



# ARTICLE OF THE WEEK

 RIGHTS RESPECTING SCHOOLS

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 unicef  
UNITED KINGDOM

# 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: Introducing World Children’s Day – Article 45**
- **Slide 4 & 5: Exploring World Children’s Day and Article 45 - Question and Answers**
- **Slide 6, 7 & 8 : Primary activities**
- **Slide 9, 10 & 11: Secondary activities**
- **Slide 12: Reflection**



# WORLD CHILDREN'S DAY: ARTICLE 45

Gerry McMurtrie, RRSA Senior Professional Adviser, introduces World Children's Day, Article 45



Click [here](#) to watch on YouTube

## World Children's Day and Article 45

World Children's Day is UNICEF's annual day of action for children, by children. It takes place each year on the 20th November, the date when world leaders adopted the Convention in 1989.

From climate change, education and mental health, to ending racism and discrimination, children and young people are raising their voices on the issues that matter to their generation and calling for adults to create a better future.

43-54



HOW THE  
CONVENTION  
WORKS

### Article 45

Article 45 says non-governmental organisations, such as UNICEF and other United Nations bodies, can provide advice and assistance on children's rights.



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## EXPLORING ARTICLE 45

This **World Children's Day**, think about the different ways UNICEF helps children around the world to access their rights?

Can you think of things they do?

**Have a think and write down some answers.**



# EXPLORING ARTICLE 45

## UNICEF...

- Helps governments make sure that all children have an education.
- Supports communities to have access to clean water and nutritious food.
- Helps to support good health care systems in lower income countries.
- Distributes vaccines to protect children from a wide range of diseases and infections.
- Works to make child protection stronger where countries or organisations need help with this.
- Helps governments all around the world to look at how children's rights are being met and helps them improve the situation for children.
- Provides help for children when there is an emergency such as an earthquake, hurricane or tsunami.
- Provides help for children if there is a war to make sure children are looked after.
- Supports refugee families.
- In a variety of ways works within the United Nations and with governments and civil society to make sure children's lives and views are visible and taken into account.
- In the UK promotes children's rights through the Baby Friendly Initiative, Rights Respecting Schools Award and Child Friendly Cities and Communities programme.
- In the UK and other high-income countries, it raises funds to support UNICEF's work around the world.
- Speaks to politician and decision makers to protect and promote children's rights.

**Did you think of any other reasons?**



# PRIMARY ACTIVITIES

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



To celebrate World Children's Day watch some of this video for 3 to 6-year-olds 'We all have rights'. Talk to each other about the rights you have learned about.



**Wants and Needs\***  
Discuss what the difference is between a need and a want. Explore the fact that some children don't get all that they need and talk about how UNICEF helps to support children in nearly 200 countries.

\*Use our [Wants and Needs](#) cards if you have them.

Talk to your family or carers about their childhood. What was different when they were growing up? How has the Convention impacted on children's lives. Draw, write or produce a resource to show a comparison of a young person's experience then and now.

Watch [this Newsround video](#) of children talking about the CRC. Some schools have created their own version. What would you talk about in your school?

If you make a video please share with us at [rrsa@unicef.org.uk](mailto:rrsa@unicef.org.uk)

# PRIMARY ACTIVITIES 2

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



Turn the world blue and dress in blue for the day. Organise a *Turn the World Blue Day* in your school, write to parents and the community to explain why the colour blue is used to symbolise World Children's Day. Take pictures and share on your social media channels, website or school newsletters.

Plan your own celebration as a class or school for World Children's Day. Remember that it is the anniversary of the United Nations adopting the CRC (20th November 1989) so be sure to sing 'Happy Birthday' to children's rights!

Have a look on the [UNICEF UK website](#) to find out more about UNICEF UK's work. What do you think is most interesting? Identify five facts to share with someone in your class.

Research the history of UNICEF and prepare a display or a presentation for an assembly. Find some information [here](#) to get you started.

# PRIMARY ACTIVITIES 3

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



Imagine that to celebrate World Children's Day, you have been made the headteacher of your school. What changes will you make? Are there things which you could change to uphold the rights of pupils in the school? Explore your ideas using role play or 'hot seating', taking it in turns to be the headteacher.

It's the job of duty bearers, especially governments, to make the Convention known. Design a 'Happy World Children's Day' card and send it to your local MP asking them to mention children's rights in parliament.

Choose an article from the Convention to research and find out more about it. One way to do this is to choose the article that relates to your birthday. Share your learning with the rest of your class and at home.

Remember rights are indivisible meaning that no right is more important than another one.

Choose a right or theme that matters to you and create an original illustration, painting, poem, story or dance and share these with the rest of the school for World Children's Day.



# SECONDARY ACTIVITIES



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

World Children's Day is special for UNICEF. Write an essay or create a presentation about the role celebrities play and the impact they have on UNICEF's work. You might find this page a useful starting point:  
[unicef.org.uk/celebrity-supporters](https://www.unicef.org.uk/celebrity-supporters).

Imagine that to celebrate World Children's Day, you have been made the headteacher of your school. What changes will you make? Are there things which you could change to uphold the rights of pupils in the school? Explore your ideas using role play or 'hot seating', taking it in turns to be the headteacher.

**Watch this video** about UNICEF and note down some of the language used. Discuss this vocabulary, then work with a partner to write a poem or song about the importance of what UNICEF does.

**Article 45 says that UNICEF can help governments to ensure that all the children in their country can access their rights.**

Think about some of the challenges faced in some lower income countries. Why do you think help is needed and why might countries turn to UNICEF? Explore this in a class discussion.

# SECONDARY ACTIVITIES 2



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

World Children's Day is the anniversary of the United Nations adopting the Convention on the Rights of the child. (20th November 1989). How old is it this year? To celebrate its birthday, can you message that number of people to let them know and encourage them to look at it. You could share this copy of the Convention.

Choose an article from the Convention to research and find out more about it. One way to do this is to choose the article that relates to your birthday. Share your learning with the rest of your class and at home. Remember rights are not indivisible.

Look at UNICEF's work on education, nutrition, protection from violence, water and sanitation and vaccination.

Can you produce a leaflet explaining one of these areas of UNICEF's work, suitable for younger children?

Choose a right or theme that matters to you and create an illustration, painting, poem, story or dance and share these with the rest of the school for World Children's Day.

# SECONDARY ACTIVITIES 3



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

UNICEF works in more than 190 countries and territories.

**Choose a country you are interested in and find out what work UNICEF does there.**

Look at the country site to find out more. Compare the work in different countries.

Research the history of UNICEF and prepare a presentation for a year group or school assembly. Find some information [here](#) to get you started.

World Children's Day is the perfect opportunity to speak out about children's rights. It's the job of duty bearers, especially governments, to make the Convention known. Write a letter to your local MP explaining why children's rights are important and asking them to mention children's rights in parliament.

Have a look on the [UNICEF UK website](#) to find out more about UNICEF UK's work. What do you think is most interesting? Identify five facts to share with someone in your class.



# REFLECTION

Think about all the amazing things that UNICEF does to make life better for millions of children around the world every day

- What have you learned about UNICEF's work?
- What will you do to tell other people about UNICEF's work?
- Can you think of a time you have seen UNICEF on the news?
- How might you support UNICEF in the future?



# MORE INFO



## RRSA WEBSITE

For more information or to download previous Article of the Week packs please visit the RRSA website by clicking on the link below.

[\*\*CLICK HERE\*\*](#)





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**THANK YOU**