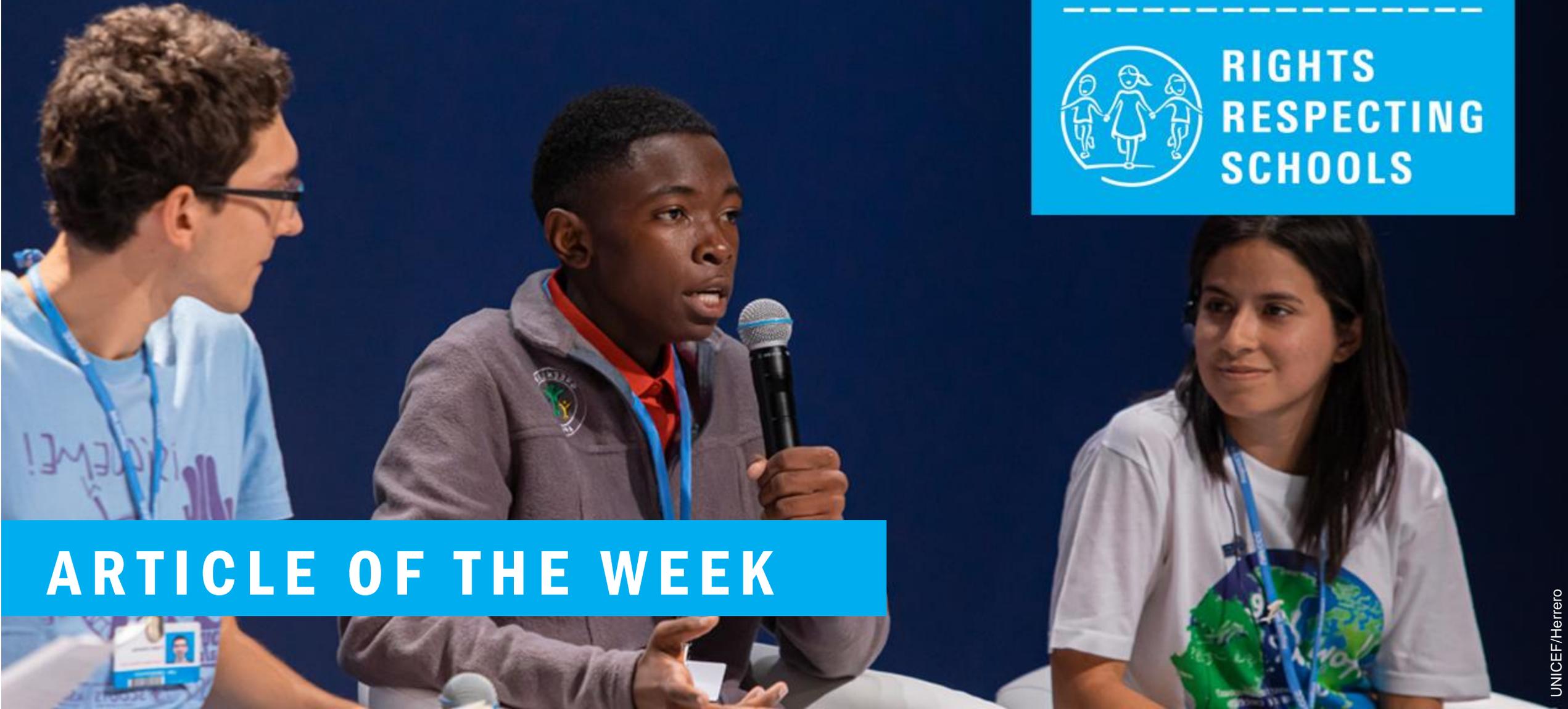


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UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS



ARTICLE OF THE WEEK

GUESS THE ARTICLE

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

How do these pictures help you? Can you guess how they are linked together?

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



INTRODUCING... ARTICLE 12



RESPECT FOR
CHILDREN'S VIEWS

Martin introduces Article 12 – Respect for the views of the child



Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



WHAT DO YOU NEED TO BE HEARD?

What sort of things
need to happen if you
are to get your voice
heard properly?

What would help you?
What should adults
do?

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

HOW MANY OF THESE DID YOU GET?

- Being properly listened to
- Information about the situation so that you can comment properly
- Help to communicate your ideas if you need it
- An invitation or opportunity to give your views in a way that works for you
- Feed-back so that you know your views have been heard
- Feeling that your voice counts
- Trusting that you can speak honestly even if your opinion is different from many others
- Believing that your opinion is welcome and respected

ACTIVITY TIME

All these activities are related to...



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

Can you think of any stories or films in which children's voices are really listened to and it makes a difference? If you think of one, tell somebody about it.

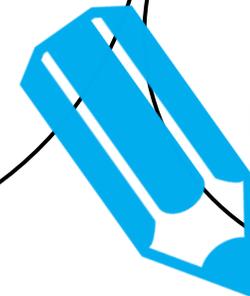


In some stories children's views are ignored. Have you read 'Not Now Bernard!'? If not watch this story. What would you say to Bernard's parents if you had the chance?

Write to your headteacher or your School Council with your ideas about the learning activities being set for you. Explain the things you find helpful and suggest things you might like to do differently.



