



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 International Day of People with Disabilities

Slide 4 – Introducing the articles

Slide 5 – Exploring International Day of People with Disabilities question

Slide 6 – Exploring International Day of People with Disabilities answers

Slides 7&8 – Primary Activities

Slides 9&10 – Secondary Activities

Slide 11 – Reflection

INTRODUCING INT. DAY OF PEOPLE WITH

Jenny Price, Professional Adviser at UNICEF UK, introduces International Day of People with Disabilities



Click [here](#) to watch on YouTube

International Day of People with Disabilities

On **3 December** we're celebrating International Day of People with Disabilities. It is a global event which promotes equality for people with disability and celebrates their achievements. It has been celebrated every year since 1981.

It is also a day to promote awareness of the challenges faced by over 1 billion people living with disabilities, and the role communities and societies play in breaking down barriers to inclusion.

This year's theme is 'not all disabilities are visible'.

For more information visit <https://idpwd.org/>



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LINKED UNCRC ARTICLES



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

• **Article 2 – No discrimination**

• The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

• **Article 23 – Children with disabilities**

• A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and play an active part in the community. Governments must do all they can to support disabled children and their families.

EXPLORING INT. DAY OF PEOPLE WITH DISABILITIES



2021 theme: Not all disabilities are visible

The theme for this year's International Day of Persons with Disabilities is to increase awareness of invisible disabilities such as mental health disorders, chronic pain and fatigue.

What can schools do to support children with disabilities? Make sure you think about some invisible disabilities too.

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HOW MANY OF THESE DID YOU GET?

- Make sure the building is physically accessible (ramps and lifts for example).
- Work with specialist services to meet the needs of the child such as accessible buildings, specialist equipment or audio descriptions.
- Make lessons and activities accessible for all (easy read, sign language, Braille).
- Have quiet, calm and relaxing spaces such as a nurture room.
- Teach everyone about different types of disability.
- Use special equipment such as a microphone or hearing loop.
- Listen to the child and help them to be included – every child is unique.
- Work together and create a plan – making sure the child is heard.
- Have toilets that are accessible.
- Make sure all children can enjoy the playground.

Did you list anything else?

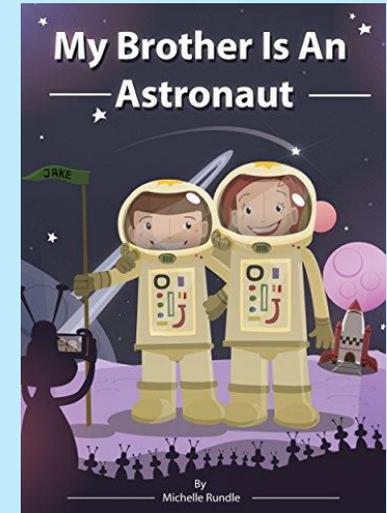
PRIMARY ACTIVITIES

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



Use dolls, toys and/or images to open up a discussion with children about disability. Design a poster or welcome banner for your class to **promote inclusion and diversity**.

Have you read any **stories about people with disabilities**? Download My Brother is an Astronaut from the website of the charity [SCOPE](#). Read it as a class and discuss what life is like for Jake and his family. If you have time, look at some of the other stories.



Article 23 says that children with a disability have the right to live a “full and decent life with dignity”. **Do you know what dignity is?** Work in a group to look up and understand the word. Which rights from the CRC relate to dignity?

Write a poem or prepare a short presentation to help others to understand dignity.

Sign language is a way of communicating using your hands, mostly used by people with loss of hearing. **Have a look at [this website](#) and see if you can learn some sign language.** Teach what you learn to a friend. How does sign language help other types of disability?

PRIMARY 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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Investigate different types of **‘invisible’ or ‘hidden’ disabilities**. Discuss in class why it is important to understand such disabilities. Use your creativity, through art, drama or music to help other people in your school to learn a little more about hidden disabilities – don’t forget to mention rights.

Watch this short [highlights film](#) from the **2020 Paralympics**. What sporting opportunities are available in your community for children with disabilities? Is there something you could do to increase access to sports for children with disabilities so they can enjoy their rights to the fullest?



This is the logo for the International Day of Persons with Disabilities. Work with a partner and try to use words to describe **what you think it represents**. Feedback your ideas to the class.



Does your school library have any of the **books mentioned [here](#) about children with autism**? If so, choose one to read and **discuss some of the barriers they face** and which of their rights may be impacted or write a book review, making reference to rights. If not, talk to you teacher about broadening the range of books available.

SECONDARY ACTIVITIES

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



What does inclusive education mean?

How are disabled children and young people included and supported in your school to ensure their rights are met?

Can you think of ways of making things even better and share your ideas?

What does disability mean to you? Do you know anyone who has a disability? Is disability always visible? Watch [this video](#) of people talking about attitudes to people with learning disabilities. Write a short reflection or create an image to represent what you have learnt.



Article 23 says that children with a disability have the right to live a “full and decent life with dignity”. **Do you know what dignity is?** Work in a group to look up and understand the word. Which rights from the CRC relate to dignity?

Write a poem or prepare a short presentation to help others to understand dignity.

Children and adults with a disability often face discrimination because of their disability. Read “A day in Sam’s life” (downloadable with other activities [here](#)) Explore this as a class.

Are some disabilities more hidden than others?

SECONDARY ACTIVITIES 2

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



Did you know that there is a **UN Convention on the Rights of Persons with Disabilities**? Do some research about this and share your findings through a display or in an assembly. You can begin [here](#).



Covid-19 has been very difficult for everyone. [Watch this UNICEF video](#) about the particular **challenges for children and young people with disabilities** and then write down how it makes you feel. With peers, consider if you can take action to ensure disabled children can enjoy Article 23.

Did you watch the powerful moment on 'Strictly' last month when Rose Ayling-Ellis and her partner drew attention to **the impact of hearing loss**? Read about it [here](#) then discuss as a class the impact you think their action had.

According to the UK government, "A mental health condition is considered a disability if it has a long-term effect on your normal day-to-day activity." This is defined under the Equality Act 2010. As a hidden disability, how does having a **mental health** condition affect someone's ability to engage with all of their rights? This year's **OutRight campaign** is focussing on youth mental health. To participate in this further, sign up here: [OutRight](#).

REFLECTION

Mine

I have a dream; please don't influence it,
It belongs to me.
I have a delicate heart; please don't break it,
It belongs to me.
I have peace of mind; please don't disturb it,
It belongs to me.
I have to follow a path; please don't obstruct it,
It belongs to me.
I have an amazing life; please let me live it,
It belongs to me.
I have a choice; please don't choose for me,
It belongs to me.
I have freedom; please don't capture me,
It belongs to me.
I have incredible feelings; please don't hurt me,
They belong to me.
I have a lot of love; please don't hate me,
Love is mine to share.
I'm on my material journey; don't follow me
It won't be fair.
So... I have a dream; it's my dream to be free.

**Give yourself some quiet
time....some space... some peace....**

Read the poem by Kuli Kohli on the left-hand side.

**What does it say to you about people...
about life.. about (dis)ability?**

Read more about Kulis' story
here: [bbc.co.uk/news/stories-53749629](https://www.bbc.co.uk/news/stories-53749629)

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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