



RIGHTS  
RESPECTING  
SCHOOLS



UNITED KINGDOM

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

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

Can you guess how they are linked together? Which article of the Convention do these pictures relate to?

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



# 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](#)

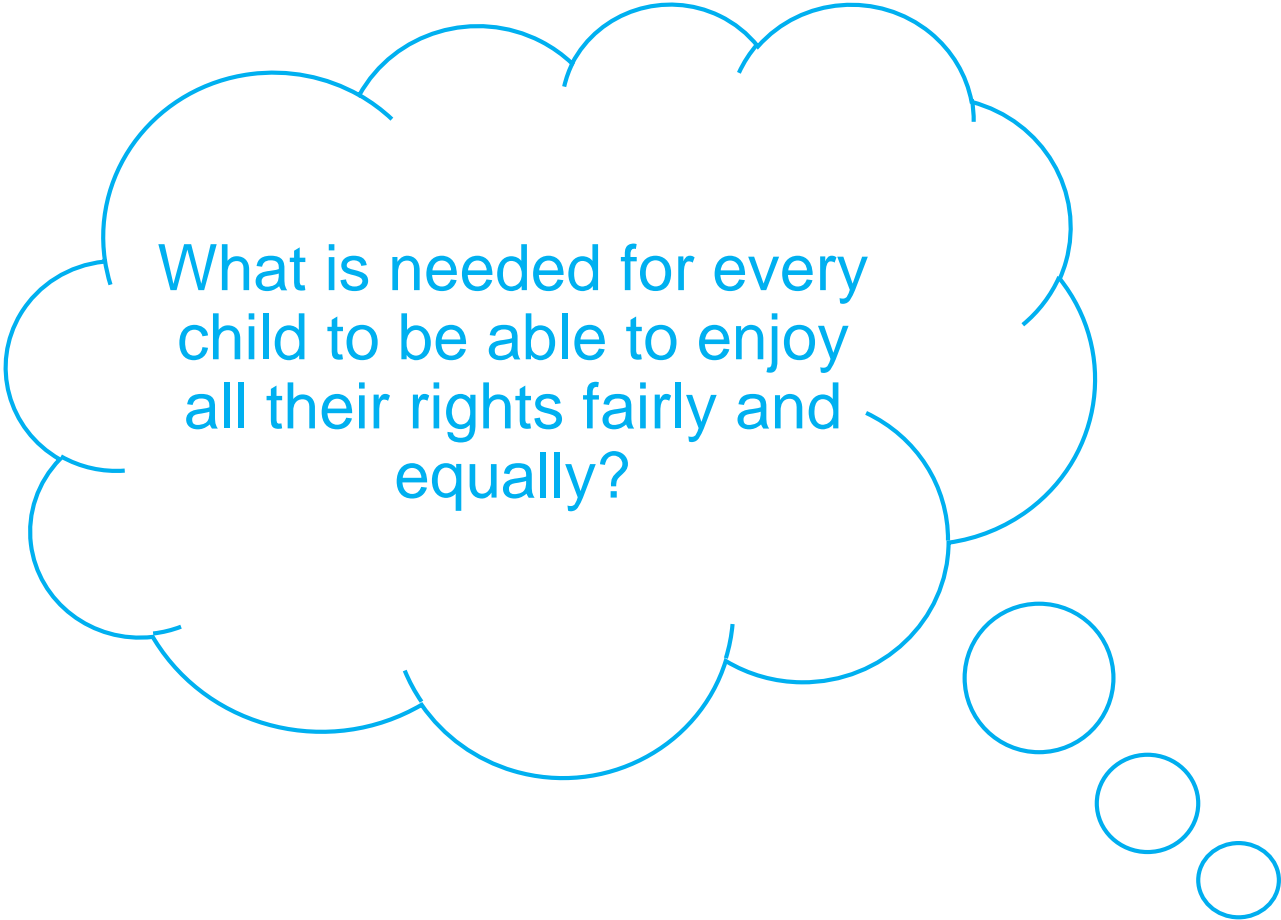
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# EXPLORING ARTICLE 2

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What is needed for every child to be able to enjoy all their rights fairly and equally?

Note down your thoughts and compare with the next slide.

# HOW MANY OF THESE DID YOU GET?

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- 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.

What else did you think of? Are there any other characteristics or identities that might cause a person to be discriminated against?

# ACTIVITY TIME

All these activities are related to...



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.



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

# ACTIVITY TIME



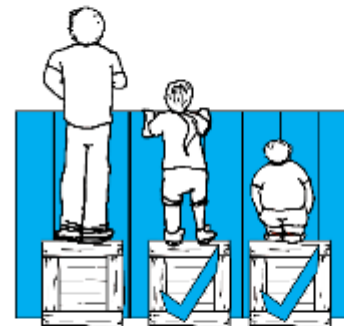
Discrimination is against rights – in the UK it's also against the law. [Watch this video](#) to learn more.

