



RIGHTS
RESPECTING
SCHOOLS

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ARTICLE OF THE WEEK

1 million
Report

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

These pictures provide a clue to this week's article. All these pictures were all taken before social distancing measures were put in place.

What rights is being shown in these pictures? Can you guess how they are linked together?

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



INTRODUCING... ARTICLE 15



Stuart introduces Article 15

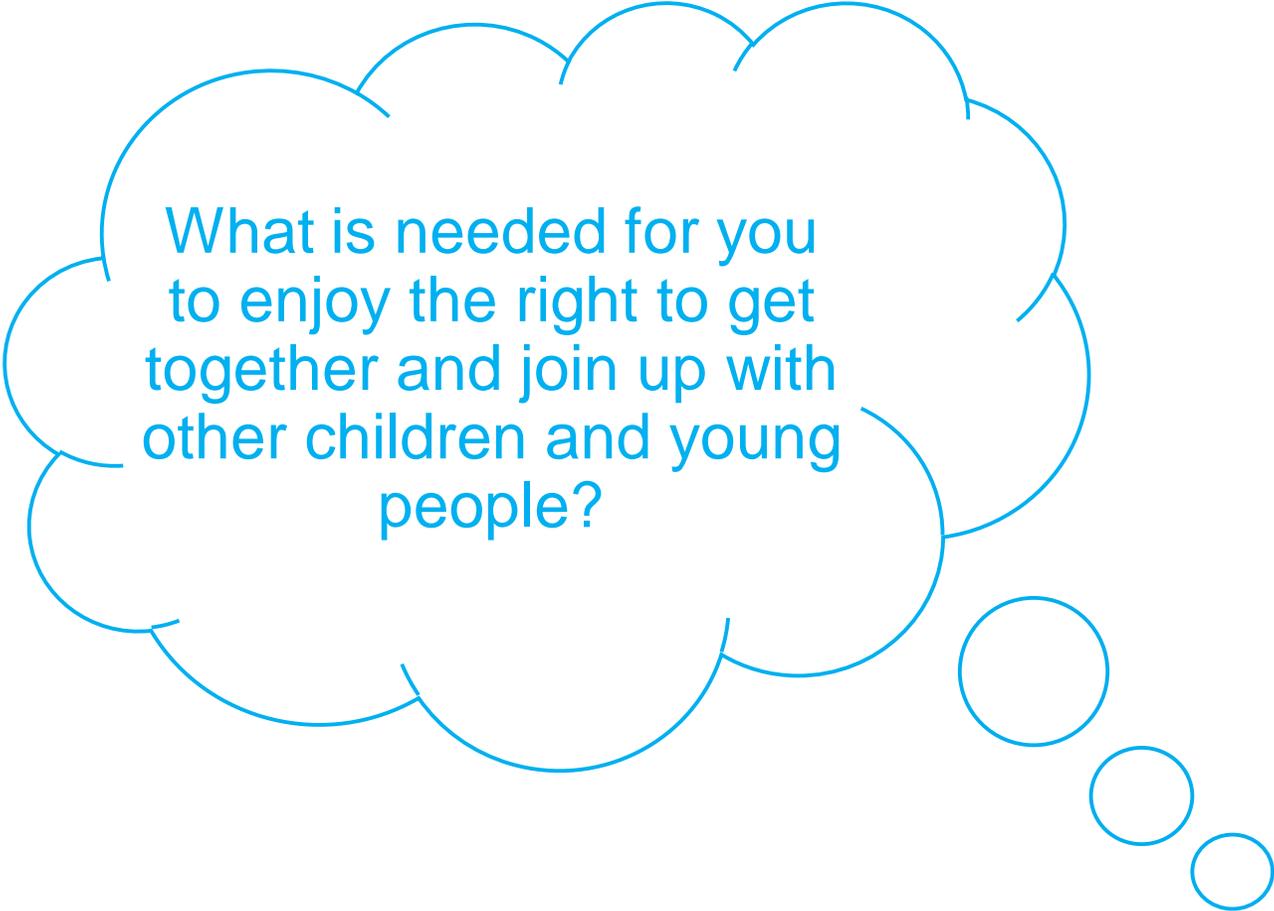


[Watch Stuart in YouTube](#)

Article 15 – Freedom of association

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

EXPLORING ARTICLE 15



What is needed for you to enjoy the right to get together and join up with other children and young people?

