



ARTICLE OF THE WEEK



RIGHTS
RESPECTING
SCHOOLS



unicef
UNITED KINGDOM

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.

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 Article 31**
- **Slide 4: Exploring Article 31**
- **Slide 5: Some possible answers**
- **Slide 6, 7 & 8: Primary activities**
- **Slide 9, 10, & 11: Secondary activities**
- **Slide 12: Reflection**



INTRODUCING ARTICLE 31

Usman Shahid, RRSA Project Support Apprentice introduces Article 31



[Click here to watch on YouTube](#)

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural activities.





EXPLORING ARTICLE 31

In what different ways have you enjoyed Article 31 during the last school year?

Have a think and write down some answers.



EXPLORING ARTICLE 31

Did you think of these?

- Arts and craft activities.
- Chilling out.
- Spending time with friends.
- Going to a museum or gallery.
- Going to the theatre, to concerts or to the cinema.
- Taking part in sport.
- Having a safe space to, relax, read, draw or listen to music.
- Playing at the park.
- Playing computer games.
- Doing yoga, meditation or mindfulness activities.
- Sleeping!

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.



Watch and listen to [The Things I love about Playtime](#). Discuss how you play in school. How do you help each other enjoy your right to play? Create a display of everyone enjoying their favourite way of playing.

Make an 'Article 31 chill-out den' in your classroom or playground where you can relax. Use cushions, blankets and even fairy lights. Take a picture of yourself relaxing in your chill-out den and share it with your school community.

Some people like to relax by dancing. Different cultures have different traditional dances. Do you know any? Why not try to learn a traditional dance with your class using the programmes from [BBC School Radio](#)?

Can you draw a sausage dog? How about a panda or a turtle? Take part in an [online art lesson](#) – which will you choose?

PRIMARY ACTIVITIES 2

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



Sleep is important for all children. What do you do to get to sleep at night? Do you like a special story, or have a special toy to cuddle? Talk about and compare your bedtime routines with your friends.

Article 31 says that every child has the right to take part in a wide range of cultural and artistic activities. This includes museums and galleries.

Create an artwork of your own, inspired by objects and patterns from around the world.

Lots of museums and galleries now have virtual tours so you can visit museums all over the world from your classroom or living room! [Choose a museum and go on a virtual tour.](#) Find out if your local museums or galleries have virtual tours.

Make a list of the clubs your school runs at lunchtimes and after school. Is there something for everyone? Do you have a great idea for a new club? Think about how you could share your views about clubs at your school.

PRIMARY ACTIVITIES 3



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

All children around the world have the right to play, but they might play some different games than the ones you're used to.

Take a look at some of these [Traditional Games](#) from around the world and have a go at playing with your friends.

[Let Toys be Toys](#) is a campaign that wants to stop people viewing some toys as for boys and other for girls. Do you think it matters? Debate this as a class. Design a new toy for everyone in the class to play with.

All children have the right to play but many children with disabilities find that their local playgrounds aren't accessible. Watch this [video from Newsround](#) to learn more about this issue.

Are your local playgrounds accessible for all children? Write to your local council to ask what they can do to make sure that all children can enjoy their right to play without discrimination.



How do you like to spend your free time? Think about what your ideal weekend would be like. Where would you go? What would you do? What activities would you participate in? What rights would you enjoy? Create a comic strip showing your dream weekend and share it with your class.

SECONDARY ACTIVITIES

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



Do you have a hobby? Choose one of your hobbies ([or pick one from this list](#)) and create a fact file to encourage other people to give it a go. Do some research if you need to.

Article 31 says that every child has the right to take part in a wide range of cultural and artistic activities. This includes museums and galleries.

Create an artwork of your own, inspired by objects and patterns from around the world.

Relaxation is important and is a key part of Article 31, but sometimes we can find it tricky to relax, especially during stressful times. [Young Scot](#) has some helpful videos demonstrating techniques to support your mental health and wellbeing – why not give them a try?

Some families struggle to afford things like school trips, music lessons or the equipment needed to take part in some sports. Try to find out what your school does to promote equity and help to overcome those barriers. Remember, part of the response will be about people's privacy, so please think about that!

SECONDARY ACTIVITIES 2



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

This [Guardian article](#) highlights the challenges faced by children in being able to play independently outside. What other rights are involved in these situations? How should the rights be balanced? Talk to an older relative about how play might be different from when they were young.

Children fleeing war will often struggle to access Article 31. Find out more about the [UNICEF Blue Dot Centres](#) and think about how they are supporting children to relax and play.

Write a list of clubs that your dream school would have available for students. This could include sports, arts, IT and others. Which of these clubs would be possible at your school? Think about the time and resources you would need. Write a letter to your School Council or your headteacher to ask whether you could set up a new club.

Sleep is vital for our bodies to recharge. Find out how much sleep children need at different ages. How does this compare to how much different animals sleep? What can you do to make sure that you get enough sleep to be healthy? Make a list of top tips and share them with your peers.

SECONDARY ACTIVITIES 3



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

Article 31 says all children and young people should have equal opportunities to take part in leisure and cultural activities. How accessible are your local parks and public spaces? Are there activities for babies through to teenagers, or for children with disabilities? Design a playground that as many children and young people as possible can enjoy. Draw a map of your playground and label the different areas. Explain why you have chosen your design.

Look up the word obstacle. Around the world there are many obstacles in the way of children's rights including their right to relax and play. Find out about some of these and use your creativity to create a display in school to show how UNICEF helps children overcome obstacles in their lives.

Survey the people in your class about how they spend their leisure time. What do you think will be the most popular activities?

Make a short film to highlight how your school respects pupils' right to relax, play and enjoy cultural activities.



REFLECTION

Take a few minutes and give yourself some time and space on your own. Then have a think about the following:

- Schools have lots of holidays, including a big summer break. Why is having a break from school important?
- Spend some time thinking about how you will make sure that you enjoy your right to rest, play and take part in cultural activities during the holiday period.
- Maybe make yourself a personal wish list and share it with your friends or with the adults at home.
- Just go and do something you enjoy!