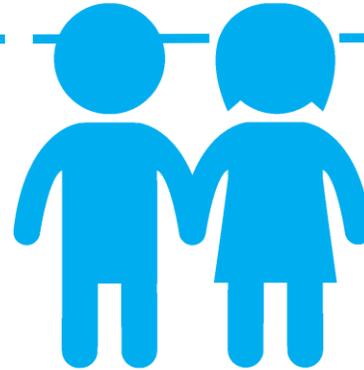
Design a poster for display about the importance of Article 12.



ACTIVITY TIME

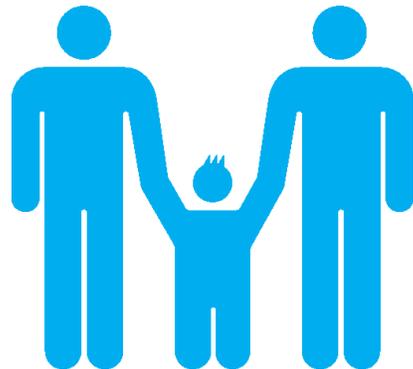


Write a creative story, a poem, a short play script or a piece of art using the title 'Head My Voice'. Share it with your teacher and class.



Find out about a child or young person who made sure their voice was heard. You could choose Malala Yousafzai or Greta Thunberg or see if you can find out about somebody less well known.

Have you ever thanked people at home who are good at listening to you? Design a card or picture, or write a letter to thank them for hearing your voice.



Are you familiar with organisations such as [Childline](#) and [YoungMinds](#) which support young people to express their views, concerns and worries. If not, spend a while exploring their website, you might find some of the guidance interesting or helpful. Think about sharing this information with your friends.



ACTIVITY TIME

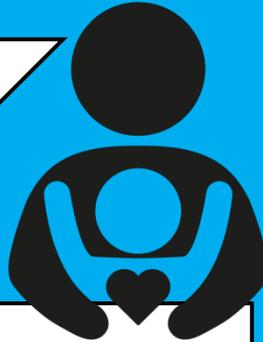
These activities will help you understand how...



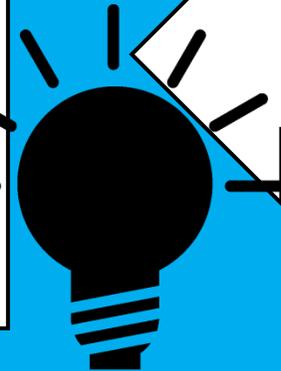
...can relate to your life. You don't need to do every activity, just do as many as you can.

Find out how your school is listening to students' opinions and views during this time of school closure.

This short film was made by a Scottish charity called 'Families Outside'. It helps explain why Article 12 is important. [Watch now.](#)



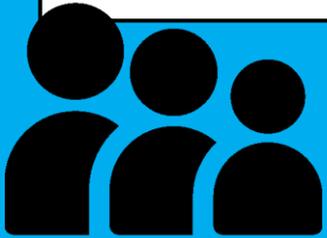
If you were to stand for election to your School Council or Pupil Parliament next year what would you say in your speech or manifesto? Start drafting it now!



After you have watched the short film write down three reasons why children's opinions should be taken seriously by adults.

ACTIVITY TIME

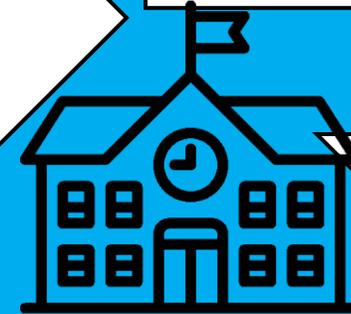
Visit the [Unicef Voices of Youth](#) home page and find out more about your voice can join with young people all over the world.



"It's important that young people's voices aren't overlooked"

The Unicef Youth Advisory Board have written an open letter asking the UK Government to directly address children in a special coronavirus broadcast. Will you help them by adding your name? [unicef.uk/open-letter](https://www.unicef.uk/open-letter)

Has your school shared websites for organisations which support young people to express their views and concerns? If not, spend some time researching these organisation to see if they have any helpful guidance and share that with your class.



Find a song, poem or short video about the importance of being listened to and share with your friends, your family, your teachers.

Carry out a short research project about young activists who have made their voices were heard. Start by reading profiles of youth activists - from [page 28 of our 2019 OutRight pack](#) - then find out more about them through online research and present your findings to your teacher in a two page report.



REFLECTION

Spend a few minutes thinking about these questions.

- Try to find somewhere quiet for a few minutes, sit comfortably and be as still as you can... just try to relax... and listen to the sounds, within your body, close by and further away. Try this [short guided meditation](#).
- How does it feel when you know that an adult has really listened to you?
- How can we show our appreciation and why is this important?
- How can we respect other people's right to have their voice heard? Even when we disagree?
- Ask yourself – what could I do to make my voice stronger? What should I really speak up about? How can I do this?

Write down your answers or talk to people in your home.



EXTENSION ACTIVITY

Article 12 is one of four **General Principles** of the Convention (the others being Articles 2, 3 and 6)

- All rights are equally important but these four Articles have a special role to play. This is because, as well as having full meaning on their own, they all apply to each of the other rights in the Convention too. So, for example, if you look at the right to relax and play, the views of the child should have a role.
- Have a look at a variety of rights and ask yourself how does Article 12 apply to or add to our understanding of each right.

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



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THANK YOU