EDC/HRE Volume V

Rolf Gollob/Peter Krapf

Exploring Children's Rights

Nine short projects for primary level

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Exploring children's rights

Lesson sequences for primary schools

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Illustrated by Emir Haracic

Volume V
of
EDC/HRE Volumes I–VI
Education of Democratic Citizenship
and Human rights in school practice
Teaching sequences, concepts, methods and models

Council of Europe Publishing

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Introduction

This book has been written for teachers who are looking for tools to teach children's rights to students at elementary and primary schools. The key features of the manual are the following:

- Nine small projects of four lessons each, for students in their first nine years of school.
- Detailed lesson instructions that can be followed by beginners or used in teacher training.
- A lesson plan including the key questions and key tasks in each at the beginning of each project description.
- An approach of task-based learning, focusing on problem solving and learning by example, which supports the pupils in conceptual learning, skills training and the development of values and attitudes.
- Following the key principles of Education for Democratic Citizenship (EDC), methods and setting of open and co-operative learning support the message of content and principles in children's rights learning. (Learning through, about and for children's rights.)
- A tool to support reflection and discussion in class (see below).
- A section on materials for teaching and further studies in children's rights.

Conceptual framework

Children should know what rights they have, but they should also learn how to appreciate and to use them. To achieve this, school must allow for a wide range of learning experiences in children's rights education that may be summed up by three key categories of EDC:

- Learning about children's rights: the students know and understand what rights they have (knowledge and understanding). Learning "about" children's rights involves teaching within a particular class, by an individual teacher with a specific teaching assignment.
- Learning through children's rights: the students experience children's rights as principles that govern the classroom and school community (attitudes, values and skills).
- Learning for children's rights: the children are encouraged to make use of their rights in class and in school. In this way, they are trained for their future role as informed and active citizens in a democratic community (participation, both in school and in adult life). Learning in the spirit of children's and human rights ("through") and learning how to participate in a democratic community ("for") is a commitment for the whole school community. All teachers and head teachers must play their part, as must the students and their parents.

These three dimensions of learning in EDC support and complement one another. This manual demonstrates how this can be done. "Learning through" children's rights implies a careful choice of teaching methods that allow the students to experience school as a micro-community that is governed by principles of human and children's rights. For example, children must feel that they are respected as persons, and that their opinion is heard in discussions or decision making. Experience needs to be reflected, and here real life experience is linked to information and thinking about human and children's rights. This is "learning about" children's rights.

Learning from example (inductive approach)

This manual adopts the classic inductive approach of teaching by example. By studying or experiencing one or several examples the students may grasp a general, abstract principle or insight. This manual demonstrates the three steps that teachers need to take when teaching by example:

1. The teacher carefully selects an example and decides by which media and methods it will be presented to the students.
2. In phases of discussion and reflection, the students develop their general understanding and come to grasp the key concepts that the example has demonstrated.
3. The students reapply their newly acquired insights and categories.

To support the teacher in carrying out step 2, the following matrix is used for all units, addressing the three dimensions of EDC and children's rights education. Key questions are suggested to guide the student's reflection in class. This effort of reflection by the students is important, as learning objectives should not stay at the back of the teachers' or students' minds, but need to be expressed by the students in their words, as something they have understood, experienced, trained in, or wish to do in future. By sharing their insights in class, the students will benefit from one another, as will the class community as a whole.

Processes of learning will become most powerful and effective if the students know why and for what they are learning certain pieces of information, concepts and categories, skills, or modes and principles of behaviour in democratic communities. Phases of reflection and discussion should therefore not only draw general conclusions from concrete examples, but also address the whole process of learning. In terms of constructive learning, the students will become aware of their own personal approach to learning in general, and they will find out what type of learner they are, and what specific strengths and learning needs they have. Teaching in the spirit of human rights ("through") encourages teachers to give learners the space and time to learn according to their needs. We may then become aware of our profiles as learners as part of our identities.

Viewed from the perspective of democratic leadership, the teacher should not keep the learning objectives at the back of his or her mind but share them with the students, which in itself turns lesson planning into an exercise in democratic decision making.

Finally, this form of meta-learning in children's rights classes gives a model of how to teach students to organise their own processes of learning. In modern societies, processes of change, for example, in society, technology, economy, globalisation or the environment, are becoming more dynamic and complex. This poses new challenges for future generations – to succeed in their jobs and to participate in decision making, they will engage in a lifelong process of learning, having to tackle problems no one in school can anticipate today. Our students therefore need to become experts in co-operative learning, project work, process assessment and problem solving. In this manual, we have suggested some small steps for children at the beginning of their lives as learners.

To support the teacher, each unit description includes a box with suggestions for key questions that the teacher may use in these phases of reflection. The user will find this tool at the beginning of each chapter.

The framework for this tool to reflect the dimensions of learning processes in children's rights classes is the following:

– Both the teacher and the students should think about what the students have learned. The first set of questions is for the teacher. The second set of questions has been phrased for the students, but addresses the same dimensions of learning. It is useful for the teacher to try to anticipate what his or her students might say when answering these questions.

Key questions for reflection in children's rights classes		
About	Through	For
	Teacher	
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the students learned for their future lives?
	Pupils	
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?

The user will find that the tools in the unit descriptions include the answers that the teacher or students may give. This has been done to demonstrate how the tool can be used and what results it can be expected to deliver in class. Of course, the teacher is free to answer the questions differently, and the students can give no "wrong" answers when thinking about their experience ("through") or how they can apply what they have learned ("for"). In all cases, their feedback will contribute to the evaluation of the lessons, and will support the teacher in improving the quality of his or her work. The material delivered by this reflection tool can therefore also be used in a teacher's or student's portfolio.

Task-based learning and the new roles of teachers

The units are conceived as small projects; the students are confronted with problems that are typical in project work – related to subject matter, organisation of work, communication, time keeping, etc. By finding ways of how to identify and solve these problems, the students develop a wide range of competences (task-based learning).

In Unit 1, the children are given the task to create a flower which carries their name and their photo. It is left up to them, for example, how they will design their flower, where they will obtain the materials, how they will find a photo, how they will plan their time. This way, the children will learn a lot "on the job", but the teacher needs to think carefully about the framing of the task, deciding questions like the following. How much time will the children have? Which materials must I provide? Should I supply some parts for the flowers ready made? (See the variations for the project laid out in Unit 1.)

This example shows that at a very early age, the children are encouraged to take responsibility for their work in class, in effect sharing responsibility with the teacher. This kind of learning experience is important if the students are to plan their work more independently at a more advanced stage.

In children's rights education, as a branch of EDC, the teacher will act within a wider spectrum of roles and activities.

Teaching "about" children's rights corresponds to the classic function of instruction and information – by a lecture, a reading task, a video clip, etc. Teaching "through" and "for" children's rights, on the other hand, requires the teacher to reflect his or her behaviour and his or her personality as a role model. Children will perceive an adult's message as credible if his or her behaviour supports it, for example, by the tone of voice, understanding, tolerance, fairness or encouragement. As all units in this book show, the methods of teaching and learning correspond closely with the subject matter. The approach of task-based learning requires careful planning and preparation by the teacher, who may then seem more inactive in class. However, while the students

are working, the teacher should watch them closely, as he or she will identify their competences and learning needs in terms of knowledge and understanding, skills training, and values.

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Rolf Gollob and Peter Krapf

Part I

Short projects on children's rights for classes 1 to 9

	Project	Key concept	Competence building
Class 1	I have a name – We have a school	Individual and community Right to education	
Class 2	Names are more than just letters!	Personality	
Class 3	We are wizards!	Problem Rights of children: growing up in health, liberty, dignity	Acting
Class 4	Our rights – Our treasure	Children's rights	Co-operation
Class 5	We make rules for our classroom	Society Rights, duties and rules Discipline, liberties and order	Making choices Negotiation Co-operation Arguing for one's choice of values
Class 6	Children's rights: a work of art!	Fundamental principles of children's rights	Planning a project
Class 7	Is what I want also what I need?	Wishes and needs, both material and immaterial	Finding agreements
Class 8	I make my own poster!	Violation and protection of children's rights	Organising teamwork Reflection and feedback on one's work Planning a project
Class 9	Why must we obey rules?	Purpose of rules and laws School as a micro-community	Critical thinking

The four basic principles of the children's rights convention[1]

I. PLAYING A PART: OUR RIGHT TO PARTICIPATE

Article 3	Priority of children's needs in political decisions, legislation and jurisdiction
Article 12	Freedom of opinion and the right to be heard in all personal matters
Article 13	Freedom of expression
Article 14	Freedom of thought, conscience and religion
Article 15	Right of association and peaceful demonstration in public
Article 16	Protection of privacy
Article 17	Access to media and sources of information

II. REACHING OUR POTENTIAL: OUR RIGHT TO DEVELOP WHO WE ARE

Article 5	Protection of the rights of parents
Article 7	Protection of a child's name and nationality
Article 8	Protection of a child's identity
Article 10	Facilitation of family reunification
Article 21	Monitoring of child adoption
Article 23	Special care for disabled young people
Article 28	Right to education

III. LIVING WELL: OUR RIGHT TO SURVIVAL

Article 6	Protection of survival and development
Article 9	Principle of non-separation from parents
Article 18	Responsibility of parents and guardians
Article 24	Protection of health and access to health care
Article 26	Social security
Article 27	Adequate living standards
Article 31	Right to rest and leisure

IV. BEING FREE FROM HARM: OUR RIGHT TO PROTECTION

Article 2	Principle of non-discrimination
Article 11	Protection from kidnapping and abduction
Article 19	Protection from abuse and neglect
Article 20	Care for young people without families
Article 22	Protection of child refugees
Article 32	Protection from economic exploitation
Article 33	Protection from drugs
Article 34	Protection from sexual exploitation
Article 35	Protection from sale and trafficking
Article 36	Protection from all other forms of exploitation
Article 37	Protection from torture and cruel treatment
Article 38	Wars and armed conflicts
Article 39	Social reintegration of child victims
Article 40	Treatment of children by penal law

1. This is an excerpt from: *Say It Right! The Unconventional Canadian Youth Edition of the United Nations Convention on the Rights of the Child.* For the full text, see Part II, page 68.

I have a name – We have a school

Lesson plan

	Key question/lesson topics	Key task	Resources
Lesson 1	The children learn each other's names.	The children introduce other children by their names.	Sheets of coloured paper
Lessons 2 and 3	How different are the children in our class?	The children make flowers for themselves with their picture in the middle. A bouquet is made out of these flowers.	Sheets of coloured paper, a portrait photo of every child, and a sheet of flip chart paper
Lesson 4	What do we know about each other?	Reflection in the plenary round	The finished poster

Educational objectives

The children become aware of the great variety of names in their class. They appreciate that each of them has received a name that distinguishes them from one another; they realise that their name cannot be taken away from them and belongs to them like a colour.

The children understand that many different names stand for many different personalities, and all together, like a rich and colourful bouquet of flowers, form a class. As variations you might work with raindrops or train-wagons, notes, puzzle stones, etc. What always has to become clear: together we are more than just many of the same. We become a bouquet, a cloud or a lake, a train, a melody, a puzzle, and so on.

The children understand that the class forms a learning community.

The children understand and appreciate that school is to support them – now and in the future, on their own and together with others – in learning more, and in developing their knowledge and abilities.

They find out that school is not only a duty but was also created because children have a right to go to school and be educated, and that parents, teachers and the state ensure this right.

Key questions for reflection in children's rights classes		
About	Through	For
Teacher		
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside scholl: what have the students learned for their future lives?
Articles 7, 28	School is part of our life; the class is a micro-community in its own right. A powerful symbol for this is the bouquet of flowers. The articles mentioned to the left are being experienced in the classroom through this unit.	The children participate in the decision of where the poster showing the bouquet of flowers is to be hung up.
Pupils		
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?
We have special rights as a child: We have a name that no one can take away from us (Article 7). We have the right to go to school and to learn how to read and write. Without school no one would be able to find a job as a grown-up.	Each one of us is someone unique. Each child is welcome in class. It would be a pity if one of us were missing in our class. We all have the same rights.	I know now that I feel better as a member of a class that is a good group. I will try to support the other children in class so that they feel as good as I do.

Resources

Hearts cut out of paper
String
Scissors
Glue
Coloured paper
Photographs of children
A poster-size sheet of paper

Procedure

Lesson 1

1. The children sit in a circle. In the middle of the circle paper hearts in different colours have been laid out on the floor. Each heart carries a child's name and has a string attached to it. There is also one heart for the teacher with his or her name on it in the middle of the circle (diagram).
2. The teacher encourages the children to join in a conversation.
   - Do we know all the names? Who is who?
   - Each child takes the heart with another child's name on it. What do I like about this child? What have I already done with him or her? Why would I miss him or her if he or she were not there?
   - Other questions that may be included: What might another person say about this child, for example a teacher, a male or female member of the family, the child him or herself, a friend, somebody else in the room, the school or community?

3. Every child speaks about another and brings the heart with his or her name on it to him or her.
4. Every child keeps his or her heart and wears it during the lesson. This is carried on during the following lessons until all the children know each other well.
5. The teacher asks, "Why have I taken different colours and not only one?"
6. The teacher asks the children to bring a portrait photograph to the next lesson. (Alternatively, the teacher could take pictures of the children.)

Lessons 2 and 3

The teacher explains:

Every child in this world is different. Every child is unique by his or her colour, character, speciality, and name!

There are children's rights. Children have different rights, for example:

- the right to have a name (Article 7);
- the right to have school education (Article 28).

Only someone who has a name can be called by others. So it is important to know these names!

All of us, with all our different qualities and types of character, all our colours, make up this class.

We make a picture of our class – it is not made up of hearts, but of flowers. The vase stands for the school, the school building or our classroom. And all of us are the flowers.

Without us there would not be any school, the school would be no more than an empty vase.

The teacher explains the stages of the activity:

- The children make their own flowers.
- They paint the petals and stick a photo of themselves into the middle.
- The flowers are put together to form a bunch.
- The bunch is stuck onto a poster.
- In this way, we make a picture of our colourful class.

The children think once more and try to interpret the picture. The teacher collects the different views and ideas. The children may develop their ideas freely, referring perhaps to questions such as the following:

- What do the flowers mean?
- What does the vase mean?
- Why is it important to have a name?

Depending on the time and the materials that are available, this activity may be adapted in various ways, for example:

- The pupils may draw, cut out and decorate the flowers themselves or they are given cut-out flowers to decorate.
- The teacher has prepared the centre of the flower, the pupils create the petals.
- The photos are cut out to fit into the centre of the flower.
- Children who have finished their work quickly draw more small flowers without photos.

– The vase shows a short version of the children's rights addressed by the picture (Articles 7 and 28).
– The teacher creates a picture out of all the images the children have produced.

Lesson 4

Setting:

– The poster has been fixed to the blackboard or the wall.
– The pupils sit in a big semi-circle; in a big class two semi-circles may be necessary. All pupils should have a good view of the picture.

The pupils think about the following questions:

– What did I enjoy during this activity?
– What have I learned?
– What do I know about the other children?
– What do I know about the teacher?
– The teacher guides the pupils in sharing their comments and feedback with each other.

Finally, the teacher gives the pupils some information about the rights of children. In particular, he or she refers to the two rights shown on the vase. He or she informs the children about the Universal Children's Day (20 November).

He or she discusses with the class whether the poster should be exhibited in the school corridor or entrance hall. The class discuss the pros and cons. Where should the poster be hung up so that all visitors may see it? What do we do when new children join our class?

Class 2

Names are more than just letters!

