

Title : I am a child, I have *rights*



1st Teaching period

(before the beginning of the first teaching period, students are asked to complete the first two columns on a KWL chart with what they know about the children's rights and what they would like to learn.

<https://drive.google.com/file/d/1IPeL95CL1CGwBatjjguh3PdVE7g3dm2/view>

1st Activity:

Time: 15 '

Type of activity: video projection and discussion

Class organisation: students watch individually and there is class discussion in between and after the video

Actions/Tasks: the teacher shows a video from a general-interest website: <https://www.youtube.com/watch?v=COjVj9czgrY> a video showing children's rights and the international document that recognizes these rights. At the end of the video the students are asked what children's rights are.

2nd Activity

Time: 25'

Type of activity: ppt projection, watching for relevant information

Class organisation: individual work, classwork

Actions/Tasks: students watch the ppt presentation **Respecting and promoting children's rights** and try to note in their notebooks the main international and non-governmental organizations that deal with the protection of children's rights, as well as the international documents in which children's rights are provided.

<https://drive.google.com/file/d/1bXNeAvV4UTJALueeiBWRhCrygJr3GQIE/view>

3rd Activity

Time :5'

Type of activity : assigning tasks to each student problem solving

Class organisation: individual work

Action/Tasks: students solve the work tasks outlined in worksheet 2

<https://drive.google.com/file/d/1-ZA6Gzd2CCkYR7-fJJpjrRhiVAbwOwpN/view>

2nd Teaching period

1st Activity

Time: 25'

Type of activity:group game

Class organisation: the teacher presents the work tasks to the students and distributes to the students the necessary materials, team work,

Actions/Tasks: Students make a drawing on one side of the cardboard which represents: a human right, or a state of human right. They draw 30 jigsaw pieces on the side of the cardboard and cut with scissors. Students write on each piece (in the blank side) one human right (simplified if necessary). If students are less than 30, then some of them write on 2 pieces.

2nd Activity

Time :20'

Type of actions: speaking, debate

Class organisation: class work

Actions/Taks: Each student reads loudly the human right that he/she has written and trying to explain what the meaning of the right is, then they make the jigsaw using the drawn pieces.

3rd Activity

Time: 5'

Type of actions: feed back

Class organisation: frontal activity

Actions/Tasks: Teacher explains the importance of having all pieces in order to make a jigsaw. Similarly, the teacher explains the importance of all human rights to make a person complete.

3rd Teaching period

1st Activity

Time: 30'

Type of actions: assigning tasks to each team, collaborative work

Class organisation: team work

Actions/Tasks: Students are divided into 3 groups of . Each group is given a set of photos and asked to put them on the floor in order (starting from the strongest person in hierarchy towards the weakest). Students must put photos in complete silence. Whoever disagrees with the hierarchy can change the order of the photo. Then students visit each group. The group that “hosts” the rest of the class, explains the reason of their hierarchy. When explanation finishes, the rest of the class comments on the hierarchy/asks questions. The teacher asks students (in all groups) how they feel about the hierarchy. This procedure is repeated until all groups have presented their hierarchy to the class.

When all groups are finished, teacher presents to students some of the photos whose descriptions are given in the Images Description and ask the students:

1 How do you feel now that you know a little bit more about these people?

2 Would you change the hierarchy now that you know more about them?

<https://drive.google.com/file/d/1oIbehzPQ-JWwpxzxGic9sT0WLiVpjJH/view>

2nd Activity

Time: 15'

Type of actions: debate, arts creations

Class organisation: team work

Action Tasks: „I am a child like you"-for this activity students will form groups depending on their artistic inclinations and will create drawings, slogans, or posters with this theme.

After the pupils have completed their activity, the teacher discusses with them the following questions:

1 What should be the people's attitude toward discrimination?

2 What should be changed in people's behavior towards the minorities?

3rd Activity

Time: 5'

Students complete the third column of the KWL chart with the knowledge they have gained by the end of the lessons.

