



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.



**RIGHTS
RESPECTING
SCHOOLS**

Slide 3 – Introducing Human Rights Day

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INTRODUCING HUMAN RIGHTS DAY

Helen Trivers, Professional Adviser at UNICEF UK, introduces Human Rights Day



Click [here](#) to watch on YouTube

Human Rights Day

On 10th December 1948, the Universal Declaration of Human Rights was adopted by the United Nations General Assembly.

This important moment in human history is now remembered on that date every year and is known as Human Rights Day.

Children's rights are human rights so we can celebrate them alongside the Universal Declaration of Human Rights.



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LINKED UNCRC ARTICLES



The aim of all human rights is to make people's lives better. In the CRC there are two Articles that remind us that human rights are the **minimum standard** and that **Governments must use their laws to protect rights**.

Article 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

EXPLORING HUMAN RIGHTS DAY

How do human rights (including children's rights) help to make life better for **all humanity**?

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HOW MANY OF THESE DID YOU GET?

- They are about protection
- They set out what everybody SHOULD have or be entitled to
- They are a reminder to governments and individuals
- They should make everyone get fair treatment
- They are about equality and against discrimination
- Where you live shouldn't make a difference
- They can help people and governments see where improvement is needed
- If people know they have rights, they can claim their rights

What else did you come up with?

PRIMARY ACTIVITIES

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



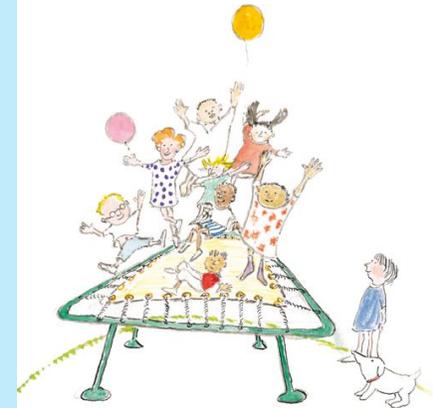
**RIGHTS
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We all have the right to our own thoughts and ideas. Draw or write about your favourite book, toy, or thing to do. Discuss and **celebrate how different we all are!**

Look at this illustration from “**We are all born free**” by Amnesty International UK. Hold a Human Rights Day ‘party’ to celebrate the fact that we are all born free, and we all have rights! You can find pictures to illustrate some of the other Human Rights [here](#).

Universal Declaration of Human Rights

Articles 1 & 2



We are all born free.
We all have our own thoughts and ideas.
We should all be treated in the same way.

These rights belong to everybody,
whatever our differences.

Watch [this video](#) about the **history of the Universal Declaration of Human Rights**. Discuss in class why you think the rights mentioned are important.



Write a human rights **song** or create your own school human rights **video** to celebrate **the importance of human rights and children’s rights.**

PRIMARY ACTIVITIES 2

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



The theme for this year's Human Rights Day on 10th December is **EQUALITY**. Discuss in a group what equality means to you. Use poetry, art or music to share a message about equality in your school.

Create a Human Rights timeline to display in your class, highlighting key events in the lead up to the signing of the UDHR in 1948 and the adoption of the CRC in 1989. [This information](#) will help.



The UDHR is the most translated document in the world and is available in more than [500 languages](#), including some audio versions. Click [here](#) to listen to the preamble of the UDHR in Urdu! To celebrate Human Rights Day, why not choose an article from the UDHR that is important to you and write it out in the **languages used by the members of your school community?**

Look at [this illustrated version](#) of the Universal Declaration of Human Rights. Ask each person in your class to **create a card about one of the Articles** and to give this to an adult at home to raise awareness of the UDHR and celebrate Human Rights Day.

SECONDARY ACTIVITIES

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



'FREE' - 'EQUAL' - 'DIGNITY' - 'RIGHTS'

These key words are in the opening line of the UN Declaration of Human Rights. Look up each word to explore its meaning.

Create a display to show what you find or write a rap or song with these four words as a chorus or theme.

Women delegates from various countries played a key role in getting women's rights included in the Declaration. Hansa Mehta of India (standing beside Eleanor Roosevelt) is widely credited with changing the phrase "All men are born free and equal" to "**All human beings are born free and equal**" in Article 1 of the Universal Declaration of Human Rights. Discuss the significance of this change.



Article 41 of the CRC says that if governments have higher standards or stronger laws than the CRC asks for, they must keep these standards. Look at the Convention and try to identify any rights which, in the UK, are promoted or protected more strongly than the Convention expects.

Hold a **Human Rights Day celebration** in your school. How can you use this opportunity to **raise awareness of the importance of human rights** within and beyond your school community?

SECONDARY ACTIVITIES 2

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



The theme of Human Rights Day 2021 is **EQUALITY - Reducing inequalities, advancing human rights**. Read about this [here](#) and produce a short assembly or simple display to share the information with others in school.



Watch [this short video](#) to remind yourself about human rights.

Choose one **current news story where rights are not being respected**. Do some research about the situation and share what you find through art, music, or creative writing.

A key player in the development of Human Rights was US president FD Roosevelt. In 1941 he spoke of **Four freedoms – Freedom from want, Freedom from Fear, Freedom of speech, Freedom of belief**. Are these still the four freedoms that you think human beings need today?

Debate this as a class.

A number of **human rights treaties** have been developed following on from the UDHR. The CRC is one of these. Find out about **other human rights treaties** that have been developed to protect specific groups of people and share what you find out with your class.

REFLECTION

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world...

Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Take some time and create a space for yourself to be still and to think...

Read the famous quotation about human rights from **Eleanor Roosevelt** on the left-hand side.

- How do you see human rights close to you?
- In your home and family?
- In your school?
- How do you respect the rights of others?
- Imagine a world in which every person’s rights are fully respected.

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

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THANK YOU