



RIGHTS
RESPECTING
SCHOOLS

unicef 
UNITED KINGDOM

ARTICLE OF THE WEEK

TEACHER SLIDE

Contents

- Slide 3 Guess the article - images as clues to identify the article
- Slide 4 Introducing the article
- Slide 5 What do we need for rights to be known? – the question
- Slide 6 What do we need for rights to be known? – the answers
- Slide 7 & 8 Primary activities
- Slide 9 & 10 Secondary activities
- Slide 11 Reflection
- Slide 12 Extension

Instructions

This flexible resource is intended to provide you with some easy to use, appropriate rights-related learning to share with your children, their families and your colleagues.

Please **edit out** non-relevant slides or tasks before sharing with students.

Please **check** the content works for your learners and feel free to add any content that would make the material more relevant to your setting.



GUESS THE ARTICLE

These pictures provide a clue to this week's article.

What right is being shown in these pictures? Can you guess how they are linked together?

Write down your thoughts or discuss with someone in your home.



Unicef/Dawe



WikiCommons

INTRODUCING... ARTICLE 42



Sam introduces Article 42

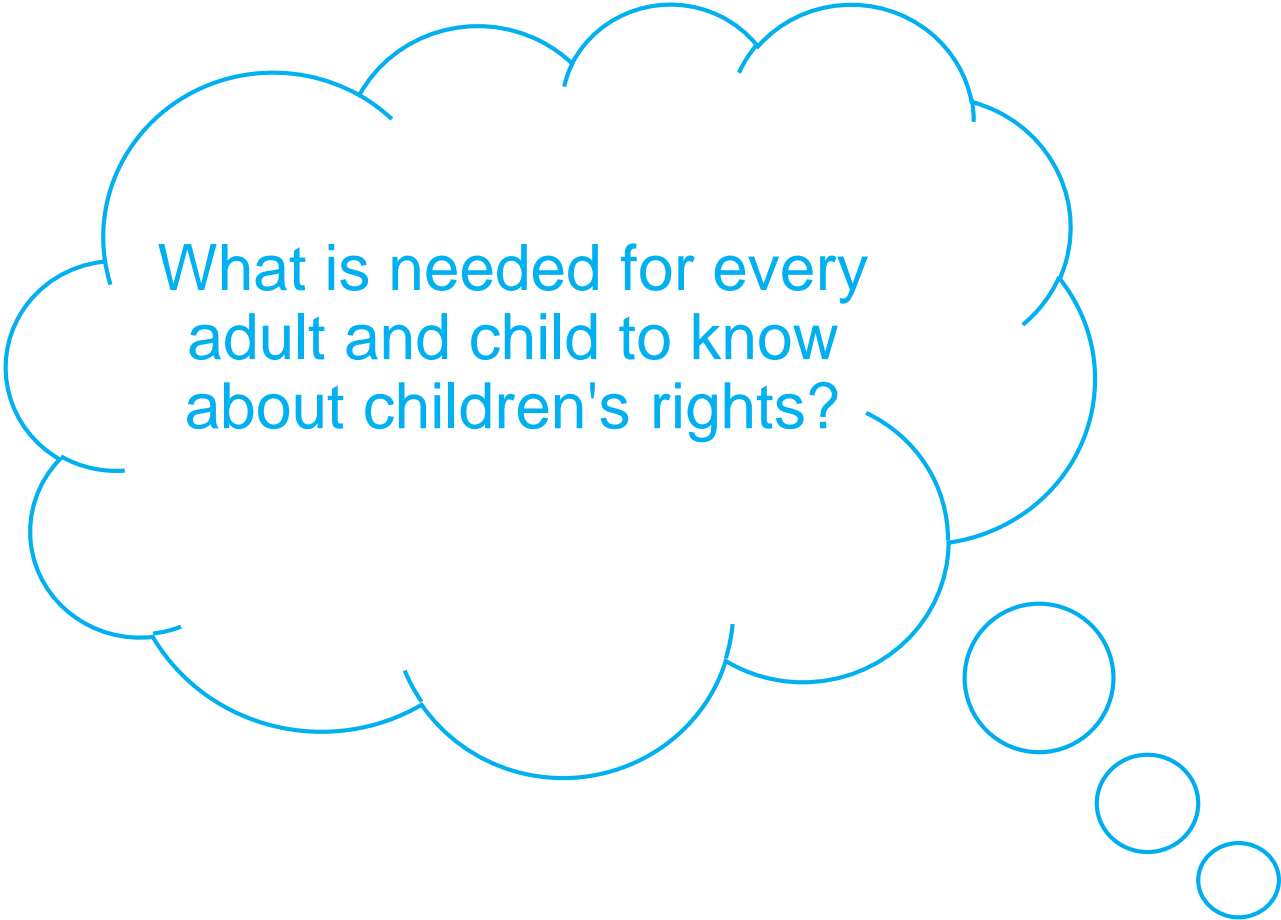


[Watch Sam on YouTube](#)

Article 42 - knowledge of rights

Governments must actively work to make sure children and adults know about the Convention.

EXPLORING ARTICLE 42



What is needed for every adult and child to know about children's rights?

Write your thoughts down and then compare your answers with the next slide.

HOW MANY OF THESE DID YOU GET?

- The Government and politicians should talk about rights and help people to understand them.
- It should feel 'normal' for people to know that children have rights.
- All schools should teach about rights.
- People who work with children such as teachers, youth workers, police and social workers should be trained about children's rights.
- Newspapers and other information sources report frequently, accurately and positively about rights.
