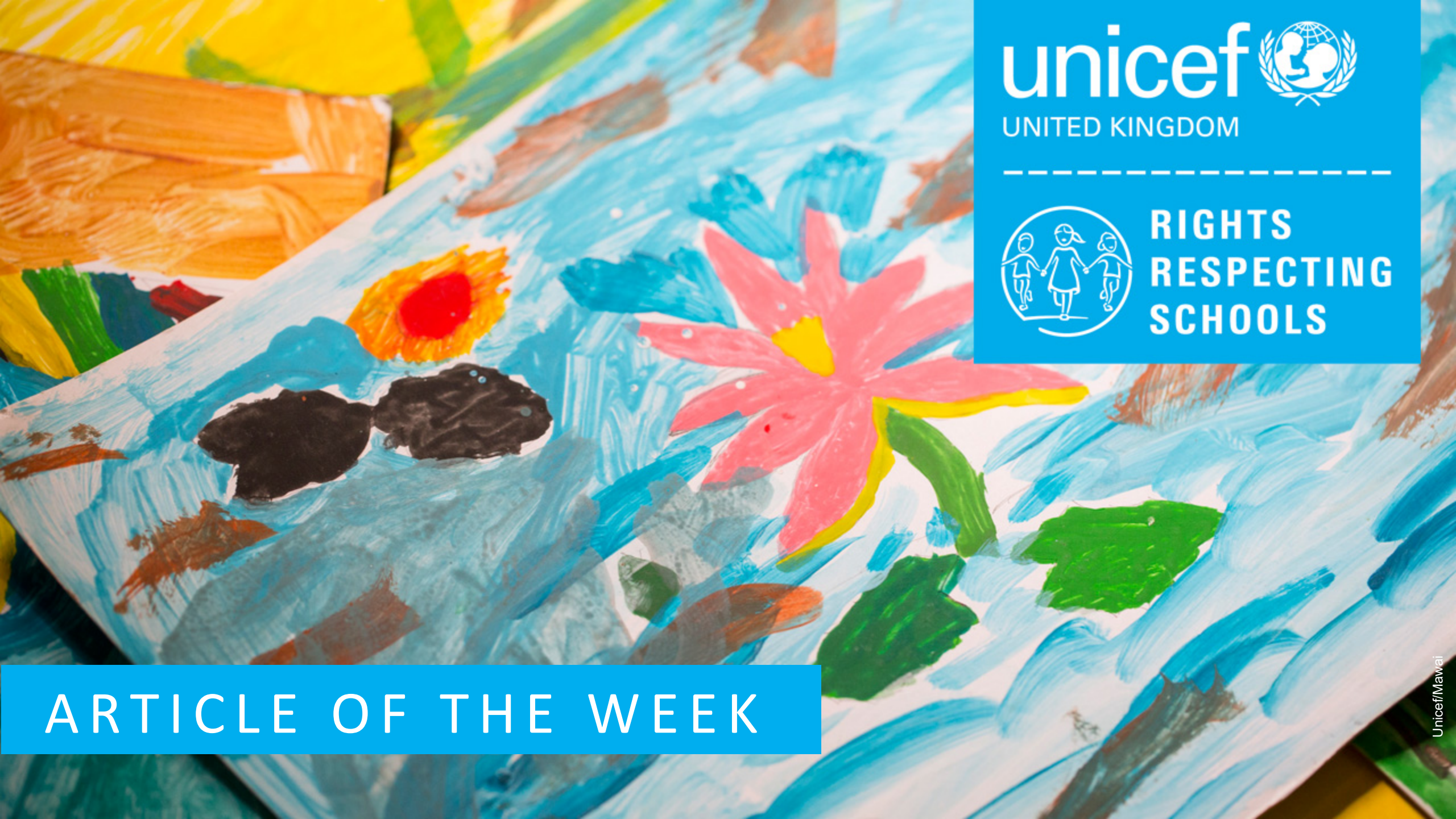

unicef
UNITED KINGDOM
RIGHTS
RESPECTING
SCHOOLS
ARTICLE OF THE WEEK
Unicef/Mawai

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.

