



unicef   
UNITED KINGDOM



RIGHTS  
RESPECTING  
SCHOOLS

ARTICLE OF THE WEEK

# 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



Frances introduces Article 29 – Goals of education



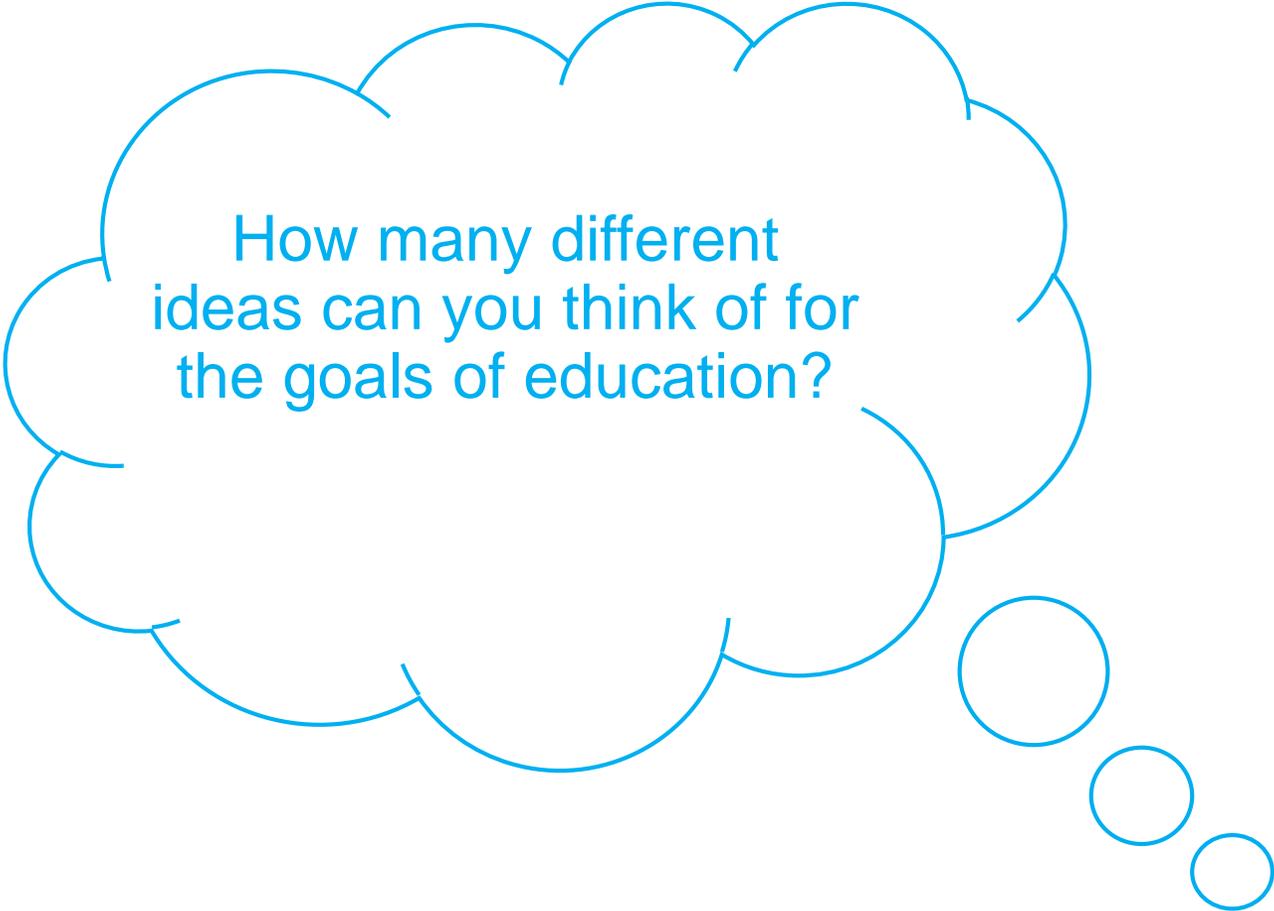
## Article 29 – the goals of education

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.

[Watch Frances on YouTube](#)

# EXPLORING ARTICLE 29

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How many different ideas can you think of for the goals of education?

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

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

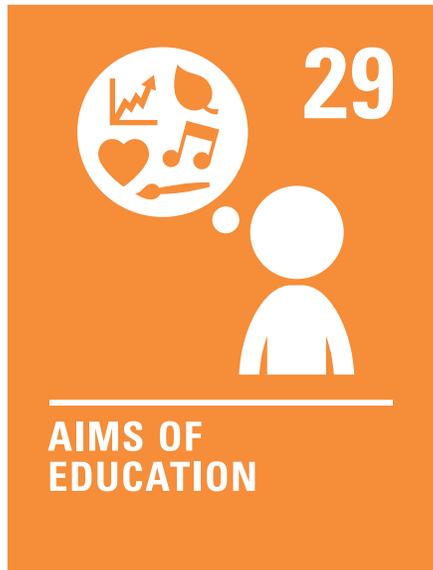
# DID YOU INCLUDE THESE ANSWERS?

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- 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.

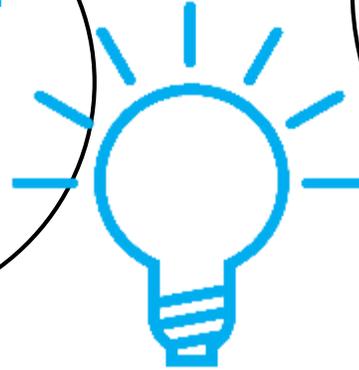
# ACTIVITY TIME

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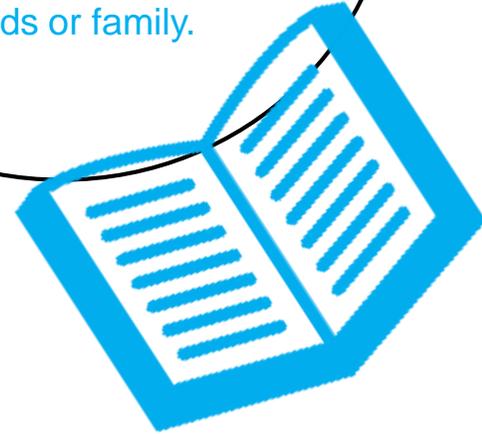
As it's the end of another year of learning – think about an adult in school who has really helped you to get your right to education this year. Write them a thank you email or design a card to send them.



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?

# 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.**



# 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](#)



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THANK YOU