



# ARTICLE OF THE WEEK



# GUESS THE ARTICLE

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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 a member of your family/a friend.



UNICEF/Pirozzi



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UNICEF UK/Sutton-Hibbert

# INTRODUCING ARTICLE 31

Liz, Sports Programme Specialist at UNICEF UK, introduces Article 31



Click [here](#) to watch on YouTube



## Article 31 – rest, play, culture and arts

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.





# EXPLORING ARTICLE 31



**What is sport?** Can you write or find a definition? How does sport help us to enjoy **Article 31**, the right to relax and play?

# HOW MANY OF THESE DID YOU GET?

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- Definitions:
  - a. a game, competition, or activity needing physical effort and skill that is played or done according to rules, for enjoyment and/or as a job
  - b. all types of physical activity that people do to keep healthy or for enjoyment
- In many countries there are unique 'traditional games' that are part of the local culture
- Sport can mean different things in different places and to different people; in some countries, chess is considered to be a sport
- Sport often features physical effort or skill
- Sport is one of many ways we can relax and play
- Many different sports mean there are options for everyone to get involved
- Some sports can be adapted for younger children
- A sport can be undertaken by one person, a pair or a bigger team of people
- Lots of people like to watch sport as a way to relax

What others did you think of?



# SOCCER AID FOR UNICEF...



## ... IS BACK!

This year, we celebrate the 10<sup>th</sup> Soccer Aid and we cannot wait to welcome fans to our new host venue for 2021 – Manchester City's spectacular Etihad Stadium – on Saturday 4<sup>th</sup> September 2021.

[CLICK HERE](#)

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**RIGHTS  
RESPECTING  
SCHOOLS**

# 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

Play a game of 'sport charades' with your family or friends. How many different sports can you act out and guess correctly?



Read or listen to [‘Giraffes Can’t Dance’](#) by Giles Andreae. Think about a time when you have been worried about trying a new sport or activity. What are the thoughts and feelings that make you feel worried? What helped you to join in and have fun? Share your ideas with your family, friends or teacher and discuss how ‘resilience’ can help us with our right to relax and play.

Talk to friends and family to find out which sports they enjoy. Complete a tally chart and, if you can, turn this into a graph. Which sport is most popular? Talk to grandparents and/or great grandparents and find out which sports they used to play or watch. How and when has access to sport changed for some women and girls? Is this the same in all countries?

UNICEF UK is working closely with the Rugby League World Cup 2021. Take a look at [‘Your Rugby League Arts and Activity Toolkit’](#). Choose an activity to complete and share it with [#RRSA](#) and [#RLWC2021](#).



# PRIMARY ACTIVITIES 2

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



**Choose a sport you enjoy taking part in or would like to take part in. Is your favourite sport accessible to any young person regardless of race, gender or disability? How could you raise awareness of potential barriers and how they can be overcome?**



**[Watch this video](#) showing how learning to swim is saving lives in Bangladesh. Explore the benefits of swimming for children and adults. Create a picture or leaflet to share why learning to swim is important.**

**Discuss how COVID restrictions have changed the way you access sport. As restrictions are lifted, what are you now enjoying again or looking forward to the most?**

**Consider organising a campaign to improve access to sport or play spaces within your community to help more children enjoy Article 31.**

**Complete an A to Z of different sports.**

**Turn this into a visual display for your school or community and/or create a short presentation about a sport you take part in or like to watch.**



# 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

Choose a sport you enjoy taking part in or would like to take part in. Is your favourite sport accessible to any young person regardless of race, gender or disability? How could you raise awareness of potential barriers and how they can be overcome?

Talk to friends and family and find out which sports they enjoy. Complete a tally chart and, if you can, turn this into a graph. Which sport is most popular? Talk to grandparents and/or great grandparents and find out which sports they used to play or watch. How has access to sport changed for some women and girls? How and when has this happened? Is it the same in different countries? How does this link to children's rights?

Watch this video of Ramla Ali talking about the power of sport at Za'atari refugee camp. Discuss how other sports personalities, such as Marcus Rashford, have taken action for children's rights.

Create a poster to show how they have supported all children around the world to access their rights.

Organise a **campaign** to improve access to sport or play spaces within your community to help more children and young people enjoy **Article 31**.

# SECONDARY ACTIVITIES 2

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



During Covid lockdowns, access to sports were restricted and some sporting facilities may not have reopened. Are there any issues in your area that restrict your right to relax and play? If so, can you use your rights to encourage local decision makers to change or raise awareness of the issue?



[Check out this video](#) showing how learning to swim is saving lives in Bangladesh. Explore the benefits that learning to swim can bring children and adults. How can you promote access to swimming in your community?



[Watch the Billy Elliot 'Boys don't do ballet' scene](#) (NB: strong language warning). There are many stereotypes which assume that boys or girls shouldn't or can't take part in particular sports or activities. Can you think of any others? Write a set of diary entries that show how you, or a character you create, overcame discrimination to participate in your chosen sport.

[Organise a debate](#) about sport and protest. Should **sports** people use their platform to make **statements** (for example: taking a knee, protests during the Olympics)? Some people say such protests are political – does this matter? Where do rights come in to this?

[Read this article to get your debate started.](#)



# REFLECTION

In 2000 at the inaugural Laureus World Sports Awards, the Founding Patron Nelson Mandela declared that:

*"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination."*

Over the summer break you may like to watch the film 'Invictus' which is based on a true story. It chronicles the events before and during the 1995 Rugby World Cup as Nelson Mandela campaigned for South Africa to host the global event as a means to reunite the country that was torn apart by apartheid.

How can sport can bring people together?  
How does sport support your physical, mental health and wellbeing?

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