

unicef 

UNITED KINGDOM



RIGHTS  
RESPECTING  
SCHOOLS

ARTICLE OF THE WEEK

# TEACHER SLIDE

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## 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.

# GUESS THE ARTICLE

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These pictures provide a clue to this week's article.

How do these pictures help you? Can you guess how they are linked together?

Write down your thoughts or discuss with someone in your house.



# INTRODUCING... ARTICLE 7



Jenny introduces Article 7



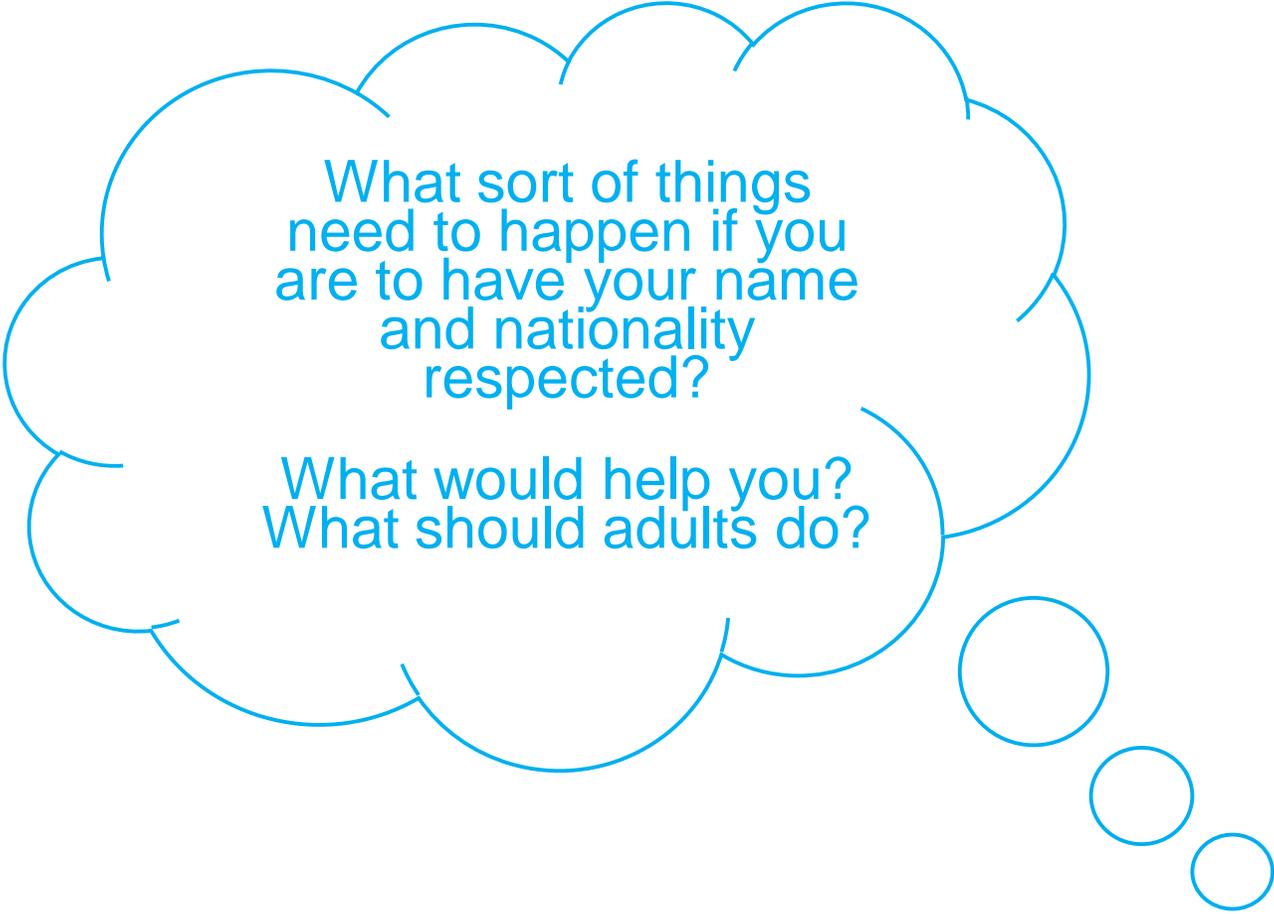
Article 7 – birth registration, name, nationality, care

