



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 16

Slide 5 – Question around article 16

Slide 6 – Some possible answers

Slides 7&8 – Primary Activities

Slides 9&10 – Secondary Activities

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.



Unicef/Babajanyan



Unicef/Noorani



Unicef/UN0512615

INTRODUCING ARTICLE 16

Martin introduces Article 16

16



PROTECTION
OF PRIVACY



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

Article 16 – The Right to Privacy

Every child has the right to privacy.

The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

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RESPECTING
SCHOOLS**

EXPLORING ARTICLE 16



Why is **privacy** important
to you?

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HOW MANY OF THESE DID YOU GET?

- It helps to keep you safe on-line and in the real world.
- Children are at risk of being harmed if the wrong people know too much about them.
- Things about identity, location, health and personal life, are personal to you.
- Not everyone should know everything about me.
- It helps us to have personal space.
- People might judge you or make assumptions about you.
- People might not understand me for who I am.
- I should be able to choose the right time to share and with whom.

What others did you think of?

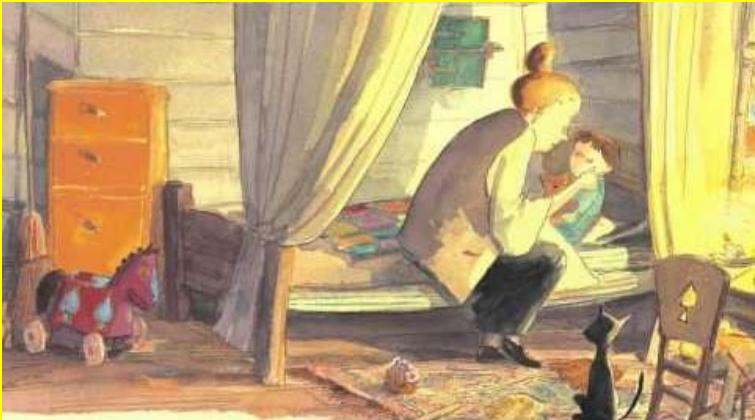


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PRIMARY ACTIVITIES

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

What do we do to keep things safe and private? Listen to this story '[Password Please?](#)' and then discuss with your class the lessons you have learnt from the story.



Watch this telling of the book '[Some Secrets Should Never be Kept](#)' by Jayneen Sanders and use as class discussion. **Teachers - this story contains sensitive subjects so please watch it first before sharing with the class.*



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Talking about the right to privacy might make you think about 'personal space'. Discuss with your teacher and class what personal space means and how we respect each other's personal space. This '[social story](#)' in symbol format may help the discussion. Create a set of top tips or design a poster to remind everyone about personal space.

A few weeks ago, some new rules came into force to help with online privacy and safety. See [the Newsround article](#) about **internet safety** and then talk about the Children's Code with your class and your teacher.

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 why privacy is important to you. Have a go at showing your reasons in a way that works for you. It could be a list, a piece of creative writing or a picture.

Watch [this video](#) about privacy online. Use this as a starting point for class discussion.



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You have the right to privacy. Think about a 2-year-old, a 10-year-old and a 16-year-old. What are the similarities and differences in the types of privacy that should be respected at these ages?

Look at the [PANTS](#) lessons from the NSPCC. What can you remember about this? Discuss how these link to your right to privacy?

SECONDARY ACTIVITIES

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

Have you ever discussed privacy settings at home? Read this 2018 article from the e-safety organisation Internet Matters. Have a discussion in class (and at home too) about the value of safe settings and parental controls.

Children and young people have a right to privacy and yet it's important that parents and carers monitor their use of the internet to help keep them safe and protected. Write a page for a parenting guide about how to respect a child's right to privacy as that child grows into an teenager, ensure that this is balanced with an adult's responsibility for keeping them safe. Try and find time to have this conversation with the adults in your family.



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[Watch this film](#) about how information shared on social media is used. What kind of information do you share on social media? Your location? 'Liked' posts? Photos of yourself? Items you have bought?

Discuss the risks of sharing this information in relation to a) your Right to Privacy b) Your Right to be Protected from Harm and c) Your future life.

Think of **three top tips** you would give to someone new to social media to protect them from harm, now and in the future.



Watch the [Twisted Toys commercials from 5Rights](#) Discuss as a class **how online games impact on your right to privacy** using some of the information in the safety warnings.

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 short presentation about how the right to privacy is respected in your school – this presentation could be shared in PSHE.



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One way that children are empowered to protect their privacy online is to be given the option to request that their personal data is deleted should they no longer wish to use a website, platform, product or service. Imagine you are an investigative journalist and find out if a company you use provides children with an option to close their accounts and delete all personal data when that account is closed. Share your findings with your class.

A new law came into force in the UK on the 2nd September 2021. “The children’s internet code” requires companies that run social media platforms such as Instagram and Snapchat to improve their privacy settings for under 18s. Research this code on [BBC](#) and [the Guardian](#). What do you think of it? Does it go far enough or too far? Would it be easy for under 18s to get around it?

Discuss with your class if it’s OK if a **celebrity includes her child in a ‘reality’ television show.** What impact might this have on the child?

REFLECTION



Give yourself some time and space – a moment of privacy!

Have a think about the following questions:

- Why is your privacy important to you?
- What do you do to respect other people's right to privacy?
- What other rights are connected to the right to privacy?

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

