

## Part 1: Lesson plans

### Unit 1 (Primary school, Class 1)

#### I have a name – we have a school

##### A Lesson plan

	Key question/lesson topics	Main activity	Resources
Lesson 1	The children learn each other's names.	The children introduce each other by name to the class.	Coloured paper.
Lessons 2 and 3	How different are the children in our class?	The children make flowers with their portrait in the middle. A bouquet is then made out of these individual flowers.	Coloured paper; a portrait photo of every child; a sheet of flip chart paper.
Lesson 4	What do we know about each other?	Reflection in a plenary session.	(The finished poster)

##### B Background and 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 forever.

The children understand that their many different names also represent their many different personalities and that their very particular class community is formed out of all their individual personalities, gathered together like a colourful bouquet of flowers. As variations on the visual representation of this concept, you could work with raindrops, train-wagons, musical notes, puzzle pieces, etc. Whatever form this exercise takes, the concept that must become clear is this: *together we are more than the sum of our parts*. Together, we can become a bouquet, a cloud, a lake, a train, a melody, a puzzle, etc.

The children understand that together they form a learning community.

The children understand and appreciate that school is there to support them - now and in the future, on their own and together with others - in

learning and in developing their knowledge and abilities.

They discover that school is not only a duty, but was also created because each child has a right to go to school and be educated and that parents, teachers and the state must ensure this right.



**C Key questions for reflection on Unit 1**

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children's rights in the school and classroom been exemplified?	What do the children now know about children's rights?	Learning how to take action outside of school: what have the pupils learned for their future lives?
School is a part of life, a class is a micro-community in its own right. The bouquet of flowers acts as a strong symbolic representation of this. The articles of the UN Convention on the Rights of the Child mentioned to the right can be expressed by the children in these lesson sequences.	Article 7 and 28 (see appendix: UN Convention on the Rights of the Child).	The children participate in deciding where the poster showing the bouquet of flowers is to be hung up.
Pupils		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
Each one of us is 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.	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 (Article 28). Without school, no one would be able to find a job as a grown-up.	I know now that I feel more comfortable as a member of a class that is a good and supportive group. I will try to support the other children in the class so that they feel as good as I do.

**D Procedure***Lesson 1*

The children sit in a circle. In the middle of the circle, colourful paper hearts 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.

The teacher encourages the children to join a conversation:

- Do we know the names of everyone in this group? Who is who?
- Each child takes a heart with another child's name on it and responds to the following questions: What do I like about this child? What

have I already done together with him or her? Why would I miss him or her if he or she were not here?

- 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, in the school or in the community?

After each child has expressed their ideas about the child pictured on their chosen heart, they then give that heart to the child who is depicted on it.

Every child keeps his or her heart and wears it during the lesson as a name tag. (This can be continued during the following lessons until all the children have gotten to know each other well.)

The concluding discussion can be introduced by the teacher asking: "Why have I taken different colours and not only one?"

The teacher asks the children to bring a portrait photograph to the next lesson. (Alternatively: the teacher could take pictures of the children and have them printed out in time for the next lesson.)

### Lessons 2 and 3

To introduce lesson 2, the teacher explains: Every child in this world is different. Every child is unique in his or her skin colour, characteristics, personality and name!

Children also have rights, the so called «Rights of the Child», which are recognised in almost every country in the world. These rights include, for example:

- the right to have a name (Article 7 can be read out loud, or perhaps an abridged version thereof);
- the right to an education (Article 28).

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

A discussion is opened about the points discussed so far, children express their questions and opinions. To conclude: All of us together, with all our different names, qualities, characteristics and all our different skin colours, make up this class.

We are going to make a picture of our class - it is not made up of hearts, but of flowers gathered together and placed in a vase. The vase stands for the school, the school building for our classroom. All of us are the flowers held by that container. Without us, there would not be a school: the school would be no more than an empty container, an empty vase.

The teacher explains the different stages of the activity:

- You will make your own flowers.
- You will paint the petals and stick a photo of yourself into the middle.
- The flowers will be put together to form a bunch.
- The bunch will be stuck onto a poster.
- In this way, we will make a picture of our colourful and diverse class!

Before this creative activity or immediately after, the children think about and try to interpret the image of the flowers in the vase. The teacher collects the various views and ideas. The children

may develop their ideas freely, referring perhaps to questions such as the following:

- What could the flowers symbolise?
- What could the vase symbolise?
- 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 are given cut-out flowers to decorate.
- The teacher has prepared the centre of the flower and 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 can draw more small flowers without photos.

Finally, a display on one of the classroom walls is put up entitled "Class Bouquet." The vase shows abbreviated versions of the children's rights that relate to the picture (Articles 7 and 28).

### Lesson 4

Setting:

- The poster has been fixed to the board or the wall.
- The pupils sit in a large semi-circle at the front of the classroom (in a big class, two semi-circles may be necessary). All pupils should have a good view of the poster.

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 have I learned about the teacher?

The teacher guides the pupils in sharing their comments and feedback with each other.

Towards the end of the lesson, the teacher gives the pupils more information about the Convention on the Rights of the Child. In particular, he or she refers to the two rights shown on the vase. He or she informs the children about Universal Children's Day (20 November).

To finish, the teacher discusses with the class whether the poster should be exhibited in one of the school corridors or in the school entrance hall. The class discusses the pros and cons: Where should the poster be hung up so that all visitors may see it? What can we do if a new child joins our class?

## Unit 2 (Primary school, Class 2)

### Names are more than just letters!

#### A Lesson plan

	Key questions/lesson topics	Main activity	Resources
Lesson 1	All our names!	All 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; a set of handouts.
Lessons 3 and 4	Every child has a story to tell.	The pupils share information about their lives. They make a life-sized picture of themselves.	Information about the children's families (homework); one sheet of flip chart paper per child; markers and colours.

#### B Background and educational objectives

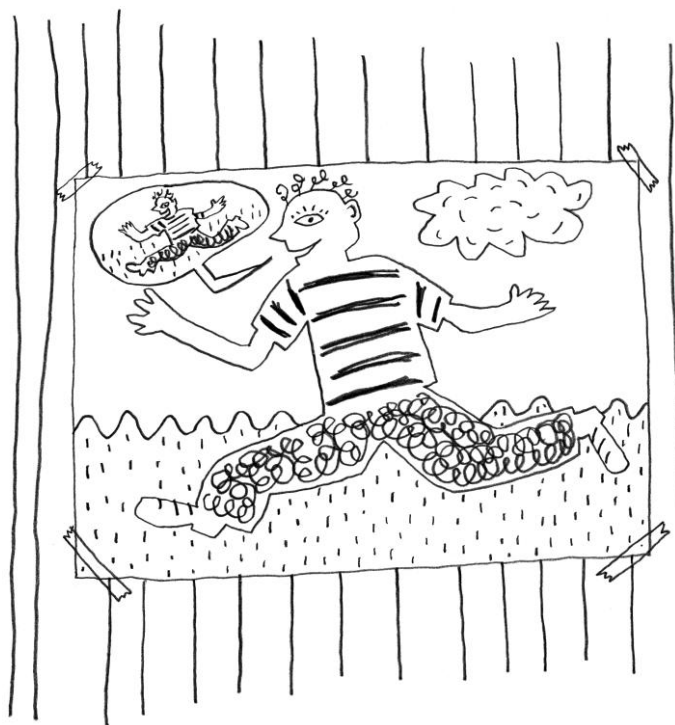
Article 7 of the Convention on the Rights of the Child protects every child's right to have a name. The second or family name indicates the child's ties to the closest group around him or her. However, the first name makes the child become an individual: a unique creature in this world.

Children should be proud of their names, and they should know what their names mean, the hopes their names 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 be 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.

This unit, "Names are more than just letters!" connects to Unit 1 "I have a name – we have a school." References to the first unit should be made if children have already completed it.

Alternatively, Unit 2 may also be used as a stand-alone unit.



**C Key questions for reflection in children's rights classes**

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children's rights been taken into consideration in the classroom and in the school community?	What do the children now know about children's rights?	Learning how to take action outside of school: What have the pupils learned for their future lives?
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.	Articles 7, 8, 12, 13 (see appendix: UN Convention on the Rights of the Child).	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		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
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. My name makes me special and unique, someone who is different from everyone else. I know the names of all the other children in the class and what these names mean. I know something about their lives.	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).	When I meet someone on the playground or somewhere else, I will ask them their name and tell them mine.

