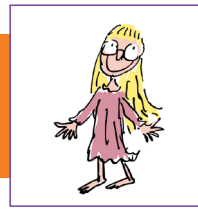


Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: [unicef.org.uk/what-we-do/un-convention-child-rights](https://www.unicef.org.uk/what-we-do/un-convention-child-rights).

Sophie

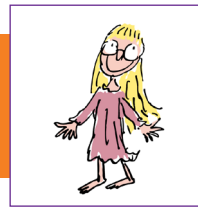


CHILDREN'S RIGHTS RESOURCES



Rights Champions — activity 2

One Right Is Not Making Two Lefts



Activity overview

One Right Is Not Making Two Lefts

Class discussion
Shared reading
Debating activity

Themes: Children's Rights/Human Rights, Tolerance, Respect

Activity instructions

1. **Rights Champion Checker:** Explore the **Rights Champion Resource** with your class. Ask the children to think about Sophie's story and answer the following questions:

- Sophie is quite good at expressing her rights and opinions. Which rights does she exercise in the story? (she chooses her own friend, she calls on the government to help her, she has her own beliefs and opinions about eating meat, war).
- Which of Sophie's rights are not being supported? (right to live with a loving family).
- Which right do you think would improve Sophie's life the most?
- How do Sophie and the BFG work together to protect the rights of children?

2. In the story the BFG says "one right is not making two lefts" What does he mean by that? He is referring to the idiom or saying 'two wrongs don't make a right', which means that you should not do harm to a person who has done harm to you, even if you think that person deserves it.

3. Whose rights do Sophie and the BFG speak about in the story? (children, giants, humans, pigs).

- Show on screen (or provide copies for pairs to read) **Extract 7**.
- In the extract the BFG says "Giants isn't eating each other either... nor is giants killing each other. Giants is not very lovely, but they is not killing each other." - divide the class in two and debate using the prompts on the slide and your discussion about "one right is not making two lefts" to help you.

Extension Activity:

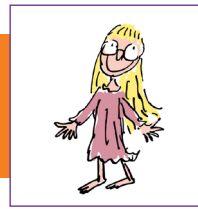
- Explore other debating topics drawn from the text (covering peer pressure, mis-spelling words and belief) on **Other Debating Topics** page.

Slides and worksheets

Rights Champion Resource. Page 37

Extract 7, The BFG. Chapter: Journey to Dream Country. Pages 38 and 39

Other Debating Topics. Page 40



Rights Champions — activity 2

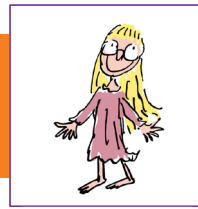


Rights Champion Resource

Right to be protected by the country you live in and a right to help if you are in need in any way	Freedom to choose and practice your own religion and beliefs	Right to a name	Right to care if you have no parents and the right to protection in care	Right to live with a family who cares	Extra support for children in poor families and for children with disabilities	Right to protection from any form of harm or violence	Right not to be punished in a cruel way
Adults should help you know your rights	Rights to set up groups and choose friends	Right to practice own culture and religion	Rights for children who are adopted or who are looked after	Right to help if you are in need or you have been neglected	Right to education that develops your talent and teaches you respect for others	Right to a good quality education and to information	Right to protection from being taken advantage of
Adults should do what's best for children in their care	Right to be alive	Right to an opinion and to share with others what you think	All children under 18 have these rights	You have the right to know your rights and your rights must be protected	Right to protection from work that harms you	Right to play and rest	Right to live in a safe and healthy place

This page summarises the 20 or so children's rights that occur most often in the three Roald Dahl stories that feature in this resource.

The United Nations Convention on the Rights of the Child (UNCRC) covers these rights and more across 54 Articles in the full Convention document. More information can be found on the UNICEF UK website: [unicef.org.uk/what-we-do/un-convention-child-rights](https://www.unicef.org.uk/what-we-do/un-convention-child-rights).