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

[Watch on YouTube](#)

# HOW CAN YOUR NAME & NATIONALITY BE RESPECTED?

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What sort of things  
need to happen if you  
are to have your name  
and nationality  
respected?

What would help you?  
What should adults do?

Write them down  
and then compare  
your answers with  
the next slide.

# HOW MANY OF THESE DID YOU GET?

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- By being called your preferred name (shortened or in full)
- Your name being pronounced properly and spelt correctly
- A birth certificate
- A passport (if you need to travel out of the UK)
- You are encouraged to be proud of your name and nationality.
- You get a chance to celebrate your national identity perhaps with a special day, food or music.
- To know and be cared for by your parents - it might be two parents, or it might be one parent, or someone else in your family, like a grandparent or an aunt or uncle or maybe a carer, an adult who children live with, and are looked after by

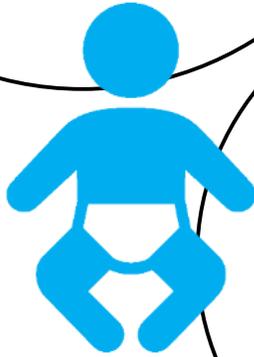
# ACTIVITY TIME

All these activities are related to...



You don't need to do every single activity but if you have time you can do more than one.

Have you ever been to a naming and welcoming ceremony, like a christening or aqiqah? Write a short description of what happened or share what you remember by telling someone about it. Find out about naming ceremonies from other faiths or cultures.



Read *The Name Jar* or [watch the video](#) and think about whether you respect other children's names.

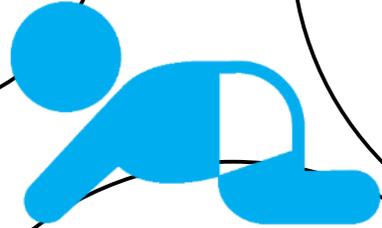


**Draw an identity hand!**  
Draw around one of your hands, write your full name in the thumb area, in the next finger, write your date of your birth, put the country you call home in the next finger. Then in the last two fingers, write the names of two adults who are important for you, like your parents, carers or grandparents. Draw the flag of your nationality on the palm. Finish your picture with your favourite colours or designs. Share these with your class and teacher.

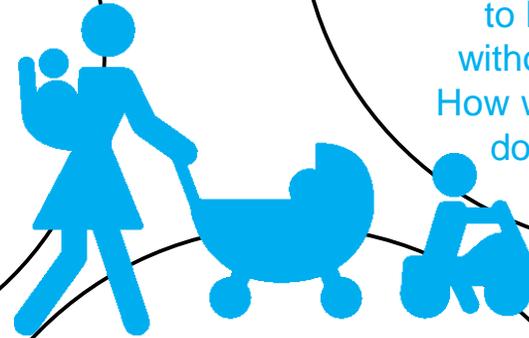
Create a sign with your name on – this could be with paper and pen, paint or a collage with indoor or outdoor materials. Can you write an acrostic poem with your name and words that describe you?

# ACTIVITY TIME

Why do you think it is important to be registered at birth?



Do you celebrate the day you were born? Draw a picture of a memorable birthday. Create a bar chart to show the most popular birthday month amongst your friends or family. Try to include at least 10 people.