Lesson plan

	Key question/lesson topics	Key task	Resources
Lesson 1	All our names!	All the children learn more about each other's names (interactive approach).	A4 sheets of paper
Lesson 2	How I got my name!	The class think about the reasons for giving a child a name.	Strips of paper with key sentences; set of handouts
Lessons 3 and 4	All the children have a story to tell!	The pupils give each other some information about their lives. They make a life-size picture of themselves.	Information about the children's families (homework); one sheet of flip chart paper per child; markers and colours

Educational objectives

Article 7 of the children's rights convention protects the child's right to have a name. Her name, his name. The second, family name marks the child's ties to the group around him or her. However, the first name makes the child become an individual, a unique creature in this world.

Children should be proud of their names, and they should know what their names mean, which hopes they express and why their parents chose this name for them.

The teacher must take care when treating this topic. For all kinds of reasons, there may children in class who do not live with their natural parents or who have lost their names when forced into migration or exile. The teacher will need empathy and sensitivity when approaching such children.

In this lesson sequence, the children look at themselves together with their classmates. Therefore, this unit continues on the lines of the preceding one, but may also stand as a complete unit by itself.

Key questions for reflection in children's rights classes		
About	Through	For
Teacher		
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the pupils learned for their future lives?
Articles 7, 8, 12, 13	School is part of our life; the class is a micro-community in its own right. Children become aware of their own identities by knowing all the other children's names and by being called by their own names by everyone in the class. The rights mentioned to the left are experienced in the classroom through this unit.	The children participate in the decision of where their poster is to be hung up. Perhaps space needs to be provided, so this question may have to be discussed with other teachers, school assistants, or the head teacher.
Pupils		
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?
We have special rights as a child: We have a name that no one can take away from us (Article 7). As a child, I already have my own life story, a life that is different from what other children have experienced. This will always be a part of myself (Article 8). I may have my own opinion and can say what I think, and all the other children may do so too (Articles 12, 13).	I have seen that all the other children and the teacher have taken notice of me. They have all listened to me, and now everyone knows my name. By my name I am someone special, someone who is different from everyone else. I know the names of all the other children in class. I know something about their lives.	When I meet someone on the playground or somewhere else, I will ask them their name and tell them mine.

Resources

Strips of paper

Big sheets of paper, poster-size

Old illustrated magazines

Paint, assorted colours

Paintbrushes

Several pairs of scissors

Glue

Set of handouts (see below)

Procedure

Lesson 1: All our names!

The teacher sits in a circle with his or her pupils. The children are seated on their chairs. The children are holding slips of paper showing their first names in bold writing. The teacher also has a slip of paper with his or her first and second name. Everyone in turn says his or her name. Now the pupils must perceive and know the other children's names. This may be done by different kinds of games:

- The children give their names and those of the children sitting to their left and right, "My name is ..., and sitting to my left is ..., and ... is sitting to my right."
- Identify some traits which your pupils have in common, for example the colour of their jeans or skirt, initials, eyeglasses, colour of their hair, etc., and make up a riddle: "..., ..., and ... all have something in common. Who can tell me who it is?" Repeat this a few times.
- Collect all the cards with the names on them. Each child draws one in turn without reading the name. They all show their cards. Who is able to bring order into this confusion, namely by assigning the correct name to each child?
- Boarding the bus: at random, a child begins with the following statement, "I am Anna, and I am getting on the bus." The child next to her continues, "I am Sandra, and I am getting on the bus with Anna." The child sitting next to Sandra carries on in the same manner, including all the preceding children, "I am Tom, and I am getting on the bus together with Anna and Sandra." Keep to the order in which the children are sitting in the circle, as this will make it easier for them to remember the names. Continue in this way until all the children are sitting on the bus. Take care not to embarrass a child who has forgotten a name, and let the children help each other.

The teacher concludes the lesson by conducting an instructional dialogue. The following questions serve as stimuli for the pupils:

- Do I like my name, and if so, why?
- Sometimes names are reduced to nicknames or changed. Do I like or dislike my new name, and why?
- But sometimes it is also important to have a name. What would things be like in school if we all had the same name or even had no name at all?

Lesson 2: How I got my name!

The teacher has prepared strips of paper on which she has written the following sentences (of course, any kind of variation is possible – modification, omission, addition of more statements, etc.):

It is important to have a name.
The name – That is me.
By our names, we recognise ourselves and each other.
Our name gives us our reputation.
By having a name, a child becomes a member of a state.
By choosing a certain name, the parents often express certain wishes, hopes and feelings.

The teacher reads a statement on a strip to the class, puts it down and asks the children to put the meaning into their own words.

Then he or she hands out worksheets which the children are to fill in as homework (see the Resources below).

The teacher goes through the questions with the class to ensure that every child understands the questions.

- When was I born?
- At what time?
- Which day of the week was it?

– What was the weather like?

– Where was I born?

– Who was present when I was born?

– How big and how heavy was I?

– Why was I given this particular name?

Lessons 3 and 4: All the children have a story to tell!

The children sit in a circle and tell each other about what they spoke about with parents. The teacher encourages them to explore some questions in depth.

For example, he or she prepares a list on the board that will show at what time of the day all the children in class were born. Perhaps an interesting pattern will emerge.

Of course, it would be very interesting if some children could answer the last question, that is, give their parents' reasons for giving them their names.

Now the children receive the task to individually create a poster about themselves and to include all the written information about themselves. Depending on the writing skills, the teacher may have to help some children in class.

If possible, the children should draw a life-size picture of themselves. This may be done in the following way: a child lies down on the sheet of paper that has been spread out on the floor, choosing a pose, for example running or standing with outstretched arms.

The children spend the fourth lesson completing these posters.

Finally, they discuss how they will exhibit the posters in the school building. The teacher supports them in making their decision.

Resources: worksheet for the pupils

My name has its own history – What I will try to find out

When was I born?
At what time?
Which day of the week was it?
What was the weather like?
Where was I born?
Who was present when I was born?
How big and how heavy was I?
Why was I given this particular name?

Class 3

We are wizards!

Lesson plan

	Key question/lesson topics	Key task	Resources
Lesson 1	What can an ordinary person do with a problem? What can a wizard do?	The pupils learn to distinguish between realistic and magical solutions for different kinds of problems. They draw a picture of an ordinary person or a wizard.	Blackboard prepared in advance to collect the children's ideas; drawings; sticky tape; A4-size sheet of paper, crayons
Lesson 2	Can we find solutions through our discussion?	In a plenary discussion the pupils learn to distinguish between possible and impossible solutions for everyday problems.	Cut-out paper figures; crayons
Lessons 3	What solutions can I find? How can I help?	The pupils try to find solutions for difficult situations in their everyday lives. They present their solutions in a role play.	
Lessons 4	How can we show solutions for problems in a role play? What have we learned this way?	The pupils rehearse their role plays and act them in class.	Props for the role plays if required

Educational objectives

Children soon become aware of the fact that many things are beyond their control. They are subject to decisions that have a direct impact on their lives, yet they are often unable to influence them. But children are also capable of travelling to a world of their imagination. This need not be an attempt to escape from the real world. The world of imagination is also the sphere where new plans are created, experiences may be reflected and where a person may gain strength before returning to the real world.

For the teaching project in class 3, we suggest drawing on the imaginative capacity of children and giving them the opportunity to transform their ideas into solutions for real life.

The children imagine that they are wizards. How many children (and adults) have, at least occasionally, longed for the powers of a wizard! This project requires the children to identify situations in their environment that demand a better solution, and to look for such solutions together. It is important for the children not to remain within their realm of imagination all the time. They should also try to conjure

up a solution for a current problem in their local environment and put it into practice. We suggest focusing on issues of a clean environment in the classroom and the schoolyard.

This teaching unit relies on communication in the classroom. Therefore it is of great importance for the children to be seated in appropriate arrangements. When communicating in groups, all participants should be seated face to face. Foward-facing seating arrangements should therefore be avoided. Sitting in lines puts children at the ends at a disadvantage. Rather, the children should sit in a circle or around a table.

Key questions for reflection in children's rights classes		
About	Through	For
Teacher		
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the pupils learned for their future lives?
Articles 13, 14, 28, 31	School is like a micro-society. The pupils discuss things together and find solutions for their problems in the class and in their lives. They interact with each other, not only with the teacher.	The pupils think about real-life situations and they begin to work out solutions for problems that are real for themselves or for others.
Pupils		
What have we/I learned about children's rights?	How did we/I experience children's rights in class?	What kind of action am I able to take now?
I know that children have special rights, children's rights. I know that there is an Universal Children's Day on 20 November. I am learning to see the difference between miracles and solutions to problems in real life.	We have listened to each other and we have found out that some of our wishes and problems can be very different. We have seen how we can find solutions for such problems together.	I know that other people and I have rights, but I must do something to make sure that these rights are protected – both my own and those of other people. Finding a solution for a problem is not an easy thing to do, and we cannot solve all problems at once. Some of our wishes will not be fulfilled for a long time.

Resources

Blank sheets of paper

Coloured pencils or felt pens

Patterns to cut figures of "boys and girls", or figures cut out by the teacher

Scissors, if required

Costumes and props, if required for role plays

Procedure

Lesson 1

The teacher draws two persons on the board: an ordinary woman or man and a wizard. In pairs, the children should also draw the two figures and try to answer the following questions together:

- What does the ordinary person do in certain situations?
- What does the wizard do in the same situations?

After a few minutes, the teacher assembles the pupils in a semi-circle in front of the blackboard to give every child a good view (in big classes, a double semi-circle may be necessary). He or she collects all the pupils' answers in a list on the board – without commenting or judging. We suggest the following table to integrate the pupils' ideas.

	Person	Wizard
	(Drawing)	*(Drawing)*
Hunger		
Poverty		
Boredom		
Birthday		

We look at the solutions and let the children give their comments. Of course, now questions will arise! The teacher wants to know:

- Can you see any solutions or ideas that have been made by a good or a bad wizard?
- When did you last wish you were a wizard, and what did you want to change then?
- What is your biggest wish right now?

The teacher encourages the pupils to come forward with their ideas and gives all of them positive support. He or she explains that the class will talk about wizards several times in the next few lessons and gives the pupils the task to look for pictures of wizards in magazines or books, and to bring them to the class if possible. The pictures and books should be displayed in a small exhibition.

In the remaining part of the lesson, the children should finish their drawings of their wizards and ordinary persons and colour them in.

Lesson 2

Throughout the week, the teacher has repeatedly encouraged the pupils to bring pictures and books on wizards and to finish their drawings.

At the beginning of the second lesson, the teacher refers to the contents of the preceding lesson and explains the procedure for the day's lesson: we will now look at the pictures, books and objects that you have brought or made yourself. Can you spot anything that is the same or that is different?

The children are now sitting in a circle. The teacher tells them that some years ago special rights were written down that deal with the lives and the situation of children. Here we recommend reading the Declaration of the Rights of the Child (1959), which the teacher may adapt and abridge as necessary. In particular, the class should focus on the second principle. An abridged version might run as follows:

Children should be given the chance to grow up in good health and under normal conditions. This includes their:

- physical
- moral
- psychological
- mental and
- social development.

Children should enjoy both liberty and respect of their personal dignity.

In a first step the children should understand this principle. Integrating the children's associations and contributions, the teacher explains the concepts and how they are linked.

Next, he or she lays out approximately 40 figures of boys and girls that either they or the pupils have cut out beforehand (see Cards on children's rights, p. 89). He or she divides the figures into four groups on the floor.

- Group 1 has grown up in physical health.
- Group 2 has grown up in moral health.
- Group 3 has grown up in mental health.
- Group 4 has grown up in a socially healthy environment.

Next, the pupils are asked to find out what a child might be missing. The teacher might give some examples if necessary.

– Growing up in physical health	no warm clothes
– Growing up in moral health	bad friends
– Growing up in mental health	no good book
– Growing up in a socially healthy environment	no friends

The teacher writes the missing element onto the body of a paper child figure and puts it back again. Next, he or she asks the children to add their own ideas. The children may not be able to deal with all four categories; in this case the teacher should give them support (not the answers).

After the children's needs have been identified and noted down on the paper figures there is work to do for the wizards. In groups of three, the children receive at least enough paper figures to match the number of group members.

Their task is the following:

- Look at the situation of each of the children and try to find out what makes them happy and unhappy.
- How could the wizard help?
- How could he help to make sure the children also feel better tomorrow and the day after that?
- How could he help the child in a way that the boy or girl could do something themselves?
- How could ordinary people replace the wizards?

The pupils meet again in the circle and share their magical solutions.

Lesson 3

Now let us look at concrete situations in real life. Once more, the teacher repeats the 10 principles of children's rights and stimulates the pupils to think of situations in their everyday environment in which their classmates, friends, younger and older pupils or they themselves may not be having a good time. The list of places and situations, which the pupils mention, might read as follows:

Places

- the classroom;
- the schoolyard;
- the way to school.

Situations

- quarrel and disagreement;
- no lunch;
- forgotten to do homework;
- being beaten up;
- not having a friend;
- without a warm winter jacket;
- without proper sports gear.

We will now take the roles of little wizards. We will practice how to find solutions for these situations.

In the plenary round we look at two or three situations. Then the pupils form small groups and choose one situation, which they want to deal with (it may happen that a situation like "bullies beat up other pupils" is chosen several times).

The pupils should role play a scene that shows the situation in question, and they should conjure up a solution in their role play.

The teacher supports the groups, makes suggestions if necessary and listens. For the fourth lesson, the pupils can refine their scenes with costumes and props.

Lesson 4

The pupils act out their scenes in class.

Then the pupils discuss the question of how these scenes may by implemented in their everyday lives.

- Which situations have we discovered?
- How have we reacted since we talked about them in class?
- How can we support each other?
- Shall we set up a club of "Good Wizards"?
- Shall we try to inform the pupils in the first, third and fourth grades on the Universal Children's Day (20 November)?

Class 4

Our rights – Our treasure

Lesson plan

	Key question/lesson topics	Key task	Resources
Lesson 1	Why do we need special children's rights?	The pupils are introduced to the "treasure box" project, and they discuss how to plan and carry it out.	Objects that may be used to represent certain rights of children (demonstration and inspiration); children's rights' cards
Lesson 2	My personal treasure box – Something special	The pupils decorate their treasure boxes and prepare them for their "children's rights' treasures".	Every child brings a metal, wooden or cardboard box to school; coloured buttons, rags of cloth, etc.; glue and scissors
Lessons 3 (after an interval of several weeks)	My treasure box, your treasure box!	The pupils display their treasure boxes by arranging an exhibition on their desks.	The pupils' treasure boxes (with the contents)
Lesson 4 (shortly before 20 November)	How could we arrange an exhibition?	The children exhibit their treasures and treasure boxes for all the other children in school to see.	The pupils find a room or place for their exhibition

Educational objectives

The pupils acquire a deeper knowledge of children's rights. Over a longer period of time, they study the contents and intention of these rights by trying to match each right with an object that may illustrate or symbolise this right. Every child will find his or her own solutions. To do so, the children must have understood and interpreted the articles in question.

In terms of the theory of learning, the task allows the learners to actively organise their own processes of learning, which considerably increases their chances to experience a sustainable growth of knowledge.

Each pupil produces his or her own treasure box. The pupils identify more strongly with the rights of the child, both intellectually and emotionally.

This is a class project which covers a longer period of time and which may repeatedly stimulate the pupils to share and discuss their ideas.

On the occasion of Universal Children's Day (20 November), an exhibition of the pupils' treasure boxes can be held in the school building. This provides additional stimulation and will motivate the junior pupils to do something similar one or two years later.