Extract 7, *The BFG*. Chapter: *Journey to Dream Country*

// 'But if all these people are disappearing every night, surely there's some sort of an outcry?' Sophie said.

'The world is a whopping big place,' the BFG said. 'It has a hundred different countries. The giants is clever. They is careful not to be skiddling off to the same country too often. They is always switchfiddling around.'

'Even so ...' Sophie said.

'Do not forget,' the BFG said, 'that human beans is disappearing everywhere all the time even without the giants is guzzling them up. Human beans is killing each other much quicker than the giants is doing it.'

'But they don't eat each other,' Sophie said.

'Giants isn't eating each other either,' the BFG said. 'Nor is giants killing each other. Giants is not very lovely, but they is not killing each other. Nor is crockadowndillies killing other

crockadowndillies. Nor is pussy-cats killing pussy-cats.'

'They kill mice,' Sophie said.

'Ah, but they is not killing their own kind,' the BFG said.

'Human beans is the only animals that is killing their own kind.'

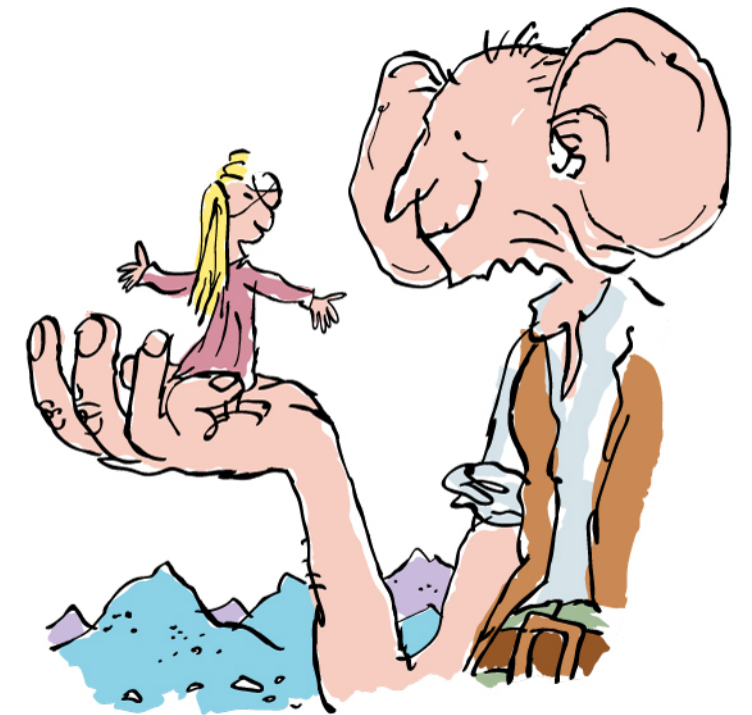
'Don't poisonous snakes kill each other?' Sophie asked. She was searching desperately for another creature that behaved as badly as the human.

'Even poisnowse snakes is never killing each other,' the BFG said. 'Nor is the most fearsome creatures like tigers and rhinostossterisses. None of them is ever killing their own kind. Has you ever thought about that?'

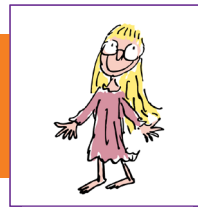
Sophie kept silent.

'I is not understanding human beans at all,' the BFG said.

'You is a human bean and you is saying it is grizzling and



Continued...



Extract 7, *The BFG*. Chapter: *Journey to Dream Country*

horrifist for giants to be eating human beans. Right or left?’

‘Right,’ Sophie said.

‘But human beans is squishing each other all the time,’ the BFG said. ‘They is shootling guns and going up in aeriplanes to drop their bombs on each other’s heads every week. Human beans is always killing other human beans.’

