



ARTICLE OF THE WEEK



RIGHTS
RESPECTING
SCHOOLS



INSTRUCTIONS

We strongly recommend completing this week's pack in class with teacher supervision and not setting this pack, or activities from this pack, as homework. We would also recommend considering the situations your learners may bring with them into this discussion and have support and safeguarding in place.

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 11 & 36**
- **Slide 4: Exploring Articles 11 & 36**
- **Slide 5: Some possible answers**
- **Slide 6 & 7: Primary activities**
- **Slide 8 & 9: Secondary activities**
- **Slide 10: Reflection**



INTRODUCING ARTICLES 11 & 36

Sarah Lancaster, Director of Safeguarding, introduces Articles 11 and 36



[Click here to watch on YouTube](#)

Linked Articles

Article 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives or being prevented from returning home.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.





EXPLORING ARTICLES 11 & 36

Most children never experience abduction or other forms of exploitation, but it does happen and that's why these articles are included in the CRC.

What should adults do to protect children and keep them safe?

List as many reasons as you can, share with a friend and then compare with the next slide.



EXPLORING ARTICLES 11 & 36

Did you think of these?

- Make sure you are being looked after by someone responsible. If you are going out, make sure they know where you are going and who you are going with.
- Make sure that you have someone to talk to if you feel unsafe and that you know this is always a top priority.
- Encourage you to say no if you are in a situation where you feel uncomfortable.
- Use safe settings on wifi and devices and discuss this with you.
- Provide safety equipment for activities such as cycling and skateboarding.
- Ensure that places such as schools have security gates/locks.
- Provide a sign in system for school visitors.

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.



To stay safe, it is important that we all learn to say no when we are not comfortable with something. Read or watch [No Means No! by Jayneen Sanders](#) together and discuss having the confidence to say no when something doesn't feel right.

There are many rights related to being kept safe and protected from harm. Find as many articles from the CRC as you can that relate to safety. Do you have a special place where you feel really safe? Maybe at home or a friend or relative's home, or somewhere else? Draw a picture of where you feel safe.

Abduction – where and when have you heard this word being used before? What does the word abduction mean? Why is this something that children have a right to be protected from?

Abduction is when a child is removed from the place they legally live without permission or are being kept somewhere else and unable to return home. How would you help a friend if they told you this had happened to them? Have a look at [the Childline website](#) and look for some top tips. Create a poster for your school to share top tips with others.

PRIMARY ACTIVITIES 2



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

Sometimes children are taken away from their families by force (abducted) and are made to do dangerous or illegal activities. Write a speech or a letter to set out the reasons why abducting children is wrong. Make sure you reference the relevant articles from the CRC to strengthen your argument.

Article 11 says that children should not be taken out of the country without the consent of both parents or the person who has parental responsibility for the child. As a child you have the right to say what you think should happen to you. Who would you talk to if you were worried? Draw or write a list of trusted people who are there to keep you safe and to listen to you.

Everyone has a right to be safe. Sometimes you may notice that a friend isn't acting like themselves. What kinds of things might make you worry about a friend? If you were worried about them, what would you do to get them the help they need? Talk about what you can do to support your friends and classmates' right to be safe.

UNICEF works to protect children's rights. Why do you think it is important that children should know about their rights? What impact can this have on your life? Write a poem, or a short story, talking about why it's important for every child to know their rights.

SECONDARY ACTIVITIES



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

Article 11 is about protection from abduction. Where and when have you heard this word being used before? What does the word abduction mean? Look up a definition and discuss why is this something that children have a right to be protected from?

Look at this website [Action Against Abduction](#) to find out more about child abduction and create an information leaflet that could be produced for your wider school community (for places such as GP waiting rooms, local shops, community centres etc.) to inform people about child abduction.

What's your view on 'Stranger Danger' as a message for young people? Look at the resources for a campaign called [Clever Never Goes](#) to try and keep children safe from abduction. Write a review of the "Clever Never Goes" campaign. Do you think it will help to stop children from being abducted? Design your own campaign to keep children safe from abduction.

Read this article by [Amnesty International](#) and this one by [UNICEF](#) - which duty bearers could you contact to try and help these children? Write a letter to the duty bearer to ask them to do all they can to protect the children.

SECONDARY ACTIVITIES 2



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

UNICEF is an organisation that helps children all around the world. Read about some of things that UNICEF are doing to help [children in Nigeria](#), and [Sudan](#). Create a fact file that could be displayed for others to learn about.

'Exploitation'

Where and when have you heard this word being used before? What does the word mean? Why is this something that children have a right to be protected from? In addition to Article 36, which other articles from the CRC relate to this?

Think about the children in the following situations and discuss which of their rights are affected in what is happening:

- A child is used in a political campaign to get adults to vote for a particular political party.
- A child is made to take part in a trial for a drug that might have dangerous side effects.
- A child is made to do/say things they are not comfortable with when they are being filmed by an adult.

Consider what young people can do to keep themselves safe from these kinds of exploitation.

Article 36 says that children should be protected from all forms of exploitation. In the UK, County Lines is a process where children are made to travel to different places to sell and/or store drugs. Find out more about how to spot the signs of someone who is being exploited in this way and how to help someone who may be at risk. Create posters to let other know.



REFLECTION

What can you do as an individual or a school to help others who may be affected by abduction or exploitation?

