



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 Earth Day**
- **Slide 4: Linked UNCRC articles**
- **Slide 5: Exploring Earth Day – the Question**
- **Slide 6: Exploring Earth Day - possible Answers**
- **Slide 7 & 8: Primary activities**
- **Slide 9 & 10: Secondary activities**
- **Slide 11: Reflection**



INTRODUCING EARTH DAY

Kathy Allan, Senior RRSA Professional Adviser, introduces Earth Day



Click [here](#) to watch on YouTube

Earth Day

Earth Day takes place every year on April 22 to show support for the protection of the environment and our planet.

Since 1970, Earth Day has brought together people, governments and companies from around the world, supporting them to do something positive for the environment.

It promotes the fact that 'change starts with action' and we can all take action and encourage others to take action that positively impacts on the world around us.



LINKED UNCRC ARTICLES

Many articles of the CRC relate to this week's theme but the activities link, in particular, to the following articles:

Article 6 (life survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

6



LIFE, SURVIVAL AND DEVELOPMENT

24



HEALTH, WATER, FOOD, ENVIRONMENT





EXPLORING EARTH DAY

What do you, your school and your family do that helps the environment and the planet?

Have a think and write down some answers.



EXPLORING EARTH DAY

Did you think of these?

- Reduce, reuse, recycle.
- Litter picking.
- Buy local to reduce food miles.
- Eat less meat and dairy produce.
- Turn off lights, TV etc when not in use.
- Walk to school.
- Donate clothes and toys that are still in good condition.
- Use a 'bag for life'.
- Don't waste water.
- Use a reusable water bottle.
- Plant trees in the school grounds.
- Help wildlife.
- Write to decision makers such as MPs or companies to ask them to protect the environment.

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.



Watch or read Marli's Tangled Tale by children's author Ellie Jackson about the impact of plastic waste on a family of puffins or read one of the **other books in the series**.

Consider the impact of balloons and other plastic waste on wildlife in the sea, how could we prevent this?



Watch this **short film about sustainability** told in the form of a fairy tale. Celebrate all the great things you are already doing in school or at home to protect and restore the earth. Create a display to showcase these things and discuss what more you could do?



Think about your local area. Are there any issues or challenges to the environment, such as air pollution, litter or lack of green spaces?

Discuss how these things might affect children's rights.

Vote on which is most important and agree a plan to raise awareness of the issue in school and your community.

Read or listen to George Saves the World by Lunchtime.

Discuss what you have learned and as a class make a pledge to do one good thing for the planet.

PRIMARY ACTIVITIES 2



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

[Listen to Young Poet Kiara Gilbert reading her poem The Abundance of Us.](#)

Discuss her words as a class, then write your own Earth Day poem.

Can you link to rights and Global Goals within your poem?

You can find the full text of the poem and more about Kiara [here](#).

[Watch the trailer](#) for the film 2040, or the whole film if you have time.

Director, Damon Gameau, embarks on journey to explore what the future could look like by the year 2040 if we made the best use of the solutions already available to us to improve our planet. What are your hopes for your life and for the future of the Earth? Can you link your vision to rights, especially Articles 6 and 24?

Take a look at the [Earth Day website](#). Write an article for your school newsletter or create a video to ask as many families as possible to participate in Earth Day 2023.

Explain why this is important and how this links to children's rights and your work as a Rights Respecting School.

Take a look at recent [Earthshot Prize](#) winners. What would you like to invent to solve today's environmental challenges?

SECONDARY ACTIVITIES



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Take a look at the **Earth Day website**. Write an article for your school newsletter or create a video to ask as many families as possible to participate in Earth Day 2023. Explain why this is important and how participation in Earth Day links to children's rights and your work as a Rights Respecting School.

Some people say: "For us, every day is Earth Day."

If you feel the same, check out these **52 actions** and tips to make a difference. Discuss and choose one to implement in your school and one for home.

SECONDARY ACTIVITIES 2



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Look at the [Artists for the Earth](#) website. Create your own gallery in school or your local library or supermarket to raise awareness of Earth Day and the environment. Link your creativity to children's rights.

Watch the [One Earth](#) video. Create your own visual representation of the Earth using both positive and negative images. Share on social media using #InvestInOurPlanet.



Check out this [reading list](#). Have you read any of these or a different books about environmental issues? Talk to a friend and share your thoughts and opinions about these books. Take your ideas to your school library and discuss how reading books about environmental issues could be better promoted.

Take a look at recent [Earthshot Prize winners](#). What would you invent to solve today's environmental challenges and how might this link to Articles 6, 24 or any other rights?



REFLECTION

Take a few minutes and find some space to be quiet and to think... If you can, go outside, look out of a window or put some images of earth and the environment on a screen...

- Why is our planet special to you? What do you value most about the environment?
- How can upholding everyone's rights help protect the planet?
- How will you celebrate Earth Day this year?
- How can you encourage positive environmental action with friends, neighbours and family members?



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