



RIGHTS
RESPECTING
SCHOOLS



UNITED KINGDOM

ARTICLE OF THE WEEK

TRUE OR FALSE?

Article 28 is the most important article.

Article 19 is the right to be protected from violence, abuse and neglect.

These rights are just for the children who go to Coppice.

These rights are yours and they can't be taken away from you.

Article 20 is the right to health care.



TRUE OR FALSE?

Article 28 is the most important article. FALSE
(They are all equally as important.)

Article 19 is the right to be protected from violence, abuse and neglect. TRUE

These rights are just for the children who go to Coppice. FALSE
(These rights belong to all children across the world.)

These rights are yours and they can't be taken away from you. TRUE

Article 20 is the right to health care. FALSE
(Article 24 is the right to health care.)



CAN YOU GUESS THIS WEEK'S ARTICLE?

These pictures provide a clue to this week's article.
What do you think it might be?



INTRODUCING... ARTICLE 2



Danny introduces Article 2



Article 2 - (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

[Watch Danny on YouTube](#)

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WHAT IS NEEDED FOR EVERY CHILD TO BE ABLE TO ENJOY ALL THEIR RIGHTS FAIRLY AND EQUALLY?

- Every young person and child should know that their race, gender, ability, nationality (or other characteristic or identities) should not stop them enjoying all their rights.
- Nobody should feel that they are treated differently because of who they are.
- All people should accept, respect and value others for who they are.
- All schools should teach and practise and actively celebrate respect for all.
- Learning should include opportunities to empathise with those who are discriminated against.
- Government decisions and the law should show the way against all forms of discrimination.
- Everyone should be open to the fact that we all have prejudices and be ready to challenge them.
- People challenge and speak up about any discrimination they experience or see.
- Newspapers and other information sources should promote and celebrate diversity and inclusion.

ACTIVITY TIME

All the activities on the next two slides are related to...



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

Article 2 uses some words you might not know very well. Look up *discrimination*, *ethnicity*, *race* and *gender* to find out what they mean. Try to explain Article 2 to somebody at home now that you know the meaning of these words.

Imagine that you are treated differently and not allowed to go to school, have friends and play because of the colour of your hair. ... How would this feel? What would you say and do? Discuss this with the grown ups at home.

Being happy and proud about who we are as people is important. Have you read 'The Flamingo Who Didn't Want To Be Pink'? Watch [the story](#) made by children at William Tyndale School. Try to get all your family and friends to tell you the best things they like about being themselves and the best things about you.

Think of somewhere that you know well. It might be a library, a park or a swimming pool. Does it welcome everyone? Can all children take part there equally? Talk to your friends or family about what could make this place better for everyone.



ACTIVITY TIME

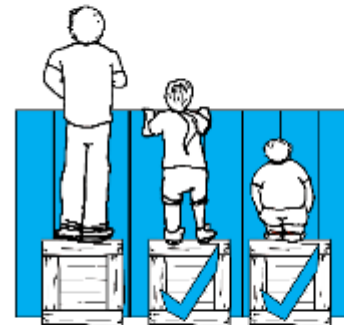


Discrimination is against rights – in the UK it's also against the law. [Watch this video](#) to learn more. The video says 'set a good example' – how can you do this in school?

Think about people through history who have campaigned against unfair discrimination
Martin Luther King Jnr;
Dame Tanni Grey Thompson, Malala Yousufzai. Find out more about what they campaigned for. Maybe you could make a poster all about them.

Look at these images illustrating *Equality*, *Diversity* and *Inclusion*. What do you think it is trying to tell us?

The charity Childline has an informative page about discrimination, hate crime and equality. Have [a look here](#) and share with your friends something new that you found out about these issues.



EQUALITY



DIVERSITY



INCLUSION

REFLECTION

Try to find somewhere peaceful and spend a few minutes being quiet and still ... then think about these questions...

- What makes you different from everyone else? What makes you proud to be you?
- What could you do or say to other people to help them feel positive about who they are as people?
- When you see or hear racism and other forms of discrimination what do you do to challenge what you are witnessing?



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THANK YOU