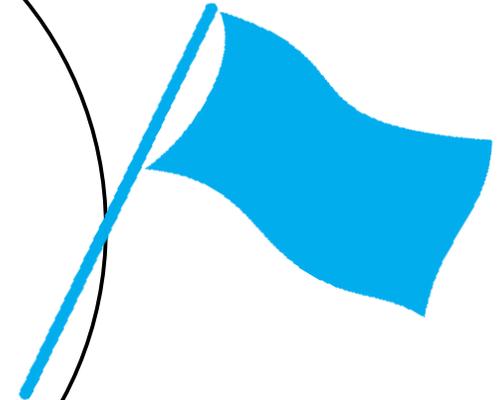


Ask your family about your name? Talk to your friends or family about their names. Do you know if they have a middle name? Do they like their names? Would they ever change them? Imagine if someone decided you had to have a new name, without your agreement. How would you feel? Write down your thoughts.

A coat of arms of a family, town or organisation is a special design in the form of a shield that they use as a symbol of their identity. Design your own coat of arms with things that represent your identity - perhaps the things you like to do such as hobbies or sports.



What is your nationality? Do you know what the national flag looks like? Look at other flags, pick a favourite and find out which country it belongs to. Talk to your family about how you celebrate your nationality? Perhaps through days like Burns' Night, St George's Day or Chinese New Year?



# REFLECTION

**Try to spend a few minutes thinking about these questions**

- Spend a few moments being quiet and still.. think about who you are, your name, your nationality, the people who care for you.
- Do you always show respect for the right to a name and nationality in your life at home or school?
- How does your school protect this right?
- What could you do today to show respect for this right?
- Why is this right important to you? How does it help you?

**Write down your thoughts or talk to people in your home.**



# EXTENSION

- Are there other articles from the CRC that relate to name and nationality– can you explain?
- Rights are universal – all children have rights regardless of nationality. Do all children of all nationalities get to enjoy their rights in every country? If not, why not?

You can find a summary of the whole Convention [here](#)