- Every young person and child should know who to go to if they feel their rights are not being met.
- There are lots of rights so people will need reminding about them, perhaps in the news or with adverts.
- Parents and carers should be helped to know about the rights their children have.
- People should be able to talk about respecting each others' rights.

What else did you think of?

ACTIVITY TIME

All these activities are related to...



Article 42 says that all adults should know about rights. Can you explain why this matters?



Imagine that you didn't know any rights and that all children everywhere have rights. How would you feel about that? Can you think of any problems children might face? Write a poem or story called "Child with no Rights".

Do you know your 'birthday right?' This is a fun idea thought up by schools in the North East of England – look up, and remember if you can, the article with the same number as the day of the month you were born. Try to get all your family and friends to know their 'Birthday Right'. Here are all the rights [on one page](#).



Article 42 says that governments have to actively make sure everyone knows about the CRC, and that governments must be active about getting the message about children's rights out to people. If you were the minister responsible for this what would you do? Have a go at your favourite or most creative idea.

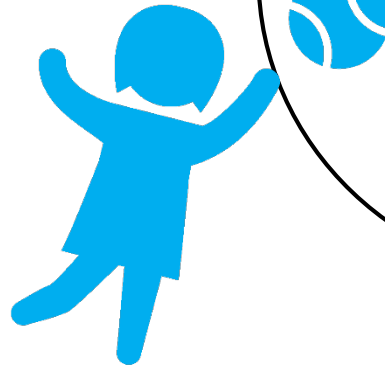


You don't need to do every single activity but if you have time you can do more than one.

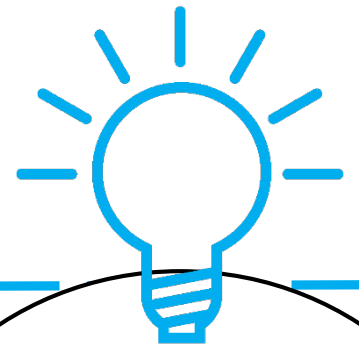
ACTIVITY TIME



If you were a teacher of very young children, how would you help them to understand about their rights. [This video](#) made by Unicef Australia might help to get you started.



Make yourself a set of cards to represent the articles of the CRC than make up some games to play with the people in your home to help everyone learn about rights. There are ideas for [games](#) and a [template for the cards](#) [here](#).



