

KS3+ Assembly

Notes for teachers:

- This assembly can be used with a single class or a larger group, as an introduction to Freedom to breathe. There is a lesson which follows the assembly and builds on the students' learning.
- You can either deliver this **assembly** independently or use the **pre-recorded version** which can be found at <https://youtu.be/GfOTfhNd5Ck>
- The Freedom to breathe teaching resources have been developed by educational professionals and will achieve three key learning outcomes. Students will:
 1. Understand the state of air quality in their city, and how it compares to other cities.
 2. Understand the health impacts of air quality on their physical health, mental health and their ability to learn.
 3. Understand how they can claim their right to clean air by understanding what the UN Convention on the Rights of the Child is. It is focused on their rights to the best possible health, clean water and a clean environment (article 24), but does not include the explicit 'right to clean air.'

Curriculum links: this primarily links to the KS3 Science & Geography NC, as well as links to Literacy, PSHE and Art & DT.

Freedom to breathe aims to gather the support of 20,000 children from four target cities (starting with Beijing, Delhi, London, Los Angeles) - in support of a call to the UN to acknowledge Children's Right to Clean Air. Students will have the opportunity to join a virtual event in November to hear the response from the UN.



Freedom to breathe

What are
the things
we need to
live a happy
and healthy
life?

What are
the things
we need to
live a happy
and healthy
life?

Food

**Clean
Water**

Sleep

Warmth

Shelter

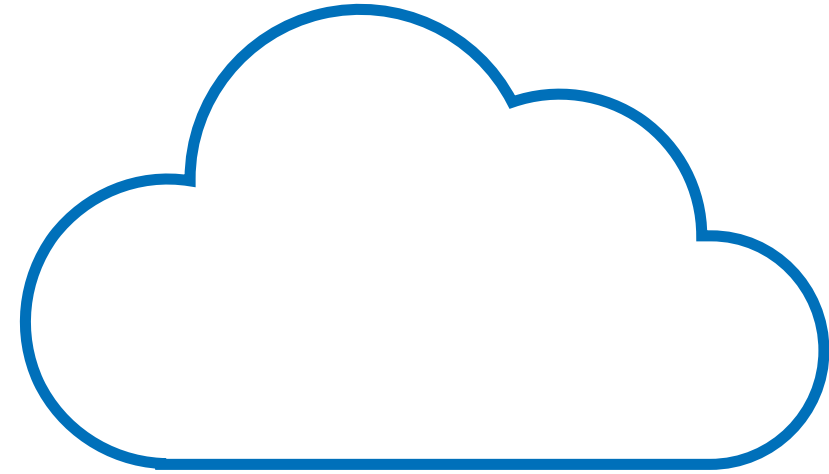
Fun!

Exercise

PAUSE POINT

How about clean air?

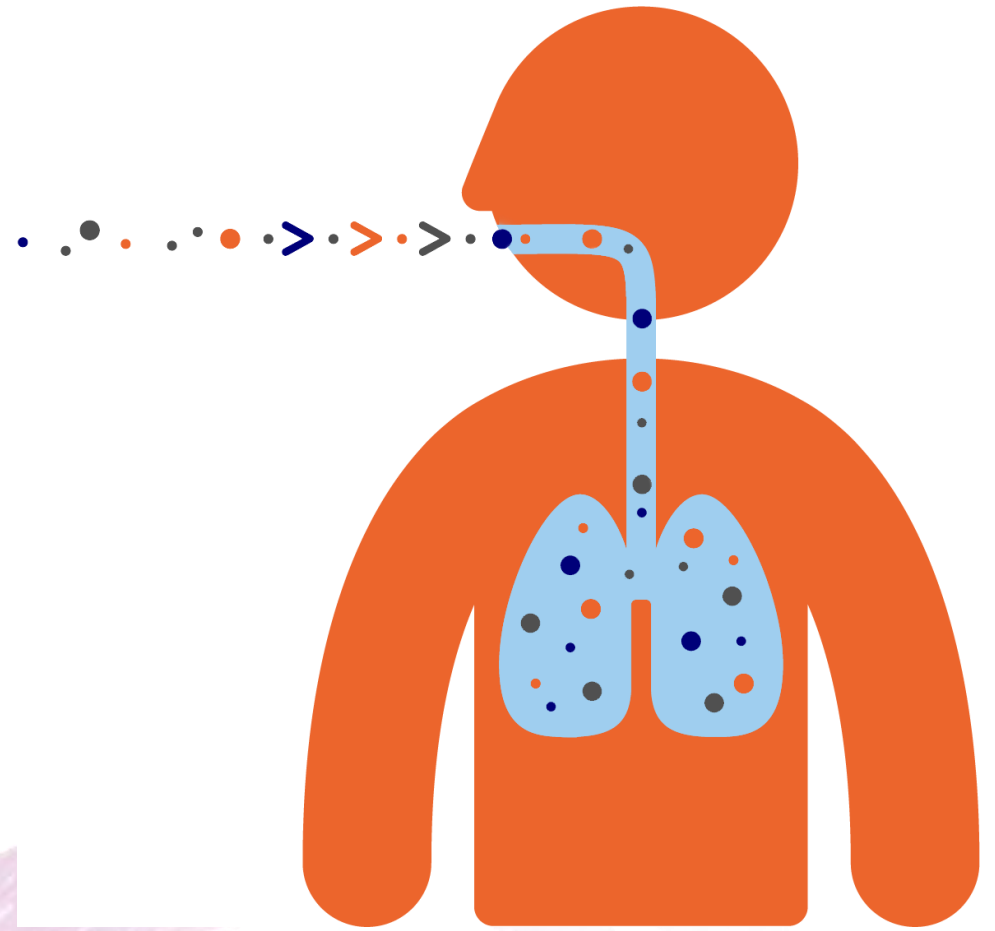
What is air
pollution?