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

HOW MANY OF THESE DID YOU GET?

- Clubs, organisations and groups that are near to you or can be accessed safely.
- Groups and organisations that have fun and appropriate activities.
- Safe places to meet.
- Choice of clubs in school.
- Encouragement from parents and carers to get involved.
- Activities to join in with that do not disrupt the rights of others.
- Freedom to start a group if there is something you feel strongly about.
- Clubs and organisations should not be too expensive to join.
- Any other ideas...

ACTIVITY TIME

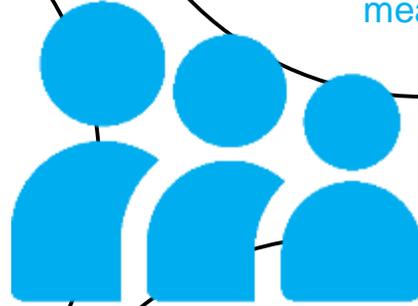
All these activities are related to...



15

SETTING UP OR JOINING GROUPS

During these times it can be difficult to stay in touch with other young people and groups that we are part of. Make a list of 5 children that you would like to get in contact with. Write them a letter or video call them this week to find out how their week has been.

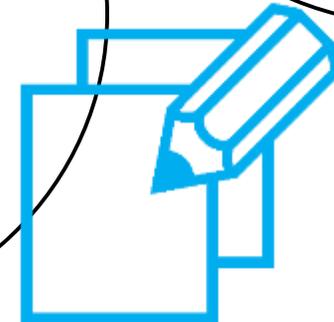


The word 'association' is interesting. You have perhaps heard of the Football Association (FA) or the Automobile Association (AA) Look up the meaning of ASSOCIATION and explain to somebody in your home what it means.



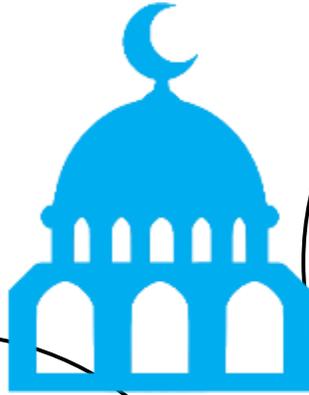
Imagine you are meeting a new child for the first time – it could be in a club or in your class. Make a list of questions you would like to find out to get to know them. What would you tell them about yourself?

Think about a group or club you are part of. Create a poster or leaflet to encourage other people to join. Make sure to list all of the reasons why it is a good idea to join this group.

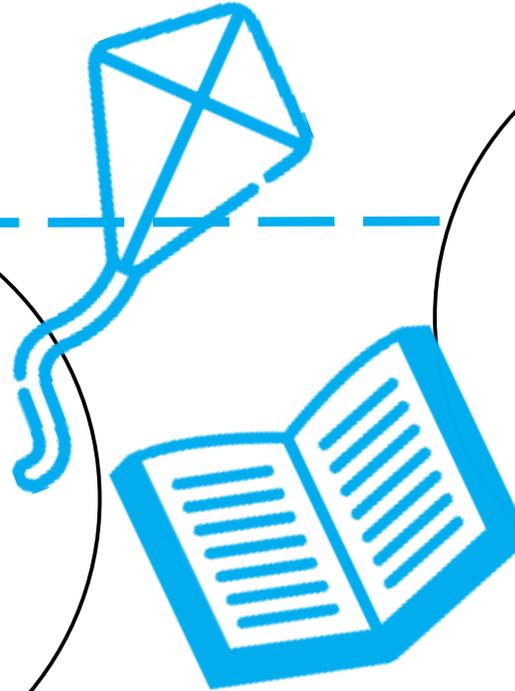


You don't need to do every single activity but if you have time you can do more than one.