## D Procedure

### *Lesson 1: All our names!*

The teacher and pupils sit on chairs arranged in a circle. The children hold strips of paper with their first names written on them in bold writing. The teacher also has a card or a strip of paper with his or her first and second name written on it. Everyone says his or her name in turn. Now the pupils must pay close attention and learn the other children's names, if they don't already know them. This may be done with the help of different kinds of games, some of which are suitable even if some of the children already know each other:

- The children give their own names and the names 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 some of 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: "X, Y and Z all have something in common. Who can tell me who it is?" This can be repeated a few times.
- Collect all the cards with the names written 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 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. If I have such a nickname, do I like or dislike my new name and why?
- Nicknames in our family or amongst friends: What do they mean and where do they come from?
- Sometimes it is 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?

For the rest of the lesson, if time allows:

- The expression, "My name is..." can be presented in different languages and learned by the children; the task could be that each child learns the expression in two languages. (Extension: children learn the question, "And what's your name?")
- Children could design and create a particularly decorative name tag.

*Lesson 2: How I got my name!*

The teacher has prepared strips of paper on which he or she has written the following sentences (of

course, any kind of variation - modification, omission or addition of more statements - is possible):

**It is important to have a name.**

**My name - this is me.**

**We recognize ourselves and each other by our names.**

**Our name says something about who we are (gender, language, place of origin, etc.).**

**By having a name, a child becomes a member of a state.**

**By choosing a certain name, parents often express certain wishes, hopes and feelings.**

The teacher reads each statement to the class, each time putting the strip of paper down and asking the children to put the statement written on it into their own words and to discuss its meaning.

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:

- 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?
- What was my size and what was my birth weight?
- Why was I given this particular name?
- What does my name mean?
- Where can my name be found, what does my name sound like in other languages?

*Lessons 3 and 4:*

*Every child has a story to tell!*

The children sit in a circle. They have the sheet of paper that they filled out for homework with them and tell each other about the things they discussed with their parents. The teacher encourages them to explore some questions in depth.

For example, he or she creates a list on the board, flipchart or projector that shows the time of day or the name of the day that each child in the class was born. Perhaps an interesting pattern will emerge? (The Internet is a useful tool in order to find the weekdays on which the children were born.)

Of course, it would be particularly interesting if some children could give their parents' reasons for giving them their names and be able to explain what their names mean. To explain the meaning of names, the teacher could bring a dictionary of names or use the Internet to find their meanings (the latter would work particularly well for non-European names).

Following the class discussion, the children are given the task of individually creating a poster about themselves that includes all the written information they have gathered about themselves. Depending on the level of their writing skills, the teacher may have to assist some children in class.

As an alternative, the children could draw a life-sized picture of themselves. This may be done in the following way: a child lies down on a large sheet of paper that has been spread out on the floor, choosing a pose, for example running or standing with outstretched arms. Another child traces the outline of this figure. The resulting shape is then cut out and coloured in with water-colour or poster paint. Speech bubbles could also be cut out and attached to the figure to show the children introducing themselves "My name is...", and/or a second sheet of paper with the personal details about the child can be stuck to the figure.

The children spend the fourth lesson completing these posters.

Finally, the posters or figures are presented and the children discuss how and where they will exhibit the posters in the school building. The teacher supports them in making their decision.

**Resources: worksheet for pupils**

**My name has its own history - what I would like to find out**

When was I born?
At what time?
Which day of the week was I born?
What was the weather like?
Where was I born?
Who was present when I was born?
What was my size and what was my birth weight?
Why was I given this particular name?
What does my name mean?
Where can my name be found, what does my name sound like in other languages?



**Unit 3 (Primary school, class 3)**

**We are wizards!**

**A Lesson plan**

	Key question/lesson topics	Main activity	Resources
Lesson 1	What can an ordinary person do to solve a problem? What can a wizard or witch 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.	Board (prepared in advance so that the children's ideas can be easily collected); drawings; sticky tape; A4-size sheet of paper, crayons.
Lesson 2	What are the core rights of the child? What areas of life do they touch on? What kind of solutions can we find to these problems?	By dealing with the most basic children's rights, the children get to know the background and formulate fanciful as well as realistic solutions to real-life problems associated with these rights.	Paper figures (already cut out); crayons, colour pencils.
Lesson 3	How can we assume a supportive role in situations in which a given problem arises? What concrete solutions can we offer?	The pupils search for solutions for difficult situations in their everyday lives. They present their solutions in a role-play.	Props for a role-play if required.
Lesson 4	How can we evaluate the examples of solutions for the problems presented by our classmates in a role-play? What have we learned through this?	The pupils rehearse their role-plays and act them out in class. They then discuss the solutions presented in the role-play.	Props for a role-play if required.

**B Background and 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 the imagination is the sphere where new plans can be created, experiences may be reflected upon and where a person may gain strength before returning to the real world.

For the teaching project in Unit 3, we suggest drawing on the imaginative capacity of children and giving them the opportunity to transform their ideas into solutions for real life problems in connection with the basic rights of children. The starting point is the charming fantasy of becoming a wizard or a witch and to be able to use magic powers to solve problems.



The aims of this project include pupils becoming familiar with children's rights in a simplified form. At the same time, they are required to identify situations connected to children's rights in their environment that demand a better solution, and to look for such solutions - both «magical» and «real» - 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 to a very basic problem in their local surroundings and put it into practice (e.g. focusing on issues such as 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 arrangements that encourage communication. When communicating in groups, all participants should be able to make eye contact. Forward-facing seating arrangements should therefore be avoided. Sitting in rows puts children at the far ends at a disadvantage. We therefore recommend that the children sit in a circle or around a table during group discussions.

The date that these lessons are carried out is up to the teacher, however the second and third week in November would be suitable, as it coincides with the yearly date of Universal Children's Day on 20 November (see also the suggestions at the end of the fourth lesson).

**C Key questions for reflection in children's rights classes**

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children's rights been observed in the classroom and school community?	What do the children know now about children's rights?	Learning how to take action outside of school: What have the pupils learned for their future lives?
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.	Articles 13, 14, 28, 31 (see appendix: UN Convention on the Rights of the Child).	The pupils think about real life situations with reference to children's rights and they begin to work out solutions for problems that are real for themselves and for others.
Pupils		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
We have listened to each other and we have found out that some of our wishes, problems and suggested solutions to problems can be very different. We have seen how we can bring our different perspectives to a discussion and find solutions for such problems together.	I know that children have special rights: children's rights. I know that there is a Universal Children's Day on 20 November. I am learning to see the difference between miracles and tangible solutions to problems in real life.	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 to 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.

**D Procedure**

*Lesson 1*

The class sits with their chairs arranged in a semi-circle around the board at the front of the class. Each child should have a good view of the board.

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

- What is the difference between wizards or witches and ordinary people?
- What can the ordinary person do in certain situations, e.g. If there is no bread in the house to eat?
- What would the wizard or witch do in the same situation?
- To encourage their imagination, further examples of situations can be found by the children,

possibly with support of the teacher. The teacher collects all the pupils' answers on the board, using the following table:

	«Ordinary» Person	Witch or wizard
Situation 1 (e.g. Hunger)		
Situation 2 (e.g. Poverty)		
Situation 3 (e.g. Boredom)		
Situation 4 (e.g. Birthday)		
etc.		

The children share and discuss their solutions to the various problems. Questions to extend the discussion could be:

- Can you see any solutions or ideas that have been made by a good or a wicked wizard or witch? How would a good or wicked wizard or witch act in certain situations?
- When did you last wish you had magical powers, and what did you want to change then?
- What is your biggest wish right now? How would you grant that wish if you had magical powers? How could you grant that wish in reality?
- Etc.

The teacher encourages the pupils to come forward and share their ideas and offers all of them positive support. He or she explains that the class will be talking about wizards and witches several times over the next few lessons and sets pupils the task of looking for pictures of wizards and witches in magazines or books and of bringing them to the class if possible. The pictures and books can be displayed in a small exhibition.

For the remaining part of the lesson, the children do a colourful drawing of an elaborate wizard or witch, and next to this figure an “ordinary” person. These drawings can be finished as homework and can subsequently be displayed in the exhibition.