Key questions for reflection in children's rights classes		
About	Through	For
Teacher		
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the pupils learned for their future lives?
All children's rights are introduced and discussed.	Every pupil enjoys the right to develop a personal way of artistic expression. In this way, the pupils increase their self-confidence and learn more about themselves and each other.	The pupils learn to make decisions and to argue for the solutions that they have found.
Pupils		
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?
I have studied children's rights for a long time. I have had to make a decision about every article, and I could only do this if I had understood the article. I have found out that it is not always easy to understand the children's rights convention.	It is wonderful if school becomes a place where we can see so many works of art. Now I enjoy being in school.	Not all the articles in the children's rights convention are equally important for me. I have thought about the question of which articles I could advocate. I have thought about the question of which rights are particularly important for other children in other families, regions or other countries, and what I could do to support them.

Resources

Children's rights' cards

Treasure boxes

A collection of materials left over from previous activities

Glue

Costumes and props, if required for role plays

Procedure

Lesson 1 (in September)

The teacher puts an empty box, the children's rights' cards and one or two matching objects on the table, for example:

- Article 7, the right to a name from birth – a small candle in memory of baptising and birthday;
- Article 28, the right to be educated – a small pencil.

Now he explains the plan:

- Universal Children's Day on 20 November.
- Until then each pupil will have filled his or her treasure box with objects that match the rights of children.
- Each pupil decides which objects could correspond to which children's right.
- First every pupil picks a box with a lid (a box out of cardboard, wood or metal will do). This box should be painted and decorated, and somewhere it should carry the owner's name.

– All pupils cut out the children's rights' cards. They fix them with a paper clip and put them into their treasure boxes. Now the treasure hunt begins!

The children share their ideas and suggestions of how to get hold of their treasure boxes and how they could be decorated.

If necessary, the teacher should provide glue, colours and brushes.

Lesson 2

The children show each other their materials and begin to decorate their treasure boxes. They share their materials and help each other.

In the second lesson the children discuss how to collect the objects.

It is important that this "treasure hunting" task helps the pupils to become familiar with, and understand, children's rights. They can only pick an object if they have understood what a specific children's right means.

During this phase of collecting treasures the pupils should exchange their ideas and show their finds: Who has found what to stand for which right? The pupils should be allowed to copy each other's ideas. The children will engage in a kind of competition of who has the most beautiful treasure box with the most creative and original ideas. The teacher need not give this further stimulation.

Lesson 3

One week before Universal Children's Day (20 November): all the children show the objects which they have collected in an exhibition on their tables. They need not illustrate every child's right with an object.

The children explain to each other why they have chosen which object. The teacher does not give any personal judgment on any products, but is pleased with everything the children have produced. Under the teacher's guidance, the class discuss how the exhibition could be displayed to the other pupils in school.

Are there any glass cases that we may use? Should we set up some small tables in the school building? Should we turn our classroom into a children's rights museum on 20 November? Perhaps another third grade class has carried out the same plan. How could we share our objects? Should we invite the head teacher, the school pedagogue, other teachers, parents or the housekeeping staff?

Should there be some kind of opening of our exhibition?

Shall we rehearse or write and compose a song for this occasion? And so forth.

Lesson 4

Universal Children's Day, 20 November (or perhaps one day before)

The pupils set up the exhibition and offer to inform the other pupils.

The teacher decides whether he or she should make a brief speech on the Universal Children's Day as he or she might make an opening speech for an art exhibition.

Class 5

We make rules for our classroom

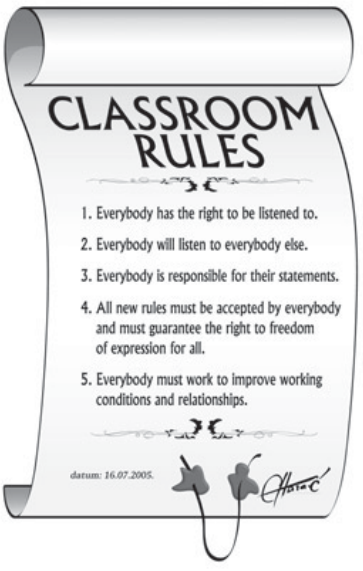
Lesson plan

	Key question/lesson topics	Key task	Resources
Lesson 1	What rights does every person in this classroom have?	Working in groups, the pupils prepare a list of suggestions for rules in their class.	A4 sheets of paper (one per group)
Lesson 2	What makes a rule a good rule? Why can they be a nuisance? Why can they be useful?	The pupils think about the principle of order and rules.	Handouts on basic principles of rules in democracy. A4 sheets of paper
Lesson 3	How can children's rights be brought to life in the classroom?	Working in groups, the pupils work our rules that harmonise with children's rights.	Handouts, either copied or written by the pupils
Lesson 4	Working out rules in groups and agreeing on rules in class	The pupils compare their ideas and try to reach a unanimous decision on the rules for their class.	

Educational objectives

When we link rules for the classroom with the perspective of human or children's rights, these rules develop implications that go far beyond merely ensuring peace and quiet in the classroom.

Human and children's rights are not a body of cold legal standards. If they are to work and to become meaningful, they should serve as instruments and guidelines for our efforts to bring equality and justice into everyday life. For pupils, school is an important element, in some ways even the centrepiece of their everyday lives. But school is even more than that: school is the only place where pupils may learn how to act in society. School, in other words, the classroom, the school building and its premises as a whole, but also the structure of school and school leadership make up a miniature model of society – a micro-society. What the pupils have learned, developed and tested here, be it beneficial or not, will have a good chance of being transferred to the world beyond the classroom and the school community.



Rights and duties form a complementary pair of concepts. They belong together like day and night or summer and winter. Rights and duties depend on one another. Human and children's rights may not be understood without appreciating the interdependence of rights and duties.

This project will focus on the following articles of the Convention on the Rights of the Child: Article 12, having our opinion heard; Article 13, freedom to express ourselves; Article 28, the right to education, and Article 31, the right to leisure and recreation.

Key questions for reflection in children's rights classes		
About	Through	For
Teacher		
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the pupils learned for their future lives?
	In this unit, the pupils experience concretely that we need rules to live together and they understand that children's rights define such a system of rules.	The pupils understand how rules are made in a democracy. They are able to take part in democratic processes of decision making.
Pupils		
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?
I now know that I have the right to take part in working out rules for our class. I am aware that the development of the children's rights convention was a similar kind of process.	The pupils understand that rights and duties belong together. They realise that rules have been made by humans for humans, that they may be changed, and that it is not easy to agree on binding rules for everyone within a group.	Now I can try to find similar rules on how to live together in my family, our sports club or together with my friends. We should make sure that as many people as possible take part in defining such rules and are able to agree to a compromise.

Resources

Pictures cut out of magazines and newspapers

Scissors

Glue

Magazines

Sheets of paper

Procedure

Lesson 1

The teacher gives an introduction to the project.

He or she discusses the issue of "rights and duties" with the pupils.

The lesson then follows the steps as outlined in the Council of Europe manual.

1. Using a group forming "game" (for example, by handing out matching cards to form groups of jugglers, violinists, etc.) the class is divided into three, six or nine groups depending on the class size. Try to have no more than five pupils in each group. Each group is either A, B or C.
2. Each group appoints a spokesperson. Give feedback – how did you choose your spokesperson?
3. Each group has a sheet of paper divided into thirds. Using the top third of the paper, they record what they believe to be the rights of every individual (including the teacher) in their class. They should record every suggestion and each suggestion should be numbered.
4. Give feedback – how well do you think you have completed the task? What were you all doing that helped? What hindered?
5. Move the paper to the next group (A to B, B to C, C to A).

6. Consider the list of rights generated by the previous group. What responsibilities do we have in order to respect those rights? What do we need to do, how do we need to behave? For example, "Everyone has the right to be heard", "We have a responsibility to listen".

Using the same numbers as used in the rights section, write down a corresponding responsibility (if they can think of one) in the middle third of the paper.

At the end of the lesson the teacher collects all the contributions by the pupils to review them before the next lesson.

Lesson 2

The teacher encourages the pupils to discuss basic questions concerning rules:

- What annoys me about rules?
- When am I glad that there are rules?
- Who sets up rules?
- Who enforces rules?

The following text, or an abridged version or teacher input may help the pupils to find answers to the first two questions.

Resources: Work sheet on discipline and order from a democratic point of view

1. Order is necessary under all circumstances.
   A group without order and basic rules cannot be democratic.
2. Limits are necessary. Rules may be wrong or inappropriate. But as long as they have not been replaced they must be respected. It must, however, be possible to change them.
3. From the very beginning, children should participate in setting up and enforcing rules.
   Only in this way is it possible for them to identify with the rules.
4. A classroom community cannot function without mutual trust and respect for one another.
   In some cases it may prove difficult to provide for such an atmosphere.
5. Team spirit must replace competition in the classroom.
6. A friendly classroom atmosphere is of vital importance.
7. The social skills of the teacher have an essential contribution to make (democratic leadership, developing a feeling of belonging to the group, building up relationships, etc.).
8. Group communication is a permanent reality in a democratically led class.
9. Students, both boys and girls, must be encouraged to explore something new and to learn from mistakes.
10. Within the limits set, it must be possible to exercise liberties.
    Only in this way is it possible for individual responsibility to develop.
11. Discipline and order will be accepted and complied with most willingly if they help each individual to express himself or herself, and if they support the group in developing satisfying relationships and working conditions.

"A group without order and basic rules cannot be democratic"

The pupils enter the same groups as in the previous lesson. The teacher distributes the paper slips and gives the following input.

7. Teacher input. Rules for rules.

- Select a few rules to be prominently displayed in the classroom.
- They should be positively phrased – "do" something rather than "do not" do something.
- They must be specific and describe the required behaviour, for example the right to be heard; we have the responsibility to listen; rule – remain silent when others are speaking.

8. Move the sheet on once again. Consider all the information from the previous two groups. Agree on five rules at the most, and write these in large letters on the bottom third of the sheet. Cut off this part and fix it to the wall. Each group's spokesperson explains the rules to the whole class.

The teacher guides the pupils in their subsequent decisions on rules that are identical and the duplicates of which may therefore be omitted. (Some groups may disagree with their contributions being dropped; such a situation requires closer comparison of the versions for the rule in question, and skills in negotiating and convincing by power of argument. If a group refuses to accept a decision, duplicates may be accepted for the time being.)

9. Voting for the rules. Each pupil has four tokens to "spend" on the rules that they believe should be included in their class. They may choose up to four rules, assigning one token to each, or may accumulate up to four tokens to support one particular rule. The four rules with the highest number of votes are included in the set of rules for the class. They can be written up as a special document, signed by each pupil and prominently displayed in the classroom. The class may assign the task of writing up the rules to a team of pupils and decide how they are to be rewarded by the class.

10. Co-operative learning. What helped, what was obstructive? How did you contribute to the activities? Did you notice anyone else in class whose contributions were helpful? What did they do?

This is the first opportunity for the class to apply their rules and to reinforce them. The teacher could praise pupils for respecting the rules. On the other hand, the teacher should avoid shaming pupils for breaking rules, as they may be left with a bad reputation.

Lesson 3

The teacher briefly introduces children's rights.

For most pupils this will be a repetition.

- How have they been created?
- How are they linked to human rights? Why do we need children's rights if we already have human rights?

Now the teacher presents the following selection of children's rights.

Article 12, expressing our views and interests;

Article 13, freedom to express ourselves;

Article 28, the right to education;

Article 31, the right to rest and leisure.

The pupils prepare a worksheet with two columns. In a narrow column on the left, they enter the four rights, spacing them evenly down the page.

In the wider column on the right, they collect their thoughts on the rights and obligations that these rights carry, both for them and for others: If my neighbour, a friend or my classmate claims this right, which obligations and duties result for the others? How must school be to ensure teaching (Article 28)? How can I as a member of this class contribute to the success of this right?

Group members (names) Rights	Rules and duties
Article 12 **Expressing** **our views and interests** What is it about?	
Article 13 **Freedom** **to express ourselves** What is it about?	
Article 28 **The right to education** What is it about?	
Article 31 **The right** **to rest and leisure** What is it about?	

Lesson 4

The pupils present their results to each other in class. There is one spokesperson per group. They could address aspects such as the following:

- How did we approach our task? (Process of group work and decision making)
- What was important for us? (Criteria and values)
- How can we make sure that the rules are respected? (Attitudes towards rules, enforcement)

The pupils agree on the rules for their class. One group receives the task of creating a document with the rules as a work of art. All the pupils and teachers sign this document. The rules are in force until they are replaced by a new document. The document is to be displayed on Universal Children's Day as an example of how to practise democracy in class.

Class 6

Children's rights: a work of art!

Lesson plan

	Key question/lesson topics	Key task	Resources
Lesson 1	What is an art project? How can I present children's rights by artistic means?	The students decide which single article from the children's rights convention they will present as a work of art, and they develop their first ideas.	Some magazines; children's rights on cards or slips of paper
Lessons 2-4	How can teachers and students support each other? How do we account for slow and fast workers?	The students carry out one or several art projects. They learn to give and to accept help in class.	Paper, colours, glue, magazines, etc.

Educational objectives

Children's and human rights are often related to complex political, social and personal problems.

This project resumes a tradition that has repeatedly been referred to in the context of children's and human rights. Artists received the task to express the contents of a certain article, or part of one, through images. In this way, many wonderful cards, calendars, books, and even films have been created.

For those students who have already worked on the treasure box project in class 3, this art project will offer a further opportunity to study children's rights in depth. We think it is important that the students revisit a topic they already know something about along different paths, in other words, through a creative and integral approach.

A spoken or written statement can only be expressed in an image if it has been fully understood.

We recommend planning the teaching sequences early enough to allow the pictures to be exhibited on Universal Children's Day, on 20 November, in the school, the town hall or another public building.

This objective of the project is climax and motor in one, stimulating the students to carry out the task with the necessary care and creativity.

Key questions for reflection in children's rights classes		
About	Through	For
Teacher		
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the students learned for their future lives?
	Particularly in art classes the students can understand that developing their individual means of expression is both possible and important. They find individual ways of representing the different children's rights articles through artistic means.	The students are emotionally capable of grasping violations of children's rights and judge them. They have developed this competence through their very personal approach to studying and presenting violations of children's rights.
Pupils		
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?
Together with my fellow students, I have extensively studied children's rights. I have asked a lot of new questions, and I have realised that I need not worry if I have not yet understood all the articles on children's rights. I will continue with my studies.	This project has turned the classroom and the whole school building into a place that I have taken part in decorating and where I feel at home. I can express my individual personality and I am perceived as an individual.	I have become more aware of my artistic talents, and now I have become bolder in using and training them. They are part of my personality, and sometimes they enable me to express more than I could by many words or texts. I could think of a similar children's rights arts project with my friends, sell some pictures and donate our proceeds to support projects for children.

Resources

Texts on children's rights (*Say It Right! The Unconventional Canadian Youth Edition of the United Nations Convention on the Rights of the Child* and the convention of 1989).

Procedure

Lesson 1

The teacher introduces the class in detail to the new project.

It is important for the children to understand the underlying principle of the project, to realise what the time schedule demands of them and also to have seen examples of illustrating children's rights by artistic means.

The teacher must therefore not only show examples of illustrating different human or children's rights. He or she must also demonstrate different styles and approaches to support the children in finding their personal means of expression.

The teacher may consider co-operating with the arts teacher or a local artist. Of course, the initiative and activity may also be solely left to the students.

After the introduction, the students form small groups to plan the realisation of the project.

The groups should deal with questions like the following:

– materials;
– colours;
– tools;
– time schedule;
– size of the picture, artistic concept;
– planning an exhibition.

The groups share their ideas in class.

At the end of the lesson the students receive a children's right to work on. They may be drawn by lot. As there are more children's rights than students in the class, the teacher will decide, for example, whether:

– the students receive a selection of children's rights;
– students who work faster illustrate more than one right;
– keen students may choose several rights;
– the class co-operates with another class.

