



ARTICLE OF THE WEEK

...
Côte d'Ivoire

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 – Guess the articles

Slide 4 – Introducing Participation

Slide 5 – Exploring Participation - Question

Slide 6 – Exploring Participation - Answers

Slides 7&8 – Primary Activities

Slides 9&10 – Secondary Activities

Slide 11 – Reflection

GUESS THE ARTICLES

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

How do these pictures help you? Can you guess how they are linked together?

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



Unicef/Laos



Unicef/Chalasan



Unicef/McIlwaine

INTRODUCING PARTICIPATION

Steven introduces Participation



Click [here](#) to watch on YouTube



Participation is one of the **four General Principles** of the UN Convention on the Rights of the Child and is a theme which runs through the whole Convention, but there are two articles we're focusing on this week:

Article 12 – Respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right always applies, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 – Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

EXPLORING PARTICIPATION



Why should you be able to share **your views and opinions** on matters that affect you?

unicef 
UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS

HOW MANY OF THESE DID YOU GET?

- Being involved in decisions makes you feel like a part of it, you have ownership.
- Relationships between children and adults improve when there's communication.
- School is there to help children to learn, so it is important to put children at the centre.
- Pupils have some great ideas that adults might never think of.
- It helps to prepare you for adulthood.
- Children and young people feel valued.
- Involving young people means there are more people to make a difference.
- We all have different views and experiences, so including everyone means we get lots of perspectives.
- It can help you to learn about politics and democracy.
- It is your right to be involved in decisions which affect you!

What else did you think of?



PRIMARY ACTIVITIES

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



What decisions do you make in your house? What about in school? Do you think you should have more of a say?

Write down your reasons why and try to persuade the grown-ups.

Imagine your teddy or doll could talk, what do you think they'd tell you? How would you show that you were listening?

Draw a picture or explain to someone how you are listening to them and taking their views seriously.



After learning about refugees, 6 year old Paisley wanted to help. [She shares her story in this video.](#)

Have you ever donated something or raised money for charity? Find out a bit more about a charity and how it helps people to access their rights.

Draw a picture of your favourite thing in the whole world. It can be absolutely anything, the choice is yours.

Tell someone all about why it's so **important to you.**

PRIMARY ACTIVITIES 2

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



Have you ever used [Two Stars and a Wish](#) to give feedback? It's really simple, you think about two things that were really good (stars) and one that you'd like to change (wish).

Thinking about your last week at school, what would be your Two Stars and a Wish feedback? If you can, share this with your class.

Have you heard of the Global Goals? Watch [this video](#) to show how the voice and participation of children and young people can make a difference.

Can you think of one thing you could do to make the world a better place and promise to do it? Perhaps you could get other people to sign your pledge, too.



Many films, [like this one, Aliah](#), are made to highlight an issue or cause. Can you see the connections to rights in the film? Do you think it's a good way of raising awareness?

Create a storyboard for your own film about rights. What's it about? Which articles will feature?

The Children and Young People's Commissioner for Scotland developed [7 Golden Rules for participation](#).

Work with your friends to develop some [participation rules](#) for your class or school.

SECONDARY ACTIVITIES

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



How does it feel when your views are taken seriously by adults, when your voice is heard and things change as a result?

Can you think of an example of this happening at home or in school or in a club or team you belong to. What three things could your communities do to make this happen more often?



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[Watch this video](#) about the UN Global Goals.

Why do you think the Global Goals for Sustainable Development are important?
How could your school community take action to support one or more of the Goals?

Check out [Unicef UK's Advocacy Toolkit](#), it's full of great advice on how to make a difference.

What are you passionate about?
Using the toolkit to help, come up with an idea of how **you** can **take action**.

SECONDARY ACTIVITIES 2

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The UK Youth Parliament helps children aged 11 to 18 to raise their voice to decision-makers. In 2020, they published the results of their [Make Your Mark survey](#), which identified the issues most important to young people – did you take part?

Can you create your own survey to identify the issues most important to children in your school?



Youth peace campaigner, Bana al-Abed, first used her voice to highlight the situation in Syria through Twitter. Here she is [addressing women political leaders](#) as a 10 year old.

Imagine you had a similar opportunity to address world leaders. What issue would you talk about? What would you say?

Watch this [video about leadership](#).

What makes a good leader?

List the skills, knowledge and qualities you think are necessary. Discuss the leadership opportunities for young people in your school.

Unicef's Voices of Youth website gives a platform for children and young people to talk about their activism. Priyanka lives in Trinidad and Tobago and is passionate about children rights – [read more about her work to promote zero waste](#).

Who inspires you and why?

Write a biography of your chosen inspirational figure.

REFLECTION



Play the video and then try to find somewhere peaceful to think about these questions...

- Do you think things will go back to the way they were when the pandemic is over? Do you want them to?
- What might normal look like in future? What would you like to see? Are rights important in this future?
- What part can you, your friends and your family play in creating a better normal? How can your choice and your voice make a difference?

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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