Unicef/Quarmyne

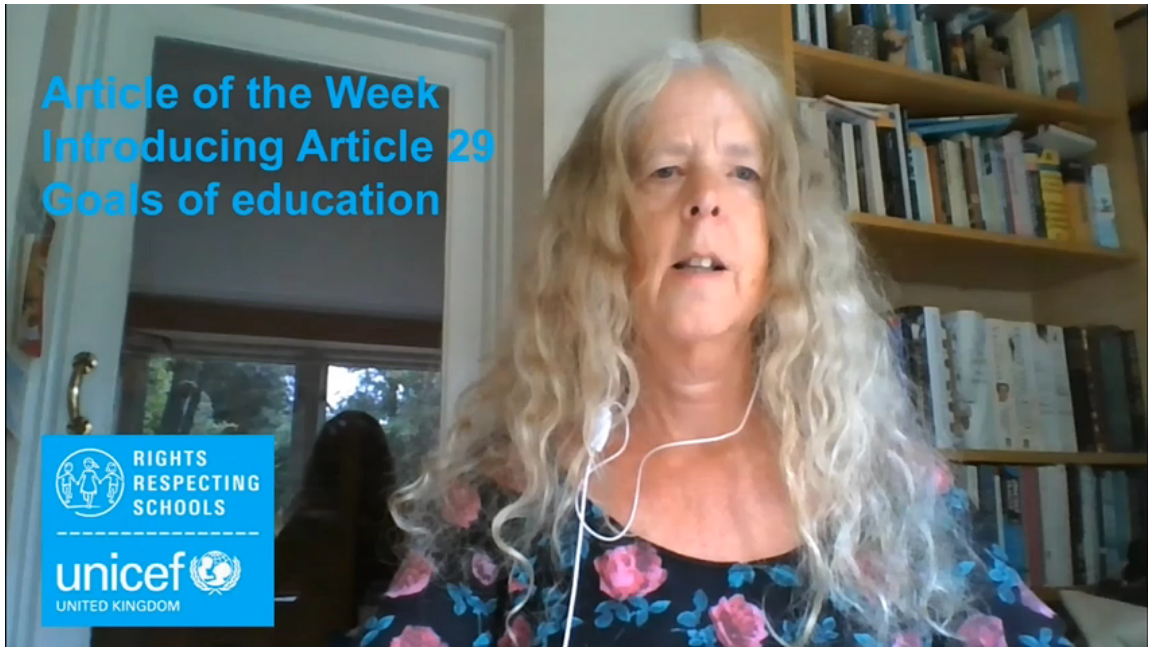
Unicef/Pocaterra

UnicefMatas/

INTRODUCING… ARTICLE 29

29
AIMS OF EDUCATION

Frances introduces Article 29 – Goals of education



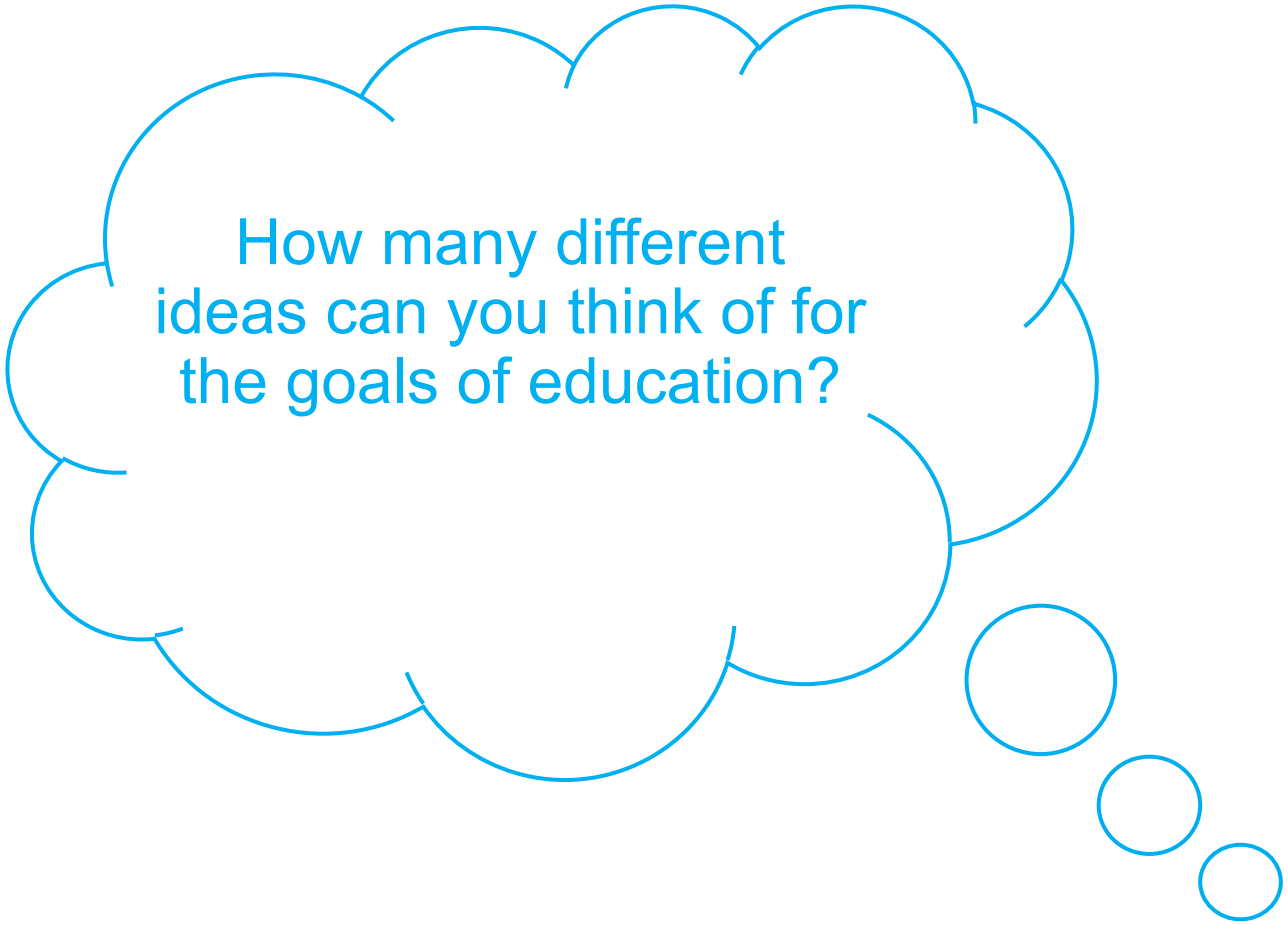
Watch Frances on YouTube

Article 29 – the goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

unicef UNITED KINGDOM | RIGHTS RESPECTING SCHOOLS

EXPLORING ARTICLE 29



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

Make sure your answers are about what education can help you **ACHIEVE**.

.

DID YOU INCLUDE THESE ANSWERS?

- To be able to read, write and calculate and use this learning to solve real problems.
- To learn about and experience lots of different things.
- To be able to think critically.
- To become the best I can be, whether in maths, sport, art or music.
- To continue learning and develop throughout my life.
- To resolve conflicts in a non-violent ways.
- To live in a peaceful and fair world.
- To respect and have good relationships with other people.
- To learn about rights.
