



RIGHTS  
RESPECTING  
SCHOOLS

unicef   
UNITED KINGDOM

ARTICLE OF THE WEEK

# TEACHER SLIDE

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## 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

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

Can you guess how they are linked together? Which article of the Convention do these pictures relate to?

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



Unicef/Viet Hung



Unicef/Dejonghe



Unicef/Pinheiro

# INTRODUCING... ARTICLE 6



Kathy introduces Article 6 – Life, survival and development



**Article 6** – life, survival and development

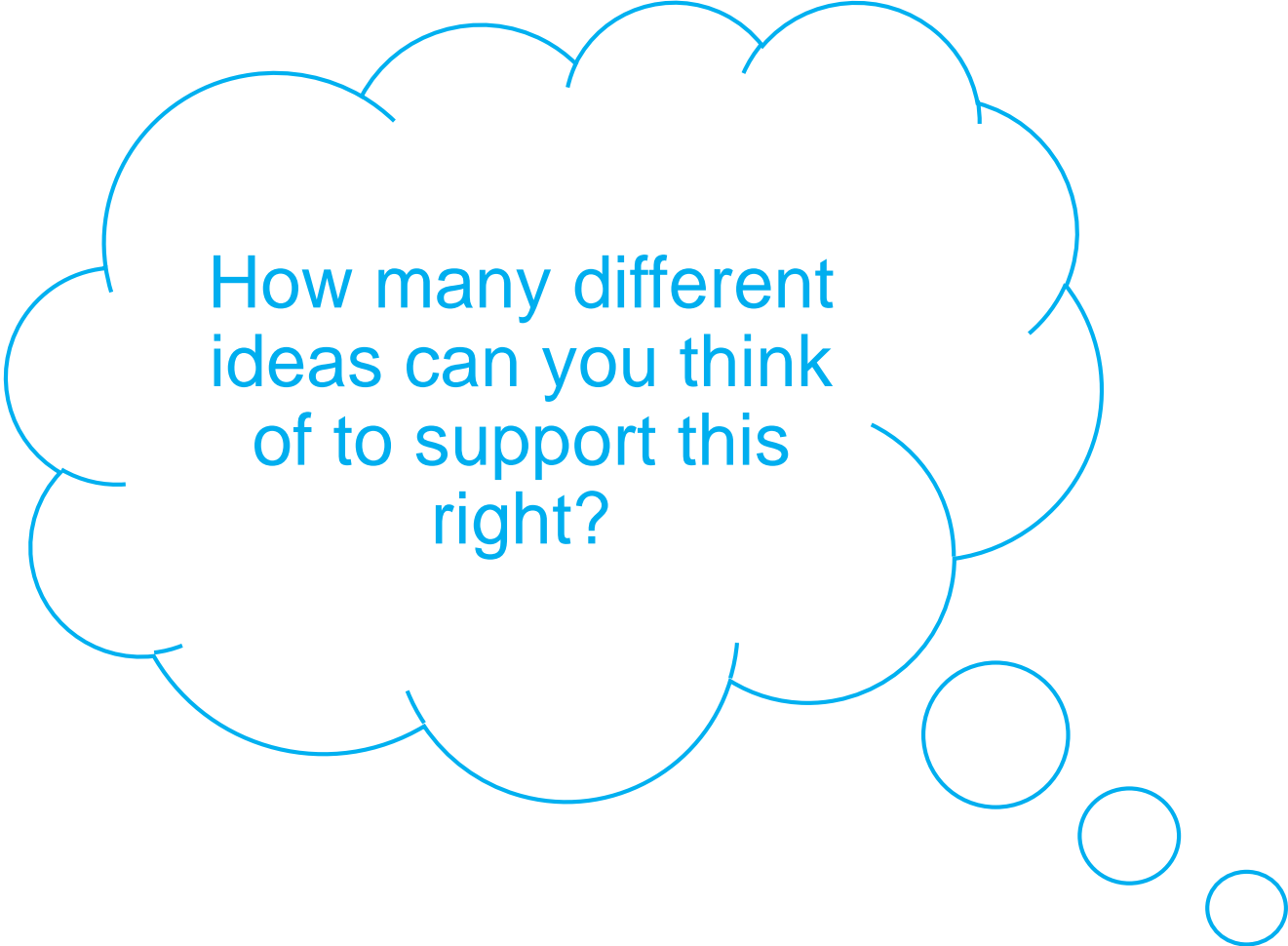
Every child has the right to life.

Governments must do all they can to ensure that children survive and develop to their full potential.

[Watch Kathy on YouTube](#)

# WHAT DOES A CHILD NEED FOR THEIR LIFE, SURVIVAL AND DEVELOPMENT?

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How many different  
ideas can you think  
of to support this  
right?