Every student receives a copy of all the children's rights.

The students are given the following piece of homework, which should be ready for the following week's lesson:

– Read and analyse the children's right which you have drawn/which has been assigned to you.
– Develop a rough idea of how this right could be represented by artistic means.
– Collect examples from magazines, newspapers and books to show different ways of illustration.
– Provide the materials you will need and bring them to school.

Lesson 2

The students share and comment on their ideas. It is important for the students to have understood children's rights, and they should be able to give examples in class of how these rights have been fulfilled. The teacher should insist that the students explain the rights and ways of illustrating them.

The teacher should only give a few comments, if any, on the students' ideas.

The students should present their ideas not only in words. It is motivating for the students, for example, if they may produce posters which are then hung up in class and their sketches are compared and discussed. These presentations must not be boring.

Lessons 2 to 4

The students may use all the time in the last half of the second lesson and the following two lessons to carry out their project. Experience has shown that the students will be more motivated if not working isolated from one another. The teacher should encourage them not to be satisfied with their first idea.

The teacher may support the class by having at hand a collection of art posters, illustrations from advertisements, diagrams, etc., cut out of newspapers and magazines. The students may bring art books and magazines from their homes. This collection of illustrations need not necessarily be related to the topic of children's rights.

It is essential that a discussion take place before the students engage in their activities:

– What is my understanding of this particular right?
– Which colours would match it?
– What do I associate with this right?

Some tips:

– If you are planning an exhibition in the school building, the classroom or a public building, make sure your students agree on a paper format and style of letters.

- Permit your students to help each other in their work. In this case, allow for extra working time, either in an additional lesson or at home.
- Do not hesitate to assign special positions or tasks to particularly talented students. You could invite a local artist, perhaps even someone your students know, to give your class inspiration and support.
- Consider carefully whether you want to organise a competition and award prizes for outstanding work. We would rather suggest inviting a local newspaper reporter to publish a report with a photo.

Class 7

Is what I want also what I need?

Lesson plan

	Key question/lesson topics	Key task	Resources
Lesson 1	What are my wishes?	The students become aware of their wishes by explaining them to each other.	Pictures to form pairs of students
Lesson 2	What do people need? What would be nice to have?	The students learn to distinguish between wishes and needs, and between basic needs and needs of self-fulfilment.	As homework, the students collect at home: - old magazines; - scissors for every member of the group; - glue; - some blank sheets of paper; - a large, used envelope; - a piece of string, approx. 4 metres long; - 10 clothes pegs.
Lesson 3	What are wants? What are needs?	Guided by criteria, the students agree on 10 important wants and needs.	The materials supplied by the students
Lesson 4	Do children's rights match our ideas of wants and needs?	The students compare their ideas with children's rights and create presentation posters for Universal Children's Day.	Copies of the convention on children's rights for each group; flip chart paper.

Educational objectives

In order to understand what children's and human rights are about students must reflect their personal needs and wishes. They must become aware of what they expect from life in their present situation. In a first step, they should think freely about their wishes and needs, no matter how crazy they may seem, and they should also express them.

In a second step, they should clarify what the difference is, in their understanding, between wishes and real needs in life. This kind of choice will almost certainly guide them towards many of those rights that the Convention on the Rights of the Child has already granted them.

In every stage it is important that the teacher stimulates and chairs the discussions. He or she should beware not to intervene and overwhelm the students with his or her own values and norms, in a well-meant attempt to convince the students of the "right" ideas. Rather, in a well-guided discussion, the students will often discover and resolve conflicting concepts and values.

Key questions for reflection in children's rights classes		
About	Through	For
Teacher		
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the students learned for their future lives?
	This unit offers the students the opportunity to express their personal wishes and needs. They find out that they are listened to and are taken seriously. They learn the difference between basic needs of survival and things we desire.	The students should become aware that they are confronted daily with key issues of life, and that society creates unequal conditions for its members in coping with such problems. They should learn to stand up for their wishes, while maintaining a critical distance to them.
Pupils		
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?
I have learned that children's rights focus on our most important needs – participation, development, survival, and protection, and that they have a lot to do with my everyday life.	I can only express my wishes if I trust my fellow students and the teacher. I have learned that it is worth the effort to open up and to see the others do so too.	I will try to pay more attention to the difference between wants and needs. I won't hide or deny my wishes and dreams, but I will try to make them come true without doing harm to other people's needs.

Resources

Cards of children's rights;

Items supplied by the students:

- some old magazines with many pictures, for example for young people or on fashion;
- a pair of scissors for every member of the group;
- glue;
- some blank sheets of paper;
- a large, used envelope;
- a piece of string, approximately 4 metres long;
- 10 clothes pegs.

Procedure

Lesson 1

The teacher cuts some pictures of beautiful cars, fashion gear or attractive holiday resorts into four pieces each and distributes the pieces at random among the students. The students must find their partners who also hold part of one picture; together they form a working group. If there must be groups of three or five to fit the total number of students, the teacher adjusts the number of pieces accordingly.

Some ideas to get the groups going:

The groups elect a spokesperson and manager. A spokesperson will speak for the group to other groups, in the plenary, to the teacher. He or she is responsible for transmitting the group's opinion, not his or her own. A group manager organises the working process, integrates all the members, and watches the time frame.

Which wishes can the students remember? What were their strongest wishes when they were younger?

What made them particularly happy when they were about 7 – about 10 – what would make them really happy today?

Which wishes did adults have whom they know?

The group stick their picture on a sheet of paper and write down their list of wishes, specified by age.

They agree on a title. The groups present their results in class.

The mini-posters are hung up in the classroom.

For next week, the students receive the following task:

Each group should bring the following items along (agree who will be responsible for what):

- some old magazines with many pictures, for example for young people or on fashion;
- a pair of scissors for every member of the group;
- glue;
- some blank sheets of paper;
- a large, used envelope;
- a piece of string, approximately 4 metres long;
- 10 clothes pegs.

Lesson 2

The students continue to work in their groups. They discuss the following questions:

What would we like to have? What would be nice to have? What do we urgently need?

In pairs, the students look at the magazines and other materials. When they find pictures illustrating or symbolising material and immaterial wants and needs, they cut them out and collect them.

Each pair collects approximately 10 pictures, providing each group with around 20 pictures. The students number the pictures on the front surface from 1 to 20.

The group makes a list of all their pictures and distinguishes between two levels of wants and needs: a basic level and a "higher" level of self-fulfilment. A list might read like this:

Basic	Self-fulfilment
football car home good food	friends happiness parents

Lesson 3

The groups receive the following task: agree on 10 pictures that represent the wishes that are most important for you.

The procedure is the following: the numbered pictures are laid out on the group table. Each group member may award 10 points. These 10 points are either distributed evenly among 10 pictures, or a smaller number of pictures are selected, allowing two points to be awarded to some pictures.

Each student makes a list of the pictures (numbers) and points awarded. The 10 pictures with the highest score are the group's favourites. If there is a draw, both pictures are taken.

The groups fix their pictures onto the string with pegs, arranging them in the following way:

- to the left, the pictures representing items we need to live in dignity (basic needs);
- to the right, pictures representing items we need to live pleasantly.

Lesson 4

The groups continue their work with the following materials:

- 10 selected pictures;
- 10 sheets of paper, approximately A3-size;
- conventions on children's rights (both versions).

Task

Read all the children's rights aloud in the group (take turns).

Which rights refer to which needs?

Prepare 10 posters. Stick one picture onto each sheet of paper, using the left-hand half; to the right, add the children's rights referring to the want or need in question. Add your explanation to show what the links between the picture, wants and needs, and children's rights are.

See the example below.

Place your picture here.	**Article 7** **Our name and nationality** At birth, we have the right to be given a name, to acquire a nationality and, whenever possible, to know and to be cared for by our parents. **Article 8** **Keeping our identity** We have the right to preserve and re-establish our name, nationality and family ties. **Article 10** **Family reunification** If we need to enter or leave a country to be reunited with our families, governments have the responsibility to deal with our case quickly and humanely. Also, if our parents live in another country, we have the right to have personal and direct contact with them.

If everyone agrees, all the posters are exhibited in the school building on the occasion of Universal Children's Day.

Class 8

I make my own poster!

Lesson plan

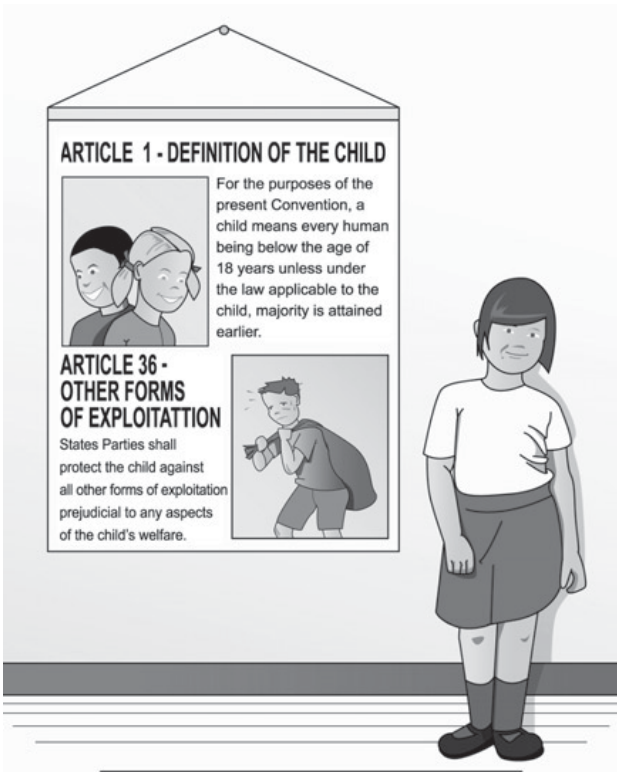
	Key question/lesson topics	Key task	Resources
Lesson 1	Do we understand the articles on children's rights?	The students select articles from the convention for further criteria-guided study during the following two lessons.	Copies of the convention on children's rights
Lesson 2	Does everyone understand the criteria? How can the teacher give support without intervening too strongly?	The students work at their speed in small groups. They analyse articles from the children's rights convention and design diagrams that appeal to the viewer.	Magazines, paper, glue, scissors
Lesson 3	What have we learned? How demanding was our task? How have we made use of our liberty?	The students reflect their process of work and learning and they discuss how to exhibit their products.	The finished posters

Educational objectives

Human rights and children's rights will remain a mere vision on paper if they do not become meaningful for a person's real life. Therefore they need to be understood and related to concrete experience, that is to say they need to be applied in everyday life and their violations must be identified. But already the first step takes time.

If students are to understand the rights of the child, which are our focus here, they must work with them. Listening or reading alone will not suffice.

A remark should also be made here about the term "children's rights", as this occasionally causes considerable irritation among adolescents. Quite rightly, they do not want to be called children. Still, the rights of the child are also applicable for them, at least up to the age of 18. Adolescents should realise that children's rights provide them with



an instrument that may help them to identify cases of injustice and to claim justice. By ratifying the Convention on the Rights of the Child, every state accepts the obligation to implement these rights by all possible means; in turn this implies high priority to the process of implementation, and includes support for children and young people to make use of, and enjoy their rights.

In the teaching project for the seventh grade, we suggest that the students should deal with the convention in depth by tracing cases of implementing and, respectively, violating children's rights in the spheres of their everyday lives.

The objective of the project is an exhibition – if possible on 20 November, the Universal Children's Day – with posters on all the children's rights. Each poster includes elements of content description, analysis and illustration, calling for a variety of approaches ranging from the analytical to the creative.

From a didactic perspective, this exhibition provides an occasion and an incentive to deal with a specific article from the convention. Perhaps the teachers from other classes could perform as a jury who select the most beautiful poster for which a small prize is awarded (for example, tickets to the cinema, book voucher).

The examples from local life or an international context should be taken from different print media that the students have brought to school. Reading newspapers and magazines will therefore be a core element of preparation. Without co-operative learning (working in small project groups) the students will not achieve their objectives. This is a further teaching intention of this project.

The project should cover approximately four lessons. The reader will see that not every lesson is complete in itself, but rather all lessons belong together. Within the groups, the students should be given the opportunity to work out reasonable schedules for themselves.

Key questions for reflection in children's rights classes		
About	**Through**	**For**
	Teacher	
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the students learned for their future lives?
The students learn how to analyse children's rights by using a systematic approach.	The students perceive the classroom and the school as a stimulating learning environment. Daily newspapers are turned into materials for work. In this way school becomes a place where the students can look at their everyday lives.	By learning how to present a product (here, a poster), they become capable of observing and presenting important issues outside school.
	Pupils	
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?
I become aware of how accurately the articles of the children's rights convention have been phrased and how many aspects are hidden in them. I have learned to analyse them and to think about them.	I have experienced how my fellow students and my teacher have both encouraged and challenged me. Both ways of interaction are ways of support for me.	I am prepared to take part in public debate on issues I understand. I am willing to argue my opinion on children's and human rights, and I am also willing to listen to other people's opinions.

Resources

Large sheets of paper
Paper in assorted colours
Felt pens
Scissors
Glue
Old magazines and newspapers
Pictures and photographs
Text of the Convention on the Rights of the Child
Cards on children's rights

Procedure

Lessons 1 to 3

First the teacher presents the complete plan of the following four lessons to the students. The class should have understood that they are to create posters that show the children's rights, including, perhaps, a competition.

The students should work in groups of three. Hints on how these are to be set up and organised are given below.

The Convention on the Rights of the Child comprises 54 articles, of which the first 41, perhaps 42 at the very most, are directly meaningful for the students. Whatever selection the teacher decides on, it is clear that each group will be working on more than one article.

At the beginning, all the students should read the whole convention and make their personal choice of three articles that they consider to be of particular importance for them. In numerical order, cards or slips of paper with the numbers of the articles have been stuck to the blackboard with adhesive tape. The students mark their favourites by adding a line to the corresponding cards. Then the marks are counted and the result is noted on the cards. The teacher now rearranges the cards in the order that the students have given them.

He then chairs a brief exchange of opinion among the students, ensuring that every student has the opportunity to participate and to be listened to.

- How does this choice of priorities reflect the real situation of the children and adolescents here?
- Can you identify a pattern or underlying principle?
- Which elements have been left out?

Now the groups should be formed, and this can be done in at least three distinct ways; the teacher has to make a choice.

First, the groups could be set up by a random procedure.

Second, the students are free to choose their partners. This option implies the decision to work on issues of group dynamics and class relationships, in whatever way they may arise, for example, between boys and girls, issues of students turned into outsiders, or possible unrest and tension. Taking a deliberate decision to deal with such problems may well serve the needs of the class, but requires additional time and energy.

Third, the teacher decides how the groups are set up. He should make sure that the criteria are clear and the students understand them.

Before work begins, the groups must organise themselves. The students give their group a name and distribute three tasks. Each group needs a time manager, a manager for the materials and a co-ordinator. The group write down what each member is responsible for. These planning sheets

are hung up in class. Later, the groups will add the articles they are working on. Defining roles in this way has nothing to do with the students' actual work, but will support the students in developing social competence and in achieving their goals.

Meanwhile, the teacher has taken the 10 most frequently chosen articles from the blackboard and laid them out on a table, face down. The group co-ordinators will now select an article at random and are provided with their task description.

Each group prepares a poster on a children's right.

The poster consists of the following parts:

- the title giving the children's right;
- the text of the article from the Convention on the Rights of the Child;
- a picture added which symbolises the right;
- an article found and taken from a newspaper or magazine that refers to this right, and an explanation of how the incident is linked to it. (Is it an example of how this right is violated or protected?)