### *Lesson 2 (Duration: around 1½ Lessons)*

Introduction: viewing and commenting on the exhibition (see above), if it has become large enough to be presented. The teacher encourages the pupils to collect more pictures, books and objects and to finish their drawings if they haven't already done so.

The children now sit in a circle. The teacher holds a short talk about the ten most important children's

rights. In this key lesson, he or she tells them that over 50 years ago, special rights that deal with the lives and the situation of children were made and signed by a great many nation states. Here we recommend reading the 1959 UN Declaration of the Rights of the Child (see appendix, though abridged versions can also be found on the Internet), that the teacher may adapt and abridge as necessary.

The teacher should make the presentation as descriptive, understandable and child-oriented as possible: examples of real life situations or stories relevant to the children's experience will help support this.

In order to summarise and conclude, the teacher could compile a list of the most important points together with the children and then write these on the board. The children could then record this list in their exercise books.

The children need to understand that:

- there are such things as children's rights,
- these rights are valid for every child, even here in our country,
- the aim is to enable every child to grow up in a healthy and wholesome way (this includes physical, moral, spiritual and social development,
- the freedom and the personal dignity of the child are to be respected.

Next, the teacher lays out approximately 20 paper cut-outs of boys and girls that either they or the pupils have cut out beforehand. These figures are then divided into four groups of five on the floor. The teacher tells the children that each group has a particular problem:

- the first group is experiencing a threat to their physical wellbeing (food, health etc.),
- the second group is experiencing a threat to their spiritual wellbeing (discrimination, right to

- privacy etc.),
- the third group is experiencing a threat to their educational opportunities (right to access information, education etc.),
- the fourth group is experiencing a threat to their social environment (family, friends etc.).

After this explanation, the class is divided into four groups, of which each one is responsible for one of the groups of paper figures. The instruction: Take your five figures and write on each one sentences about what they need or what they are missing or why they are suffering. Use "I" sentences (in the first person). For example, the group "spiritual wellbeing" could write sentences like: "People laugh at me, because I am foreign", "I suffer, because I have no friends", "I am sad, because people laugh at the way I talk" etc.

Children work in their four groups, then present to each other and hold a discussion to find additional examples for their group of figures (e.g. "What else can you think of?") - possibly writing on more figures.

Next, the groups become wizards and witches and want to help these children to experience children's rights! The figures that have been written on are looked at one by one. For each one, the following questions are asked:

- Read what is written on the child: what is it suffering from?
- How could the wizard or witch help? What could he or she do, so that the child will be helped today, tomorrow and each day after that?
- What could the child him or herself do, so that he or she feels better?
- What could people without magic powers do (for example us) to help this child feel better?

This turn can be taken with the class as a whole or, depending on class size and time available, in two or more small groups.

### Lesson 3

The teacher repeats the ten most important children's rights (see above, lesson 2). Today we are looking at concrete situations in real life, where these rights play or should play a big part. The teacher motivates the children to think about places or situations in their everyday lives that are difficult for them, their classmates or younger or older pupils in the school. In particular, they should try to think about situations where the rights of these children are being threatened. This they do in pairs. As a stimulus as well as a writing grid for collecting contributions from the children, the fol-

lowing list of places and situations can be used on the board:

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
- not owning a warm winter jacket
- without proper sports gear

Instruction: We will now take on the roles of little wizards and witches. We will have a go at finding solutions to these problems.

In the plenary session two or three situations and their solutions - as realistic as possible - will be discussed. The pupils form small groups of three or four and choose one situation, which they want to deal with and present a solution to. Each group should create a role play to both illustrate the situation and present their solution. Today's lesson is for preparation: the role plays and discussions will be held in the next lesson (and not directly following lesson 3, because of the task requirements below).

The teacher explains the requirements for the role play: he or she specifies the time allocated for preparation and for the performance (e.g. 5 min), the content (situation plus solution), gives performance advice (speaking loudly and clearly, use of props etc.). The teacher supports the groups, makes suggestions if necessary and listens. In preparation for the fourth lesson, the pupils can refine their scenes with costumes and props.

### Lesson 4

Short instructions are given to the class concerning the role-plays: time limits, clear observation criteria for those watching (e.g. Is the situation represented in an understandable way? Is the solution realistic? Were the actors convincing?). These observation tasks should be written down and shared on the board!

The pupils act out their scenes in class (problem plus solution). The time limits (e.g. 5 min per performance) are to be strictly observed. Following each performance or after every other performance, a discussion should be held that

deals with the above mentioned questions, as well as more general questions (e.g. who has ever experienced a similar situation? How did you respond / what did you do in this situation?).

Concluding discussion (whole class) on the various problematic situations and solutions that have been acted out, rounded off by again reviewing the Rights of the Child and raising awareness that the whole exercise was always about relating to these rights.

A project could possibly be set up to commemorate the Universal Children's Day (20 November), where the children could prepare something for the wider school community (information for another class about children's rights, creative communication of these rights e.g. a poster display in the school corridor, a small play based on the role-plays performed in class etc.).

**Unit 4 (Primary school, Class 4)**  
**Our rights - our treasure**

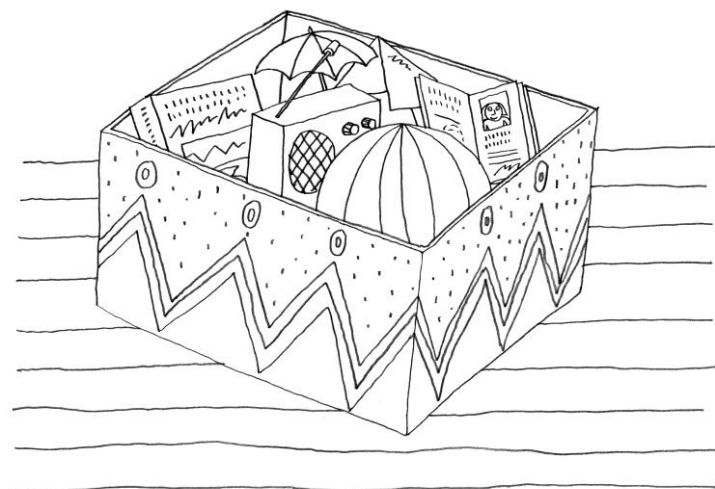
**A Lesson Plan**

	Key questions/lesson topics	Main activity	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 (as examples and as inspiration); children's rights cards, text on children's rights (see appendix).
Lesson 2 (plus out of school activities during the next weeks)	My personal treasure box - something very 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, colourful buttons, rags of cloth, glue and scissors etc. to school.
Lesson 3 (after an interval of several weeks)	My treasure box, your treasure box: a mutual exchange!	The pupils display their treasure boxes by arranging an exhibition on their desks.	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 (preferably - but not necessarily - in the school building).

**B Background and educational objectives**

The pupils acquire a deeper knowledge and understanding 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 learning theory, the task allows the learners to actively organise their own learning processes, which considerably increases their chances of experiencing a sustainable increase of knowledge. In addition, by constructing his or her own individual treasure chest, each child identifies



more strongly with their chosen children's right, both on an intellectual and an emotional level.

This is a class project which continues over a longer period of time (between five and seven weeks) and which may inspire and stimulate the pupils to share and discuss their ideas during this time. On 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.

The most ideal time for starting the project would be between the end of September and the middle of October.

### C Key questions for reflection on Unit 4

Experiencing children's rights	Getting to know children's rights	Implementing children's right
Teacher		
In what way have the principles of children's rights been observed in the classroom and school community?	What do the children now know about children's rights?	Learning how to take action outside school: What have pupils learned for their future lives?
Every pupil enjoys the right to develop a personal form of artistic expression. In this way, pupils increase their self-confidence and learn more about themselves and each other.	All children's rights are introduced and discussed.	Pupils learn to make decisions and to argue for the solutions that they have found.
Pupils		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
It is wonderful if school can become a place where we can see so many works of art. I enjoy being at school.	I have studied children's rights for a long time. I had to make a decision about every article, and I could only do this if I had understood the article. I have realised that it is not always easy to understand the children's rights convention.	Not all 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.