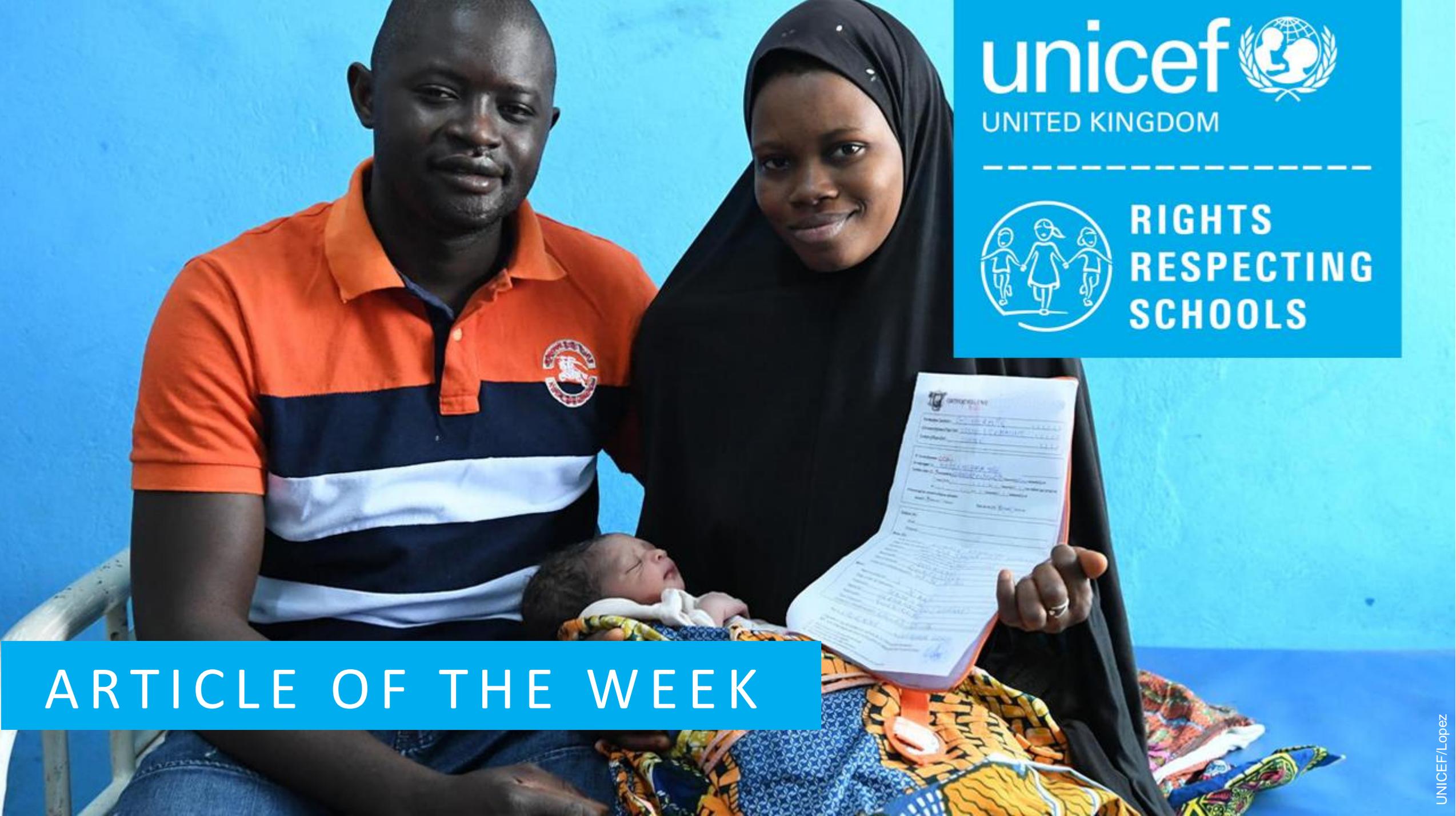


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THANK YOU



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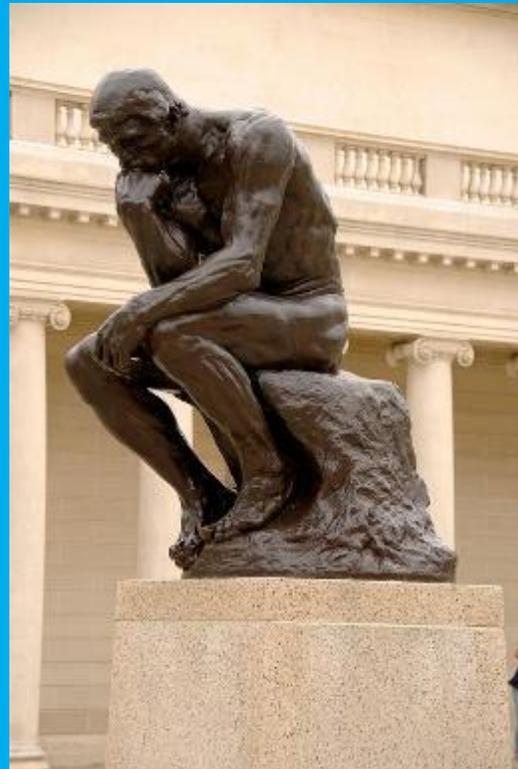
# GUESS THE ARTICLE

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These pictures provide a clue to this week's article.

How do these pictures help you? Can you guess how they are linked together?

Write down your thoughts or discuss with someone in your house.



# INTRODUCING... ARTICLE 14



Samaha introduces Article 14



Article 14 – Freedom of thought, belief and religion.