He was right. Of course he was right and Sophie knew it. She was beginning to wonder whether humans were actually any better than giants. ‘Even so,’ she said, defending her own race, ‘I think it’s rotten that those foul giants should go off every night to eat humans. Humans have never done them any harm.’

‘That is what the little piggy-wig is saying every day,’ the BFG answered. ‘He is saying, “I has never done any harm to the human bean so why should he be eating me?”’

‘Oh dear,’ Sophie said.

‘The human beans is making rules to suit themselves,’ the BFG went on. ‘But the rules they is making do not suit the little piggy-wiggies. Am I right or left?’

‘Right,’ Sophie said.

‘Giants is also making rules. Their rules is not suiting the human beans. Everybody is making his own rules to suit himself.’

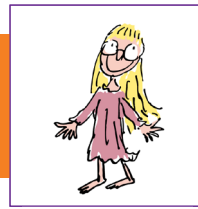
‘But you don’t like it that those beastly giants are eating humans every night, do you?’ Sophie asked.

‘I do not,’ the BFG answered firmly. ‘One right is not making two lefts. Is you quite cosy down there in my pocket?’

“Giants isn’t eating each other either, the BFG said. Nor is giants killing each other. Giants is not very lovely, but they is not killing each other.”

Chapter: Journey to Dream Country

Discuss: Human beings kill other human beings, which makes them worse than the Giants.



Rights Champions — activity 2



Other debating topics

“Words”, he said, “is oh such a twitch-tickling problem to me all my life. So you must simply try to be patient and stop squibbling. As I am telling you before, I know exactly what words I am wanting to say, but somehow or other they is always getting squiff-squiddled around.”

Chapter: Snozzcumpers

Discuss: Words are just words. It doesn't matter if you muddle them up and spell them wrong, they're just words.

“Yesterday,” he said, “we was not believing in giants, was we?”

Today we is not believing in snozzcumpers. Just because we happen not to have actually seen something with our own two little winkles, we think it is not existing.

Chapter: Snozzcumpers

Discuss: Just because we can't see something, it doesn't mean it isn't there.

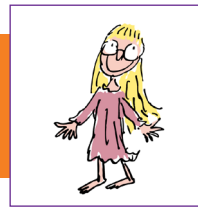
“And you is an insult to the giant peoples!” shouted the Bloodbottler.

“You is not fit to be a giant! You is a squinky little squiddler! You is a pibbling little pitsqueak! You is a ... cream puffnut!”

Chapter: The Bloodbottler

Discuss: The BFG chose to be an outsider rather than give into peer pressure, so he just has to accept the other giants teasing him. It's life.

Sophie

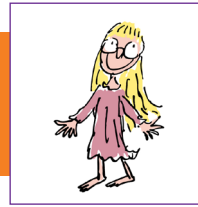


CHILDREN'S RIGHTS RESOURCES



Rights Champions — activity 3

Speeches Fit For A Queen



Activity overview

Speeches Fit For A Queen

Speech-writing/making

Activity

Composition

Shared reading

Theme: Children's rights,
Contributing positively to school
and society

Activity instructions

1. At the end of the story, Sophie and the BFG are given medals for their bravery trying to make the world a safer place for children.

- Share on screen the **Speeches Fit For a Queen Challenge** sheet and use the prompts to present children with a challenge - to create Rights Champion speeches about protecting the rights of children.

The challenge:

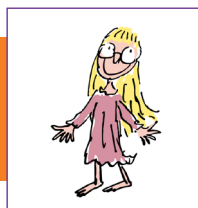
- If you had the power, how would you improve the world for children?
- **Rights Champion Checker:** Which UNCRC right is going to be the most powerful right to use in your campaign?
- Imagine you have been invited to present a speech to the Queen about how important your ideas are. Prepare a mini speech and take it in turns to present your ideas to the rest of class.

Slides and worksheets

Speeches Fit For A Queen Challenge.

