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

In this handbook, we have described a number of small projects for children's rights education in such a way as to promote an underlying approach of task-based learning, focussing on problem solving, interactive and pupil-centred learning, and school as a model of society that orientates itself towards the principles of human and children's rights. The teacher may transfer this approach to other tasks and topics. The teaching methods of this approach constitute an important part of the message. The competence to choose methods that support content and learning should be apparent throughout this book. The following key questions may serve as a guideline when planning further projects of this kind:

Key questions	References to the modules of this book
Are the topics and methods appropriate for the pupils' level of knowledge, attitudes and expectations?	The teacher must decide this himself or herself, and decide which type of guidance the pupils need.
The structure of pupils (for example, gender, ethnic background, learning needs) defines the learning conditions in class. Has the teacher considered these specific conditions in his or her choice of methods?	Only the teacher can answer this question. Maybe the specific learning conditions or the make-up of a particular class require a teaching unit to be modified in order to deal with certain questions or meet specific needs.
Do the chosen methods arouse and maintain the pupils' interest and willingness to learn?	The approach of task-based learning in these modules ensures active pupil participation in lessons.
Do the chosen methods give pupils the opportunity to personally take initiative and allow them to organise and steer their own learning?	All teaching modules have been designed as projects. Pupils are responsible for their own work, including time management. The risk of failure corresponds to risks found in real-life situations - and if reflected upon with empathy, offers an important learning opportunity.
Do the methods allow the pupils to reflect on their personal experience and actions?	All modules include a debriefing phase, and in some of these, the pupils are asked to reflect on their learning experience.
Do the methods encourage the pupils to view problems and questions from different perspectives?	E.g. In Unit 1 - I have a name: children become aware of how they perceive each other and realise that each individual is a unique personality. E.g. In Unit 8: a chosen children's right is analysed from different points of view.
Do the methods support critical thinking and discussion in class?	All modules include discussion and critical thinking.
Do the methods allow for learning by "mind, heart, and hand"?	Creating a work of art, creating a treasure box, acting as a witch or wizard.
Do the methods allow the pupils to experience their competencies?	Learning in different settings (individual work, co-operative learning, class discussions). Projects lead to visible results. Reflection on their own learning helps pupils to become aware of how they have progressed and the goals they have achieved.
Do the methods allow for different types of learners to learn in different ways (constructivist learning)?	Individual learning settings and a wide range of activities allow different types of learners to work and develop according to their needs.
Do the methods train the pupils to develop basic skills (E.g. collecting information, giving a presentation, planning a project, working in a team)?	Project work is an ideal way of developing basic skills, including collecting information, giving a presentation, planning a project, working in a team.