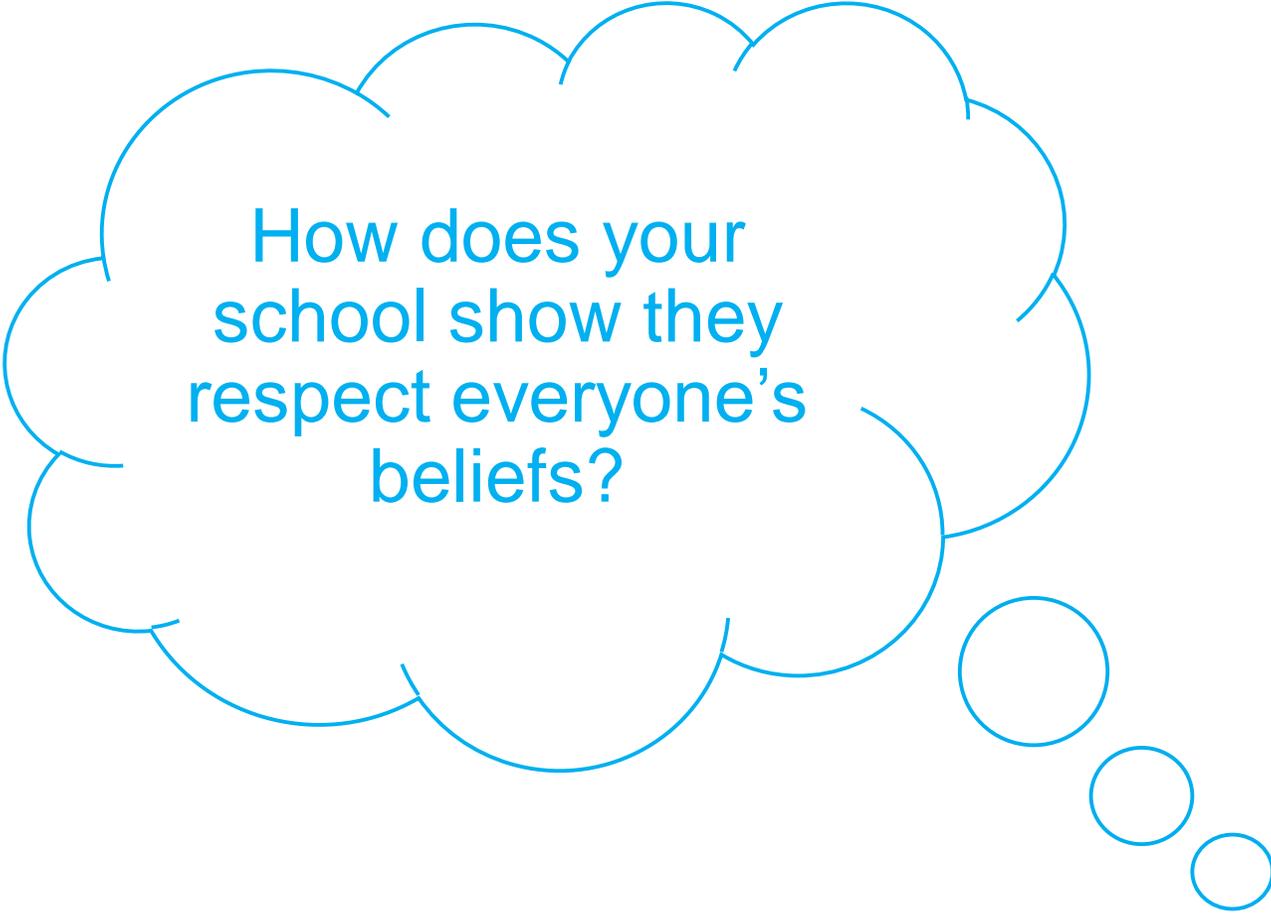
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

[Watch on YouTube](#)



# WHAT NEEDS TO HAPPEN FOR YOU TO HAVE YOUR THOUGHTS AND BELIEFS RESPECTED?

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How does your school show they respect everyone's beliefs?

Write them down and then compare your answers with the next slide.

