



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 Book Day

Slide 4 – Introducing the articles

Slide 5 – Exploring World Book Day

**Slide 6 – Exploring World Book Day
answers**

Slides 7&8 – Primary Activities

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Slide 11 – Reflection

INTRODUCING WORLD BOOK DAY

Stuart Whiffin, RRSA Professional Adviser, introduces World Book Day



World Book Day

The **3rd of March 2022** is the 25th anniversary of World Book Day.

World Book Day was created by UNESCO on 23rd April 1995 as a worldwide celebration of books and reading. It is celebrated all over the world on 23rd April but in the UK it always runs on the first Thursday in March. It is marked in over 100 countries.

Spending just 10 minutes a day reading and sharing stories can make a crucial difference to your future success and is fun for all involved. That's why World Book Day continues to encourage children and young people to read for pleasure through its work with authors, illustrators, publishers, bookshops and libraries.



Click [here](#) to watch on YouTube



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LINKED UNCRC ARTICLES



This week's activities link to the following articles:

Article 17 (access to information from the media): Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31 (leisure, play and culture): Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

EXPLORING WORLD BOOK DAY



Reading books is an important skill. **How can reading help us?**

List as many answers as you can and then compare your thoughts with the next slide.

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HOW MANY OF THESE DID YOU GET?

- We can learn new things about the world.
- We can enjoy a story that makes us laugh, cry or get excited.
- It can help us calm down or get to sleep.
- It helps our mental health, makes us feel better or forget about worries we might have.
- It inspires us.
- It makes us more empathetic towards other people as we learn about their experience.
- We can use our imagination.
- We can share with friends and family.
- We learn new skills.
- We learn new words and phrases.
- We get ideas for our own writing and stories.

Did you think of other ideas?



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PRIMARY ACTIVITIES

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



Do you have a **favourite book**? Can you draw a picture of the cover? Talk to a partner and describe what you can see on the cover. Tell your partner what your book is about and why you think they should read it.



Listen to this [World Book Day song](#). How many books and characters did you hear mentioned? Can you create your own song/story or poem about reading or your favourite books?

Can you create a **story map of your favourite book**? Think about the order of the story, draw or write words to describe the main parts of the story. Can you retell the story to a friend using your map?

Do you have a **favourite place to read**? Can you think of some words to describe that place? If you have a reading corner in your classroom, **have a talk about what makes it special**.

PRIMARY ACTIVITIES 2

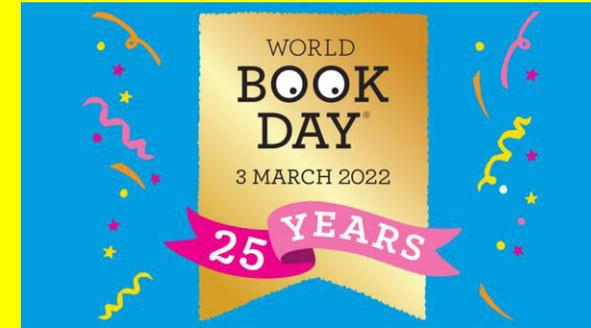
You do not need to complete every activity but if you have time you can try to complete more than one.



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Sometimes your reading is part of your learning; sometimes you read just for pleasure and to relax. Discuss how books link to **Articles 29 and 31** and create a display to show this or write a short article for your newsletter to help parents and carers understand the links.

Take part in a [World Book Day live event](#). Follow it up by having a discussion in class or creating a piece of art together to represent what you saw and heard.



Libraries are a great place for reading and to find the books you enjoy the most. Where is your nearest library? Find out when it is open and create a poster to advertise its importance. Lots of people use libraries to do research. How does this link to **Article 17**?

Many books you have in your school will be linked to **rights**. Choose three books from your classroom or school library and see if you can link them to Articles. **How many Articles can your class come up with** all together?

SECONDARY ACTIVITIES

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



Many books you have in your school will be linked to **rights**. Choose three books from your school library and see if you can link them to Articles. How many different articles can you find altogether?



World Book Day is about promoting reading for pleasure. What do you enjoy reading most? It might be a fact or fiction book, magazine, or a poem. Create a piece of artwork to represent why this text is important to you. Can you link this to **Article 31**?

Design and carry out a survey in your class or at home to find out **how many of your friends and family read books and why**. Is it mostly for pleasure, for information, to learn a new skill etc.? Share the findings of your survey on your school's social media.

If you have a school librarian or library team, work with them to advertise the importance of the **library**. Try to point out how the **school library supports several of your rights**.

SECONDARY ACTIVITIES 2

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



Create a '**Book Swap**' somewhere in your school. Bring in a book from home that you would like to donate and leave it with a short review. Encourage your peers to do the same. Create posters to put up around the school to advertise the scheme.



In recent years, there's been an increase in books for children and young people with main characters from **diverse backgrounds**. For example, "My brother Charlie", which encourage awareness about disabilities from a young age or "Boy, Everywhere", about the journey of a 14-year-old refugee boy. Why do you think this is important? Work with your friends to list any other examples you can think of.

Explore how World Book Day links to **Articles 17 and 29**. Have you ever been consulted about the textbooks used in school? Which textbooks and resources set out information most clearly and are best at supporting your learning? Work on this with your friends and discuss your conclusions with subject leaders.

Set up a '**Reading Ambassadors**' pupil group within your school. Create an action plan with a focus on the promotion of the reading for pleasure. Build upon the activities started on World Book Day throughout the next school year – **Can you link rights into your ideas?**

REFLECTION



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Find somewhere quiet and allow yourself a few minutes to think about the below.

It has been said that “**we don’t need books anymore because we have the internet**”.

- Do you agree with the statement?
 - Do books matter to you?
- If you could keep only one book from all that you have read, which would it be? What made you choose that one?
 - Who would you like to tell about this special book?

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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