TEAM TALKING POINTS

It is important to point out that this campaign is not suggesting your organisation's current approach to image and storytelling is violating children's rights, but the pledges and activities allow organisations to lean into the complexity of this topic, with the intended outcome of an approach to image use and storytelling which is ethical, rights-based, child centred and prioritises wellbeing and dignity.

Before starting any of these talking points, we recommend reading our Introduction to the Resource Hub.

Activity: Exploring the rights of the children you work with

Audience: This is suitable for organisations, or individuals within an organisation, who do not use a 'Child Rights' based approach (defined here https://hrbaportal.org/faq/what-is-a-human-rights-based-approach/) or are newer to the concept and application of the United Nations Convention on the Rights of the Child (UNCRC). This is particularly important if you are conducting this work across departments within your organisation.

Share a copy of the UNCRC: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Or this version which expands all articles in child friendly language, but is based on Scotland: https://cypcs.org.uk/rights/uncrc/articles/

You might want to use the 'child friendly' version for this activity. Either pre-prepare or, if you have longer, ask your team to write out or illustrate each article onto a post-it note.

Starting activity:

Which of these UNCRC articles fall into 'protection' 'provision' and 'participation'? Organise the post-it notes accordingly and make a note on each article.

On imagery and storytelling:

Using three flip charts of paper (or two boards, if adapted for running online), organise the post-it notes under each heading. For rights that fit into both, use a 3rd board.

1. Which of these UNCRC articles guide our programmatic work? I.e., What rights are relevant to children when we work with them as part of our programmes?
2. Which of these articles guide our communication work? I.e., What rights are relevant to children when we tell their stories and take their pictures?

Bring the group together to discuss. Consider using the below questions to guide this discussion:

- Are there any conflicts here? If there is, what do you feel is the most important right to uphold?
- How do we apply the concept of 'evolving capacities' of children and young people featured here?
- In terms of protection, provision and participation are there any rights that feature more heavily in our programmatic work/communications? Why do we think this is?
- How can we uphold the rights we think are important to our work within our communications?

Notes for facilitators:

The OverExposed campaign is centred around children's rights to the following:

- Right to dignity (Article 1 UNDHR)

- 'Best interest of the child' principle (Article 3 UNCRC)

- Right to participate (Article 12 UNCRC)

- Right to privacy (Article 16 UNCRC)

- Right to be protected from harm (Article 19 UNCRC)

We anticipate that the above activity and discussion will include discussion of these key articles. When participants are less engaged or forthcoming with their ideas, facilitators may want to guide discussion around the above.

If needed, you may want to start this activity by clarifying with your team what a rights-based approach means and establish the difference between state and non-state duty-bearers. You can find out more about that here (applied to Scottish children): https://www.cypcs.org.uk/faq/what-are-duty-bearers/ This is important for facilitators so the discussion can lead to a positive outcome.

Note: You may have your own 'introduction' to your organisation and principles as part of your on-boarding process to your organisation for staff, volunteers and trustees. For those who haven't already, you could consider creating a short 'reading/watching' list (including diverse resources to suit all learning types) to on-board your staff with these concepts who do not come from this background.

Team Reflection Activity:

Audience: This activity can be used with a team that understands the basic principles of a child rights approach. You may want to use it as a follow on from the previous activity.

An activity on looking at famous 'images' of children in emergency situations as displayed over the past 50 years. This will create space for teams to think about images

in a safe way where none of the images have been taken by team members or endorsed by certain departments/people.

1) Split your group up evenly and allocate each group one of the below images
(You may have another photograph in mind to add to this list, or replace one of the selected)

- Phan Ti Kim Phuc 'The Napalm Girl' - 1972
- Sharbat Gulu 'The Afghan Girl' - 1985
- 'The Struggling Girl' (Sudan) - 1993
- Aylan Kurdi 'The Syrian Boy' – 2015: Please note this image features a deceased child. You may choose to instead use the image of Omran Daqneesh to illustrate the Syrian conflict (2016)

2) Ask this group to look at this image and look up the back-story to this (You may need to provide both should your session be offline). In particular, where the subject or subjects' relatives have spoken about the use of this image, or the decision to publish this particular image has been questioned and/or discussed/justified in the wider media)

- What story is the image telling?
- Why was this photo chosen?
- Were the rights of that individual child prioritised in capturing this photo? (We have included a definition on the right to privacy and best interest of the child below)
- Was the well-being of the child prioritised in capturing this photo?
- Do you agree with the decision to take/publish/share this photo?
- Was this a responsible portrayal of that child?

3) Feedback to the group on the key points of your discussion. In particular:

- What does the concept and application of power play out in the choice to use this photograph?
- How could this have been done differently?

Ideas on adaptations:

- Use images from other INGOs/NGOs to create the same discussion
- Use images from your own organisation - perhaps use a variety from the history of your organisation. Here you can look at how far you've come as well as where you would like to go.

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 16 (Right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Team Reflection Activity:

Create an anonymous survey for your staff, board, and partners (where applicable) exploring question around personal reflections on how you tell stories and use images.

Some themes you may want to explore:

- How are children made aware of their rights in storytelling and image use?
- How do people feel about how images/stories are currently used by the organisation?
- How do people feel about how images/stories are currently gathered by the organisation?
- What would they change?

Give feedback in a staff session and discuss key themes from survey.

CHILDREN AND YOUNG PEOPLE TALKING POINTS

Introduction to Rights

We love this session for children created by Amnesty International: https://www.amnesty.org.uk/files/2018-05/Children%27s%20Rights_Session%20Plan.pdf?VersionId=Asf2TOXSyZ8UAjvuSldwuKsticRBCcgf

As a team, think about how you could adapt this to focus on rights in relation to images and stories. You could use an adapted version of the above activity, using different photographs or stock photographs with the children and young people you work with to run alongside a session on Child Rights.