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UNITED KINGDOM



**RIGHTS  
RESPECTING  
SCHOOLS**

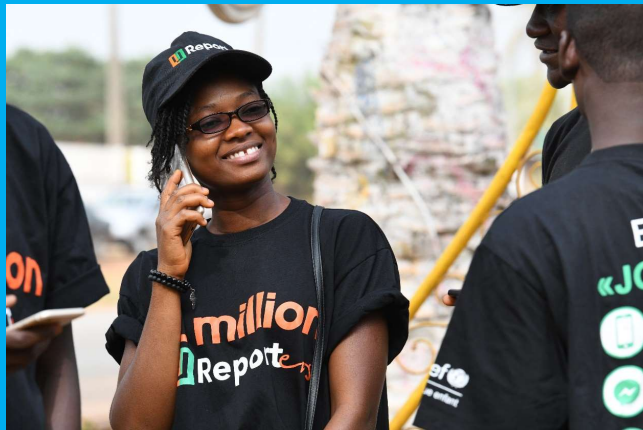
**ARTICLE OF THE WEEK**

# 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 house.



UNICEF/Dejongh  
UNICEF/Pak  
UNICEF/Dawe



# INTRODUCING... ARTICLE 12



Martin introduces Article 12 – Respect for the views of the child



**Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.**

This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

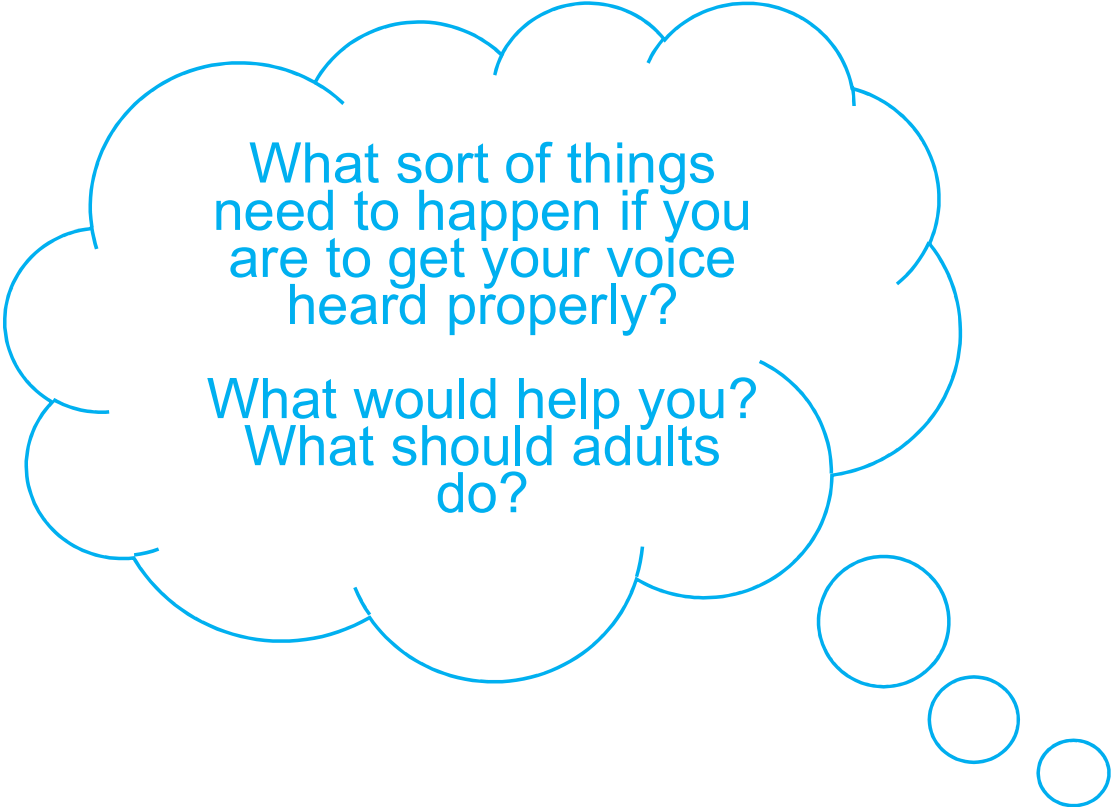
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# WHAT DO YOU NEED TO BE HEARD?

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What sort of things  
need to happen if you  
are to get your voice  
heard properly?

What would help you?  
What should adults  
do?

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

# HOW MANY OF THESE DID YOU GET?

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- Being properly listened to
- Information about the situation so that you can comment properly
- Help to communicate your ideas if you need it
- An invitation or opportunity to give your views in a way that works for you
- Feed-back so that you know your views have been heard
- Feeling that your voice counts
- Trusting that you can speak honestly even if your opinion is different from many others
- Believing that your opinion is welcome and respected

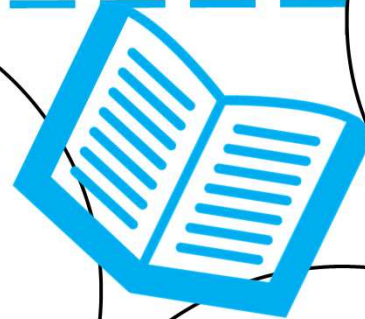
# ACTIVITY TIME

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.

Can you think of any stories or films in which children's voices are really listened to and it makes a difference? If you think of one, tell somebody about it.

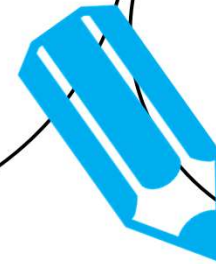


In some stories children's views are ignored. Have you read 'Not Now Bernard!'? If not watch this story. What would you say to Bernard's parents if you had the chance?

Write to your headteacher or your School Council with your ideas about the learning activities being set for you. Explain the things you find helpful and suggest things you might like to do differently.



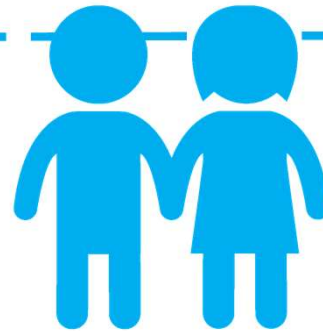
Design a poster for display about the importance of Article 12.



# ACTIVITY TIME



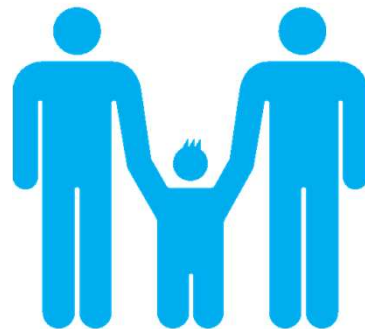
Write a creative story, a poem, a short play script or a piece of art using the title 'Head My Voice'. Share it with your teacher and class.



Find out about a child or young person who made sure their voice was heard. You could choose Malala Yousafzai or Greta Thunberg or see if you can find out about somebody less well known.

Have you ever thanked people at home who are good at listening to you?

Design a card or picture, or write a letter to thank them for hearing your voice.



Are you familiar with organisations such as [Childline](#) and [YoungMinds](#) which support young people to express their views, concerns and worries. If not, spend a while exploring their website, you might find some of the guidance interesting or helpful. Think about sharing this information with your friends.





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**THANK YOU**