### D Procedure

*Lesson 1 (end of September / beginning of October; duration: approx. 1 ½ hours)*

Introduction: The teacher activates prior knowledge on children's rights and recaps the most important points (see Unit 3, lesson 2). He or she gives the children copies of the children's rights cards (see appendix) and explains them so that the children have a good grasp of these rights (which right is

illustrated by which picture?) and are equipped to do the work required of them. This lesson requires time and good preparation on the part of the teacher, which means a thorough reading of the Convention on the Rights of the Child (see appendix). While introducing the children's rights cards, the focus should not simply be a matter of reading out the various rights and matching a picture to each one, but much more a matter of using the



pictures to tell a story or report on the particular right in question.

Next, the teacher places a box on the table that is decorated to look like a treasure chest next to the children's rights cards. Alongside, he or she places an arrangement of objects that symbolise some of the children's rights. For example, for Article 7 (right to a name from birth), a small candle could be placed as a reminder of a christening ceremony or birthday. For Article 28 (right to education), a pencil could be placed. The teacher explains the principle of symbolisation and discusses further examples with the pupils.

The teacher then explains the plan further:

Universal Children's Day is on 20 November. Until then, each child should design and create a treasure chest. The chest should be filled with children's rights cards and objects that relate to these rights. Each child is free to choose the objects that symbolise their chosen rights.

Concrete tasks: Each child has until next week to find and decorate a box so that it looks like a treasure chest. First, the children need to find a box that they can use to make a treasure chest with. This box could be made of cardboard, wood or metal and children should help each other to find a suitable box. Designing and decorating the box can partly be done in school during Art or Design and Technology classes, so that the homework task for the children can merely be to find a suitable box and decorating material to take to school and to bring enough material for themselves and some extra to share or exchange with their classmates.

All pupils receive the children's rights cards and cut them out. They should be placed in the treasure chest as soon as it is ready. The instruction: Start looking for treasure, i.e. find your first treasures / objects that symbolise particular children's rights!

A possible (meaningful) focus: Go over the children's rights cards again and write keywords on the back of each card to summarise each right.

### *Lesson 2 (one week later)*

The children show each other their material and the objects that they have brought with them to symbolise the rights written on their cards (see task above).

Discussion/Brainstorming

- a) on treasure chest design;
- b) on suitable "symbols" for the individual children's rights (if possible with an integrated repetition of the most important children's rights): What would be a suitable illustration for which card? Where can such objects ("treasures") be found? Etc. It is important that the "treasure hunt" helps the children to familiarise themselves with children's rights and to understand them better. They can only pick an object if they have understood what a particular children's right means.

The children begin to decorate their treasure chests. They help each other to choose and share out the decorative material. The teacher decides how much time to allocate to this task. This could be completed either at school (possibly in an extra lesson) or as homework.

During the "treasure hunt" where children collect their objects and materials over the next four to five weeks, the pupils should exchange their ideas and show each other their finds: What have you found to symbolise 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 chest with the most creative and original ideas.

### *Lesson 3*

One week before Universal Children's Day (20 November): Each child displays the objects they have collected in an exhibition on their desks. They need not illustrate every child's right with an object. A short "tour" of all the objects is held (10 min).

Each child explains to the others why they have chosen their objects (this happens after a short preparatory phase in groups of three or four).

After this, a plenary discussion is held under the teacher's guidance, where the class discuss how the exhibition could be displayed on Universal Children's Day (20 November) to the other pupils in school. Questions for the discussion: 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 - who will check with the other classes? Should we invite the head teacher, other teachers, parents and the housekeeping staff? Should we design a poster to advertise our exhibition? Should we or-

ganise a sort of opening ceremony for the exhibition? Should a child or the teacher hold a short introductory speech? Shall we rehearse or write and compose a song for this occasion? Etc.

#### *Lesson 4*

Universal Children's Day, 20 November (or as close to this date as possible):

The pupils set up the exhibition according to the agreed plan and display their treasure chests for the other pupils in the school to see. In connection with this there must be some information on children's rights (this information could and should also be disseminated in the opening speech and on the exhibition poster).

Following this, a class discussion/reflection should be held (possibly first in writing, then orally): How did the project go? What have you gained from it? What went well? What could we have done better? Etc.

**Unit 5 (Primary school, Class 5)**  
**We make rules for our classroom**

**A Lesson Plan**

	Key question/lesson topics	Main activity	Resources
Lesson 1	What rights does every person in this classroom have?	Working in groups, the pupils prepare a list of suggestions for class rules.	Sheets of A3 paper (one per group).
Lesson 2	What makes a rule a good rule? Why can rules be a nuisance? Why can they be useful?	The pupils think about the concept of order and rules.	Hand-outs on basic principles of rules in democracy; blank sheets of A4 paper.
Lesson 3	How can children's rights be brought to life in the classroom?	Working in groups, the pupils work out rules that harmonise with children's rights.	Hand-outs, 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.	—

**B Background and educational objectives**

When we link classroom rules with human or children's rights, these rules gain 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 become meaningful, they must serve as instruments and guidelines in our efforts to bring equality and justice to 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 almost the only place where pupils may learn - within the boundaries of a safe space - 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 more likely than not be transferred to the world beyond the classroom and school community. To make pupils aware of this fact and to use it in terms of children's rights education is an important objective of Unit 5.



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 fully understood without appreciating this interdependence.

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;  
Article 31, the right to leisure and recreation.

### C Key questions for reflection in children's rights classes

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children's rights been observed in the classroom and school community?	What do the children know now about children's rights?	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.	Articles 12, 13, 28, 31 (see appendix: Convention on the Rights of the Child)	The pupils understand how rules are made in a democracy. They are able to take part in democratic processes of decision-making.
Pupils		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
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.	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.	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 on a compromise.

## D Procedure

### Lesson 1

The teacher gives an informative introduction to the project and the plan for the next four lessons.

The teacher begins by moderating a discussion on the issue of “rights and responsibilities” with the pupils. As a possible inspiration:

- Name some rights that you have in the classroom, schoolyard or in your family. Remind yourselves of the children's rights that you have already heard a lot about!
- These rights will only work if others respect them too. To each right there belongs - for others and for us - a duty! Now let's think of other examples that you have mentioned.

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.

Each group appoints a spokesperson. After this, short feedback is given - how did you choose your spokesperson?

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.

Give feedback - how well do you think you have completed the task? What were you all doing that helped? What hindered?

The paper is given to the next group (A to B, B to C, C to A).

Each group evaluates the list of rights generated by the previous group. They discuss the following questions: Which responsibilities correspond to which rights? Which responsibilities do we have to uphold in order to respect those rights? What do we need to do, how do we need to behave? E.g. “Everyone has the right to be heard” corresponds to “We have a responsibility to listen”.

Using the same numbers as used in the rights section, the groups now write down corresponding responsibilities in the middle third of the paper.

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

### Lesson 2 (Duration approx. 1½ Lessons)

The teacher moderates a discussion on the theme of “rules” using basic questions concerning rules, illustrated with references e.g. to rules in sport, in the classroom or in traffic. Inspiration:

- What is the good thing about having rules? What can be irritating about having rules?
- When am I glad that there are rules? What annoys me about rules?
- Who sets up rules in various contexts? Who has the power to enforce rules and sanctions if these rules are broken?

As a stimulus to begin this lesson phase, or to summarise afterwards, the following text (or an abridged version), “Discipline and order in democracy - and in school” can be used.

### Discipline and order in democracy - and in school

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 create 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 in the development of 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. Pupils, both boys and girls, must be encouraged to explore something new and to learn from their 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 class is divided into the same groups as in the previous lesson. The teacher hands out the sheets of A3 paper from the previous lesson and gives the following instruction:

- Look at what you have written so far. Think of rules that you feel are particularly important for us to live together and that you would like to present to the class afterwards.

Write these rules on the bottom third of your sheet of paper according to the following guidelines (optimally, the teacher gives one or two examples):

- They should be positively phrased rather than prohibitive.
- They should describe the responsibilities as well as the rights e.g. using a "because" wording: "We have the responsibility to listen when other people speak, *because* we have the right to be heard."

The groups do their work according to the instructions. Following this, larger groups are formed by joining two groups together. Each group presents their rules to the other group, and there is discussion

and feedback on the chosen rules, their wording and comprehensibility, with possible reworking and optimisation.

Each group has to select a maximum of three rules. These are then written in thick, bold writing on large strips of paper (cut lengthways out of A3 paper).

These three rules (per group) are attached to the board in the classroom. There is a class discussion on each set of rules: a speaker from each group explains the chosen rules to the class.