ACTIVITY TIME

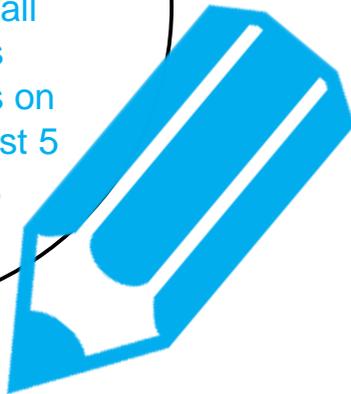


Make a list of all of the organisations and groups that you belong to. Can you group them in different ways? Are they school groups? Clubs? Religious groups? Sport or special interest groups?



Think of the story 'Cinderella' How was her right to associate with others restricted? How would this have made her feel? Can you think of any other characters from books or stories that could not easily enjoy Article 15?

Working with somebody at home, or by yourself, see if you can come up with a catchy phrase to remind people that all children have this particular right. Pass on your phrase to at least 5 people you know.



Watch this short video. What can you learn from this? How does it link to Article 15?



REFLECTION

This week's article is all about being with others but it is good for us sometimes to have reflection time on our own. Find some space and time and spend a few minutes thinking about these questions:

- Not being able to be with others physically in our groups and clubs is hard. What are the things you miss most about this? (Perhaps discuss this with an adult later)
- Who are the adults who help to run your groups or clubs? Have you thanked them recently?
- Hopefully all our groups, clubs and activities will happen again when it's safe to do so. What will you do to enjoy, celebrate and respect freedom of association – yours and other peoples?



EXTENSION

Sometimes people say Article 15 is 'The right to friends' but that's not what the article says! Why do you think that there isn't actually a 'Right to have friends' in the CRC?

Do all the people in the clubs and groups you belong to have to be your friend?

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



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GUESS THE ARTICLE

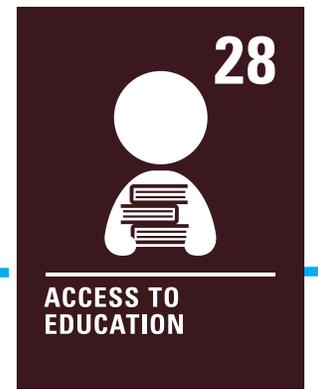
These pictures provide a clue to this week's article.

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 28



Jilly introduces Article 28



Article 28 – the right to education
Every child has the right to an education.
Primary education must be free and different forms of secondary education must be available to every child.
Discipline in schools must respect children's dignity and their rights.
Richer countries must help poorer countries achieve this.