# HOW MANY OF THESE DID YOU GET?

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- You have opportunities to have your views listened to and valued
- Your food choices are respected
- People have the time and space to pray or reflect
- There is an opportunity to celebrate special times or festivals
- You have a variety of uniform options to reflect beliefs
- Everyone is encouraged to respect each other's viewpoints
- It is an inclusive environment where everyone feels welcome
- Can you think of any others?

# ACTIVITY TIME

All these activities are related to...



You don't need to do every single activity but if you have time you can do more than one.

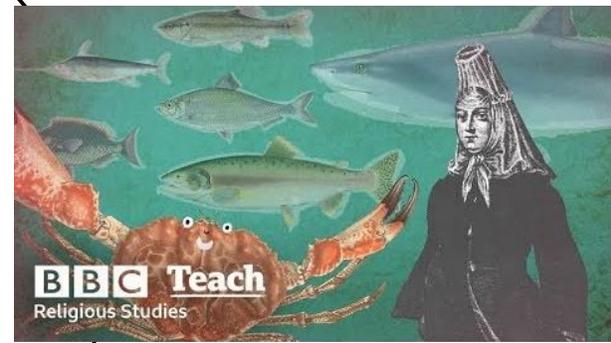
Thoughts and beliefs are usually really important to people. Write down some things you believe in strongly. Share these with your family or discuss them with your friends.



List as many religions as you can think of. Do you know what symbols are linked with these religions? Have a go at drawing them if you can.



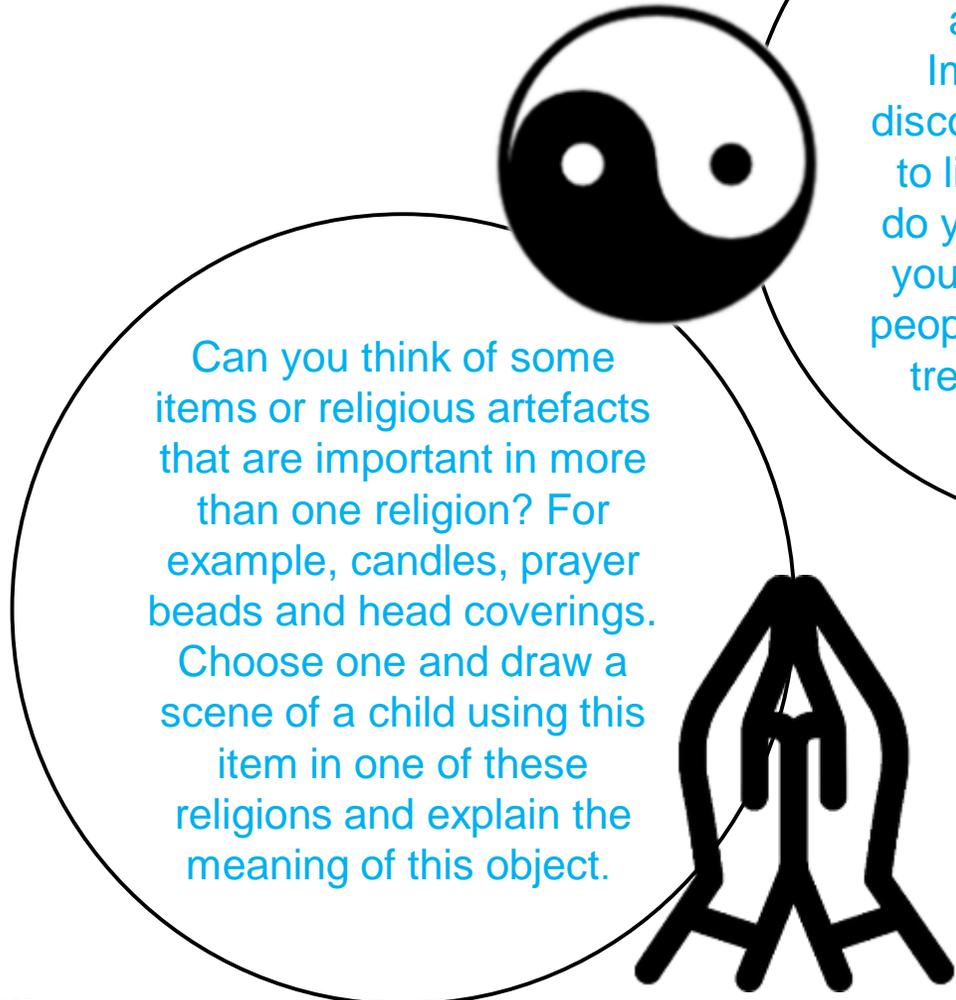
Food choices are really important to some people. Find out about the food rules of veganism or a specific religion. If you have the ingredients at home, why don't you have a go at making a dish with your family? Watch [this video](#) from the BBC and its humorous exploration of food and religion.