- To respect and look after the environment.

ACTIVITY TIME

All these activities are related to…

What do you know about the World's Sustainable Development Goals. Take a look at the Family Pack. or watch Malala introducing the Goals.

Paddington is the perfect champion for children at Unicef. He is friendly, kind and brave. Can you think of any other words to describe his personality. What words would you use to describe your personality or one of your friends?

Your education should help you shine. Draw a picture showing how you love spending your time.

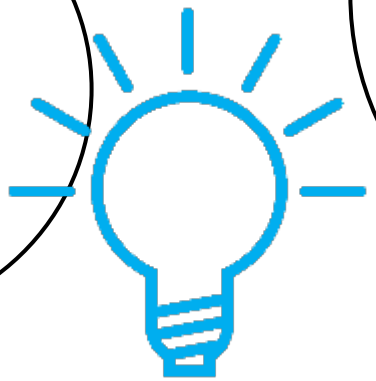
Look back at the previous slide and talk to an adult about the **aims of education**. Agree how you score your school on each statement?

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

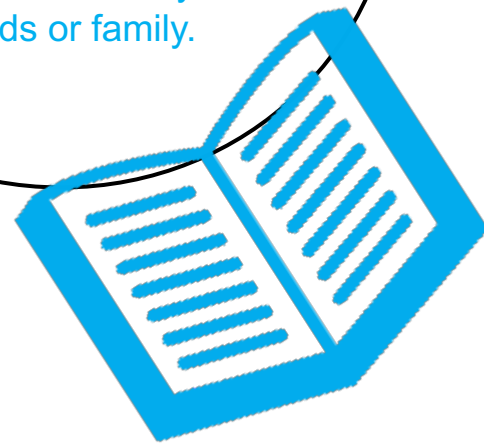
ACTIVITY TIME

As it's the end of another year of learning – think about an adult in school who has really helped you to get your right to education this year. Write them a thank you email or design a card to send them.