The video says 'set a good example' – how can you do this in school? Discuss this with your friends safely online or send a message to your teachers.

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 and share what you find with a friend.

Look at these images illustrating *Equality*, *Diversity* and *Inclusion*. Create a poster showing these images with a written caption explaining what each word means and why Article 2: Non-Discrimination is important.

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



# ACTIVITY TIME

These activities will help you understand how...



...can relate to your life.

You don't need to do every activity, just do as many as you can.

The Convention on the Rights of the Child promotes *Inclusion* and *Diversity*. Look up the meaning of these words and create a blog post or an advert to promote them.

Discrimination is key to Article 2 and it often sits beside other terms such as prejudice and xenophobia. Do a bit of research on this vocabulary and as well as looking up these three words you could also look up racism.

Lots of organisations and movements stand against discrimination: Stonewall; Show Racism the Red Card; Black Lives Matter, Disability Rights UK – choose one or more of these and find out more about their work. Share your research with your friends safely on line.

Unicef in Georgia made a video to help people think about and understand prejudice and discrimination. Watch [the video](#) and share with an adult at home what messages you take from it.



'All people are born free and equal in dignity and rights' – This is the opening of the Universal Declaration of Human Rights. What sort of attitudes and actions in history and in today's world go against this? What do you feel about this? – Get creative and use art, movement, music or words to express yourself. Share this with your friends.

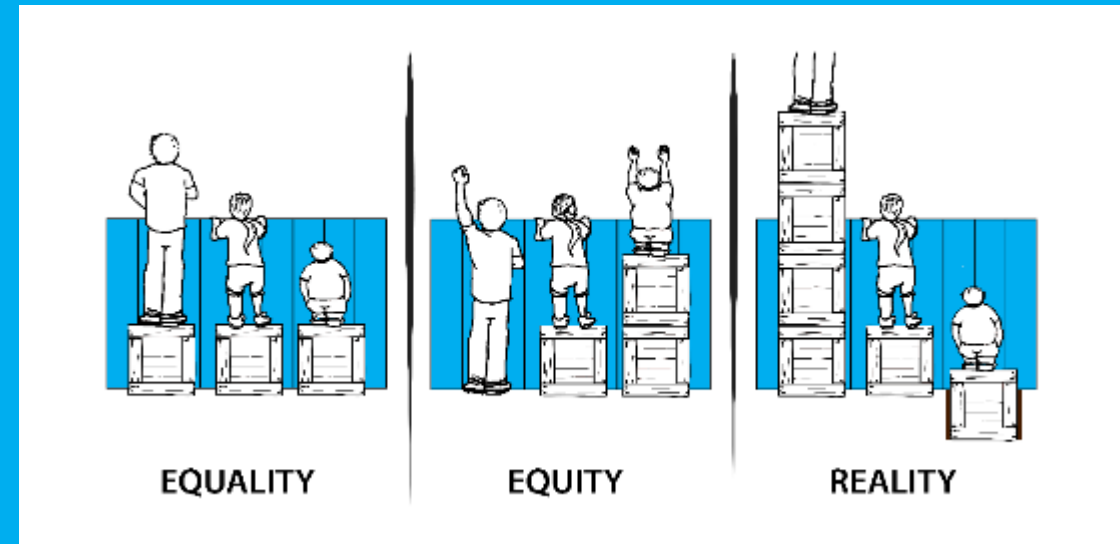
# ACTIVITY TIME

Think about the things your school does to positively promote equality and inclusion and to challenge prejudice and discrimination. What feedback would you give? Use the headings *What Works Well* and *Even Better If*. Discuss this with your friends and share it with senior staff in your school.

Think about people through history who have campaigned against unfair discrimination Martin Luther King Jnr; Dame Tanni Grey Thompson, Malala Yousufzai. What type of discrimination makes you particularly concerned or upset? What would you say to campaign against it? Share your ideas with your friends..

Sometimes it's said that we need to ensure that everyone shows tolerance of others. Some people might say that respect is more important than tolerance. Do you see a difference? Is one more challenging to achieve? What would it take to bring both about. Discuss with your family or friends.

Look at these images illustrating *Equality*, *Equity* and *Reality*. What do you think these images say about what people need to make sure they have a fair chance in life? Write 500 words on the difference between the terms, the difference between the people in the pictures and how this relates back to Article 2. Share your writing with your teacher.



# 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?

**Write down your thoughts and if you want share this back with your teacher, friends or family.**



# EXTENSION

- History is full of examples of unfair discrimination often leading to terrible consequences. Have a look at the Convention and think about which other children's rights might help to challenge prejudice and bring an end to discrimination.
- Create a charter of rights that you think are particularly important to keep in mind when thinking about challenging prejudice and bringing an end to discrimination.

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



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**THANK YOU**