Have a look and a listen to some of the [songs](#) and [videos](#) made by schools to help children learn about rights. Which one do you like best? Share this with your family and safely on-line with your friends.



Lots of organisations, as well as Unicef, help to promote children's rights. [This video](#) is from the Equality and Human Rights Commission. Watch it and make a note of any facts that you did not know before. Share what you have learnt with your teacher or your family.

ACTIVITY TIME

These activities will help you understand how...

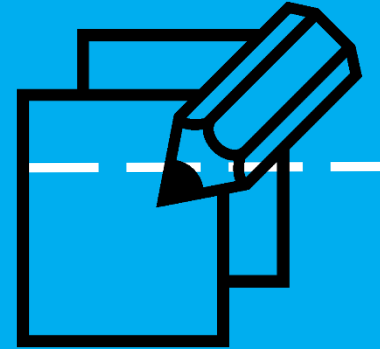


...can relate to your life.

You don't need to do every activity, just do as many as you can.

Before your school started teaching you about children's rights did you know what they were? Do you think knowing about your rights is important? Try to explain to somebody why you think this.

Design a card game, a quiz or a board game for younger children, which teaches them their rights. Your game could be something simple like pairs, or snap, or something completely different –you decide! There are ideas for games to get you started [here](#).

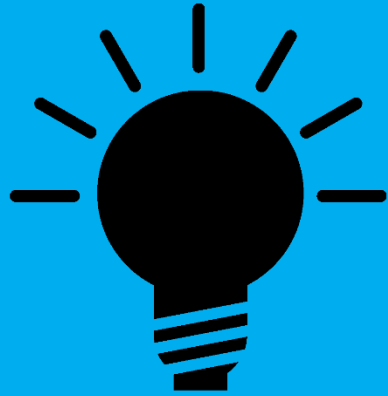


“Rights are of little use to people unless they are aware of them.” What do you think this sentence means? Do you agree? What could the Government do to promote rights to more people.

[Watch the video](#) on this Unicef page. Does it inspire you believe that the rights of children and young people are important? Having watched this, produce something creative (art, music, poetry...) entitled Children's Rights Matter. Share your work with others.



ACTIVITY TIME

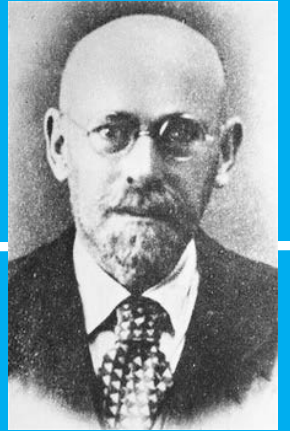


If you feel strongly about the importance of more people knowing about the rights of young people and children, you could start a campaign to get your message across. Have a look at our [Advocacy Toolkit](#) for some ideas.

In the UK most secondary schools spend little time talking about rights. Do you think this should change? If so, come up with three convincing reasons why young people, and their teachers, should know about their rights. Share your ideas with your friends.

The Convention on the Rights of the Child was adopted (agreed) by the United Nations in 1989 but there were decades of talk about rights for children before this.

Research the history of children's rights. You might like to find out in particular about Janusz Korczak and Eglantyne Jebb.



Lots of organisations, as well as Unicef, help to promote children's rights. [This video](#) is from the Queens University in Belfast. Watch it and make a note of any facts that you did not know before. Share this with your teacher or your family.



REFLECTION

Try to find somewhere peaceful and spend a few minutes being quiet and still.

Then think about these questions:

- Why do your rights matter to you? What's so special about them?
- Imagine a world where every child enjoyed all their rights all the time?
- When you are an adult what will you do to tell other people about rights?



EXTENSION

- The Government and adults responsible for children and young people are **duty bearers**. It's their job to make sure all the rights happen for every child.
- Sometimes this can be difficult and tough decisions need to be made. Try to think of some situations that are challenging for duty bearers. **Clue:** Think about times where one right might seem more important than others.

You can find a summary of the whole Convention [here](#)



unicef 
UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS

THANK YOU