Synopsis: Final editing with a view to creating a collection of rules that we want to make binding for our class:

- Which rules are identical or similar? Which may therefore be omitted or amalgamated?
- What needs to be re-worded so as to make the phrase more succinct or comprehensible?

A vote is then held to determine which rules are to be kept. Each pupil has five “tokens” to spend on the five rules that they believe should be included in their class. They may choose these by making a little line on the board, or by placing a little sticker next to their preferred rules. The rules (up to but no more than ten) with the highest number of votes are written up as a new set of class rules or included in the pre-existing 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.

Reflection on learning (where at the same time, the new rules are applied and reinforced): What helped, what was obstructive? How did you contribute to the activities? Did you notice anyone else in class whose contributions were helpful? Why? What did they do?

### *Lesson 3*

The teacher activates prior knowledge on children’s rights and recaps the most important points (see Unit 3, lesson 2 and Unit 4, lesson 1): the creation of children’s rights, the most important children’s rights, possibly also linked to human rights.

Now the teacher introduces the following selection of children’s rights, this time using the original text from the original Universal Declaration on the Rights of the Child (see appendix):

- 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 are divided into groups (the same as in lesson 1 and 2, or new groups of between three and four children). Each group receives an A4 sheet of paper and with it they prepare a worksheet with two columns as shown below. In the 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. As a point of reference, they could ask: “If my neighbour, a friend or my classmate claims this right, which obligations and duties result for me and for the others?” Or (for Article 28): “Which duties must society and school fulfil, to ensure the right to education? How can I as a member of this class contribute to upholding this right?” The results will be discussed in the following lesson.

Names of group members	
<b>Rights</b>	<b>Rules and duties</b>
<p><i>Article 12</i> <i>Expressing</i> <i>our own views and interests.</i></p> <p>What is it about?</p>	
<p><i>Article 13</i> <i>Freedom</i> <i>to express ourselves.</i></p> <p>What is it about?</p>	
<p><i>Article 28</i> <i>The right to education.</i></p> <p>What is it about?</p>	
<p><i>Article 31</i> <i>The right to rest and leisure.</i></p> <p>What is it about?</p>	



*Lesson 4*

The pupils present their results (i.e. the completed worksheet from lesson 3) 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 (the 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 and their enforcement)? Who is responsible for the enforcement of these four children's rights?

Possible conclusion: Collaborative final editing, agreement on a final collaborative edition of the rights and responsibilities in connection with the four elementary children's rights that have been looked at. One group could receive the task of creating a document depicting 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 could be displayed on Universal Children's Day as an example of how to practise democracy in class.

## Unit 6 (Primary school, Class 6)

## Children's rights: a work of art!

## A Lesson plan

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

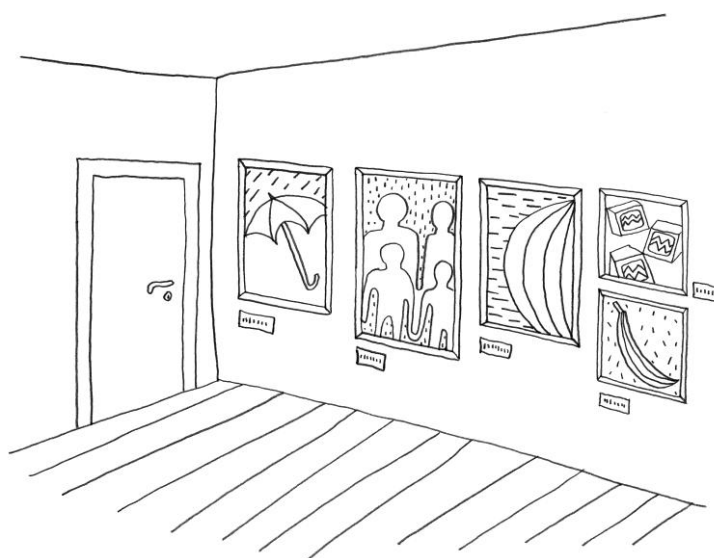
## B Background and educational objectives

Children's and human rights are often related to complex political, social and personal problems. In addition, this project resumes a long-standing tradition of artistic interpretation of children's and human rights, which can be referred to and used as inspiration for this project.

Artists received the task of expressing the contents of a certain article - or part of one - creatively. In this way, many wonderful cards, calendars, books, and even films have been made.

For those pupils who have already worked on the treasure box project in Unit 3, this art project will offer a further opportunity to study children's rights from a creative angle in more depth.

Using this artistic tradition (which was already the case in Unit 3 with the treasure chest project) follows our conviction that a creative and integral approach to learning is very valuable: children should learn about a challenging theme not only cognitively, but artistically and musically. A spoken or written statement can only be expressed as 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, (20 November) in the school, town hall or another public building.

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

Note: the first lesson or even the entire project could also be carried out in collaboration with another Art teacher or Design and Technology teacher or in collaboration with a local artist. The pupils may also have suggestions that may also be integrated into the planning. It may also be possible to carry out the project together in partnership with another class.

**C Key questions for reflection in children's rights classes**

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children's rights been observed in the classroom and school community?	What do the children know now about children's rights?	Learning how to take action outside school: What have the pupils learned for their future lives?
Particularly in art classes, the pupils 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.	Pupils have broadened and deepened their knowledge and understanding about children's rights and have critically evaluated some of the key rights from the Universal Convention on the Rights of the Child.	The pupils are emotionally capable of grasping violations of children's rights and are able to judge them. They have developed this competence through their very personal approach to studying and presenting violations of children's rights.
Pupils		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
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.	Together with my fellow pupils, 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.	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.

## D Procedure

### *Lesson 1 (duration approx. 1 ½ lessons)*

The teacher introduces the class in detail to the new project. The important thing is that the children:

- possibly have another introduction to the subject of children's rights;
- understand the underlying principles and aims of the project;
- are able to estimate what the time schedule demands of them;
- have seen examples of artistic expression of children's (or human) rights.

In view of the last point, the teacher must not only show examples illustrating different human or children's rights. He or she must also demonstrate different styles, media and work processes used to support the children in finding their personal means of expression.

After the introduction, the teacher or the pupils form small groups (of around six children). (This will form the basis of the subsequent fixed groups.) Each group receives a copy of the children's rights declaration (see appendix). Task: Find three children's rights for which you would like to create a matching work of art (picture, painting, sculpture, object).

A reading and discussion phase follows. After this, a plenary discussion is held to finalise the groups who will work on the chosen children's rights (for example, on each main copy of the declaration, each group marks the rights they have chosen). Then the class compare and clarify overlaps, so that the most satisfying solution can be found for all groups.

The groups should clarify questions such as the following:

- first thoughts on the concept of the planned picture or object;
- chosen colours, material, tools;
- time schedule (note: the teacher must monitor and advise the children to ensure that their chosen project is realistic in terms of the time available);
- ideas for the planned exhibition (can also be discussed later during a plenary session).

The groups then discuss and exchange their ideas and concepts in class.

The task for the next lesson is for the groups to formulate ideas for the project, to look for inspir-

ation and information in newspapers, on the Internet and in the library, to make sketches or descriptions and to possibly begin with collecting material. Each group prepares a short presentation of their plans for next lesson, whereby the starting point is a chosen children's right, illustrated by examples.

### *Lesson 2 (first half)*

The pupils share and comment on the ideas that they have developed since the last lesson and show each other the sketches or notes they have made. It is important for the pupils to have understood the children's right underlying their concept and they should be able to give examples in class of how these rights could be respected or violated. As such, they should be ready to clearly and plausibly inform the class of their plans: which right they have chosen to illustrate creatively, the steps they need to take to do this and at which point(s) they will need the assistance or input of the class or their teacher.

Clarification of the definitive concept for the project that will be concluded with the exhibition to be held on or around 20 November (an option would also be to assign the planning and finalisation of the project as a homework task-to be discussed in the third lesson).

### *Lessons 2 (second half) to 4*

The pupils may use all the time in the last half of the second lesson and the following two lessons to carry out their project (depending on the type of project they have planned, homework time can also be allocated for this). Experience has shown that the pupils will be more motivated if working together rather than isolated from one another. The teacher should encourage them to modify, develop and optimise their ideas.