After having finished the poster, the group will choose another article from the remaining ones and produce a second poster in the same way. The groups make a note of the article on the group sheet.

The working groups study their task; they set up a list of materials required and note down any questions that may have arisen.

Then the groups agree on their plans. What needs to be done? What must be collected? What can a group member bring along from home? How does the time manager set up the schedule? Where will the materials be stored?

If the teacher has planned lessons over a longer period of time, he or she will give the students the task of collecting newspapers and magazines a few weeks in advance of the project. The students should bring materials to school that deal with everyday topics as well as political and social issues and which include pictures and cartoons related to them. The students might also have to bring scissors, glue and colours if these should be in short supply at school. Ideally, the students should decide which materials they will need and bring them to school a week before.

At some early stage during the group activity, the teacher should call the students together for a session of feedback and reflection. Questions such as these are helpful:

- What has worked well?
- Where do we need help?
- Have we understood our functions within the groups (co-ordinator, material and time managers)?

The teacher should also discuss the exhibition with the students. Where should it be held, and when? Who will open it? Who will be invited to the ceremony? Who will be the members of the jury?

Lesson 4

During the working sessions, which take up part of the first, the second and third lessons, the students should proceed by themselves. The teacher encourages them to produce posters that are full of both beauty and meaning. He may show them a model poster that may be adapted and even surpassed by the students' work. However, the model poster should demonstrate all elements that the students are to include in their posters.

Whoever has completed a poster may choose a new article and create a poster on it.

At the end of the project the class will look back on their work together with the teacher. Each group presents one of their posters to the class. Now is the time to clarify and explain what the present situation of children's rights is.

– What must be done to improve the situation?

– Which possibilities do we have?

– Whom must we inform, whom must we get involved?

The students should also decide together where the posters would be kept. Perhaps a special exhibition can be arranged – on Universal Children's Day (20 November), in the town hall or by a non-governmental organisation.

Class 9

Why must we obey rules?

Lesson plan

	Key question/lesson topics	Key task	Resources
Preparation	The students collect information on a case in which a school rule has been broken and enforced.	Individual work: collection of information	Standardised fact sheet
Lesson 1	A student in trouble (case study)	Group work: analysing a case	Worksheet for a case study
Lesson 2	Why does a school have rules?	Group work: reviewing the school rules through a children's rights lens Homework: which rules govern our daily lives?	Flip chart and worksheet: "Why does a school have rules?" Copies of the school rules Worksheet: Which rules should we obey during the day?
Lesson 3	Where do we need rules in life?	Group work: Who "invents", and who enforces informal rules?	
Lesson 4	Who should set up laws? (Rules for setting up laws.)	Group work: Which rules do ensure that laws are fair?	
Extension	Follow-up discussion with the school principal or pedagogical adviser		

Educational objectives

School is life – school rules serve a similar purpose as laws do in the political community, which is to protect human rights.

Learning from experience – learning by example.

Parallels between rules at school and laws at the level of the political community:

- No community can survive without an agreement among its members to obey laws.
- Laws protect the weak. Laws are instruments to implement human and children's rights.
- Laws need to be enforced, but this should be the exception. They will only work if they are generally understood and appreciated. Therefore laws need to be fair.

Differences between the school and the political community:

- Making and enforcing laws is an exercise of power. Power must be subject to control. Laws therefore need to adhere to the principles of human rights, and the power to make laws and to enforce them needs to be divided and controlled in a democratic community.
- Within the school community, the responsibility for defining school rules and enforcing them rests with the school principal and the staff. However (as with laws in the community), school rules should be open for discussion in the light of children's rights, and the students need to understand and appreciate the need for school rules.

Key questions for reflection in children's rights classes		
About	Through	For
Teacher		
What do the children know now about children's rights?	In what way have the principles of children's rights been observed in the classroom and school community?	Learning how to take action outside school: What have the students learned for their future lives?
Children's rights are part of state law and as such binding for everyone. In spite of this they have not been fully implemented anywhere in the world.	The students learn how to face the experience of unequal distribution of power. They make use of their rights, but find out there are limits to what they can achieve.	For the students, this experience is important, as it will help them as adult citizens in civil society to cope with difficulties in negotiations or political defeats.
Pupils		
What have I learned about children's rights?	How did I experience children's rights in class?	What kind of action am I able to take now?
I know that rights and duties are both essential for living together. I also know that children's rights are part of this framework.	I have learned to go through the difficult process of negotiating rights and duties. I have learned how to cope with frustration and defeat.	I discuss rights and duties, making use of my knowledge. I can negotiate and discuss with representatives of authorities, and I can both argue and listen to them.

Didactic approach

The lessons follow a pattern of expanding concentric circles. Lesson 1 looks at a specific incident of a rule at school being enforced after it has been violated. Lesson 2 deals with the question of which purpose school rules serve, and offers the answer that school serves certain rights of the child, and school rules are important tools for school to function well. Lesson 3 moves beyond the horizon of school experience and looks at rules in other spheres of life. Lesson 4 finally draws a line from rules to laws, and asks who should have the power to impose laws that we all are expected to obey.

Preparation

About a week before the first lesson, the teacher gives the students the following task: the students collect information on a recent case in which school rules have been broken and a student has been reprimanded or punished. They are to take notes, guided by a brief set of standardised questions. Luckily enough, cases of students being punished in school are usually quite rare, so the students should be able to agree which case they will focus on.

Resources

Standardised fact sheet

Key questions

1. What has happened?
2. Who is involved?
3. Which punishment, if any, has been given?

Lesson 1: A student in trouble (case study)

Seating arrangement: the students are seated at the tables for group works

Introduction to the task

Some students report their information on the case in question to the plenary round.

Now the class should identify the problem underlying the case in question, which makes it necessary to recur to a school rule and enforce it. The teacher invites the students to come forward with their comments. At least five to ten students should have a chance to participate. Depending on the case, their views may be controversial, or they may agree (for example, "It was quite right to do something", or, "I think this punishment is rather unfair/too tough").

The teacher asks a student to sum up these comments or does so himself. Let us suppose, for the sake of demonstration, the case is about a student who has often come late to school in the morning and, after teachers have talked to him several times, has now been given detention.

The students' comments may address different aspects: a school can only work properly if all teachers and students observe the timetable; the student's behaviour not only harms other students' interests, but also his own; there may be personal reasons for the student's behaviour, and the student needs help, not punishment.

The teacher introduces the following task for group work in this context: by scratching at the surface of the case, quite complex problems appear which require more detailed examination to understand the case properly. He or she provides each student with a worksheet that includes the questions that the students have already answered and some new ones focusing on the underlying problem and the function of the school rule.

The group members are to share their information on the case, record it on the worksheets and discuss, in particular, questions 4 and 7, as these lead to the core of the case. The group presenters should report on the answers to these two questions. The rest of the lesson is assigned for this task. The presentations will be given at the beginning of the second lesson.

Case study: a student in trouble at our school
1. What has happened?
2. Who has discovered or reported the case?
3. Who is involved?
4. What is the problem? (Why was it necessary to protect work and life at school?)
5. Which school rule(s) apply in this case?
6. Which punishment, if any, has been given?
7. What effect does the punishment have on the culprit and on the other students?
8. ...

Of course, the worksheet may be modified or extended in the plenary if necessary.

Lesson 2: Why does a school have rules?

Generalising the case study: What was the problem in question?
(Plenary dialogue and lecture)

The groups start the lesson by giving their presentations in two rounds, first on question 4 (What is the problem underlying this case?) and then on question 7 (What effect does the punishment have on the culprit and on the other students?).

The students should listen carefully. Their task is to decide on which points the groups agree or disagree. In the following plenary round, some listeners come forward with their understanding of the presentations. The teacher corrects the students or gives some information on additional aspects if necessary.

Not only in the case of a latecomer, but in general, the students' findings will be: we all enjoy basic human and civil rights that also must be respected in school. To enable school to serve these rights, certain conditions need to be observed. The teacher or a student might sum up this idea as follows: a school is a place where many people, young and old meet and work together. This needs to be organised, which requires rules, including the one that lessons should begin and end on time with everyone, including the teacher, present in the classroom.

Moreover, school serves important rights of children and adolescents; first and foremost, the right to education.

The teacher should not lecture this to the students. Every student knows that school works this way. Students may not be aware of the fact that they enjoy a right to be educated, but they have a clear idea of why they are at school and how a good school should function.

Where has this right been laid down? The students will refer to the children's rights convention; if they do not know this, the teacher tells the class.

The teacher then gives a brief lecture on the rights of the child that are important in school life.

The lecture is supported by a flip chart; this is an enlarged copy of the worksheet that the students will use in the task that follows. The flip chart and worksheet including the list of children's rights that the teacher refers to are designed like this:

Why does a school have rules?	
Rights of children and adolescents (1989 convention)	**Which rules at our school serve these rights?**
Article 13: Freedom of expression	
Article 14: Freedom of thought, conscience and religion	
Article 24: Protection of health	
Article 28: Right of education, including access to higher education and measures to ensure regular attendance at school	
Article 31: Right of the child to rest and leisure	
Article 33: Protection from narcotic drugs	
Article 37: Protection against cruel treatment	

Reading the rules of our school through the lens of children's rights: Why have these rules been set up?

Now the class moves away from the case study and looks at the school rules from a more comprehensive point of view.

The teacher writes the topic of the lesson on the blackboard: "Why does a school have rules?" He or she explains the task to the class:

- The students enter groups of four. This task will take about 10-15 minutes.
- The teacher provides each student with a copy of the school rules.
- Each group receives a flip chart and marker.

The task for the groups is as follows:

1. First work on your own. Read the school rules. Try to link the rules, where possible, to a right of children.
2. Now work as a team. Share your ideas, and try to agree which school rules serve which children's right. Write down your results on your worksheets.
3. If no right seems to be covered by a school rule, read the school rules carefully once more.
4. Nominate two presenters.

While the groups are working, the teacher watches the groups, but should not comment on their work or correct any mistakes.

The students present their results in class. The teacher insists on sound reasoning, both in the presentation and in any discussion that may arise.

In the last five minutes of the lesson, the teacher draws the attention of the class to the topic of the lesson, the question on the blackboard: Why does a school have rules?

The students may be expected to sum up the result of the lesson by answering the question: school serves the right of every child and adolescent to be educated. School rules are there to ensure that school runs smoothly and effectively to perform its purpose. It is quite likely that some students have anticipated this result earlier during the lesson, and the teacher should then point this out on the blackboard.

If time allows, the teacher may note down this summary on the board. However, the teacher insists that the students write down the topical question and the answer to it in their exercise books.

The blackboard might look like this:

Some first ideas	Why does a school have rules?
Nothing would work without rules. We would all come and leave as we pleased. We need to be told what to do.	All children and young people have the right to be educated. School rules are necessary to make sure that our school can work properly to give students the best education possible.

The teacher gives the students the following task as homework; it has been copied to the back of the worksheet that they have used in this lesson:

Which rules should we obey during the day?
Pick one day of your week. Write a diary of this day, keeping an account of the rules that you have to follow. Look at rules which tell you how to behave and what to do, for example: – when you are at home with your family; – when you meet your friends; – when you buy something in a shop; – when you move around in town. In other situations, different rules will be important. Decide which rules have been written down as formal rules, and which rules exist as unwritten, informal ones. For example, school rules are formal. Rules that tell us how to behave at table or when we are together with our family or friends are informal.

Time	Rule	Formal/informal
...		
07.00		
08.00		
09.00		
10.00		
11.00		
12.00		
13.00		
14.00		
15.00		
16.00		
17.00		
18.00		
19.00		
20.00		
21.00		
22.00		
...		

Lesson 3: Who makes rules in life?

Objective

This lesson offers strong potential to address students as experts, appealing to their personal experience, which is viewed from a new perspective. It is not possible to anticipate in a lesson blueprint how this potential may be used, so we describe a possible, perhaps even likely, course which the lesson may take.

The teacher asks students to read examples from their homework, one or two examples each. He or she should make sure that the students include examples of both formal and informal rules.

After the students have all had a chance to give an example from their notes, the teacher selects two examples and integrates them on the board in a simple matrix, explaining the next step while developing the matrix; for the sake of demonstration, two likely examples are used here, but the teacher may use others if they allow students better to take the role of experts.

Type of rule	Contents	Set up by ...	Enforced by ...
Formal rule (for example a law):	You must not cross the road when the traffic light is red.		
Informal rule	You must not belch at table.		

The teacher invites the students to add their knowledge. The traffic rule – in fact a law – will prove quite straightforward (set by the Ministry of Traffic (draft) and parliament (legislation)); enforced by the police and, if necessary, the law courts (for example, by fines). The teacher should give the

students the opportunity to act as experts, in other words, ask for many students to participate in the plenary dialogue. The information is added to the table.

However, the students will find it surprisingly difficult to say who set up an unwritten rule. In the example taken here (table manners), they might say it is a piece of tradition, something which their parents and adults insist on. Perhaps some students might even quite like to get along without this rule! Probably the students will find that there are clear sanctions if this rule is broken, particularly if their parents or a teacher are present. They may be told off, or even asked to leave the table. And there is a more subtle sanction, leaving a bad impression. Seen from this angle, we all play our part in enforcing unwritten rules.

However, dialogue in class may not reach this point. The students may just start wondering about the inventors and enforcers of informal rules. In each case, the students are experts on their own behalf, and they have prepared themselves by collecting examples of rules that govern their daily lives.

At the request of the teacher, the students enter groups of four or five. They have the task to share their examples of informal rules on their worksheets and to find out which influence they may exercise to enforce such informal rules.

After ten minutes, the students report back to the plenary.

Their result may be expected to be something like this: their influence is strongest on rules that apply to peer groups, and weaker when interacting with seniors, such as parents or teachers. They will also find that informal rules may be negotiated, which means that by questioning or not following a rule they may be able to arrive at a new rule that is more to their liking.

In a final discussion, the students may discover that negotiating informal rules is a form of participation in society, and imposing or enforcing a rule gives us a position of power.

Lesson 4: Who should be allowed to set up laws? (Rules for setting up laws)

The teacher begins the lesson by reminding the class of their findings in the last lesson. The students had looked at informal rules, and may have discovered some problems in setting up and enforcing them. They had also given examples of formal rules. In this lesson, they now take a closer look at how laws should be made.

The teacher gives an example, written on a big piece of paper or cardboard with a marker so that it can be presented to the class.

> All men born in April need not pay taxes.

The students may comment freely, prompted if necessary by a few open questions. Their ideas might focus on points such as these:

- This law is unjust, as it is a violation of the principle of non-discrimination.
- It even discriminates against women born in April.
- Clearly, it serves the interests of a small group of people – men born in April. If they could, they might impose such a law.
- Laws must serve the good of all. Therefore such laws must be prevented.
- Unjust laws will sow conflict in a community and may even destroy it.

The teacher asks the students to enter groups of four or five, giving them the following task: the students should discuss which rules and principles are necessary that offer protection against unfair legislation. They should agree on no more than three key elements for their subsequent presentation.

After ten minutes, the students present their ideas in the plenary. Their ideas may differ from group to group, or they may agree with each other.

The students know that their ideas are not part of real political life, and they will be interested to know how laws are made in their country. The teacher responds to their question by giving a brief lecture. The information will vary, depending on the country in question. For the sake of demonstration, the basic information may run like this:

The constitution encompasses human rights, including the principles of equality and personal liberty. It also contains a section that defines who may set up laws: it is a body of representatives who pass a law by majority vote. These representatives stand for election and are therefore subject to control by the citizens. (If the citizens are entitled to decide on laws in direct vote themselves, this should be added too, of course.)

