



ARTICLE OF THE WEEK

 RIGHTS RESPECTING SCHOOLS

 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. 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.

- **Slide 3: Exploring Human Rights Day**
- **Slide 4: Linked UNCRC articles**
- **Slide 5: Exploring Human Rights Day**
- **Slide 6: Some possible answers**
- **Slide 7, 8 & 9: Primary activities**
- **Slide 9, 10 & 11: Secondary activities**
- **Slide 13: Reflection**

INTRODUCING HUMAN RIGHTS DAY

Jenny Price, RRSA Professional Adviser, 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.

All children have the same human rights as adults. The UN Convention on the Rights of the Child sets out the **additional** rights that all children have until the age of 18.

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



LINKED UNCRC ARTICLES

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

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

Why is it important to have an International Human Rights Day?

Have a think and write down some answers.



EXPLORING HUMAN RIGHTS DAY

Did you think of these?

- To celebrate the rights we have.
- To help reflect on the history and evolution of rights.
- To raise awareness about human rights as not enough people know about their rights
- Knowing our human rights helps us ensure our rights are met.
- Knowledge of human rights can help us make the world a fairer and safer place to be.
- To find ways to make sure human rights are met globally.
- Human rights aren't always respected, met, accessed or enjoyed.
- Human rights help protect everyone in the world.

What else did you think of?



PRIMARY ACTIVITIES



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

With the youngest children discuss wants and needs. Use the **RRSA card set** or simply some images on your screen. **Watch this video** reading 'I have the Right to Be a Child' to share examples. Explain in simple terms how some needs, such as clean water, having a name, being safe and being able to play are also rights for every child everywhere.



Read a selection of excerpts from 'We are all Born Free' and discuss the meaning using the illustrations provided. If you don't have the book in school **this video** reading of it may help.

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



Watch **this video** about the history of the Universal Declaration of Human Rights. Discuss in class why you think the rights mentioned are important and relevant 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.



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.

What does it mean when we say that rights are universal, unconditional, inherent, indivisible and inalienable? UNICEF UK resource, [ABCDE of Rights](#), might help. Pick one concept to create a poster for display, to share what this means to you as children and young people in your school community.

The Universal Declaration of Human Rights (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 try to write it out in the languages used by the members of your school community?

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.](#)

PRIMARY ACTIVITIES 3



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

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?

Do some research to find out what the theme is for this year's World Human Rights Day.

Work in a group and find a creative way to share something about this theme with your wider school community.

Perhaps an assembly, a newsletter article or even a podcast.

As well as the Universal Declaration on Human Rights and the UN Convention on the Rights of the Child, there are several other global human rights treaties*. Find out what they are, and which groups of people benefit from them. The class could work in groups to explore one each and then share your findings.

***A quick starting point for teachers**

Why do children need both Human Rights and Children's Rights? Discuss in small groups or with a partner and share your thoughts with the rest of your class.

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 Universal 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.



[Watch this video](#) from United Nations about the declaration of Human Rights. 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?

Do some research to find out what the theme is for this year's World Human Rights Day. Work in a group and find a creative way to share something about this theme with your wider school community. Perhaps an assembly, a newsletter article or even a podcast.

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.

SECONDARY ACTIVITIES 2



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

What does it mean when we say that rights are universal, unconditional, inherent, indivisible and inalienable? UNICEF UK resource, [ABCDE of Rights](#), might help. Pick one concept to create a poster for display, to share what this means to you as children and young people in your school community.

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.



Women delegates from various countries played a key role in getting women's rights included in the Universal Declaration of Human Rights. Hansa Mehta of India 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.

Find out about the work of Amnesty International. How do they promote and speak up for human rights around the world. Report back to your class about one of their successful campaigns.

SECONDARY ACTIVITIES 3



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

Some people are opposed to the idea of universal human rights. How do you feel about this? Imagine a world that had given up on rights.

Write a letter to a newspaper or website to express your views or write a report describing the possible consequences of such a situation.

As well as the Universal Declaration on Human Rights and the UN Convention on the Rights of the Child, there are several other global human rights treaties*. Find out what they are, and which groups of people benefit from them. The class could work in groups to explore one each and then share your findings.

[*A quick starting point for teachers](#)

The CRC has '4 general principles' – find out what these are and create a display to share with others.

How do they link to all articles from the CRC?

[Find out more here.](#)

Why do children need both Human Rights and Children's rights? Discuss in small groups or with partners and share your thoughts with the rest of your class.



REFLECTION

Take a little time to think...find somewhere quiet and give yourself some space...

- Find somewhere quiet and give yourself some time and space to pause and think...
- Why do rights matter to you and to our world?
- Which rights do you value most in your life?
- How can you help respect and protect the rights of other in your community and around the world?



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**](#)





RIGHTS
RESPECTING
SCHOOLS

unicef 
UNITED KINGDOM

THANK YOU