Why do you think religious buildings are important? Think of and draw a building that is important to you or make a sculpture of one of these buildings using things you can find around the house (old cereal boxes, empty toilet roll etc.). This could be a religious building like a church or a temple, or even a school or a library. Write a sentence or two about why this building is important to you.



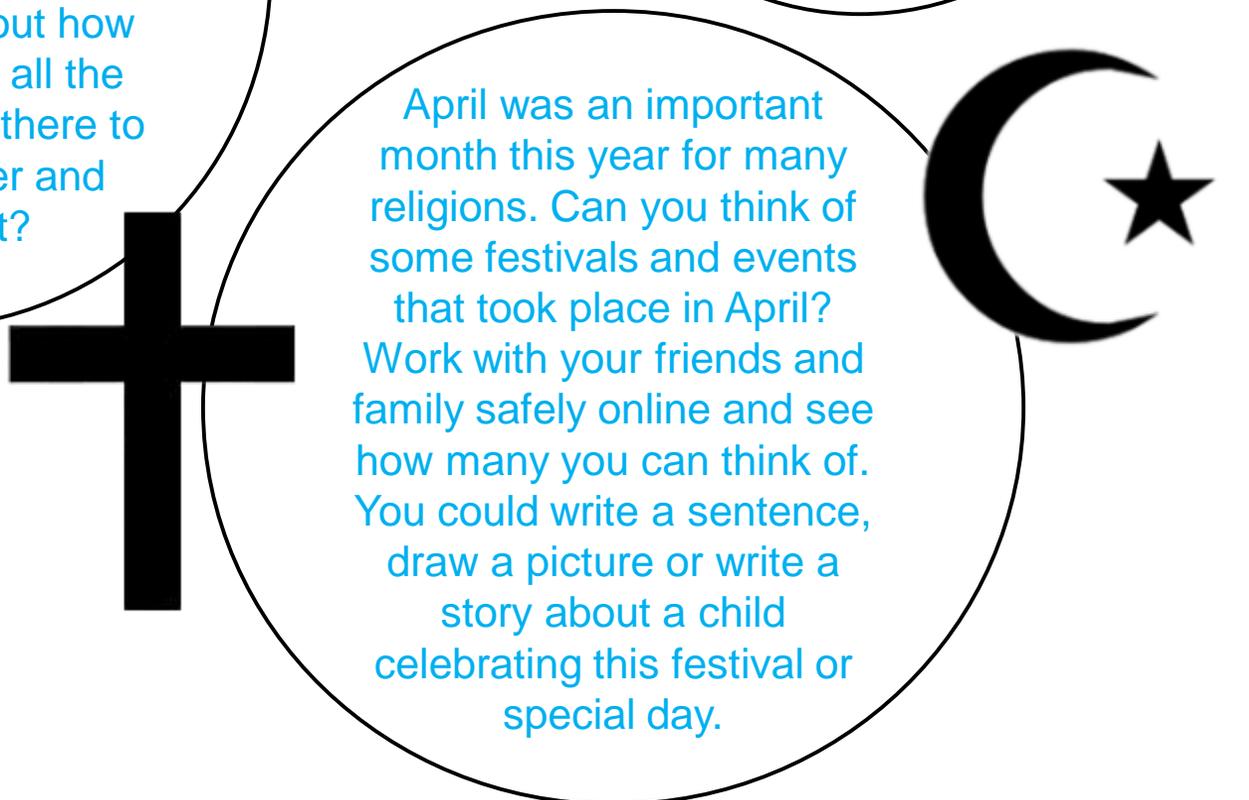
# ACTIVITY TIME



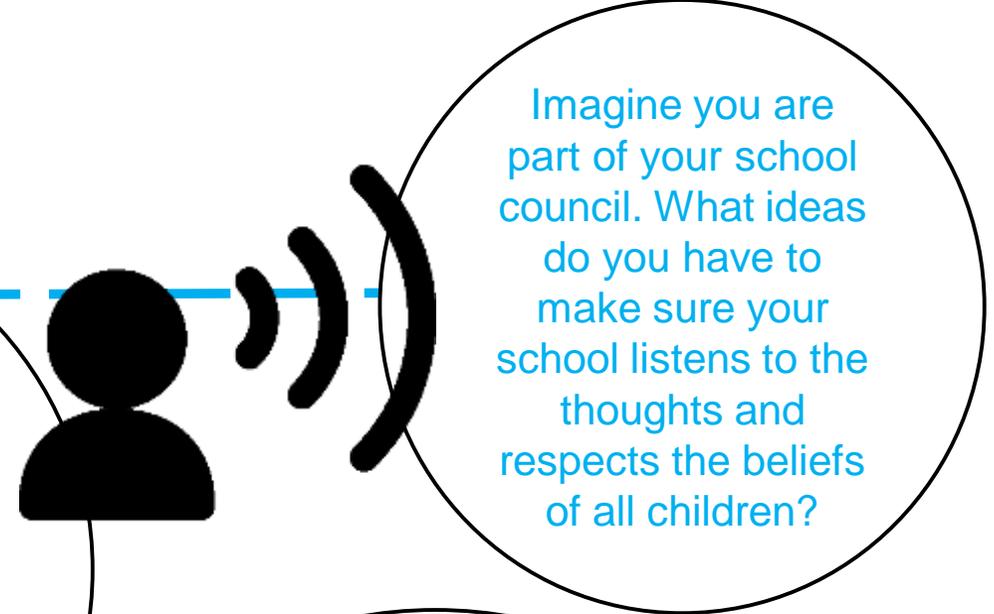
Can you think of some items or religious artefacts that are important in more than one religion? For example, candles, prayer beads and head coverings. Choose one and draw a scene of a child using this item in one of these religions and explain the meaning of this object.



People's beliefs often influence the way they act and behave. Imagine you have discovered a new planet to live on. What ideas do you have about how you would want all the people who live there to treat each other and their planet?



April was an important month this year for many religions. Can you think of some festivals and events that took place in April? Work with your friends and family safely online and see how many you can think of. You could write a sentence, draw a picture or write a story about a child celebrating this festival or special day.



Imagine you are part of your school council. What ideas do you have to make sure your school listens to the thoughts and respects the beliefs of all children?

# REFLECTION

**Try to spend a few minutes being quiet and still. Think about the beliefs that matter most to you...**

- Why do you think a child should be allowed to choose their own beliefs? Why is it important that a child is supported by their family to make a decision about their faith and beliefs for themselves?
- Are there ways that you can respect and support students in your school that may have different beliefs to you? When you're back in school you might want to ask about their beliefs to find out more, you could even celebrate a special day with them.



# EXTENSION

- Rights are indivisible and interdependent.
- Have a think about other rights that have links with Article 14. You might want to begin with Articles 13 and 17.

You can find a summary of the whole Convention [here](#)



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