



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 – Guess the article

Slide 4 – Introducing Article 40

**Slide 5 – Exploring Article 40 -
Question**

**Slide 6 – Exploring Article 40 –
Answers**

Slides 7&8 – Primary Activities

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Slide 11 – Reflection

GUESS THE ARTICLE

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

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

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



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INTRODUCING ARTICLE 40



Martin introduces Article 40



Click [here](#) to watch on YouTube

Article 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

EXPLORING ARTICLE 40



If a child does something seriously wrong and against the law how should they be **treated**?

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HOW MANY OF THESE DID YOU GET?

- They should be treated with fairness
- They have the right to be listened to
- Their views need to be respected
- They should be kept safe
- They should be treated with dignity even if they need to be punished
- They still have their rights
- They need a chance to learn and change their lives

What others 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.



Read or watch the video [‘This is not my hat’](#) by Jon Klassen.

Explore the story and characters as a class.

Why did the little fish steal the hat?
Use the opportunity to discuss right and wrong and resolving wrongdoing.

Being sorry is not just saying sorry.

Use circle time or something similar to discuss with children what happens in your school setting when a child does something wrong such as hurting another child or taking something that doesn't belong to them. Take the opportunity to explain the school's response and how children are supported to apologise, learn and move on.

Watch this video about [the Rule of Law](#).

As a class, discuss what you need to agree in school so that everyone's rights are respected and there isn't 'chaos'.

Why do we need laws?

Did the Judge answer the question about Rosa Parks?
What would you do if you thought a law was unfair?

Read this Newsround [article](#) to see **how laws are made**.

Design a flow diagram to explain the process to your class or write a story about a country with no laws.

PRIMARY ACTIVITIES 2

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



Think about the duty bearers who help you.

If a child has done something seriously wrong and is in trouble with the police what support do you think they would need?

Who could help them and provide advice?

Article 40 states that a child accused of breaking the law must be treated with dignity and respect.

In your school you will have a behaviour policy that provides guidance around how you should act, how you are rewarded and what happens if you do something wrong. School rules are not 'laws' but discuss your school's behaviour policy to see how it makes sure that all children are treated with dignity and respect. If you have any questions or concerns you could share them with your School Council or arrange to meet your Head teacher to discuss them?

Imagine a child aged about 11 or 12* had committed a very serious crime and a court decided that they should be placed in special secure care away from family and friends for a year or two.

Look at the CRC and discuss in a group how things could be organised to make sure that child could still access their rights.

** The age of criminal responsibility is different across the UK.*

Look at some of these activities from the [National Archive](#) about children being imprisoned in the Victorian period.

The CRC did not exist then but imagine it did and discuss **the experiences of those children from a rights point of view.**

SECONDARY ACTIVITIES

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



There is lots of advice and guidance so support young people in understanding the law and their rights. Have you discussed this in PSHE?

Have a look at this [website](#) from a charity and this one from the [Crown Prosecution Service](#) and then share five facts with your class which you did not previously know.

Article 40 states that a child accused of breaking the law must be treated with dignity and respect.

In your school you will have a behaviour policy that provides guidance around how you should act, how you are rewarded and what happens if you do something wrong. School rules are not 'laws' but take a look at your school's behaviour policy to see how it makes sure that all children are treated with dignity and respect. Could it be improved to link more directly to rights or made more child friendly? If you have any questions or concerns you could share them with your School Council or arrange to meet your Head teacher to discuss them.

The minimum age at which a child can be convicted of a crime is sometimes called the age of criminal responsibility. This varies around the world and within the UK.

Do some research about what the minimum age is in different countries.

Have a class debate for and against raising the age of criminal responsibility to 16. Here's an [article](#) and some [information from the NSPCC](#) and the UK [government](#) to begin your research.

Have you heard of restorative approaches? Does your school use them?

Find out more [here](#) and then discuss as a class how such approaches could be used **alongside children's and young people 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.



When anyone is found guilty of serious offenses most people agree that there should be consequences, even prison or secure care.

Apart from this being a 'punishment' why else should it happen? This [article](#) may help your discussion.

Just like many other areas of life there is evidence of racial discrimination in the Criminal Justice System.

Read this [report](#) from the campaign organisation Justice.

Can you see how many articles of the Convention you can link to their recommendations?

Read the [Executive Summary of A Rights-Based Analysis of Youth Justice in the UK](#) that was recently produced by the UK Committee for UNICEF (UNICEF UK).

Look at the recommendations for your part of the UK.

If you agree with the recommendations write a letter to a local politician to ask for change.

Article 40 says that children who have been through the criminal justice system should be helped to 'reintegrate into society'.

Imagine a friend or relative of yours had been in a youth offenders centre or secure care. How would you and your school community help them to [reintegrate](#)?

REFLECTION

Talking about crime and how offenders are treated might be upsetting. Make sure you have a trusted adult to speak with if anything in this week's activities worries you.

Article 40 says that even when children have done wrong, they must be treated with **DIGNITY** and **RESPECT**.

Take some time and find a space to be quiet for a while and to think.

- What does it feel like to be respected?
- Why does your dignity matter to you?
- What do you do to show respect to others and treat them with dignity?

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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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