



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 Articles 5 & 18**
- **Slide 4: Exploring Article 5 & 18**
- **Slide 5: Some possible answers**
- **Slide 6, 7 & 8: Primary activities**
- **Slide 9, 10 & 11: Secondary activities**
- **Slide 12: Reflection**



INTRODUCING ARTICLES 5 & 18

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



Click [here](#) to watch on YouTube

Parental Responsibility

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 (or legal guardians) share responsibility for bringing up their child and parents and carers should always consider what is best for the child. Governments must support parents and legal carers by creating support services for children and giving parents the help they need to raise their children.





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?

Have a think and write down some answers.



EXPLORING ARTICLES 5 & 18

Did you think of these?

- Provide you with a home.
- Care for you and show you love.
- Provide food and clothes.
- Set you a good example.
- Help you to become independent.
- Give you emotional support.
- Support your learning and going to school.
- Make sure you have opportunities to be fit and healthy.
- Prepare you for adult life.
- Share their culture and identity and beliefs and values with you.
- Allow you to be yourself.
- Help you to enjoy all of your rights!

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.



Read a book about families from your class library such as **'All About Families'** or watch **this video** of 'The Family Book' and use this as a starter for a conversation about the role of parents and carers in family life.



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

Create a display in class to show how the actions of parents and carers help children to enjoy lots of different rights. You could start with giving them their name and registering their birth, Article 7.

What other rights can you think of?

Write a thank you card to a parent or carer who has looked after you and 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.

As you grow up, your parents or carers may give you more opportunities to make decisions about your life. Create a timeline of what choices you can make independently and how this changes over time. What choices can you make now that you couldn't when you were younger?

If you have class charters in your school, check to see if all charters have actions for the adults as 'duty bearers' as well as for you as the 'rights holders'. If you had a rights charter at home, what rights would you choose and what actions could be included for parents or carers? Design one for home and share it with your parents or carers.

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? With your class, discuss all the different things you can do and people you can contact for help. Create a display or a short presentation (or video) to share at an assembly to make sure everyone in your school knows who the trusted adults are in and out of school.

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.

PRIMARY ACTIVITIES 3

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



Parents and carers have a right to support from the government to help them bring up their children. Governments often provide this help through the council or through charities. **Home Start** is one example of charity support for families. Do some research about this or another charity or organisation that supports families in your area. (There is probably a member of staff who knows lots about this and could talk to your class.) Create a short presentation on your findings to make sure all parents and carers in your school community know where they can access support.

Children's rights are unconditional and inalienable. Use the **ABCDE of Rights** resource to find out what this means and discuss your views on this in small groups. How does your school make sure you can speak up if you felt like your rights were not being met in or out of school?

Parents and carers are mentioned in a number of other articles. Read over a **summary of the Convention** and highlight the words PARENT, CARER and FAMILY. Discuss in class why you think these words occur so often in the CRC.

The Scottish charity, Children's Parliament, created a **leaflet** to show what rights-based homes, communities and schools might look like. What do you think? Does this reflect your home, community and school? Is there anything else you would add? Discuss in small groups.

SECONDARY ACTIVITIES



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

Scan through the CRC and see how many times the word parent or family is mentioned – identify which articles relate to parents/families. What is the role of parents/carers to make sure children and young people enjoy their rights? A summary of the CRC can be found [here](#).

Article 18 says that parents and carers should always consider what is best for their children.
Think of a time when your parent or carer has considered what is in your best interests.

Write a short note to them to thank them for doing this.

Parents and carers may not know much about the CRC. Work with your classmates to design a communication plan for your school to raise their awareness and understanding of children's rights. Think about all the different ways you could deliver the information and present your ideas to your senior leaders.

Some people say that all parents and carers should have training about children's rights before they are born – 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.

Parents and carers have a right to support from the government to help them bring up their children. Do some research to find out what the government does to offer support to families, including financial support. You could start by looking [here](#). What else could be done to support families?

Where else can parents, carers and families get access to support (as mentioned in Article 18)? This may be from a national charity such as the NSPCC – you can find [more information here](#) or from a local organisation. Carry out research on what support is available for parents in your area. Collate your findings in any way you choose (leaflet, video, presentation) and discuss how your school could signpost this information to families.

Look at the wording of the last part of Article 5. (A summary of the CRC can be found [here](#).) As you grow up, your parents or carers should give you increasing independence in making decisions about your life. Create a timeline of what choices children make independently and how this changes over time. How can parents/carers and young people reach agreements around this?

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? Create your own parenting guide that links to articles from the CRC.

SECONDARY ACTIVITIES 3

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

In the CRC, parents and carers are also 'rights holders' alongside children. [This video](#) from Queen's University Belfast explains this. After watching have a discussion about the role of parents and carers in relation to children's rights.



Watch [this short video](#) about the work Action for Children, a national charity, does to support parents when they are facing challenges. Discuss some of the issues it raises. How does it relate to Article 18?



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 school's Senior Leadership Team about strengths and areas for improvement.

You may or may not wish to become a parent when you are older - how does school prepare students for the responsibility of being a parent or carer? What rights would matter to you most? 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?
- How do you show appreciation to the adults who support you in your home and family?



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