



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?

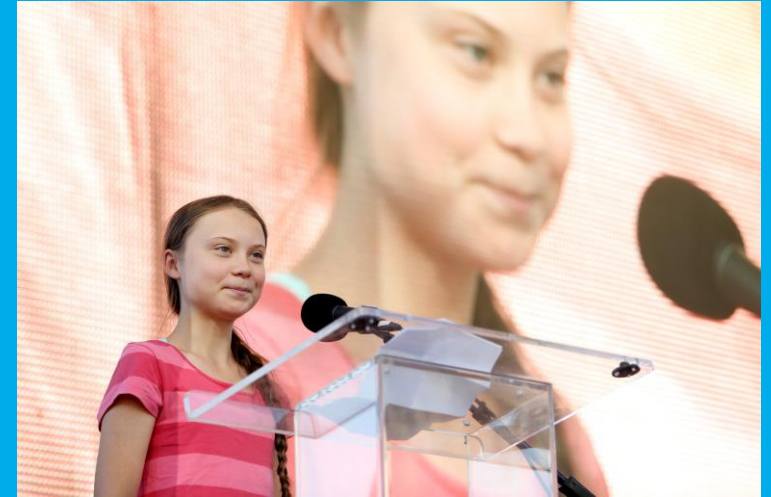
Write down your thoughts or discuss with someone in your school or family.



UNICEF/Gonzalez



UNICEF/Alarcón



UNICEF/Chalasani

INTRODUCING ARTICLE 24

Steven introduces Article 24 – health, water, food, environment



Click [here](#) to watch on YouTube



Article 24 (health, water, food, environment)

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.

EXPLORING ARTICLE 24



Why is protecting the environment **important** for children's rights?

HOW MANY OF THESE DID YOU GET?

- Our right to life depends on having clean water, food and clean air to breathe.
 - Children's health is affected by pollution in the air, in water and on land.
 - Climate change is leading to more flooding in some areas and more drought in others which means some children lose their homes and farmers find it more difficult to grow food.
 - Climate change leads to more extreme weather events such as storms which can lead to children being forced from their homes and unable to go to school.
 - Lack of green space affects health, emotional well-being and the right to play.
 - Reducing biodiversity (the number of different types of animals and plants in the world) increases the spread of viruses like Covid-19.
 - Cutting down forests and climate change leads to less rain in some areas which makes it harder for some children to get fresh water.
 - Removing trees and ploughing up land leads to loss of good soil which makes it more difficult for people to grow food.
- What others did you think of?

PRIMARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



YEAR 5 & YEAR 6 ACTIVITIES

Have you ever watched Ferne and Rory's Teeny Tiny Creatures? [This episode](#) looks at bumblebees. They're really important for the environment.

Can you find out why? How can you help? Present the things you find out to your family, friends or teacher.

Watch this [film](#) about climate change (based on the book 'How the Weather Works' by Christiane Dorion).

Design a poster or write a poem about how to help tackle climate change and share with your family, friends or teacher.



Read Ellie Jackson's story book '[Duffy's Lucky Escape](#)' about plastic pollution.

Why was Duffy sick?
Discuss with your family, friends or teacher about what we should do with plastics to stop them ending up in the ocean.

Explore these climate action [superhero characters](#). Choose one of the characters and think what you could do in [your school and at home](#) to be a climate action superhero! Use the template to draw yourself as your chosen superhero and tell people about [your actions](#).

PRIMARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



Have you heard about Blue Peter's 'Our Planet Now' competition? They're looking for poems and short stories on the theme of climate change, with the winning entry to be turned into an animation!

[Find out how to enter here.](#) You could mention Article 24 or links to other rights too.

1 million animal and plant species worldwide are now threatened with extinction. In the UK, 15% of our wildlife is currently threatened with extinction.

Choose one plant, animal or bird from the UK which is much rarer now than it was 50 years ago, for example the hedgehog, curlew or orchid. Draw a picture of your chosen creature or plant and research why they are at risk and what can be done to protect them. Share this with your family, friends or teacher.

One of the United Nations Global Goals is climate action. A new campaign about this has been launched called [Climate Changemakers.](#)

You can get involved by writing a 100 word message explaining why climate education matters to you.*

What is 'biodiversity'?
Look up the word and do some research about it.

Create a mind map to show why **biodiversity matters**. Can you think of any ways in which it links to **rights**?

SECONDARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



YEAR 7 & YEAR 8 ACTIVITIES

Have you heard about Blue Peter's 'Our Planet Now' competition? They're looking for poems and short stories on the theme of climate change, with the winning entry to be turned into an animation!

[Find out how to enter here](#). You could mention Article 24 or links to other rights too.

Research or revise how humans are affecting global climate and create a simple diagram to illustrate what you discover. [Climate Science in a Nutshell](#) can help you get started.

Try to explain how changes to the climate will impact the rights of many children and young people around the world.



Watch this [short film](#) by Greta Thunberg and George Monbiot on protecting, restoring and funding natural ecosystems to tackle climate change.

Use this film to inspire a piece of creative writing, drama or artwork for World Environment Day.

What is 'biodiversity'?
Look up the word and do some research about it.

Create a mind map to show why [biodiversity matters](#). Can you think of any ways in which it links to [rights](#)?

SECONDARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



Watch this [short film clip](#) which is a trailer for a film called 2040.

Imagine a world in 2040 where we have solved the big challenges the world faces like climate change, coronavirus and wildlife extinction. Draw a picture or write a poem to illustrate how wonderful the world could be in 2040.

How would access to rights for all be better as a result?

Have you watched [Our Planet](#) before? Narrated by Sir David Attenborough, it examines how climate change impacts all living creatures.

Choose an animal that features in the programme and report on how its life and habitat has been impacted by climate change.



Many of the world's poorest countries have much lower emissions than richer countries and yet are the worst affected by climate change and are experiencing flooding, drought and extreme temperatures. These countries also find it harder to adapt to climate change due to a lack of money available.

Discuss the statement: 'Richer countries should pay poorer countries to help them to reduce their carbon emissions' with your family, friends or teacher.

Watch this short [UNICEF film](#) of young activists from around the world talking about climate change and why they think it is important to take action.

What could you do to [raise awareness](#) and [encourage action](#) in your community? Is climate action on the agenda of your school council?

REFLECTION



UNICEF/Diarassouba

Sometimes hearing about the problems the world faces can make you feel sad and worried. Take this time to be positive and hopeful and thankful.

Find a quiet place and:

- Reflect on a person you know who makes a small difference in their own way
- Picture in your mind a place in the natural world that is special to you and inspires you to look after our planet
- Think of one choice that you could make to help the global environment

unicef 
UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS

MORE INFO...



RRSA WEBSITE

For more information or to download previous Article of the Week packs, please visit the RRSA website by clicking the link below:

[CLICK HERE](#)



**RIGHTS
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SCHOOLS**