



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 12

Slide 5 – Exploring Article 12

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 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 class.



@UNICEF/UN0285224



@UNICEF/Elwyn-Jones



@UNICEF/Jiro Ose

INTRODUCING ARTICLE 12

Gold: Rights Respecting Foreland Fields School introduces Article 12



Sarah Thorp from Foreland Fields Special School introduces Article 12, accompanied by two pupils who were recently involved in their RRSA Gold reaccreditation visit. Sarah explains how the school listens to children in different ways, depending on how they communicate and takes their views into consideration in decision-making.

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 applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



Click [here](#) to watch on YouTube



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EXPLORING ARTICLE 12

Article 12 says that every child has the right to express their views freely and that their views should be taken into account when decisions are made.

At your school, how do you ensure that **every child** can have their voice heard, however they like to communicate?

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DID YOU THINK OF THESE?

- By having a school council that represents pupils' views, with democratically elected representatives
- By having issue-led pupil groups such as Eco groups, ICT groups, Equalities groups
- Having worry boxes or worry monsters that are regularly checked
- Having pupil voice interviews with staff
- Pupil surveys/questionnaires
- Junior Leadership Teams who are involved in decision-making
- Ensuring that everyone receives information about issues so that they can form their own views
- By giving some people additional help or time to communicate their ideas if they need it
- By asking people to give their views in a way that works for them
- By ensuring feedback is given so that you know your views have been heard
- Feeling that your voice counts
- Trusting that you can speak honestly even if your opinion is different from many others
- Believing that your opinion is welcome and respected

Did you think of anything else?



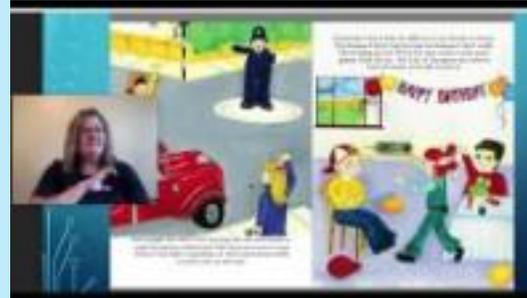
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PRIMARY ACTIVITIES

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



One way we can communicate our thoughts and ideas is through **drawing**. Draw a picture of yourself doing your favourite activity and then share these as a class. Ask your teacher to build these activities into their planning over the next few weeks.



Watch [this clip](#) of a story book by Kate Gaynor titled 'A Birthday for Ben'. Why doesn't Ben like parties at first? How does Ben make sure that everyone can participate in his party? How can you make sure that **everyone feels included** and is fully able to participate in your class? (More teacher guidance [here](#))

Watch [this video](#) about children's rights. Can you draw the page in the storybook where Viz, Leepa and Zooko explain what **Article 12** is all about? (It's at 6 mins)



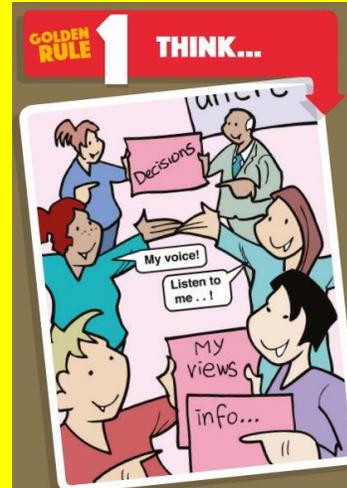
Think about what your face looks like when you like something, when you don't like something, or when you are scared or excited. Can you tell how someone else is feeling by looking at their **facial expressions**? **How can we 'hear' people even when they don't speak** so that we can respect their views?

PRIMARY ACTIVITIES 2

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



People don't only share their opinions and thoughts through talking. Write a list of as many ways as you can think through which people share their thoughts and opinions. As a class or a school, how could you make sure children can **share their thoughts in different ways**?



Use [these cards](#) from Scotland's Commissioner for Children to explore what effective participation looks like. Look at each 'rule' in turn and think about whether your school does this well or could improve. Why is it important to remember that Article 12 of the CRC also includes the right not to express a view? As a class, **agree on three rules that you need to improve** as a school.

What **pupil leadership groups** does your school have to help pupils share their views and opinions on school life? Can you think of any groups you would like to have? Work with a partner to **create a plan for a new pupil group**. Explain why you think this group is important and what kinds of things they would be involved in. How can you make sure a variety of people can get involved?

Many schools have **worry boxes** or tell me boxes so that children can share their thoughts in writing. One school has a box labelled, "I wish my teacher knew..." so that children can share any thoughts, ideas, worries or news. **Design a class box** so that children in your class can share their views through writing.

SECONDARY ACTIVITIES

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



How can you tell how someone is feeling? List **all of the ways people communicate** their views and opinions. Share your list with your class. Discuss the importance of non-verbal communication. What can you do to make sure everyone is listened to and able to participate in decision-making?



Watch [this video](#) about the UN Committee on the Rights of the Child. Write a letter to send to your country's Children's Commissioner about an issue either within your local community or the wider world that you consider needs improving. Try to include some ideas for how to do this and why you think your ideas would work.

After watching [this video](#), spend some time researching **organisations which support young people to express their views** and concerns to see if they have any helpful guidance that you can share with your class or the school.



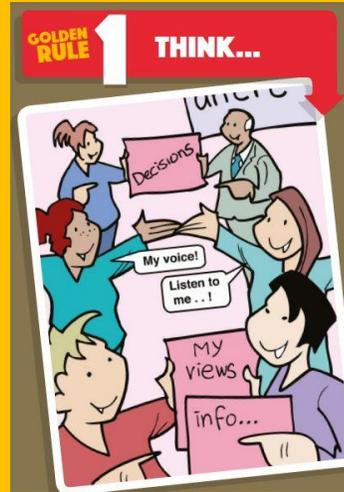
Conduct a survey to look at how diverse your school pupil leadership groups are. What could you do as a school to ensure that a **diverse range of voices are heard** at your school?

What steps need to be taken to ensure **meaningful participation**?

SECONDARY ACTIVITIES 2

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

Watch [this video](#) (2020) showing young people from the UK and Australia expressing their views on climate change. **What do you feel passionate about?** Visit the [UNICEF Voices of Youth](#) home page and find out more about how your voice can join with young people all over the world.



Explore one or more of the questions within this set of ['Golden Rules for Young People for Participation'](#) from the Children's Commissioner for Scotland. Share your responses with others. How can you use what you have discussed to improve participation within your school?

How has your school created space for students to understand, reflect upon and respond to **events unfolding in Ukraine** and the surrounding countries? Feed back to your teachers what the school is doing well. Do you or your peers need more support to express your opinions about this crisis? Our extra Article of the Week pack about this can be found [here](#).

If you were to stand for election to your **School Council** or **Pupil Parliament** next year, what would you say in **your speech or manifesto**? Start drafting it now!

REFLECTION



Take some time to be still, to be quiet and to have a think...

- How does it feel when you know you are being listened to and **your views are respected**?
- When has your voice and your views **made a difference**?
- If adults are not creating a space for your views to be heard, **how can you respectfully claim this right**? Who could help you?
- Are there more **things you could speak up about** in your own life or in the wider world? How might you do this - on your own or with friends?

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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