



unicef 

UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS

ARTICLE OF THE WEEK

TEACHER SLIDE

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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 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.

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 24



Frances introduces Article 24 – Health Care



Article 24 – Health Care - ensures that 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.

WHAT DO YOU NEED TO BE HEALTHY?

How many ideas can you think of to help you be healthy?

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

HOW MANY OF THESE DID YOU GET?

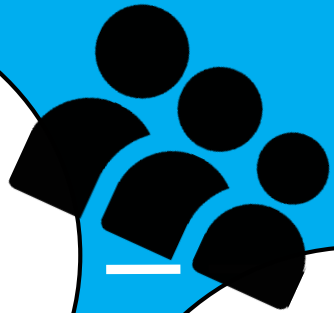
- Enough Sleep – at least 8 hours
- Nutritious Food – fruit and vegetables
- Water – at least a litre a day
- Good hygiene – keeping clean, particularly your hands
- Exercise
- A clean environment
- Feeling safe, secure and respected
- Health care - To see a doctor or a nurse when you need to and to be vaccinated against diseases

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.




Draw or list people who can help you stay healthy and safe. What are their jobs?



Make a list with words or pictures of as many kinds of exercise you can think of.



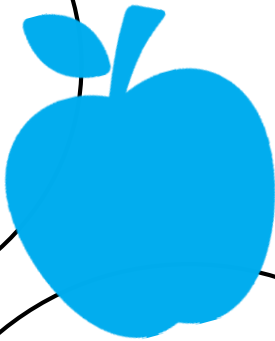
Set up an obstacle course and challenge someone in your house to have a go.



Read **Coronavirus: a book for children** and talk about what you are doing as a family to keep healthy during this time.

ACTIVITY TIME

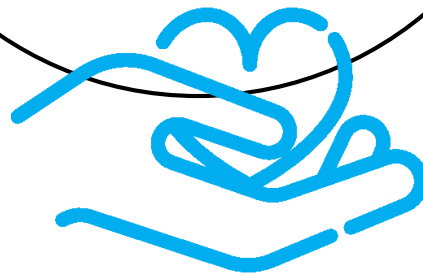
Invent a recipe for a healthy snack that you could make for your family.



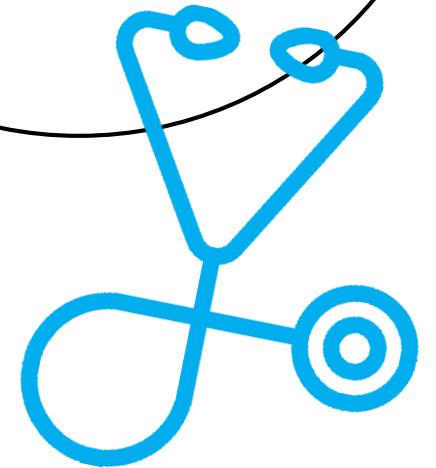
Choose 10 items of food from your kitchen, can you sort them into healthy/not so healthy?

Have you taught your family to wash their hands carefully? Watch [this video on YouTube](#).

Could you create your own video linked to Article 24?



The new hospitals being built are called Nightingales. Who are they named after and what did this person do to enable the right to good quality healthcare?




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.



Keep a food, drink and exercise diary for a week. Are you keeping yourself healthy?



Design a poster showing all the ways that you and your family can support your right to article 24.

Virtually get together with your friends to challenge each other to get fit, or try an online workout video.

Create a dance video and safely share with your friends and family on social media.



ACTIVITY TIME

Connect with other young people on Unicef Voices of Youth. Contribute your art and stories to share with other young people around the world. You can find [Voices of Youth here](#).



Explore the Right to the Best Possible Health. [Download the PowerPoint here](#).

How much do you know about coronavirus? Take [this Unicef quiz](#) and find out. Then share with others.

The new hospitals being built are called Nightingales. Who are they named after and what did this person do to enable the right to good quality healthcare? Find out about other people who have made improvements to healthcare such as Mary Seacole, John Snow, Marie Curie.

What are the risks if we don't have enough people working in health services? What other rights might be affected?

REFLECTION

Spend a few minutes thinking about these questions.

- What do you do in your own life to respect your right and other people's right to be healthy?
- How does the woman pictured opposite help us to access health and health services?
- How can we show our appreciation and why is this important?
- Have you taken part in 'Clap for Carers'? What else could you do to show you care? For example you could put a poster on your window or send a picture or a card to say thank you to hospital, local GP or care home.

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



EXTENSION

- Rights are indivisible and all equally important. Are there are other rights that are being supported or limited by social distancing?
- How do we balance our right to article 24 with these other rights?
- You can read the whole Convention [here](#).



FOR EVERY CHILD
IN DANGER