Do you have a Suggestion Box in your school? What would you put in it to make your school even better?



Have you read the Harry Potter stories or other books set in schools? Decide which school fulfils the goals of education best. Discuss your reasons with your friends or family.



Try and list all the clubs, activities or school visits that you took part in last year. How many can you remember? How have they helped you develop your talents? Ask your friends and family to add to your list.

Imagine you are being asked to design a new school that will develop everybody's personality, talents and abilities fully and encourage respect for rights and nature. Write about or draw what it would be like.

Everybody has talents and abilities. What are yours?

ACTIVITY TIME

These activities will help you understand how...

…can relate to your life.

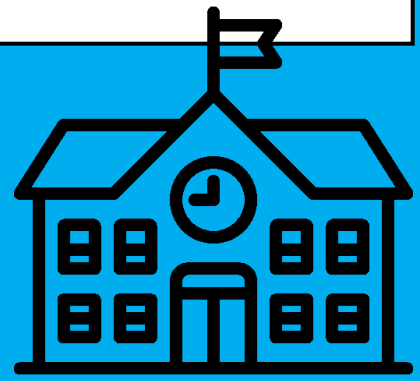
You don’t need to do every activity, just do as many as you can.

What are your talents and abilities? How does your education help you to use and develop them?

Try and list all the clubs, activities and visits that your school provided last year. How do these opportunities help young people to develop their potential? Are there more to be added? Write a suggestion to school explaining your reasons for the new group you are proposing.

Your education should help you understand and respect human rights. There are lots of other human rights agreements as well as the CRC. One of them is the Universal Declaration on Human Rights. Find out more about it.

Imagine you are being asked to design a new school that will develop everybody’s personality, talents and abilities fully and encourage respect for rights and nature. Write about or draw what it would be like.



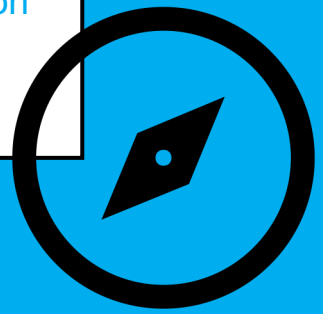
ACTIVITY TIME

A few weeks ago Unicef and others hosted a big discussion for young people about Covid-19 and the Global Goals. The invitation was to reimagine education, health and youth activism. World's Largest Lesson Live on Covid-19 and the SDGs shows people in dialogue with young people to reimagine education, health and youth activism. Watch the video and discuss with other people in your household.

Think about how well your school encourages **young people to respect: themselves, others, human rights**, their **parents** and the **environment**. Rate each category out of 5 with 0 as no encouragement and 5 for lots of encouragement. Share your results with a friend from your school or even different schools.

What could your school do to improve its rating?

The pandemic has meant that education has been interrupted for all children across the world. If you were the Minister of Education what guidance would you give to headteachers to ensure that all the goals of education can be achieved.



REFLECTION

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

- What do you do in your own life to respect your right and other people's right to the goals of education?
- How can we show our appreciation to our schools and why is this important?

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

Uncief/Panjwani

unicef UNITED KINGDOM

RIGHTS RESPECTING SCHOOLS

EXTENSION

- Rights are indivisible and all equally important. What other rights are supported by pupils returning to school?
- In 2001 the Committee on the Rights of the Child wrote their first General Comment on education. It states ‘Children do not lose their human rights by virtue of passing through the school gates.’ They suggest that education should always be looked at with Articles 2, 3, 6, 12, 5, 18, 13, 14, 17, 23, 24, 28 and 30. Do you agree? Can you make connections between these articles and article 29? Would you include any other articles?

You can find a summary of the whole Convention here

UNICEF/Dawe

unicef UNITED KINGDOM

RIGHTS RESPECTING SCHOOLS

unicef
UNITED KINGDOM
RIGHTS
RESPECTING
SCHOOLS
THANK YOU