



ARTICLE OF THE WEEK

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.

This pack also provides links to learning resources from third parties and from the UK Committee for UNICEF (UNICEF UK) that you can access for free.



Slide 3 – Introducing World Children's Day

Slide 4 – Introducing the articles

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INTRODUCING WORLD CHILDREN'S DAY

Jessica, Strategic Lead for Youth Engagement, introduces World Children's Day



 **YouTube**
Click [here](#) to watch on YouTube

World Children's Day 2021

On the 20 November we celebrate World Children's Day, the anniversary of the adoption of the Convention on the Rights of the Child. It's a global day of action *for* children, *by* children.

An integral part of World Children's Day is children and young people learning about their rights and raising their voices on issues that affect them.

For more information and to download the World Children's Day toolkit with lots of ideas on how to celebrate [visit our website](#).

For younger children aged 3-6, have a look at the [new CRC video](#).

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LINKED UNCRC ARTICLES



There are two articles that provide a particularly strong link this week:

- **Article 1 – Definition of the Child**
 - Everyone under the age of 18 has all the rights in the Convention.
- **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.

EXPLORING WORLD CHILDREN'S DAY



We all have human rights. Why did the UN add the **Convention on the Rights of the Child** for children and young people?



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HOW MANY OF THESE DID YOU GET?

- Children and young people need a set of rights just for them because childhood is a time when children and young people need special consideration and protection as they grow.
- The Convention is an agreed set of standards so we all know what children need and are entitled to so they can grow up healthy and safe.
- The Convention gives the world a vision or a goal for how life should be for children everywhere.
- Children have less power to make decisions than adults, so they need to be given a say in decisions affecting them.
- Children need special protection from harm as they may not be as big or strong as adults.
- Children need a good quality education to help them have a good life and this is guaranteed by the Convention.
- The Convention ensures and encourages governments to help children for example, families often need extra support from government to look after their children.

Did you have any other ideas?

PRIMARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



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Decorate a paper plate so that it looks like you. Think about your eye colour, hair colour, skin colour, do you wear glasses? etc. Create a class display to show that **all children are different, but they all have rights.**

Watch [this Newsround video](#) of children sharing their stories and discuss as a class the points that are raised. **If you are inspired by these voices, what could you do?**



Turn the world blue and dress in blue for the day. Organise a 'Turn the world blue day' in your school, write to parents and the community to explain why the colour blue is used to symbolise World Children's Day. You might want to raise money for a charity which upholds the rights of children.

Explore a number of **picture books** such as 'The Same, But Different' by Molly Potter, 'Big Words for Little People: Doing Your Best' by Helen Mortimer or the poetry books 'Songs for our Sons/Dreams for our Daughters' by Ruth Doyle. **Discuss as a class how these link to your rights.**

PRIMARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



It's the job of duty bearers, especially governments, to make the Convention known. Design a 'Happy World Children's Day' card and **send it to your local MP** asking them to mention children's rights in parliament.

Watch this video of Glade Primary School singing a song based on the UNCRC: glade.redbridge.sch.uk/unicef. **Create and record your own illustrated poem, song or rap** to share with your school and wider community.



Look at the CRC summary document [on our website](#), **discuss things which might stop children from enjoying their rights** around the word. Are children in your school unable to enjoy all their rights in any way?

Do you know the **five key words related to rights**? They are universal, unconditional etc. If this is new to your school, have a look at this [presentation on our website](#). Make a short video to explain the words to your teachers and to other children in your school.

SECONDARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



Imagine that for one day only, you have been made the **headteacher** of your school. What changes will you make? **Are there things which you could change** to uphold the rights of pupils in the school? Explore your ideas using role play or 'hot seating', taking it in turns to be the headteacher.

Watch this video of Glade Primary School singing a song based on the UNCRC: glade.redbridge.sch.uk/unicef. **Create and record your own illustrated poem, song or rap** to share with your school and wider community.



Watch [this video](#) portraying the CRC. Discuss how the different articles are being illustrated. Make up your own 'mannequin' or freeze frame or design a set of posters or take photographs to put up around your school to illustrate the CRC.

Join in with **UNICEF's Voice of Youth Challenge**. **Are you over 13 and love drawing?** Do you want to change the world? We're looking for you! Together, we can reimagine a greener and more sustainable future, for every child. Follow this [link](#).

SECONDARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



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World Children's Day is special for UNICEF. Write an essay/create a presentation about **the role that celebrities play** and the impact they have within UNICEF's work either within the UK and/or globally. You might find this page a useful starting point: [unicef.org.uk/celebrity-supporters/](https://www.unicef.org.uk/celebrity-supporters/)



Look at [UNICEF website](https://www.unicef.org/uk/world-childrens-day) and watch the short video from **World Children's Day 2020**. Create some poetry or art using the ideas here to inspire you. You could create posters using the 'masked but not muted' imagery and add speech bubbles with your messages on and then share these in different ways.

Think about/discuss what message [this video](#) is portraying. **Write to decision makers in your school and/or your community** and tell them what actions you consider can best support children and young people locally/nationally/globally to thrive and achieve their potential.



World Children's Day is the perfect opportunity to speak out about children's rights. It's the job of duty bearers, especially **governments, to make the Convention known. Write a letter to your local MP** explaining why children's rights are important and asking them to mention children's rights in parliament.

REFLECTION

Take some time and create some quiet space to have a think about these questions

- Can you remember a time when you did not know you had rights?
- Why are your rights special to you?
- Which duty bearers do you particularly appreciate and value for making sure you get your rights? (Could you tell them?)
- What might you do when you are an adult to help towards every child on earth enjoying all their rights?

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MORE INFO...

RRSA WEBSITE

For more information or to download previous Article of the Week packs please visit the RRSA website by clicking the link below

[CLICK HERE](#)



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THANK YOU