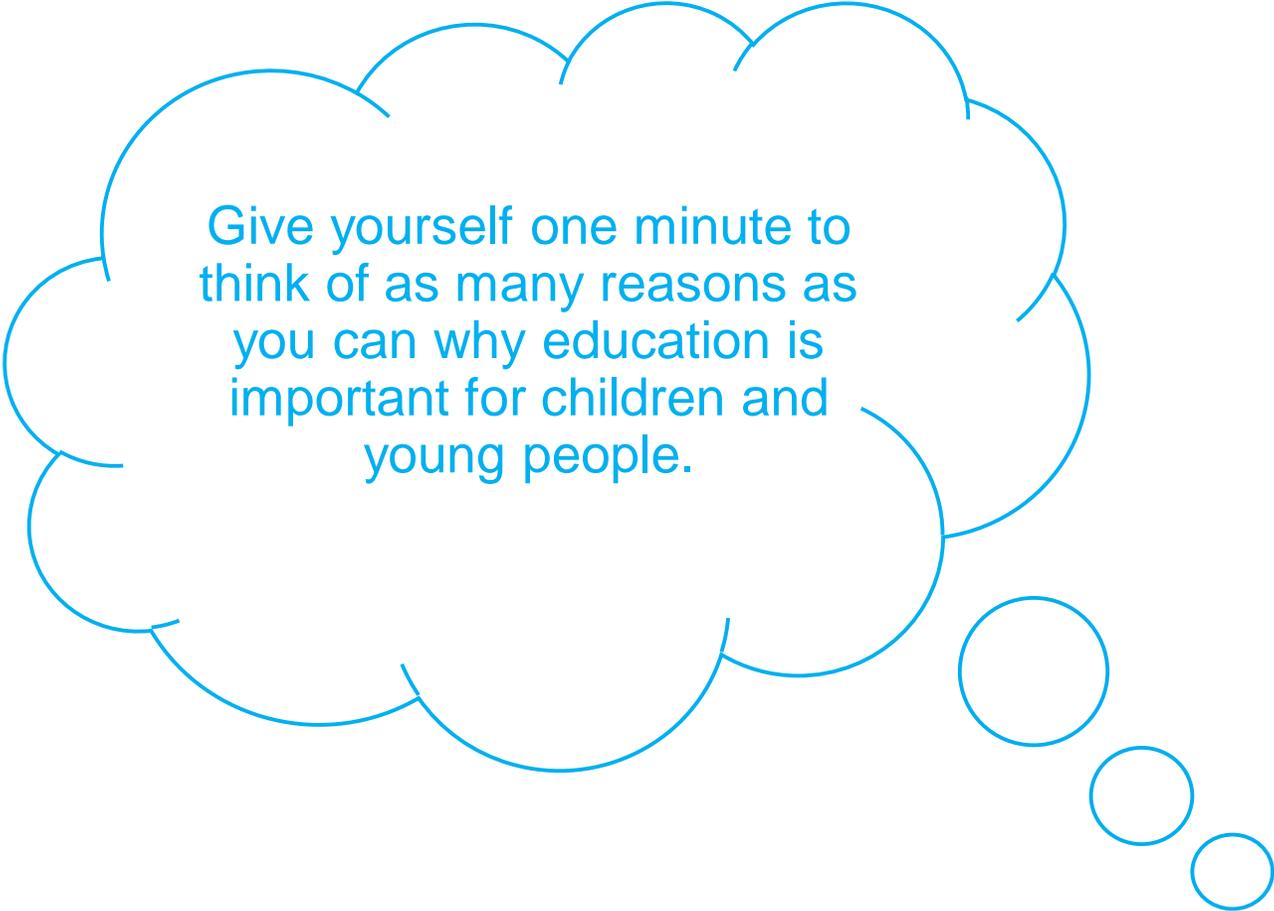
[Watch Jilly on YouTube](#)

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WHY IS THE RIGHT TO EDUCATION IMPORTANT?



Give yourself one minute to think of as many reasons as you can why education is important for children and young people.

You might like to ask someone else in your house to do this too. At the end of one minute share your thoughts and then compare with the ideas on the next slide.

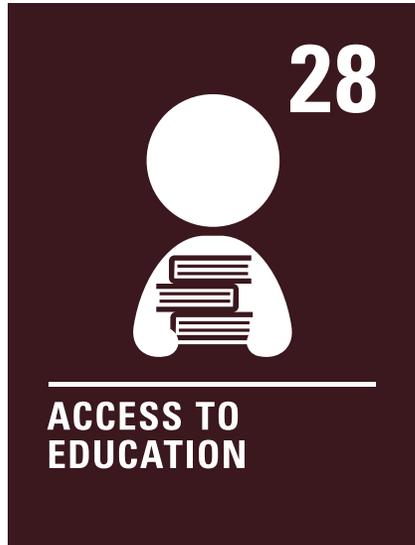
HOW MANY OF THESE DID YOU GET?

