



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 ARTICLES

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

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

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



Unicef/Faso
WikiCommons
WikiCommons

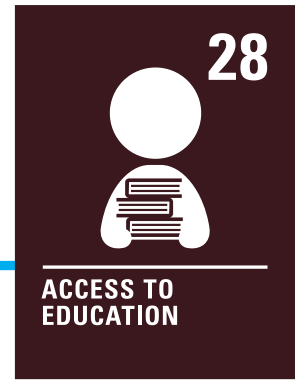


INTRODUCING... ARTICLE 24 & 28

Kathy introduces Article 24 & 28



[Watch Kathy on YouTube](#)



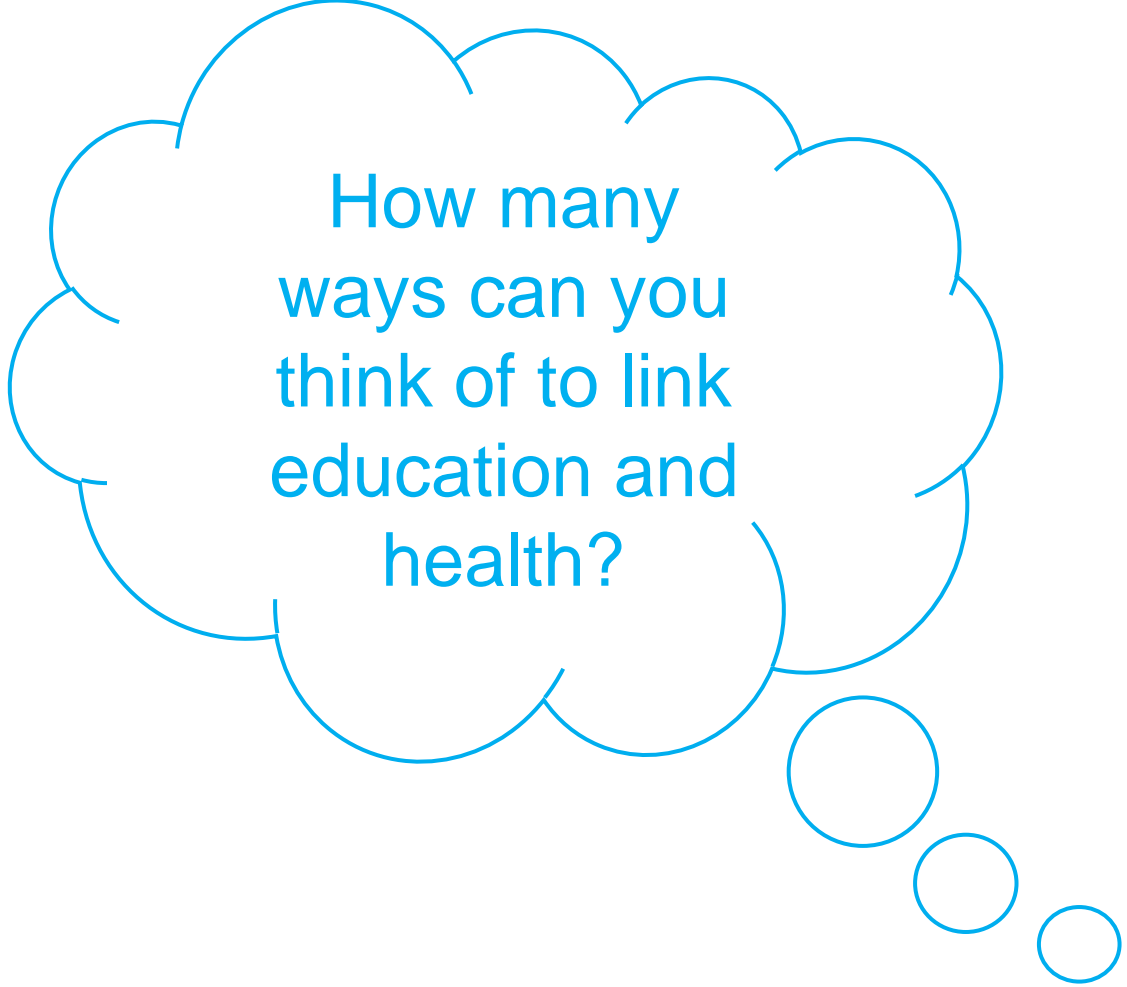
Article 24 – Health care ensures that every child has the right to the best possible health

Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 - 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

EXPLORING ARTICLE 24 & 28



How many
ways can you
think of to link
education and
health?

Note down your thoughts
and compare with the
next slide.

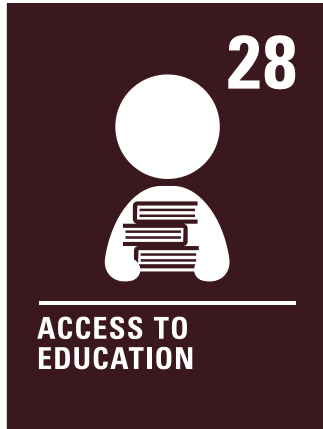
HOW MANY OF THESE DID YOU GET?

- In school we learn about health
- Being active helps our learning and our health
- Healthy eating helps our learning
- Learning from home is helping to protect health
- Teachers make sure we learn about wellbeing, feelings and mental health
- Lessons like PSHE are all about making healthy choices
- Schools sometimes support health and dental checks and vaccinations
- Doctors and scientists learn all the time to help with new diseases
- The rights to be healthy and to learn help with all our other rights
- Time for exercise and physical education supports good health.