The teacher may support the class by bringing a collection of posters, illustrations from advertisements, diagrams, etc., cut out of newspapers and magazines, art books, websites etc. The pupils may also bring suitable documents from home. This collection of illustrations need not necessarily be related to the topic of children's rights, but is there to offer various different options for the children to express themselves.

Some tips for the exhibition:

- If an exhibition is foreseen in the school building, in the classroom or in a public building, then a particular format for displaying objects in the exhibition should be agreed upon (e.g. using the same print and format for the exhibition plaques).
- A competition could also be held before a jury panel. The jury could be put together out of pupils as well as local public figures for example a local artist or journalist.
- If the project (with or without premier) is mentioned in the local press, this can contribute greatly to the pupils' motivation.

## Unit 7 (Primary school, Class 7)

## Is what I want also what I need?

## A Lesson plan

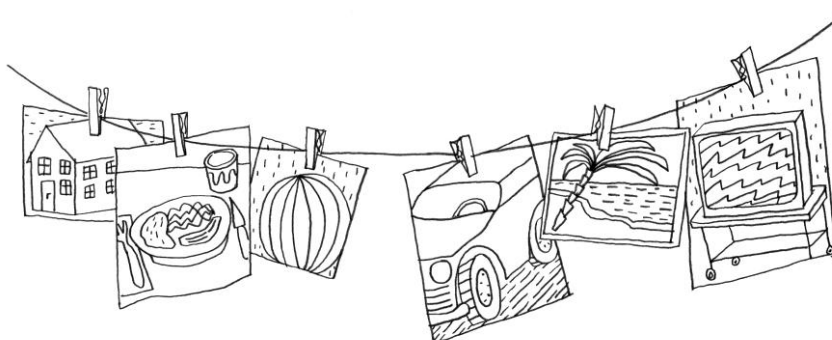
	Key question/lesson topics	Main activity	Resources
Lesson 1	What are my wants, desires and wishes?	The pupils become aware of their wants by explaining them to each other.	Pictures to form pairs of pupils.
Lesson 2	What do people need? What would be nice to have?	The pupils learn to distinguish between wants and needs, and between basic needs and needs for self-fulfilment.	Old magazines, scissors, glue, paper, string, clothes pegs.
Lesson 3	What are wants? What are needs?	The groups or class decide upon ten important wants and needs.	Material supplied by the pupils.
Lesson 4	Do children's rights match our ideas of wants and needs?	The pupils compare their suggestions with various children's rights and create posters for a presentation on Universal Children's Day.	Copies of the children's rights convention for each group, flip chart paper.

## B Background and educational objectives

In order to understand what children's and human rights are about, pupils must reflect on themselves, their personal needs and desires. They must become aware of what they expect from life in their present situation.

Firstly, they should think freely about their wants and desires (no matter how crazy they may seem) and they should also be allowed to freely express them.

Secondly, they should clarify what the difference is, in their understanding, between mere wants or desires and real needs in life. This kind of choice will almost certainly guide them towards many of those rights in the Convention on the Rights of the Child.



At every stage it is important that the teacher stimulates and moderates the discussions, yet he or she should take care not to intervene too much. It is important that he or she does not moralise or try to convince the pupils of his or her own values. Rather: in a well-guided discussion, the pupils will often discover and resolve conflicting concepts and values themselves.

An ideal time to work through Unit 7 would be the beginning of November. In this way, the posters that will be created in the fourth lesson will be finished and ready to be exhibited on Universal Children’s Day (20 November).

**C Key questions for reflection on Unit 7**

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children’s rights been observed in the classroom and school community?	What do the children know now about children’s rights?	Learning how to take action outside school: What have pupils learned for their future lives?
This unit gives pupils the opportunity to express their personal wishes and needs. They experience being listened to and taken seriously. They learn to differentiate between basic needs of survival and things we desire.	Pupils understand that children’s rights deal with basic needs that are necessary for survival.	Pupils 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 these problems. They should learn to stand up for their wishes and desires, while maintaining a critical distance to them.
Pupils		
How did I experience children’s rights in class?	What have I learned about children’s rights?	What kind of action am I able to take now?
I can only express my wants if I trust my fellow pupils and the teacher. I have learned that it is worth the effort to open up and talk about them and to see others do so too.	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 will try to pay more attention to the differences 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.

## D Procedure

### Lesson 1

**Introduction:** The teacher informs the class that in secondary school, children's rights will also be the theme of a sequence of lessons each year. The teacher asks the class what they remember from primary school and reviews the most important facts (see Unit 3, lesson 2 and Unit 4, lesson 1: the origin of children's rights, the most important children's rights, possibly their relation to human rights).

**Announcement:** This year, the theme will be "wants and needs". The teacher gives a short description of the theme, collects examples from the pupils of each category and the most important differences. How could this theme be connected to children's rights?

**Forming groups:** The teacher has cut pictures of beautiful cars, fashionable items of clothing or attractive holiday resorts into four pieces each and distributes these pieces at random among the pupils. The pupils must find their partners who also hold a part of the same picture: together they form a working group. If of three or five are needed to fit the total number of pupils, the teacher adjusts the number of pieces accordingly.

Each group elects a spokesperson and a manager. The spokesperson will speak for the group to other groups and to the teacher during the plenary session. 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.

The groups receive the task of discussing the following points and of writing down notes on them:

- Which are your biggest wishes or desires today? What would make you particularly happy?
- What are your biggest wishes, dreams or desires for the future (e.g. when you are 25)?
- Can you remember your wishes and dreams when you were 5, 7, 9 and 11 years old? What were your biggest wishes then? What would have made you particularly happy?
- What kind of wishes and dreams do adults (e.g. parents, acquaintances, others) have?

Each group puts together a list of wishes and dreams that are ordered according to the various ages at which they were important. The list is written down in a table (on A3 or A2 size paper). The

pupils can design the table themselves or the teacher can give them precise instructions as to the details and design, depending on the level of the class. The table should have a suitable heading that the pupils themselves should come up with.

The sheets of paper are hung up (as mini posters); a spokesperson from each group presents the results. The teacher could possibly give some input on aspects such as gender-specific wishes, realistic or utopic wishes etc.

**Homework task for the next lesson (a few days later):** Children collect cuttings on the theme of wishes and needs (from newspapers, catalogues, magazines etc.), clothes pegs (if there aren't ca. 60 clothes pegs available at school).

### Lesson 2

**Introduction:** Short recap of the previous lesson. The lesson was about our wishes now and when we were younger. Today we want to focus more on the differences between wishes on the one hand (that would be nice for our self-development if they came true), and (basic) needs on the other (which are essential for our survival). A few examples can be collected.

**Further work in groups.** The task is to discuss the following:

- What would we like to have? What would be nice to have? What would this allow us to do/be? (Wishes/desires)
- What do we really need and why? (Existential needs)

The pictures that have been brought to class as a homework task can be used to help produce spontaneous thoughts and ideas, especially to find ideas for wishes and desires.

After distributing an A3 sheet of paper to each group, the following tasks are given:

- a) Design a table with at least five (basic) needs (food, safety, care, friends, education, warmth etc.) and five wishes that would be nice for self-development (our own TV, travel to exotic places, a fancy car etc.);
- b) Cut out pictures to illustrate both categories and (possibly as a homework task) find further pictures. The pictures should be labelled on the back or beneath each one with either BN (basic need) or W (wish).



### Lesson 3

The groups receive the following task: place all your pictures illustrating wishes and (basic) needs in front of you. Democratically select five pictures that best illustrate basic needs. In the same way, decide on five pictures that best illustrate the wishes that your group would most like to have fulfilled. Make sure that you take into account each member's opinion! (To select the pictures, each group member can be given five little paper dots or tokens, to place on their preferred image. The ten pictures with the most tokens are chosen.)

Discussion and finding a consensus in groups. Next task: Take a piece of string (about 4m long) and ten clothes pegs. Hang the string up in an appropriate place and use the clothes pegs to hang your pictures up in this way:

- On the left: pictures of things that we need in order to live with dignity (basic needs).
- On the right: pictures of things that would make our life more pleasant or enjoyable (wishes).
- Some pictures could also be hung up in the middle between these two categories.

Presentations by the groups. In addition, a discussion could take place (moderated by the teacher) on various aspects (differences based on gender, or what counts as basic needs in rich countries and in poorer countries).