Education is important to children and young people because it will help them to:

- have skills to improve things and help people
- form opinions and views about things
- learn things, gain knowledge and pass exams
- know how to stay safe and healthy
- learn how to respect other people's ideas and get on with other people
- get a job they enjoy and earn money
- make informed choices
- have more opportunities in life
- learn about things that are important for the world
- grow up to be responsible adults

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.

Imagine you have been asked to create your ideal lesson timetable for a day or a week at home or in school. Plan it out and decide what you would include and what you would leave out. Make sure it will provide children with a really good quality education!



What do you think makes a good teacher? [This video](#) might give you some ideas! Draw an outline of your ideal teacher and surround it with words that describe what that teacher is like.



Teachers and learners go together! So now think about what makes a good learner? Imagine you are talking to a younger brother, sister or friend who is about to start school. Describe to them how to be a really good learner! Invent a cartoon character to represent this good learner.



ACTIVITY TIME

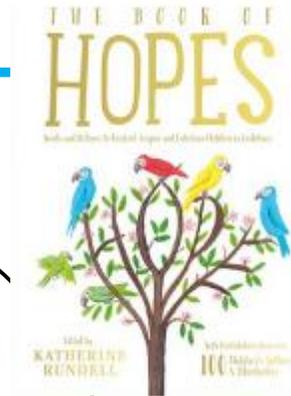
Watch [‘Education is every child’s right’ video](#) and use it to help you create a poem about education and learning.

You could begin:

- Education is a right
- Education is hope
- Education is...

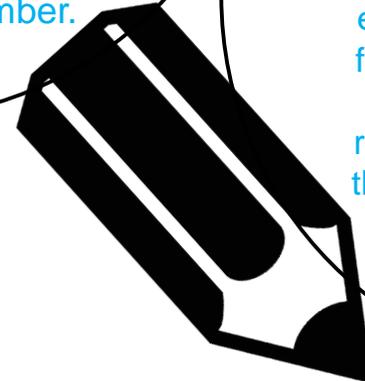
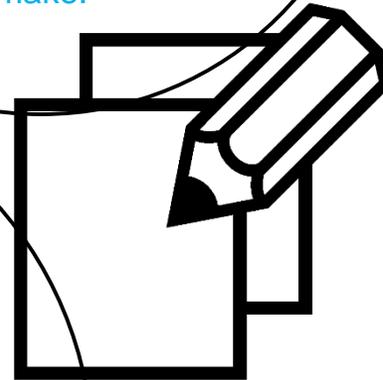


You might like to browse through [this lovely new book](#) ‘The Book of Hopes’ dedicated to everyone working in hospitals during coronavirus. Choose a poem or a story that you feel is special, Jilly chose ‘Hope or learning the Language of Birds on page 76? If you find a favourite, share it with somebody at home or safely online with a friend or family member.



If you became the new Education Minister in the government – what would be the first thing you would do? Think carefully about what you think children and teachers need. You could have a go at writing your first speech describing the improvements you would make.

Schools and teachers do so much more than teach you facts. Think of every thing that happens at your school – how the adults look after you and treat you with dignity and respect, how you look after each other. Now write a ‘recipe’ for a Rights Respecting School. What are the ingredients e.g. respect, safety. How do you mix them together to create the best rights respecting learning environment?



REFLECTION

Think about your own learning for a few minutes – your own learning in school and outside of school.

- What do you love learning about the most?
- What are you passionate about? What makes you excited to get up in the morning?
- What are you good at? Or would like to be better at?
- How do you learn best?

Now re-imagine a new kind of school that fitted you exactly. What would it be like? Would it be an actual building? A workshop? A studio? A virtual school? Or an outside space? Let your imagination run...



EXTENSION

Children's rights are universal and indivisible and the right to a good quality education is an example of how rights are interdependent.

For a child to enjoy a good quality education lots of other rights need to be accessed too – health for example. You can't learn effectively if you are unwell.

Think about which other rights are important if all children are to enjoy their right to learn?

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



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