



ARTICLE OF THE WEEK

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.

This pack also provides links to learning resources from third parties and from the UK Committee for UNICEF (UNICEF UK) that you can access for free.



Slide 3 – Guess the article

Slide 4 – Introducing articles 26 & 27

Slide 5 – Exploring articles 26 & 27

Slide 6 – Some possible answers

Slides 7&8 – Primary Activities

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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 class.



Photo by [Alaur Rahman](#) from [Pexels](#)



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INTRODUCING ARTICLE 26 & 27

Kathy introduces Article 26 & 27



Click [here](#) to watch on YouTube

Article 26– Social Security

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance

Article 27 – Adequate standard of living

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.



EXPLORING ARTICLE 26 & 27

Article 26 and 27 are
about your right to an
**adequate standard of
living.**

What do you think are the
most important things
you need to grow up
healthy and **happy**?

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RIGHTS
RESPECTING
SCHOOLS

HOW MANY OF THESE DID YOU GET?

- Healthy food
- Healthcare and medical treatment
- Clothes
- A chance to have friends
- A safe home
- Education
- People to look after us/ a family
- Enough money for the essential things in life
- Relaxation time
- Somewhere safe to play
- All our rights
- Financial support from the government if the family needs it

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.

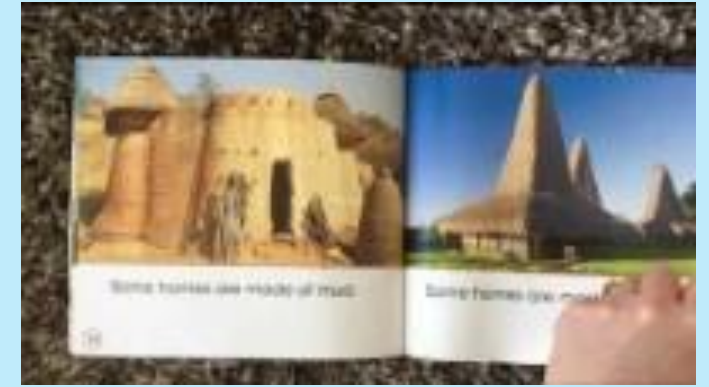


What do we all need to have a good enough life (article 27)?

Choose a teddy or character and talk about what it needs to enjoy a good enough standard of living. Perhaps discuss 'Wants' and 'Needs'. Draw pictures of all the things your character needs in life.

Around the world, people live in all sorts of different homes.

Research different types of homes and discuss or watch this [video](#). What would your ideal home look like? Draw a picture and label the important elements.



Watch this reading of the story [Still a Family](#). Discuss in class reasons why some people may lose their homes. What makes your home and family special to you?



Explore **different food** from around the world and research **where your favourite food comes from**. Share with your class.

Choose a recipe to make yourself (with help from an adult).

PRIMARY ACTIVITIES 2

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



Explore Article 26 & 27 in your class.
Take the opportunity to discuss free school meals and benefits that help some families.

Draw images or find items that represent Article 26 and Article 27 or write a poem or story about why everyone should have a good enough standard of living.



Listen to or read Maddi's fridge. As a class, discuss the dilemma Sophia had.

Did she do the right thing?

In recent years foodbanks have seen a huge demand for their services and are supporting children and families across the UK who are struggling to afford enough food.

Read or listen to the book 'It's a no money day' by Kate Milner. How can you help families in your community that need support?



Read about these Rights Respecting Schools who have set up a **swop shop** to support families:

<https://www.cardiffnewsroom.co.uk/releases/c25/23094.html>

Could **your school** do something similar?

REFLECTION

Watch this video and then think about these questions:

How might a lack of money affect children's rights, their dignity and self esteem?

How does your school make sure all children are included no matter what their circumstances?

If you know of somebody whose family is struggling because of poverty how can your words and attitudes show them support?



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](#)

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