Air pollution is in the air that we breathe in.

The particles and gases enter our bodies and can damage our health.

Any amount of air pollution can be damaging to our health and physical and mental development, but the more that you are exposed to, the bigger the risk and the larger the impact it can have.



Can you guess where air pollution comes from?

Try to finish the sentences:

- **Indoor** air pollution is caused by things like....
- **Outdoor** air pollution is caused by things like....

Indoor air pollution is caused by things like...

Cooking - gases and particles are released when food is cooked.



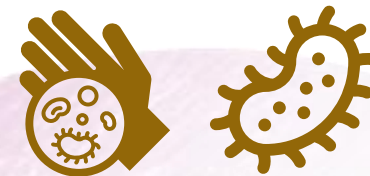
Personal care products like shower gels and body sprays.



Chemicals in cleaning products or craft materials, that are released into the air. These harmful gases are called volatile organic compounds (VOC).

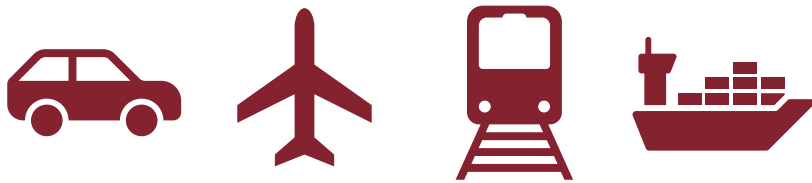


Dust, mould and bacteria.



Outdoor air pollution is caused by things like...

Vehicles such as cars, vans, trains, ships and planes release gases and tiny particles (in soot) into the air.



Factories that make things such as food, clothes and toys and **power stations** that generate energy by burning fossil fuels.



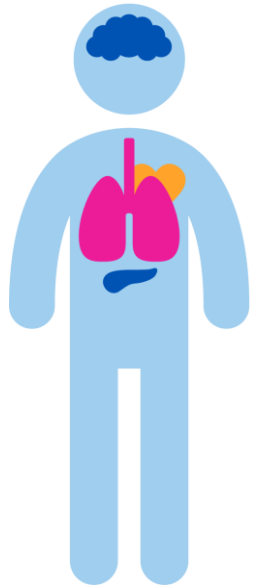
Farming often has a lot of animal waste and uses fertilisers and pesticides (chemicals) to help food grow, all of which can cause pollution.



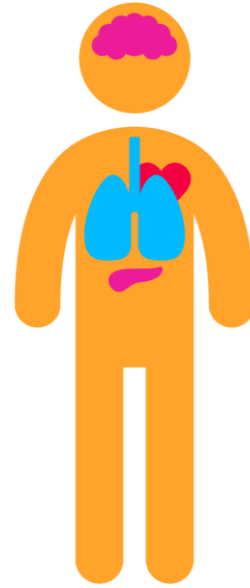
Burning fuel such as wood and coal to heat homes.



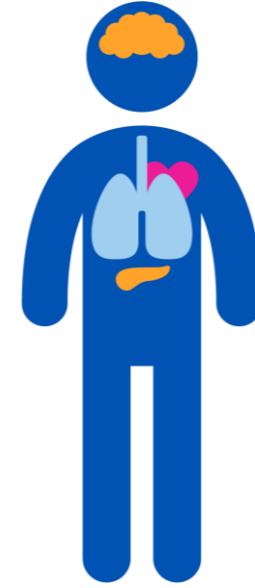
How does air pollution affect us?



Air pollution can damage your **lungs** and impact your breathing.



Exposure to air pollution can affect your **brain** and therefore your ability to learn and your mental health.



Breathing in air pollution can impact your **heart** and cause future heart problems.

In London...

- The amount of PM 2.5 in the air is high. This type of air pollution can seriously damage our health and development – especially our brains, hearts and lungs!
- Children are exposed to 5 times more air pollution on their way to school.
- 240,000 children are diagnosed with asthma.
- In December 2020, it was declared that the death of Ella Kissi-Debrah, a 9 year old, was caused by air pollution.



We can all help to make sure the air around us is cleaner.

What could you do?

Hint: think about things you've done over the last week (e.g. at home/school, your journeys, your activities):

- Could you have done anything differently?
- Are you already doing something to help?

At home...



- Open windows to let the fresh air in – especially when
 - cooking
 - or cleaning
- Use fragrance-free milder cleaning and personal care products.

When travelling to places...



- Walk, cycle, scoot or take public transport whenever you can instead of using your car.
- Don't idle – ask your parents/adults to turn off their engines when the car isn't moving.

**Everybody can play a part to make sure
we have cleaner air!**

There's something else we can do too...

What is a right?

Can you think of examples?



To vote

**To a
fair trial**

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Some examples are....

**LGBTQ
+ rights**

**To
education**

**Civil Rights
Movement**

**Freedom of
expression**

**Freedom of thought,
belief and religion**

Human Rights Act

- In 1948 the United Nations released The Universal Declaration of Human Rights.
- In the UK we also have The Human Rights Act which came into law in October 2000.

The United
Nations
Convention on
the
Rights of the
Child (UNCRC)



Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such **health care services.**

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, *inter alia*, the application of readily available technology and through the provision of adequate **nutritious foods** and **clean drinking-water,** taking into consideration the dangers and risks of **environmental pollution;**

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to **education** and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, **hygiene and environmental sanitation** and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

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The UNCRC does not explicitly state Clean Air should be a child's right.

Do you think it should? Raise a hand if you agree.

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What can
you do to
make sure
we have
cleaner air?

What can
we do to
make sure
we have
cleaner air?

What can
everybody
do to make
sure we have
cleaner air?





Freedom to breathe