

RIGHTS
RESPECTING
SCHOOLS

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ARTICLE OF THE WEEK

TEACHER SLIDE

Contents

- Slide 3 Guess the article - images as clues to identify the article
- Slide 4 Introducing the article
- Slide 5 Exploring Article 19 – the question
- Slide 6 Exploring Article 19 – some answers
- Slide 7 & 8 Primary activities
- Slide 9 & 10 Secondary activities
- Slide 11 Reflection
- Slide 12 Extension

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.

INTRODUCING... ARTICLE 19



19

PROTECTION FROM
VIOLENCE

Martin introduces Article 19



Article 19 – Protection from violence, abuse and neglect

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

[Watch Martin on YouTube](#)

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EXPLORING ARTICLE 19



What do people around you have to do to make sure you are safe and protected?

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

HOW MANY OF THESE DID YOU GET?

- Understanding what it means to be safe and protected
- Knowing that people care about you
- Being able to talk about your emotions and feelings
- Finding out and learning about why some things are not safe
- Knowing that there is an adult who will listen to you and take you seriously
- Feeling looked after, valued, secure and respected
- Having confidence to get help if you need it
- Knowing how to be safe on line

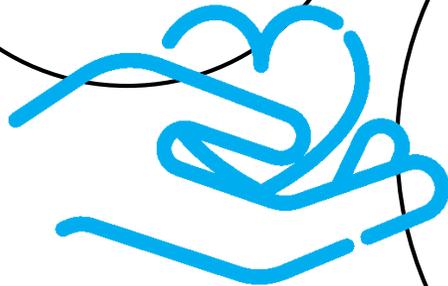
What else did you think of?

ACTIVITY TIME

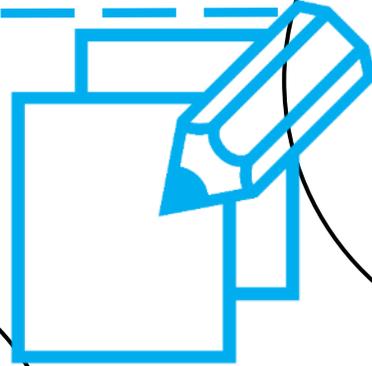
All these activities are related to...



Draw or list some of the people whose job it is to help you stay safe and protected.



Can you think of places or situations that have special rules about safety, such as a swimming pool or train station. Choose one and design a safety poster.



Think about the feelings we have when we know we are safe and cared for. Write a poem or song to describe how this feels. Use good metaphors and similes to describe the emotions.

Article 19 means that no child should be hurt, hit or treated badly. Find out about the punishments for children in schools in Victorian times. Imagine you lived then and wanted to end physical punishment in school. Write a letter to Queen Victoria explaining why you think things should change.



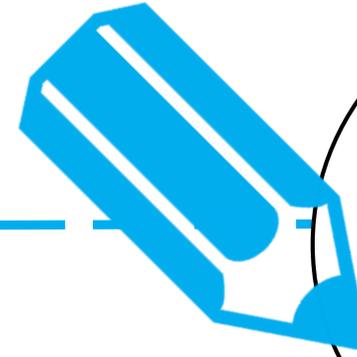
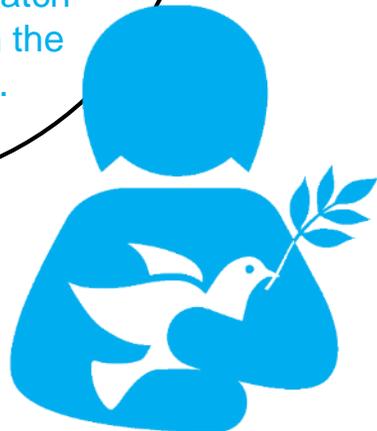
You don't need to do every single activity but if you have time you can do more than one.

ACTIVITY TIME

What do you know about being safe online? Have a conversation about this with the adults you live with. Talk about safe settings on your router and on all devices in the house. Ask your family to look at this [Safer Internet website](#) and let you watch some of the videos in the resources section.



When you are in school there are lots of adults to talk to if you are not feeling safe or something is wrong in your life. You have heard of Childline but do you know much about their work? Find out more on their website and share five facts with your friends or family.



Draw a cartoon or design a logo about the right to be protected from harm. Share this with your family and friends.

You might have watched this ['PANTS' video](#) in school. Watch it with the people you live with and have a look together at the NSPCC information [here](#).



If someone asks to see, just tell them "no"

REFLECTION

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

- Who are the people who make you feel really safe and secure? How does it feel to be with them?
- In this time when most people are away from school, how can they get help if they are feeling unsafe?
- Think of the people you know who make you feel especially safe and secure – think about a way you can thank them for this and let them know how much it matters to you.



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THANK YOU