### Lesson 4

Each group receives five blank A3 sheets of paper as well as a copy of the children's rights (see appendix). The following tasks are then given:

- Take your ten pictures that you hung up last lesson. The focus will be on the five pictures that illustrate basic needs.
- Take turns to read the children's rights convention aloud to your group. For each right that is read out, consider whether it relates to one of the needs on your five chosen pictures (or to one of the wishes on the five other pictures),
- Take the five A3 sheets of paper: On the left or in the middle at the top of the sheet, stick one of the five pictures that represents a basic need. On the right or at the bottom, write the children's right that matches the picture. Some pictures may have more than one matching children's right!
- Design and decorate the five sheets of paper as beautifully as possible (as a "mini poster"). They should be exhibited in the school building on 20 November (Universal Children's Day).

Presentations of the five mini posters (per group) to the class. Concluding discussion on questions such as: How far did our thoughts on basic needs correlate to that which is said in the Convention on the Rights of the Child?

Clarification of the logistics of the poster exhibition to be held on the 20 November.

## Unit 8 (Primary school, Class 8)

## Children's rights - thoroughly researched

## A Lesson plan

	Key questions/lesson topics	Main activity	Resources
Lesson 1	Do we understand the articles on children's rights?	The pupils select articles from the Convention for further criteria-guided study during the following two lessons.	Copies of the children's rights convention (see appendix).
Lessons 2 and 3	Does everyone understand the criteria? How can the teacher give support without intervening too much?	The pupils work at their own pace 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 4	What have we learned? How demanding was our task? How have we made use of our liberty?	The pupils reflect on their work and learning and they discuss how to exhibit their products.	The finished posters.

## B Background and 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. They need to be understood and related to concrete experience. That is to say, they need to be applied to everyday life and violations of these rights must be identified. If pupils are to understand the rights of the child, which is our focus here, they must become active and work with them. Listening or reading alone will not suffice. A critical understanding and application of children's rights is not only the aim of this unit, but of this entire handbook.

A remark should also be made here (and communicated to the pupils) about the term "children's rights", as this occasionally causes considerable irritation among adolescents. Quite rightly, they might not want to be called "children". Still, the rights of the child are also applicable to them, at least up to the age of 18.

Adolescents should realise that children's rights (regardless of the use of the word "children") 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. This in turn implies high priority to the process of implementa-



tion and includes support for children and young people to make use of and enjoy their rights.

In the teaching project for the 8th class, we suggest that the pupils should deal with the children's rights convention in depth by researching cases of implementation and, conversely, violation of children's rights in the spheres of their everyday lives. As a possible and meaningful additional aim of the project, we would advise an exhibition of posters on various children's rights. Each poster is composed of different elements: a description of con-

tents, analysis, examples and illustrations of the children's right in question. This approach encourages an analytical as well as a creative approach to the theme.

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

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

The project should cover approximately four lessons. Not every lesson is complete in itself: rather, all lessons belong together. Within the groups, the pupils should be given the opportunity to work out reasonable schedules for themselves.

With a view to holding the exhibition on Universal Children's Day (20 November), it is advisable to begin the project at the end of October/beginning of November.

**C Key questions for reflection on Unit 8**

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children's rights been observed in the classroom and school community?	What do the children now know about children's rights?	Learning how to take action outside school: What have the pupils learned for their future lives?
The pupils perceive the classroom and the school as a stimulating learning environment. Daily newspapers are turned into material for work. In this way, school becomes a place where the pupils can analyse their everyday lives.	The pupils learn how to analyse children's rights by using a systematic approach.	By learning how to present a product (here, a poster), pupils become capable of observing and presenting important issues outside school.
Pupils		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
I have experienced how my fellow pupils and my teacher have both encouraged and challenged me. Both ways of interaction are ways of support for me.	I have 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 am prepared to take part in public debates 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.

**Material**

- large sheets of paper (A2 for posters)
- paper in various colours
- felt pens
- scissors
- glue
- old magazines and newspapers
- pictures and photographs
- text of the Convention on the Rights of the Child (see appendix), one copy per pupil
- task description, one copy per group (see lesson 2)

## D Procedure

### Lesson 1

The teacher presents the complete plan of the following four lessons to the pupils. The class should have understood that they are to deal with the topic of children's rights, to conduct research and finally to create posters that show the children's rights, in order (perhaps) to enter a competition. It could be wise to begin with reactivating pupils' prior knowledge on children's rights.

The teacher hands out copies of the 1989 Convention on the Rights of the Child (see appendix). Of the 54 articles, the first 41 - perhaps 42 at the very most - are the most meaningful for the pupils.

Task: Read through the whole text (perhaps to be completed as a homework task). Choose three articles, that you find particularly meaningful.

On a list that has been prepared by the teacher with the numbers of the various articles, the pupils mark the articles they find particularly important. The results are counted, and a list is made and ordered according to the most frequently chosen articles.

A class discussion is held (moderated by the teacher). As a stimulus:

- How did these priorities emerge, what were the motives behind choosing them?
- How does this choice of priorities reflect the

real situation of children and adolescents here?

- Can you identify a pattern or underlying principle?
- Which elements have been left out?

### Lessons 2 and 3

The pupils should work in groups of three. The teacher could form these groups by:

- a) selecting randomly (e.g. by counting 1 - 2 - 3);
- b) allowing the pupils to choose, though class dynamics and inclusion need to be taken account of;
- c) using transparent criteria decided upon by the teacher.

The pupils give their group a name and distribute three tasks. Each group needs a time manager, a manager for the materials and a coordinator. They write down what each member is responsible for at the top of an A2 sheet of paper and these planning sheets are then hung up in class. Later, the groups will use them to document the steps they have taken to complete their work. Meanwhile, the teacher has taken the 10 most frequently chosen articles from the board and laid them out on a table, face down. The group coordinators will now select an article from the children's rights convention at random. They are then provided with the task description (see below):

### Task

Each group prepares a poster on a children's right. The poster will consist of the following:

- the title of the children's right,
- the text of the article from the Convention on the Rights of the Child,
- a picture that symbolises the right,
- a text (article, story, report) found and taken from a newspaper, magazine or the Internet, that refers to this right. The text should be an example of an incident, in which the particular right has been violated or defended. Your teacher can help you and give you tips on how to search!

After having finished the poster - and if there is enough time left - the group will choose another article from the remaining ones and produce a second poster in the same way.

The groups study their task and decide on who is responsible for what (according to the functions mentioned above).

For now (lesson 2) they set up a list of materials required and note down any questions that may have arisen, decide on their plan of action and set up a time schedule. Important points: What needs to be done? What must be collected? Are there things that group members can bring along from home? Where will the material be stored?

It is important that the teacher checks each group towards the end of the lesson, to see whether the work and the tasks are divided optimally amongst the group members. A short dialogue about the following questions could be useful: Where are we up to in our work? Where do we need help? Are we ok with the distribution of tasks within the group? Is everyone clear on what they have to research and/or collect at home?

Then (as a homework task between lessons 2 and 3, as well as during lesson 3), the children look at their research (images and text), and find the things that present the main challenges and may warrant the teacher's support. In lesson 3, the pupils bring all their research and the things they have collected to school. Another important point in lesson 3 is the design and creation of the poster, which should be made to look appealing. The teacher can also be called upon for advice for this task.

Clarification of the logistics of the exhibition: Where should it be held, and when (perhaps in a public building)? Who will take part (only our class, or do we suggest the project to a partner class)? Who will open the ceremony? Who will be invited to the opening ceremony? Should there be an award ceremony for the best poster? Who will be the members of the jury panel?

#### *Lesson 4*

Presentation of the finished posters in class, followed by a discussion.

Clarification of questions in connection to the exhibition (if planned).

Review of the work done on this project (distribution of tasks, problems with research and collecting information, what was helpful/useful advice, good/bad experiences, group dynamics etc.).

Concluding review on the theme of children's rights: What have we achieved in order to perhaps improve the situation? What else could be done? Which concrete steps could be taken? When is the involvement of authorities needed? Etc.

**Unit 9 (Primary school, Class 9)**  
**Why must we obey rules?**

**A Lesson plan**

	Key questions/lesson topics	Main activity	Resources
Preparation	The pupils collect information on a case in which a school rule has been broken and then enforced.	Individual work: collection of information.	Standardised fact sheet.
Lesson 1	A pupil 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?	Flipchart 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 ensure that laws are fair?	
Extension	Follow-up discussion with the school principal or pedagogical adviser.		