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

# HOW MANY OF THESE DID YOU GET?

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- Care, protection and nurture from adults
- Nutritious food and clean water
- The chance to become more independent as you get older
- Exercise and sleep
- A clean, safe environment
- Quality education and a chance to play
- Feeling safe, secure and respected
- Health care - to see a doctor or a nurse when you need to and to be vaccinated against diseases
- All your rights!!

# ACTIVITY TIME

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All these activities are related to...



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

Draw a duty bearer (or adult) and label your picture with everything they do to help you survive and develop.

How do these things change over time?

Your education helps you to develop in school. How do the things you do out of school also support your life, survival and development? Write a short newspaper report or design a poster to show this information.

Article 6 is often summed up as the 'right to life'. Why is life important or special? Write a poem or song with your friends to celebrate the right to life.

# ACTIVITY TIME

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Read the book or watch the video of 'Here we are' by Oliver Jeffers. Share your questions about the world and think about how we can look after the world around us so that we can all survive and thrive.

Think about a new born baby. What do they need to live, survive and develop. Compare this list with what you need. Discuss the differences with each other in class. Will your list be different when you are 14?

Design a logo or write a poem to help other people to understand the meaning of Article 6.

Think about where you live. Are there any barriers to realising Article 6? What can we do about this?





# ACTIVITY TIME

These activities will help you understand how...



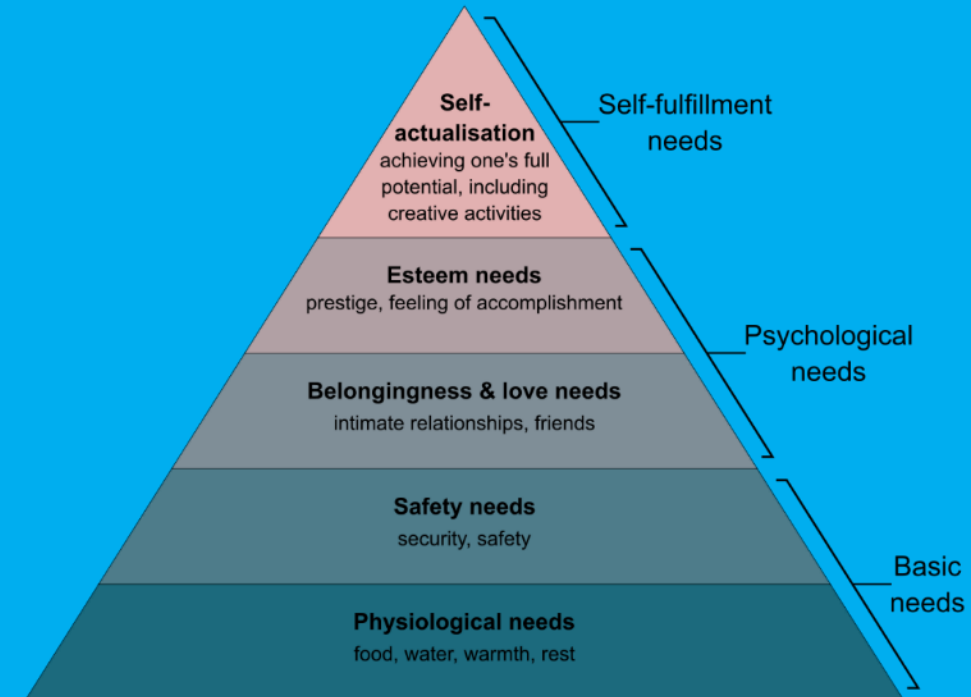
...can relate to your life.

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

Draw a timeline of your life to create a visual image of events and people who have helped you develop and become the person you are today.

Explore Maslow's hierarchy of needs. Discuss how this model relates to the right to life, survival and development?

Have you ever watched TV programmes about survival? Discuss a highlight that sticks in your mind with your friends. Identify the top priorities for the people involved in extreme survival situations. Compare your priorities with a friend. Are they the same?



# ACTIVITY TIME

How do you show through the choices you make and the actions you take that you respect your own life? With your friends, make a video to encourage young people to show respect for their own lives.

Have a look at [this video](#) made by Unicef about the lives of different children in the world. How could you relate what you see to the right to life, survival and development.

Unicef and other organisations have made a massive difference around the world to reduce the number of children dying before the age of 5. Do some research to look at the differences in the data on this between a range of countries. Here's [one website](#) to get you started.

Think about where you live. Are there any barriers to realising Article 6? What can we do about this?



Many religions believe that life is so special that it should always be protected and respected and that nobody should ever take a life away. Discuss your thoughts and beliefs about this.

# REFLECTION

**Try to find somewhere peaceful and spend a few minutes being quiet and still ... then think about these questions...**

- We often hear a lot about life on other planets. How do we respect and value our life on planet Earth?
- How can we show our appreciation to those people who have been important in our lives? Why is this important?
- In school how are you supported to develop to your full potential?



# EXTENSION

- Thinking about the whole Convention, which other articles are most connected to realising the right to life, survival and development?

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





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THANK YOU