Page 43

United Nations Convention on the Rights of the Child. Page 44



Speeches Fit For A Queen Challenge

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

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.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (humane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 40-54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

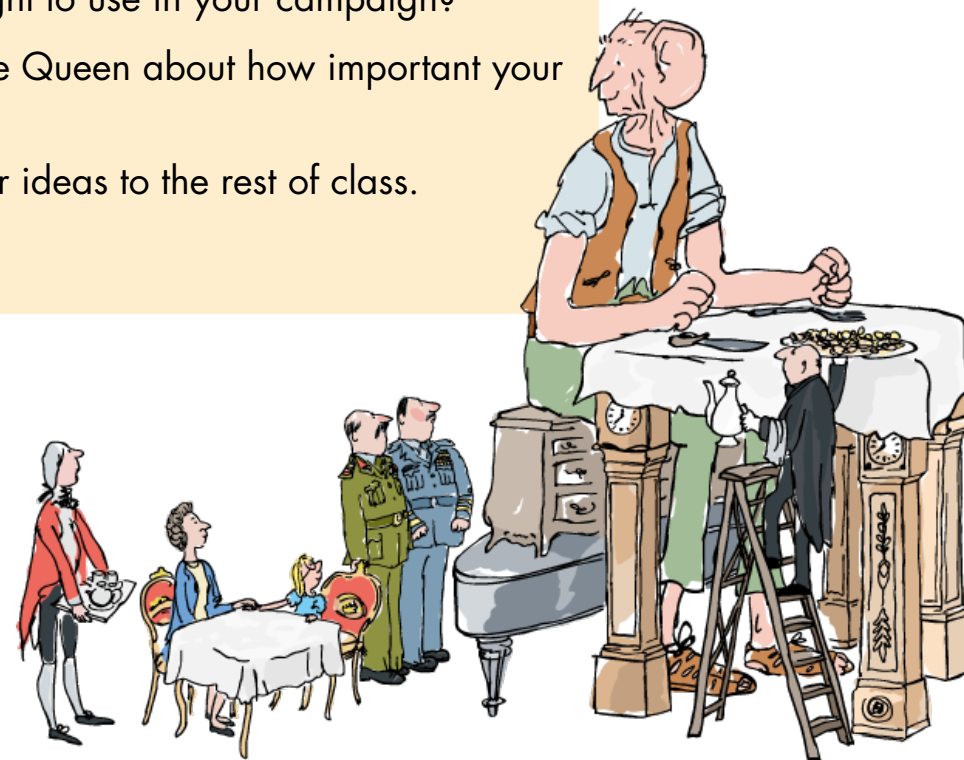
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedures).

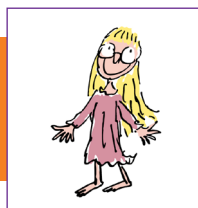
For more information go to unicef.org.uk/ncrc

At the end of the story, Sophie and the BFG are given medals for their bravery trying to make the world a safer place for children.

If you had the power, how would you improve the world for children?

- Which UNCRC right is going to be the most powerful right to use in your campaign?
- Imagine you have been invited to present a speech to the Queen about how important your ideas are.
- Prepare a mini speech and take it in turns to present your ideas to the rest of class.





A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

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.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (humane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflict)
Governments must not allow children under the age of 18 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 40-54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).
For more information go to unicef.org.uk/ncrc

The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that contains 54 'articles', designed to protect the political, social, economic and cultural rights of every child.

Governments around the world are expected to work together to ensure children of all races, religions and abilities are protected by these rights.

The first 42 'articles' explain all of the rights that all children under 18 should have. They cover:

- Rights about education
- Rights about being cared for
- Rights about identity, beliefs, respect and tolerance
- Rights about protection from punishment and cruelty
- Rights about the role of adults
- Right about having a fun, safe and healthy life

Articles 43 – 54 explain the work that adults in charge do to ensure that all children enjoy all of their rights.