## B Background and educational objectives

An important principle running through all our units on children's rights is "learning from experience - learning by example". This also applies to school rules and laws generally. School is life, and can be seen as a small image of society. School rules function in a similar way as laws do in the political community, which is to serve the community and to protect human rights.

Examined more closely, parallels - but also differences - between the rules at school and the laws of the political community become apparent:

Parallels:

- 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 accepted. Therefore laws need to be fair.

Differences between 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. In the case of the political community, there are exact rules as to which body is entitled to make a law.

- 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 pupils need to understand and appreciate the need for school rules.

Pedagogical 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 a 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.





**C Key questions for reflection on Unit 9**

Experiencing children's rights	Getting to know children's rights	Implementing children's rights
Teacher		
In what way have the principles of children's rights been observed in the classroom and school community?	What do the children know now about children's rights?	Learning how to take action outside school: What have the pupils learned for their future lives?
The pupils learn how to face the experience of an unequal distribution of power. They make use of their rights, but find out that there are limits to what they can achieve.	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.	For the pupils, 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		
How did I experience children's rights in class?	What have I learned about children's rights?	What kind of action am I able to take now?
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 know that rights and duties are both essential for living together. I also know that children's rights are a part of this framework.	I can 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.

**D Procedure**

*Preparation for lesson 1*

About a week before the first lesson, the teacher gives the pupils the following task: Collect information on a recent case in which school rules have been broken and a pupil has been reprimanded or punished (if possible, it should be based on a case from our school or community, but other examples are allowed). Make notes using this brief set of standardised questions:

*Lesson 1: A pupil in trouble (case study)*

Introduction (the pupils sit at tables arranged for group work): Some pupils report on their research on the case in question. The class should decide on a case, that they would like to study in more depth (if possible, a case from the immediate social environment, so that pupils understand the context already and do not have to learn about this).

**Breaking school rules: key questions**

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

Discussion: Now the class should try to identify the problem underlying the case in question. This makes it necessary to recur to a school rule and interpret it. The teacher invites the pupils to come forward with their comments (possibly after having made notes first). Depending on the case, their views may diverge, or they may agree (for example, "It was quite right to do something", or, "I think this punishment is rather unfair/too tough"). Finally, the teacher asks a pupil to sum up the comments that have been made.

Summary by the teacher: If we scratch away at the surface of such a case, quite often, some pretty complex issues present themselves. These have to be examined in more detail in order to understand the case in all its aspects.

The teacher hands out the following worksheet, which is to be used as a basis of discussing and working on the chosen case (in groups of approx. four pupils).

<b>Case study: a pupil in trouble at our school</b>	
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.

The groups choose a spokesperson and possibly further roles (time keeper etc.). Then the group members discuss the case and note all their ideas down on the hand-outs provided. In particular, they discuss questions 4 and 7, because they address the core issue surrounding the problem.

For the remaining time: Each group decides on the form and contents of their answers to questions 4 and 7 for their chosen spokesperson to present to the class during the next lesson.

*Lesson 2: Why does a school have rules? (duration: approx. 1 ½ lessons)*

Presentations, then discussion on last lesson's task: A spokesperson from each group presents the answers to questions 4 and 7. After this, a discussion is held.

Stimulus:

- What do the groups agree on? Where do the opinions differ?
- What did I like? What do I agree with? What didn't bother me? What did I find unacceptable? Why?

In general, the pupils' findings (supported by the teacher) should be: We all enjoy basic human and civil rights that must also be respected in school. To enable school to uphold these rights, certain conditions need to be observed. The teacher or a pupil might sum up this idea as follows: A school is a place where many people, both 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. In addition to this, school is directly responsible for some of the most important children’s rights: first and foremost, the right to education.

Input and discussion focussing on the right to education: Where has this right been laid down?

Discussion that can be supported by the teacher giving a brief lecture on the rights of the child and their relevance for school life. The following worksheet can be used, which can also be enlarged e.g. on a flipchart or on the projector:

<b>Why does a school have rules?</b>	
Rights of children and adolescents (1989 Convention)	Which rules at our school protect these rights?
Article 13: Freedom of expression	
Article 14: Freedom of thought, conscience and religion	
Article 24: Protection of health	
Article 28: Right to 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	

Input and discussion on the theme “Observing school rules from the perspective of children’s rights: Why does a school have rules?”

The teacher writes this theme on the board: “Why does a school have rules?” He or she distributes a copy of the school or class rules, a felt tip pen and a piece of flip chart paper. The teacher then explains the task:

- Form groups of four. At first, each person will work on his or her own. Read the school rules. Try, wherever possible, to make connections between the school rules and children’s rights.
- Then work as a team. Exchange your ideas and try to decide on which school rule correlates to which children’s right. Write your results down.

- Take the worksheet “Why does a school have rules?” and link the articles of the children’s rights convention to the correlating rules of your school or class.
- Elect two spokespeople to present your results to the class.

The pupils 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 board: Why does a school have rules? (The pupils may be expected to sum up the result of the lesson with an answer such as: “School serves the right of every child

and adolescent to be educated,” or: “School rules are there to ensure that school runs smoothly and effectively to perform its purpose,” etc.)

Task 1, possibly as the conclusion of this lesson: Write a summary of what you have learned in a few sentences a) on the theme “(A school) without

rules...” and b) on the question “Why does school have rules?”.

Task 2 (Homework, to be copied as a worksheet separately or on the back of the previous worksheet):

### **A whole day of rules**

Choose a weekday. On this day, write a diary and note down all the rules you had to follow (even all unwritten rules).

Look at all the rules that tell you how you have to behave or what you have to do, e.g.:

- when you are at home with your family;
- when you meet up with friends;
- when you buy something in a shop;
- when you walk through town;
- etc.

Think about 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.

Lesson plans Unit 9

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?

The teacher asks pupils, as experts, to read examples from their homework (see above), including examples of both formal and informal rules.

The teacher then selects two examples and writes them on the board by filling in a table that has already been prepared, e.g.:

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

The teacher invites the pupils to voice their thoughts on the two empty columns as well as on the sanctions they think would be needed in the case of a rule being broken. (The traffic rule - in fact a law - will prove quite straightforward: it is set by the Ministry of Traffic (draft) and parliament (legislation), enforced by the police and, if necessary, the law courts (e.g. with fines). More difficult (but perhaps more interesting for the sake of discussion) are the unwritten rules e.g. not to belch at the table; the sanctions here are specific to family and culture. The teacher should give the pupils the opportunity to act as experts by asking many pupils to participate in the plenary discussion. The information is then added to the table.

The pupils form groups of four or five. Task: Share your examples of informal rules on your worksheets and find out how these rules are enforced and how breaking these rules is sanctioned. In addition: Are there rules that are specific to gender, norms or even laws?

The results are gathered together in the plenary session. Possible points to focus on during the discussion:

- Type and ranking of unwritten rules within the peer group (with examples)
- Who defines or modifies unwritten rules and sanctions in the case of a law being broken?
- Gender specific unwritten rules
- Which possibilities do we have to define or modify rules? When and where can we have a say?

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

The lesson is opened with a review of the last lesson's findings, where the pupils had looked at informal rules and laws. In this lesson, they now take a closer look at how laws should be made.

Stimulus: The teacher gives the following "example" of a law (written or projected on the board):

**§1 All men born in April need not pay taxes.**

Discussion: The pupils 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 discriminates against various groups (all women, not only women born in April).
- It serves the interests of a small group of people, namely men born in April.
- Laws must serve the good of all. Therefore such laws must be prevented.
- Unjust laws will cause conflict in a community and may even destroy it.

Pupils form groups of four or five. Task: The pupils should discuss which rules and principles are necessary to offer protection against unfair legislation. Agree on no more than three key elements for a subsequent presentation.

Presentation, discussion, comparison in the plenary session.

Who actually makes the laws in our country? Gathering of pupils' prior knowledge; summarising input/short presentation by the teacher. Main issues: 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; in most states this is a body of representatives who pass laws by majority vote. These representatives must stand for election and

are therefore subject to control by the citizens. Some laws are set up by direct vote at the ballot box.

Possibly a concluding discussion with a review of what has been learned in this unit and a look at the future prospects of living as a young adult in a society shaped by norms and laws.