Extension

If time is available and the students are interested, they may take up the case of a school rule, for example, how it has been enforced, or whether and how it serves the rights of children and adolescents. The class may prepare a presentation for a discussion with the school head teacher or the pedagogical adviser. This extension offers the students the opportunity to participate in school life and to experience how their knowledge may be put to use in a real-life situation.

Part II

Background information, documents and teaching materials

"But that means that I have the right to have a break, doesn't it?" Children's rights in the classroom

An example: the children are seated in groups. Their desks serve as group tables, and small cards have been set up on them. At one table, there are the rabbits, at another the bears, and the tigers are seated around the third. Full of excitement, a rabbit opens the envelope on his table. The teacher asks the 8-year-old to read the lines aloud.

The rabbit reads, "Children have the right to the highest level of health and medical care attainable," and sits down again. "There is a number as well," the teacher calls. "We're not doing arithmetic, but the number is important!" Obediently the rabbit stands on his hind legs again and reads, "Article 24." The teacher is pleased. The rabbit may come to the blackboard in front of the class. Article 24 is shown on a piece of coloured paper shaped like a balloon. It may be fixed to the blackboard.

On the board there is space for many balloons. Together they will carry a balloon with the words "Children's Rights". The teacher is as happy as he is. "This is a right that you have," she calls to the children. And she continues, "In all the envelopes there are many more rights. Each right is a balloon." The children have understood. Now many hands are up in the air. They are all eager to open an envelope, read and come forward, fix the balloon to the board and to be praised.

This goes on for the next forty-five minutes. Now it is a bear's turn. A young lady bear's turn, to be precise. She has drawn Article 30. She reads, "Children belonging to a minority have the right to enjoy their own culture, to practise their own religion and to use their own language." And from the next table a tiger adds, "Children have the right to rest and leisure, to engage in play and to take part in cultural life and the arts. Article 31."

The third-grade students are in a cheerful, enthusiastic and active mood. There is a lot of movement and whispering, and everyone wants to be listened to.

Is this good teaching? A good lesson on children's rights?

How do you teach children's rights well?

The answers to these questions must be given with all necessary precaution. The approaches and criteria for good teaching differ too much to allow a final answer. But still, let us raise the question: How should these articles from the Convention on the Rights of the Child enter teaching?

A case in point seems to be that no distinction can be made between good teaching in general and teaching children's rights in particular. The difference is quite simply the following: in some instances it may be possible to get away with the principles of teacher-centred instruction, just because the students have been socialised that way. However, if we are dealing with a subject like children's rights, the inevitable consequence is that teaching must have something to do with the needs and the real experiences and queries of the students. Just think of Article 12 in the children's rights convention. How can I let the children learn that they have the right "to express their views freely" and that "in all matters affecting them, children's views should be given due weight"? And what affects children and adolescents more closely than their own education and their school?

Interactive teaching

Children's rights must be addressed in a way that they do not remain a piece of printed paper, sentences to be learned by heart like a formula in mathematics or the grammatical rules on the use of tenses. There is no reason why these topics require a heavy-handed chalk-and-talk approach,

but when we come to children's rights, this is the very last instance when we need to turn to interactive teaching. The method of teaching carries at least half the message. Admittedly, this proposal is nothing new. For our subject we need to take three steps towards good (or better) teaching. We can also call them three categories of learning processes.

Students should learn:

- to understand the rights of the child (knowledge);
- to actively implement children's rights (skills); and
- to develop personal values and attitudes (attitudes).

In the world of teaching and learning, the three stars of knowledge, attitudes and skills have offered guidance to many generations of teachers. They are well known, but have repeatedly been ignored. Teaching often is narrowed down to one of these categories only, depriving children of whole areas of meaningful learning and education.

Knowledge

Of course it is a sensible idea that children should know the rights of the child. But must they be delivered in a dictation exercise, loathed as another boring piece in an exercise book? Rather, children's rights must be discovered and explored. Children should identify key issues, collect information on them and analyse it. So this information must be worked on, processed and questioned; to do this, the students need to discuss their experiences and link them to background information and categories, and they must obtain insights into rules, concepts and principles. In short, there is no knowledge without understanding, and no understanding without active construction of cognitive structures. This applies not only to children's rights, but any topic of learning.

Skills

Students need the opportunity to actively apply what they know and have understood, in other words, teaching should include project elements. Otherwise the whole exercise will remain very artificial and distinctly remote from real life. Children's rights address real and often serious issues, encouraging the students to participate in the worldwide efforts for justice and social change. The first steps in this direction would be in their places of residence and their learning environment. How to design and decorate the school yard, how to monitor the children's way to school, drug prevention, behaviour during discussion in class, class rules, leisure opportunities, and so on. There is an endless variety of topics for all grades and within all subjects. It is essential that any work on these topics be deliberately and explicitly linked with the principles of the children's rights convention. Many teachers are working along these lines, but quite often without knowing what they are doing.

Attitudes

Learned and applied is only half the job done. A student who has not clarified his or her personal views, or who was not given the chance to express his personal attitudes, and perhaps actively change them, will tick off children's rights as yet another of those remote school topics, to be forgotten as soon as the exercise books have been closed and the school reports have been handed out.

In role-play settings, the different opinions should be put to the test, and the students may train in how to argue their case. There must also be room for hate and disagreement. The teacher must not define what correct opinions and attitudes are to be.

Take small steps, but take them

Let us finally return to our example of the balloons in a third-grade class. We may judge this example by the concept of a complex, multi-dimensional teaching approach outlined above. This concept distinguishes between knowledge, skills of implementation, the development of attitudes

and the expression of opinions. We may point out that, by these standards, there was a lot missing in this lesson. However, we should not apply these criteria mechanically. For one thing, we do not know what has happened before and what is going to happen in the following lessons. And the most important point is that the children were all actively involved and enjoyed a cheerful lesson with a committed teacher. From now on, they will associate children's rights with coloured balloons, with praise and laughter, even though they might not (yet) have understood everything.

One more point. The lesson took place in Gorazde in autumn 1998. Gorazde is a Bosnian Herzegovinian town that was cut off from the outside world, isolated and almost forgotten during the war. To see topics like freedom of religious belief and protection of minorities addressed in school is an exciting experience, and no easy task for students and teachers. Let us look at one more detail from this lesson. Shortly before the bell was to ring, the teacher asked her third grade students what they had learned. A witty rabbit girl raised her hand and remarked, with the whole class laughing, "Now I know that there is this Article 31 which says that I have the right to rest and leisure. That means that now I have the right to have a break, doesn't it?"

Teaching children's rights: key questions to guide the choice of teaching methods

In this manual, we have attempted to describe small projects for children's rights teaching in such a way that the underlying approach – task-based learning, focus on problem solving, interactive and student-centred learning, school as a model community guided by the principles of human and children's rights – may be transferred to other tasks and topics by the teacher. The teaching methods in this approach carry an important part of the message, and the competence of choosing methods that support the content and learning shows how some key questions referring to the choice of teaching methods have been solved in developing the project modules in this book. These key questions may serve as a guideline when planning further projects of this kind.

Key questions	References to the modules in this book
Do the topics and methods suit the students' knowledge, attitudes and expectations?	The teacher must decide this himself, and decide which guidance the students need.
The structure of students (for example, gender, ethnic background, learning needs) defines the learning conditions in class. Has the teacher considered these specific conditions in his or her choice of methods?	Only the teacher can answer this question. Maybe the specific learning conditions in a particular class require a teaching unit to be modified to account for certain issues or needs.
Do the methods arouse and maintain the students is her willingness to learn?	The general approach of task-based learning in these modules ensures active student involvement.
Do the methods support the students' personal initiative and allow them to organise their processes of learning?	All teaching modules have been designed as projects. This gives students responsibility for their work, including time management. The risk of failure corresponds to real-life situations – and if reflected with empathy, offers important learning opportunities.
Do the methods allow the students to reflect their personal experience and actions?	All modules include a debriefing phase, and in some of these, the students are asked to reflect their learning experience.
Do the methods encourage the students to view problems and topics from different perspectives?	Class 1 – I have a name. Children become aware of how they perceive each other, and that each individual is a unique personality. Class 8 – Poster. A children's right is analysed from different points of view.

Key questions	References to the modules in this book
Do the methods support critical thinking and discussion in class?	All modules include discussion and critical thinking.
Do the methods allow for learning by "mind, heart, and hand"?	Work of art, treasure box, acting as a wizard
Do the methods allow the students to experience their competencies?	Learning in different settings (individual work, co-operative learning, plenary sessions) Projects lead to visible results. Reflection of learning helps students to become aware of their progress and achievements.
Do the methods allow for different types of learners to learn in different ways (constructivist learning)?	Settings of individual learning and a wide range of activities allow different types of learners to work and develop according to their needs.
Do the methods train the students in developing basic skills (for example, collecting information, giving a presentation, planning a project, working in teams)?	Basic skills are ideally taught in project work, including collecting information, giving a presentation, planning a project, working in teams.

Some frequently asked questions about the UN Convention on the Rights of the Child

What is it?

The United Nations Convention on the Rights of the Child is an international human rights treaty about young people. It was accepted by the UN General Assembly in 1989. The convention is made up of 41 articles about the rights of young people, one article about public awareness and education, and 12 articles on how to monitor, ratify, and enforce the convention. The Convention on the Rights of the Child has been adopted by more countries than any other international human rights treaty. By January 1996, 187 countries had signed or ratified it.

So, what is a child according to the convention?

When the UN says "child", they mean all young people under 18, except when the age of majority (when someone is considered an adult) is reached earlier. Article 1 of the convention tells us this.

How does the convention work?

Although the convention is not a national law, the principles of the convention must be reflected in national legislation, policies and programmes of the countries wich have signed and ratified it. Governments must also submit regular reports to the United Nations on their progress in implementing the convention. The reporting system puts pressure on governments to respect the rights of young people.

Does a UN convention make any difference in our lives?

By ratifying the convention, governments commit to respect the rights of people under 18 to paticipate in decisions that affect them, to survive, and to be protected from harm. Article 4 says that when governments adopt the convention, they will take "all appropriate measures" to practise it. It also says that when they act on our economic, social and cultural rights, governments agree to do the maximum they can with what is available to them. Once we know what the convention says and means, we can work to guarantee that these rights will be the rules that determine how young people are treated.

Children's rights – Part of the human rights process

The human rights of children and the standards to which all governments must aspire in realising these rights for all children are most concisely and fully articulated in one international human rights treaty: the Convention on the Rights of the Child. The convention is the most universally accepted human rights instrument in history – it has been ratified by every country in the world except two – and therefore uniquely places children centre stage in the quest for the universal application of human rights. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community.

Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights that children everywhere – without discrimination – have:

- the right to survival;
- the right to develop to the fullest;
- the right to protection from harmful influences, abuse and exploitation;
- the right to participate fully in family, cultural and social life.

Every right spelled out in the convention is inherent to the human dignity and harmonious development of every child. The convention protects children's rights by setting standards in health care, education and legal, civil and social services. These standards are benchmarks against which progress can be assessed. States that are party to the convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights – civil and political rights as well as economic, social and cultural rights. Two optional protocols, on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography, were adopted to strengthen the provisions of the convention in these areas. They entered into force respectively on 12 February and 18 January 2002.

The development of modern societies points to another question: the rights of liberty support a development of pluralist societies encouraging a high degree of secularisation and individualised lifestyle. How can these societies maintain a minimum consensus of basic values binding all citizens?

Human rights and children's rights have contributed immensely to making the world a safer and more humane place to live in, and also to modernising the political, economic and cultural systems around the world. However, they must never be taken for granted, and each generation must contribute to their development, bargain them anew and also fight for them to fulfil the pledge of human rights and children's rights in future.

Human rights, on which children's rights are based, have a long tradition, with many forerunners and parallels in great world religions and philosophies. Modern human rights were declared in the Age of Enlightenment, and inspired the American and French revolutions. Today, they are incorporated as bills of rights in written and unwritten constitutions of modern democracies. Throughout their history, human rights have been of particular importance to protect the weak against the strong. This is where children's rights become important: minors are among the groups whose legal status towards the executive powers is the weakest.

The human rights process, both revolutionary and evolutionary, has produced successive generations of human rights: the classic rights of liberty, the social rights focusing on the value of equality, and, still under discussion, ecological and societal rights addressing issues of development and mutual dependence in an increasingly globalised one world, and, as a further specification, children's rights.

The process of developing and expanding human rights and children's rights is still – and perhaps always will be – under way: the universal claim of human rights and children's rights has been questioned, human rights and children's rights are withheld by dictatorships and autocratic regimes around the world, and the dynamic development of modern society and technology poses new questions and challenges. For example, how can the privacy of communication be protected in the era of the Internet?

Human rights have acquired increasing importance as a framework for secular ethics, as such codified by the UN Charter and the Council of Europe Convention on Human Rights. They represent the only set of values that stands a chance of being universally accepted by the world community.

However, a state may misuse its rights of sovereignty as protection while violating basic human rights and children's rights of its citizens. It is an open question how human rights and children's rights are to be enforced and protected in a world of sovereign states including democracies and dictatorships. The UN Charter, it seems, needs to be developed further to protect not only peace between, but also within states.

Children's rights – Natural rights

Human rights are universal. That is their pledge by which they stand or fall. They are indivisible, cannot be traded off, nor restricted to the status of mere political folklore of the western world.

Human rights are natural rights – they are unalienable. Thus no state authority has the power to grant or withhold human rights, but is rather to recognise and protect them. Human rights imply that the state serves the individual, and not the other way around. They apply to every human, regardless of age, sex, ethnic background, nationality and so forth.

However, human rights carry responsibilities. For example, an individual's rights of liberty need to be balanced with those of his or her fellow humans: my sphere of liberty cannot be extended at the expense of others. For example, freedom of expression does not include the right to insult other people. In some countries, the freedom of property, concerning the ownership of factories and means of production, is limited by law to control management decisions concerning the job security of employees. The questions of balancing and restricting human rights are a permanent source of issues and suits that have to be settled in political decision making and/or constitutional jurisdiction. This also explains why different "brands" of human rights, as it were, have emerged in democracies around the world.

How children's rights were created

1945	After the Second World War, many nations in the world formed a union – they founded the UN, that is the United Nations. Together they wanted to support peace and liberty in the world.
10 December 1948	On this day, the United Nations adopted the Universal Declaration of Human Rights. These basic rights of all human beings in the world were also understood to apply to children. But soon it was suggested that children were something special and therefore they were in need of special protection.
1950	A first draft of children's rights was set up. For several years, the representatives of the member states discussed it in the United Nations.
20 November 1959	On this day, the United Nations adopted the Declaration of the Rights of the Child. Such a declaration is not binding for all states, but it has the advantage of addressing all states as a recommendation for their future policies.
1979	In the whole world, this year was celebrated as the Year of the Child. The rights of children were thought about and discussed everywhere. For the benefit of children, more and more people wished these rights to be worked out in more detail, and what was more important, to be made more legally binding.
20 November 1989	On this day, the General Assembly of the United Nations unanimously adopted the Convention on the Rights of the Child, or as we would put it, the Agreement on Children's Rights. Since then, governments of almost all nations in the world have signed this convention on children's rights. In doing so, they have promised to spread information on the rights of children in their countries, to apply them and to give special attention to the protection of children. But still, in many places around the world, children suffer serious injustice. Each of us is responsible and must take action if all children in the world are to enjoy their rights.

Declaration of the Rights of the Child (20 November 1959)

The special rights of the child were first enunciated in the Universal Declaration of Human Rights (1948) which provided in Article 25(2) "Motherhood and Childhood are entitled to special care and assistance."