What else did you think of?

ACTIVITY TIME

All these activities are related to...



Draw or list people who can help you stay healthy and to learn. What are their jobs? How can you thank the people in your family who help you?

How do parents or carers teach their toddler or very young child about being healthy? Do you remember learning things such as how to clean your teeth? Discuss this at home. Imagine you had to teach a younger brother or sister **ONE MESSAGE** about being more healthy – what would you say or do? Try it out on a family member or with a friend safely on line.

Think about how you learn about health in school. Your school will talk to you about wellbeing. What does health and wellbeing mean to you? Why are they important? Create an information leaflet or poster to share your ideas.

How is your teacher supporting your learning right now? List all the different ways that you learn and talk to a friend or family member and see if you can come up with more ideas.

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

ACTIVITY TIME

Lockdown won't be here forever. We now have a vaccine. Watch this video and discuss with your family or with friends safely on line how the vaccine is helping keep us safe.

Have you ever watched BBC's Operation Ouch? This episode shows different ways that your right to health care happens in the UK and there is a section about vaccination.

Duty bearers often have to make hard decisions that involve balancing rights, particularly when it comes to everyone's health. Draw a balance scale to show, at this current time, how on one side you are accessing your right to an education and on the other side show how you are accessing right to being healthy.

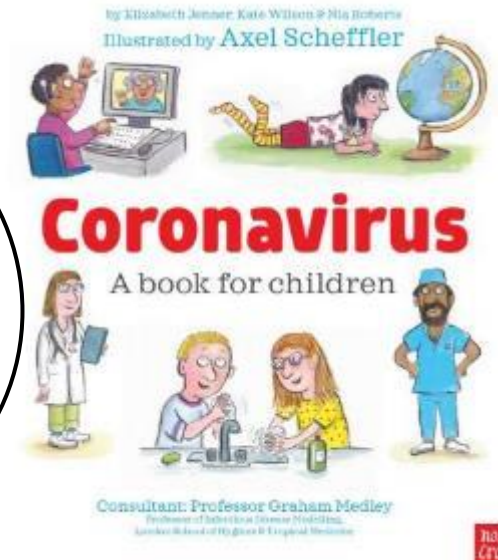
Reread this guide to Coronavirus from the first lockdown last year. At the end it contains lots of ideas about learning new skills. Is there something you'd like to try? Give it a go.

Read Coronavirus: a book for children and talk about what you are doing as a family to keep healthy during this time.

A kid's guide to COVID-19
How vaccines work

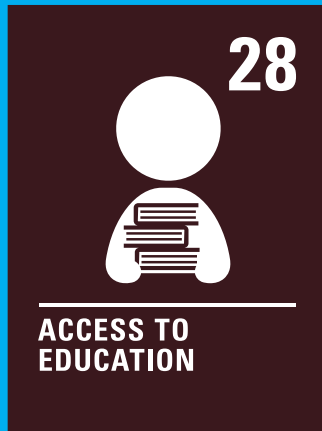


Imperial Children's Hospital
Imperial College London



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.

Duty bearers often have to make hard decisions that involve balancing rights particularly when it comes to our health. Draw a balance scale to show, at this current time, how on one side you are accessing your right to an education and on the other side show how you are accessing your right to being healthy. With family or friends discuss other examples of situation where rights have to be balanced.

What does your right to education mean to you? What are the many different things you can do to be a great learner? Write an article or create a short video about this and safely share with your friends and family on social media.

Most children and young people are learning at home to protect everyone from coronavirus. What are the other rules and restrictions helping everyone to stay protected and how do they help? Think about your community, or find some examples in the news to show how people have supported others at this time. How can you share these with your class? Are there ways that you could help locally?

ACTIVITY TIME

The return to 'lockdown' and learning at home for many can be a challenge. What advice would you give to a friend who might be struggling? Find out about the support from organisations such as [Young Minds](#) and [NSPCC](#).

What are the risks if we don't have enough people working in health services? What other rights might be affected? How can society help to reduce the pressure on health services? With your friends think of a way to promote your ideas in your community.

In December 2020 the Executive Director of Unicef said that teachers should be prioritised for Covid vaccination. [Read her statement here](#). Do you agree? What are the arguments on both sides? Share your view with a friend or family member.

This [video](#) was made a few years ago, before Covid-19, but it helps to explain lots of the science you will have heard about in the news. Have a look... Share some facts from the video with your friends or family. You could do some research about the uptake of measles vaccination in the UK.

Both articles 24 and 28 say that richer countries must help poorer countries to ensure that health and education can be accessed by all children. Do some research to find out how organisations like Unicef help governments to achieve this. Report back to your class.



REFLECTION

Find somewhere peaceful and quiet. Relax and let your mind be still. Focus on the sounds of your breath.

Inhale for 4 seconds, hold your breath for 7 seconds, and exhale forcefully making a WHOOSH sound for 8 seconds. Repeat 4 times or until your mind relaxes.

Now lets consider...

- ...how important it is for everyone's health and for all children's education to get the world protected from Covid-19.

Spend a couple of moments thinking about this and then write down your thoughts and if you want, share this back with your teacher, friends or family.

You can also [watch this inspiring video](#) to see what Unicef is doing to help.

Take a moment to breath...

Press play below to do a breathing exercise and reflect on this week's topic.

