

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.

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 International Day of People with Disabilities, Articles 23 and Article 2 of the UNCRPD**
- **Slide 4 & 5: International Day of People with Disabilities**
- **Slide 6, 7 & 8 : Primary activities**
- **Slide 9, 10 & 11: Secondary activities**
- **Slide 12: Reflection**



INTERNATIONAL DAY OF PEOPLE WITH DISABILITIES

Stuart Whiffin, RRSA Professional Adviser,
introduces the International Day of People with Disabilities



Click [here](#) to watch on YouTube

On 3 December we celebrate International Day of People with Disabilities.

This global event promotes equality for people with disability and celebrates their achievements. It has been celebrated every year since 1981.

It is also a day to promote awareness of the challenges faced by over 1 billion people living with disabilities, and the role communities and societies play in breaking down barriers to inclusion.

Article 2 states: The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 23 states: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.





EXPLORING INTERNATIONAL DAY OF PEOPLE WITH DISABILITIES

Why do you think the world has a special day to focus on people with disabilities?

Think of as many reasons as you can.



EXPLORING INTERNATIONAL DAY OF PEOPLE WITH DISABILITIES

- We should welcome all people and celebrate differences.
- There are millions of people with disabilities – they should feel part of society
- Some people want help to be more supportive of people with disabilities
- Not every disability can be seen – we need to be more aware of different types of disabilities
- Some people still treat people with disabilities badly.
- Some governments do not properly support people who are disabled
- Sometimes people are prejudiced about disability and may say or do hurtful things.
- People who are disabled have all the rights that everyone else has.
- Everyone needs to learn more and understand what it's like to live with different disabilities.
- Celebrating and including people the disabilities will make the world a better place.

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.

Watch this clip of a story book by Kate Gaynor titled '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](#)



Use dolls, toys and or images to open up a discussion with children about disability. Design a poster or welcome banner for your class to promote inclusion and diversity linked to Article 2.

Have you read any stories about people with disabilities? Download My Brother is an Astronaut from the website of the charity **SCOPE**. Read it as a class and discuss what life is like for Jake and his family. If you have time, look at some of the other stories.

Sign language is a way of communicating using your hands. It is not only used by some people with hearing loss but helps with other communication disabilities too. Have a look at [this website](#) and see if you can learn some sign language. Teach what you learn to a friend. How does sign language help other types of disability?

PRIMARY ACTIVITIES 2



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

Investigate different types of 'invisible' or 'hidden' disabilities. Discuss in class why it is important to understand such disabilities. Use your creativity, through art, drama or music to help other people in your school to learn a little more about hidden disabilities – don't forget to mention rights.

This is the logo for the International Day of Persons with Disabilities. Work with a partner and try to use words to describe what you think it represents. Feedback your ideas to the class.



Watch [this short highlights film from the 2020 Paralympics](#). What sporting opportunities are available in your community for children with disabilities? Is there something you could do to increase access to sports for children with disabilities so they can enjoy their rights to the fullest?



Does your school library have any of the books mentioned [here](#) about children with autism? If so, choose one to read and discuss some of the barriers children face and which of their rights may be impacted or write a book review, making reference to rights. If not, talk to your teacher about broadening the range of books available.

PRIMARY ACTIVITIES 3

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



Work in a group to research and find out about the difference Rose Ayling Ellis (2021) and Ellie Simmonds (2022) have made by appearing in Strictly Come Dancing. You might start with [this clip](#) and think about how it helped people's understanding about deafness.



Article 23 says that children have the right to live a “full and decent life with dignity”. Do you know what dignity is? Look up some definitions of dignity and then discuss how your school supports the dignity of all members of the community. Write a poem to celebrate the importance of being treated with dignity.

Read about one or more of the experiences of [Ambassadors for the British Dyslexia Association](#). Note down three things you have found out and share these with others. How can you raise awareness about dyslexia in your school? Which articles from the CRC can you link your work to?

Do some research about the International Day of Persons with Disabilities. Find out about this year's theme and explain this to your class or use to present a school assembly.

To get you started, look at the themes over the years [here](#).

SECONDARY ACTIVITIES

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

What does inclusive education mean?
How are disabled children and young people included and supported in your school to ensure their rights are met?
Can you think of ways of making things even better and share your ideas?

What does disability mean to you? Do you know anyone who has a disability? Is disability always visible? Watch [this video](#) of people talking about attitudes to people with learning disabilities. Write a short reflection or create an image to represent what you have learnt.



Article 23 says that children with a disability have the right to live a “full and decent life with dignity”. Do you know what dignity is? Work in a group to look up and understand the word. Which rights from the CRC relate to dignity? Write a poem or prepare a short presentation to help others to understand dignity.

Work in a group to research and find out about the impact of the inclusion of Rose Ayling Ellis (2021) and Ellie Simmonds (2022) in Strictly Come Dancing. You might start with [this clip](#) and think about how it helped people’s understanding about deafness.



SECONDARY ACTIVITIES 2



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

According to the UK government, “A mental health condition is considered a disability if it has a long-term effect on your normal day-to-day activity.” This is defined under the Equality Act 2010. As a hidden disability, how does having a mental health condition affect someone’s ability to engage with all of their rights? Discuss this in class and create a display to raise awareness.

Read about one or more of the experiences of **Ambassadors for the British Dyslexia Association**. Note down three things you have found out and share these with others. If your school needs to raise awareness about dyslexia explore ways to do this.

Children and adults with a disability often face discrimination because of their disability. Find out about the campaign: **#ImWithSam anti-disability discrimination**
What could you or your school do to raise awareness of anti-disability hate crime. How could your knowledge of rights strengthen what you might say?

Did you know that there is a UN Convention on the Rights of Persons with Disabilities? Do some research about this and share your findings through a display or in an assembly. You can begin **here**.

SECONDARY ACTIVITIES 3

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

Working with your English Department and the school library, organise an audit of how many persons with disabilities are represented in the books read at your school. Consider to what extent positive role models are represented and whether prejudice and stereotyping are challenged.
Create a report for your SLT.

An important part of UNICEF's global work is to support children and young people living with a disability. Find out more [here](#) and use some of the information as part of your awareness raising on the International Day of Persons with Disabilities.

Watch [this video](#) on the Social Model of Disability. Discuss how your school or community be organised to provide more independence, accessibility and opportunity to people with a disability?



Do some research about the International Day of Persons with Disabilities. Find out about this year's theme and explain this to your class or use to present a school assembly. To get you started, look at the themes over the years [here](#).

REFLECTION

Give yourself some quiet time...some space... some peace....

Read the poem by Kuli Kohli. What does it say to you about people... about life... about (dis)ability? Read more about Kuli's story [here](#).

Mine

I have a dream; please don't influence it,
It belongs to me.

I have a delicate heart; please don't break it,
It belongs to me.

I have peace of mind; please don't disturb it,
It belongs to me.

I have to follow a path; please don't obstruct it,
It belongs to me.

I have an amazing life; please let me live it,
It belongs to me.

I have a choice; please don't choose for me,
It belongs to me.

I have freedom; please don't capture me,
It belongs to me.

I have incredible feelings; please don't hurt me,
They belong to me.

I have a lot of love; please don't hate me,
Love is mine to share.

I'm on my material journey; don't follow me
It won't be fair.

So... I have a dream; it's my dream to be free.

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