This document is a non-binding resolution of the United Nations General Assembly. It should not be confused with the International Convention on the Rights of the Child that was adopted by the UN General Assembly on the thirtieth anniversary of this document, 20 November 1989.[2] That document is a binding treaty to which 176 nations have become "states parties".

Principle 1

The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.

Principle 3

The child shall be entitled from his birth to a name and a nationality.

Principle 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and

2. See the following document below.

enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

Principle 8

The child shall in all circumstances be among the first to receive protection and relief.

Principle 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

Principle 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession
by General Assembly Resolution 44/25 of 20 November 1989

Entry into force 2 September 1990, in accordance with Article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to reestablishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (*ordre public*), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (*ordre public*), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international

sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their childrearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from childcare services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, *inter alia*, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international co-operation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and

functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

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.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

(a) The law of a State party; or

(b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems. (amendment)

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

Say It Right!
The Unconventional Canadian Youth Edition of the United Nations Convention on the Rights of the Child

Why have a youth edition of the Convention?

The version of the convention that was passed by the General Assembly and ratified by most states in the world is a legal document that is written in technical language. If young people are going to understand their rights and responsibilities, we need to start by putting things like the convention in our own words. On top of this, Article 42 of the convention says that it is the responsibility of governments to make young people aware of their rights in different and active ways. No doubt, a youth-written version of the UN convention is different and active, and it will make more of us aware of the rights we have.

After all this talk about rights, what about our responsibilities?

Rights and responsibilities can not be separated. The UN convention talks about the rights that have been guaranteed to young people by governments. For any relationship to work – between friends, within families, in schools, sports teams or countries – we have to remember that we owe some things to other people and they owe things to us. These basic things that we owe to others include respect and tolerance. The UN convention describes the basic things that governments owe to people under 18 years old.

What rights are covered in the convention?

The convention can be divided into four groups of rights:

I. "Playing a part" means being included in decisions, freedom to join with others, freedom to express ourselves and freedom to receive information from lots of sources.

II. "Reaching our potential" includes the things we need to develop as best we can. This group lists the importance of education, family, culture and identity in our lives.

III. "Living well: our right to survival" includes all our more basic needs. This includes food and shelter, our standard of living and our health.

IV. "Being free from harm" allows for young people to be protected from many things, including abuse, neglect, economic exploitation, torture, abduction and prostitution.

I. Playing a part: our right to participate

Article 3 – Our best interests as young people

In all decisions that concern us, our best interests should be considered first and foremost. Also, governments have the responsibility to make sure that institutional standards are respected so that we are always adequately cared for and protected.

Article 12 – Having our opinions heard

We have the right to make our views known in decisions that affect us, and in particular in any court or administrative proceedings that are important to us. As we become older, our views should be taken more and more into consideration.

Get involved! Learn about youth participation.

Article 13 – Our freedom to express ourselves

We have the right to express ourselves and to receive or send information through any media, including print, art or word of mouth. We have the responsibility to express ourselves in a way that respects the rights and reputations of other people.

Article 14 – Our freedom of conscience and religion

We have the right to freedom of thought, conscience and religion. Governments must respect the rights and duties of our parents or guardians in giving us direction when we need to exercise these rights.

Article 15 – Our freedom of association

We have the right to meet with others, and to join or start our own associations. We have the responsibility to exercise this right in a way that respects the rights, health and safety of others.

Article 16 – Our freedom from invasions of privacy

We have the right to be free from invasions on our privacy, our family, our home or our correspondence with others. We also have the right to be free from attacks on our reputation and honour.

Article 17 – The media

Governments have the responsibility to make sure that information and material is available to us from many sources, both national and international, especially when it is aimed at promoting our well-being and health.

II. Reaching our potential: our right to develop who we are

Article 5 – Respect for parents

Governments must respect the rights and responsibilities of parents, extended family and guardians in giving us guidance and direction when we exercise our rights.

Article 7 – Our name and nationality

At birth, we have the right to be given a name, to acquire a nationality and, whenever possible, to know and to be cared for by our parents.

Article 8 – Keeping our identity

We have the right to preserve and re-establish our name, nationality and family ties.

Article 10 – Family reunification

If we need to enter or leave a country to be reunited with our families, governments have the responsibility to deal with our case quickly and humanely. Also, if our parents live in another country, we have the right to have personal and direct contact with them.

Article 21 – Being adopted

In countries where adoption is allowed, it must reflect our best interests as young people and be supervised by competent authorities. If the adoption takes place between countries, governments have the responsibility to ensure that standards are equivalent to adoptions within one country.

Article 23 – Disabled young people

If we are disabled, we have the right to special care and education that will help us achieve self-reliance and enjoy a full life in society.

Article 28 – Our education

We have the right to education. Governments have the responsibility to guarantee that primary education is compulsory and free of charge, that we all have equal access to secondary and higher education and that discipline used in our schools does not go against our human dignity. Also, governments will encourage international co-operation to help eliminate ignorance and illiteracy throughout the world, and help us have access to science, technology and modern teaching methods.

III. Living well: our right to survival

Article 6 – Our survival and development

As young people, we have the right to life. Also, governments have the responsibility to ensure our survival and development to the maximum extent possible.

Article 9 – Separation from our parents

We have the right to live with our parents and not to be separated from them, unless this goes against our best interests. In any hearings or proceedings concerning a separation, we have the right to make our views known. We also have the right to keep in contact with both of our parents. If the separation comes from a government decision, it must provide us with information on our parents' whereabouts.

Article 18 – Responsibility of parents and guardians

Both of our parents or guardians are responsible for our upbringing, and this responsibility belongs to them before anyone else. The government will support our parents in bringing us up and make sure that child care is available for working parents.

Article 24 – Health and health care

We have the right to the highest level of health and medical care attainable. Governments have the responsibility to combat child mortality levels, ensure medical assistance to young people, fight malnutrition and disease, guarantee health care for new and expectant mothers, make health education available, develop preventive health care and abolish traditional harmful practices.

Article 25 – In care, review of our placement

If we are placed by the authorities under protection, care or treatment, we have the right to a regular review of that placement.

Article 26 – Our social security

We have the right to benefit from social security, including social insurance. These benefits will be distributed in relation to the resources and circumstances of ourselves and our parents or guardians.

Article 27 – Our standard of living

We have the right to an adequate standard of living for our physical, mental, spiritual, moral, and social well-being. Our parents or guardians have the primary responsibility to make sure that our standard of living is acceptable. The government has a responsibility to assist parents or guardians who are not able to provide their children with this standard.

Article 31 – Leisure and recreation

We have the right to leisure and recreation, and to participate freely in cultural and artistic activities.

Article 41 – Higher standards are superior

If standards of national or international laws are superior to this Convention, the higher standards will always apply.

IV. Being free from harm: our right to protection

Article 2 – Freedom from discrimination

All the rights in the Convention apply to all young people without exception. Also, governments have the responsibility to make sure that we are protected from discrimination and punishment based on our families' status, origin, beliefs, etc.

Article 11 – Kidnapping and holding of young people

Governments have a responsibility to combat the kidnapping or holding of young people in foreign countries, either by a parent or by any other person.

Article 19 – Abuse and neglect

We have the right to be protected from all abuse, mental and physical violence, neglect and exploitation while we are under the care of anyone who is responsible for us. We also have the right to learn how to prevent and treat this abuse.

Article 20 – Young people without families

If we are deprived of a family environment, we have the right to special protection and assistance from our government, and we are entitled to alternative family or institutional care which respects our ethnic, religious, cultural and linguistic background.

Article 22 – Young refugees

If we are refugees, forced to leave our country to avoid persecution, or we are seeking refugee status, we are entitled to special protection and assistance from governments.

Article 32 – Child labour

We have the right to be protected from economic exploitation and from any work that is a threat to our health, education and development. Our government has the responsibility to set a minimum age for employment, make rules about hours and conditions of work, and establish penalties for enforcement of these rules.

Article 33 – Protection from narcotics

We have the right to be protected from the use of illegal drugs, and from being involved in their production and distribution.

Article 34 – Protection from sexual exploitation

We have the right to be protected from sexual exploitation and abuse, including prostitution and pornography.

Article 35 – Protection from sale and trafficking

Governments have the responsibility to do everything they can to prevent the sale, trafficking and abduction of young people.

Article 36 – All other exploitation

We have the right to be protected against all other types of exploitation.

Article 37 – Punishment and detention

We have the right to be protected from torture, cruel treatment or punishment and unlawful arrest or other invasions of liberty. Our government has the responsibility to make sure that capital punishment and life imprisonment are prohibited for young people. If our liberty is taken away, we have the right to be treated with humanity and respect, to be kept separated from adults, to keep contact with our families and to receive legal assistance.

Article 38 – Wars and armed conflicts

If we are under the age of fifteen, we have the right to be excluded from any direct part in wars and armed conflicts. If we are affected by armed conflict, our government has the responsibility to provide us with special protection and care.

Article 39 – Rehabilitative care

If we have experienced armed conflict, torture, neglect or exploitation, we have the right to receive appropriate care for our recovery.

Article 40 – Young people and justice

If we are accused of breaking the law, we have the right to be treated with dignity, to be presumed innocent until proven guilty, to be told of the charges made against us, to have an interpreter if needed, to receive a fair trial, to have our privacy respected and to appeal the court's decision. Governments have the responsibility to establish a minimum age below which young people will be presumed not to have the capacity to break penal law. Also, governments must consider appropriate alternative measures to institutional care, such as guidance, supervision, probation, foster care, education or training programmes.

Ways of participating

Participation may take many forms including:

1. Reading about issues and leaders.
2. Writing about issues and leaders.
3. Debating issues.
4. Working in the community in support of a particular cause or in protest against government action.
5. Forming or joining political parties or other community or grass roots organisations.
6. Attending political or community meetings.
7. Becoming a leader of a political party, a labour organisation or community organisation.
8. Voting in elections.
9. Campaigning for those standing for office.
10. Standing for office and serving if elected.
11. Paying taxes.
12. Lobbying.
13. Serving in the military.
14. Using existing legal channels such as contacting government officials, taking cases to court, etc.
15. Protesting by demonstrations, boycotts, strikes, etc.

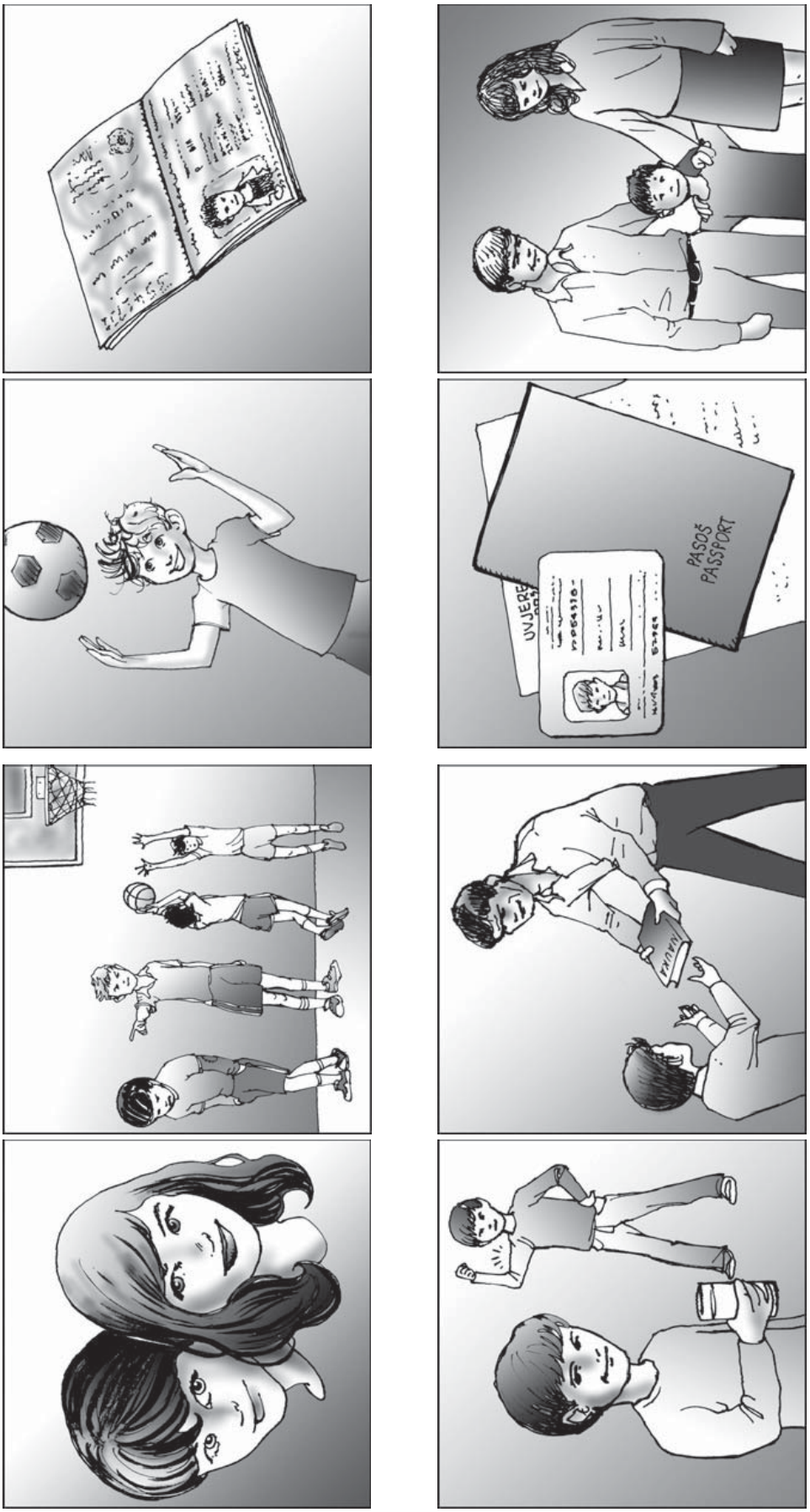
Internet links related to children's rights

