Researchers are like detectives. They get curious and ask lots questions. They look, listen and learn. They also make guesses or analyze what they think is happening. Finally, researchers tell a story about their conclusions. You can do this too!

We are inviting you to become global researchers with us! We want to explore postcards from students living in Uganda and **learn what YOU** think about them.

Let's get started!

Your Name: _____ **Age:** ___ **Gender** (boy, girl, non-binary): _____

School: _____ **Country:** _____

Postcard Number: _____

1. Describe child rights postcards

Take a long look at the postcard(s) from students living in Uganda. What do you see? (e.g. house, family, animals, game). Be specific and use details. For example, in this postcard I see a family with three girls (big, medium and small) and they are filling up water at a stream. The stream is coloured blue and brown.

Write (or draw) **three things** you see in the postcard. ✏️

2. Your Interpretation

Now, take a closer look at the postcard. What story or message do you think the student is trying to tell you? How does the postcard connect to the characteristics of the student? (age, rural community, gender).

Write (or draw) the **key message** and your **guesses about the student**. ✏️

3. Connections to Child Rights

Take a third look at the postcard. Which child rights do you think are shown in the postcard (and are seen as important to the student)?

Circle your response. Remember, all children have the right to be healthy, safe, heard and to be themselves. ✏️

We have the right to **be healthy (e.g. healthy food, clean water, healthy relationships).**

What is the matching responsibility? (e.g. responsibility to brush teeth, make positive friendships) _____

We have the right to **be safe (no violence, bullying, safe housing and schools)**

What is the matching responsibility? (e.g. being kind, talking to trusted adult if feeling unsafe) _____

We have the right to **be heard (adults need to listen to us and children need to share what is important to them).**

What is the matching responsibility? (e.g. writing or drawing your ideas)

_____

We have the right to **be ourselves (e.g. choose sports/activities, practice religion)**

What is the matching responsibility? (e.g. Do things to help grow our identity, such as practicing culture, playing music)

_____

Rights are what people need and how they want to be treated. Every child around the world have rights. We are born with them and they can't be taken away from us. All rights are equally important and fit together like a puzzle to make the United Nations Convention on the Rights of the Child. Lots of people are responsible for respecting our rights: parents, teachers, doctors, government officials and children too!

***Bonus Challenge!** Write down the Articles shown in this postcard from the UN Convention on the Rights of the Child (e.g. Article 31: Children have the right to play and rest): _____

4. Your Reflections

Now, look at that postcard again and think about your life. **What is the same or different**? For example, maybe the student in Uganda showed the importance of a loving family (and you think that is important too!) Or the house in the postcard looks different than your house?

5. Share your Story

In small groups, share your research story. Tell a friend in your group about the postcard you are holding. Ask your group if they agree with your observations on the postcard.

Is there **anything new or interesting** you would like to add?

Thank you for your help as global researchers!

Your ideas will help us to understand what rights are important to children, and how teachers can help students to learn about them! Please had this worksheet back to your teacher.

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