



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. If any of the activities become triggering, please follow your internal mechanisms to provide a safe space and utilise your pastoral/safeguarding support. You can access further support via NSPCC and Childline.

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.



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**Slide 3 – Guess the article**

**Slide 4 – Introducing Articles 5 & 18**

**Slide 5 – Exploring Articles 5 & 18**

**Slide 6 – Some possible answers**

**Slides 7&8 – Primary Activities**

**Slides 9&10 – Secondary Activities**

**Slide 11 – Reflection**

# GUESS THE ARTICLE

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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/Seyba Keita



@Photo by Pexels



@UNICEF/Ioana Moldovan



# INTRODUCING ARTICLES 5 & 18

Jenny Price, RRSA Professional Adviser, introduces Articles 5 & 18



**Article 5 (parental guidance and a child's evolving capacities):** Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

**Article 18 (parental responsibilities and state assistance):** Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.



Click [here](#) to watch on YouTube



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# EXPLORING ARTICLES 5 & 18

Articles 5 and 18 are all about the job of parents and carers in the upbringing of children and young people.

What are some of the important things that carers and parents do for children?

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# DID YOU THINK OF THESE?

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- They provide you with a home.
- Care for you and show you love.
- Feed and clothe you.
- Set you a good example.
- Help you to become independent.
- Give you emotional support.
- Make sure that you learn and are well educated.
- Make sure you are fit and healthy.
- Prepare you for adult life.
- Share their culture and identity and beliefs and values with you.
- Help you to enjoy all your rights!

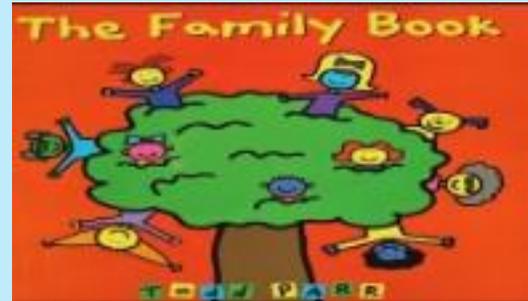
Did you think of anything else?

# PRIMARY ACTIVITIES

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



Role play 'parenting' by looking after a doll or teddy to explore together **what a child needs and how adults can provide.**



Read or watch [this video](#) of 'The Family Book' and use the book as a starter for a conversation about **the role of parents and carers** in family life.

If you have class charters in your school, check to see if all charters have actions for the adults as “**duty bearers**”. If you had a rights charter at home, what rights would you choose and what actions could be included for parents/carers?

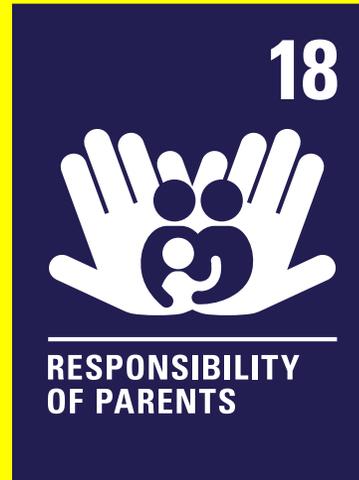
Write a **thank you card** to a parent or carer who has **helped you** with choices that matter to you.

# PRIMARY ACTIVITIES 2

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



It is important that parents and carers know and understand your rights, but also their role in helping you access your rights appropriately. Create an **information leaflet for parents and carers** to share your knowledge of rights and to help them understand what they should be doing to respect and protect your rights.



Parents and carers have a right to support from the government to help them bring up their children. They often do this through the council or through charities. Do some research to find out about **family support in your area**. (There is probably a member of staff who knows lots about this and could talk to your class.)

If you felt that your parents or carers **were not protecting and upholding your rights** – do you know what you should do and who you can contact to get help? Discuss in your class all the different things you can do and people you can contact – create a display or a short presentation (or video) to share at an assembly to make sure everyone else in your school knows too.

As you are growing up, your parents or carers may have given you more and more **decisions to make** over your life – **create a timeline** of how choices you make independently changes over time. What choices can you make now that you couldn't when you were younger?

# SECONDARY ACTIVITIES

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



This Positive Parenting Guide created by the NSPCC is an example of advice to parents. As a young person, do you think this is good advice? Can you add any links to Articles 5, 18 or other rights to the guide?



Where in your community can parents, carers and families get **access to support** (as mentioned in Article 18)? Share what you find out with others in your class and discuss how your school could signpost this information to families.

As you are growing up, your parents and carers may have given you more and more **decisions to make over your life** – create a timeline of how choices you make independently changes over time. Look at the wording of the last part of Article 5. How can parents and carers and young people reach agreements around this? Discuss in class and at home too!

Some people say that all parents and carers should have **training about children's rights** before they have children – what do you think? Would this help? **Discuss in a group and create a pros and cons list.**

# SECONDARY ACTIVITIES 2

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



Some families face very difficult challenges and parents, or carers may end up not doing the best for their children. How can young people in your school **speak up** if this is happening in their family? What **support** is available? Discuss in class and then feedback to your SLT about strengths and areas for improvement.



In the CRC, parents and carers are 'rights holders' alongside children. [This video](#) from Queen's University Belfast explains this. Articles 5 and 18 mention rights for parents. **Which other articles mention family/parents/carers?** Highlight these on a copy of the CRC and discuss as a class.

The pandemic has seen you all learning from home over different periods of time in different ways. Many parents adopted the role of **home schooling**. Was this fair? What did your school do to support this role? Discuss the pros and cons of home schooling and the role of parents.

You may or may not choose to be a **parent** when you are older - how does school prepare you for the **responsibility of being a parent or carer** if this is what you chose to do in your life? Work together to show this as a mind map and share with your teachers.

# REFLECTION



Find some quiet time... give yourself some space.  
Take a couple of minutes to think about these questions:

Think about the people you know who are parents or carers...

- Do you think it's sometimes **challenging or difficult to be a parent or carer**? What sort of things might make it difficult?
- What are **the positives** of being a parent or carer?
- As a child or young person.... How do you show **appreciation** to the adults who support you in your home and family?

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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