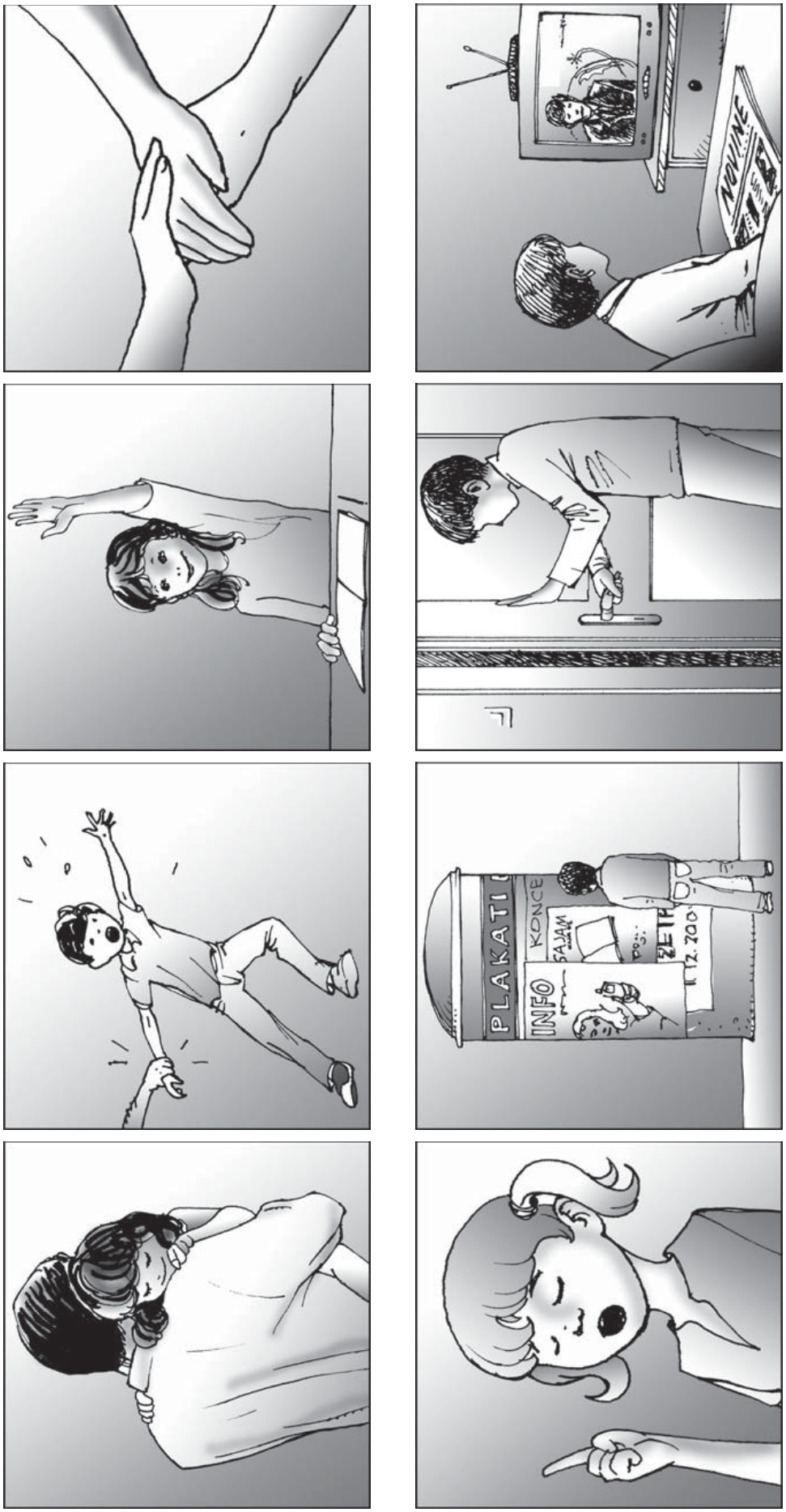
Updated March 2006

http://boes.org/justice.html	BOES.ORG – an independent, non-profit organisation that provides information on children's rights (including the Convention on the Rights of the Child) in several languages.
http://www.cccf-fcsge.ca/	Canadian Child Care Organization
http://www.cfc-efc.ca	Child and Family Canada
http://www.crin.org/	Child Rights Information Network
http://www.child-abuse.com/childhouse/	Children's House
http://www.childwatch.uio.no/	Childwatch International
http://www.child-soldiers.org/	Coalition to Stop the Use of Child Soldiers
http://www.echr.coe.int	European Court of Human Rights
http://www.ilo.org/	International Labour Organization
http://www.unicef-icdc.org./	Unicef International Child Development Center
http://www.unicef.org/voy/	Unicef Voices of Youth Home Page
http://www.unhcr.org/cgi-bin/texis/vtx/home	United Nations High Commissioner for Human Rights

http://www1.umn.edu/humanrts/links/children.html	University of Minnesota Human Rights Library
http://hrw.org	Human Rights Watch
http://www.savethechildren.org	Save the Children
http://www.crin.org	Child Rights Information Network
http://www.coe.int/t/dg4/education/edc	Education for Democratic Citizenship and Human Rights

Cards on children's rights

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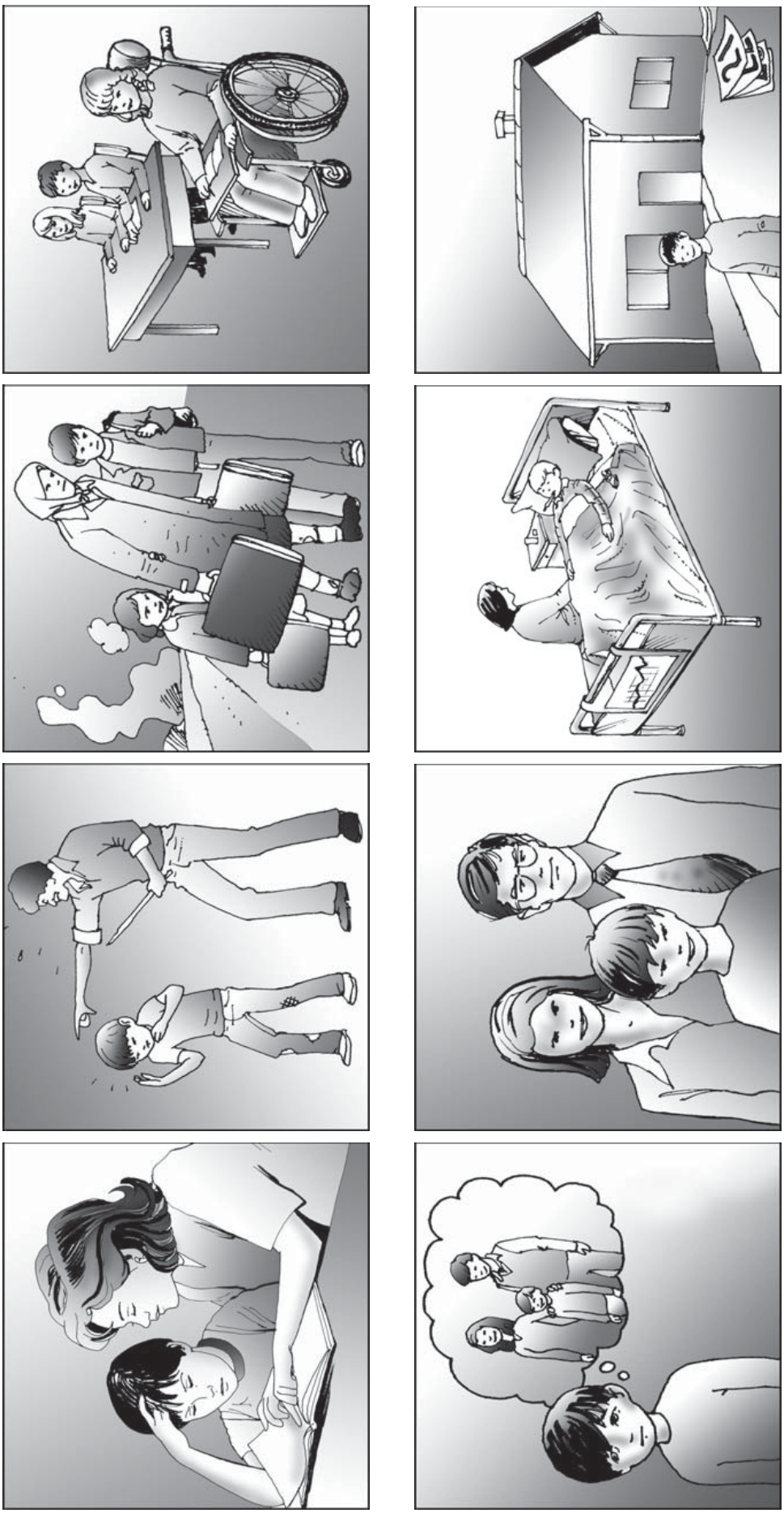

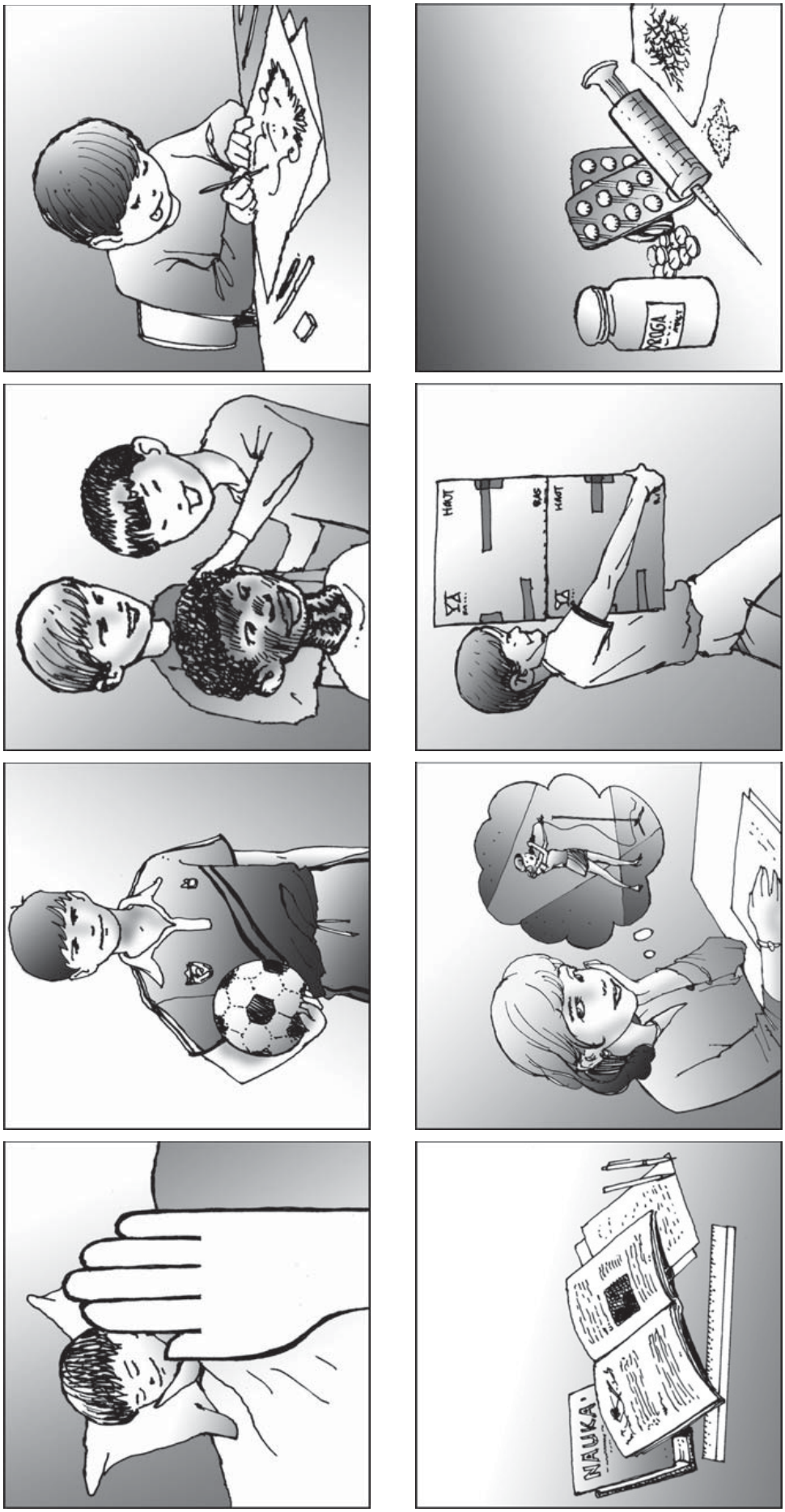
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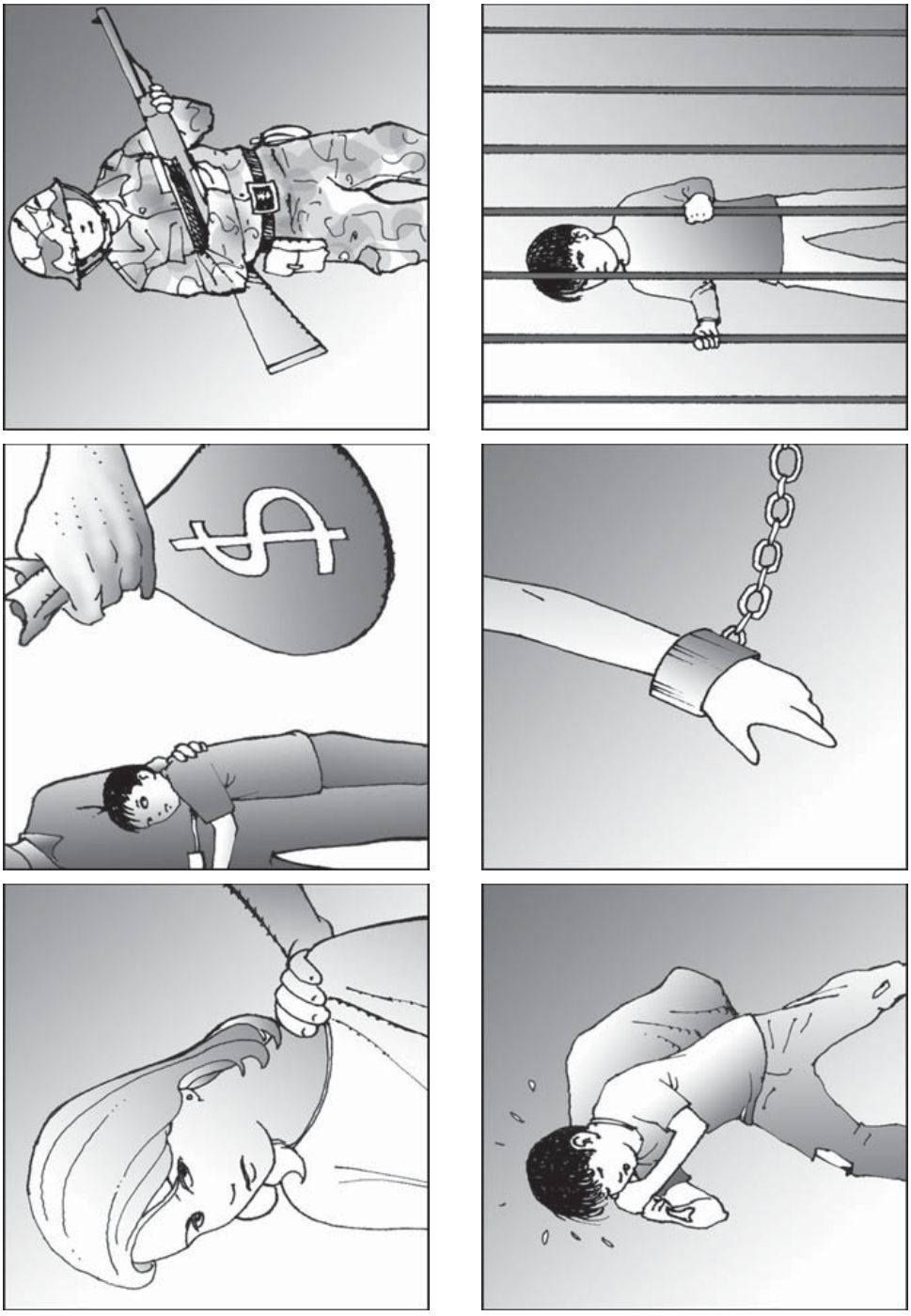

Children should know what rights they have, but they should also learn how to appreciate and to use them. To achieve this, schools must allow for a wide range of learning experiences in children's rights education. Children understand and appreciate their rights by using them, both in school and in everyday life. To encourage children to do so, the challenge for the teacher is to create a setting that is governed by the spirit of democracy and human rights.

This manual has been designed for teachers who are looking for tools to teach children's rights to students at primary schools. The features of this manual include:

- Nine small projects of four lessons each for students in their first nine years of school.
- Detail

This is Volume V of a series of six. The other parts are:

EDC/HRE Volume I: Educating for Democratic Citizenship: background materials for teachers

EDC/HRE Volume II: Growing up in democracy: EDC/HRE lesson plans for lower primary level

EDC/HRE Volume III: Living in democracy: EDC/HRE lesson plans for upper primary level

EDC/HRE Volume IV: Taking part in democracy: EDC/HRE lesson plans for secondary level

EDC/HRE Volume VI: Developing new ideas in EDC/HRE: models and tools in class

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