

My Rights: Children's Rights Education Project

Name of organisation:
EIP Slovenia – School for Peace

Sample translation from page http://www.eip-ass.si/mojepravice/MP_po_mesecih/oktober.htm

MONTH: OCTOBER

THE CHILDREN'S RIGHT TO: play and leisure time

ACTUALISATION:

- Children's Week
- 5. 10. International Children's Day
- 10.10. International Mental Health Day
- 17.10. International Day to Fight Against Poverty
- 24.10. United Nations Day.

PUBLIC EVENTS:

- 3.10. at 10 a.m. in Ljubljana: education for school history clubs' mentors. (ZPMS)
- Programme of ZPMS for the children's week from 6.10. to 12.10.,
- 6.10. at 11 a.m. a press conference on children's week
- Open doors day at ombudsman's office in Ljubljana, 6 October
- UNESCO ASP School net Slovenia: various public and school events during the children's week

LEGAL ASPECT:

THE RIGHT TO PLAY AND LEASURE TIME (CRC, ARTICLE 31 - *full legal text of the document*)

1. State parties recognize the right of the child to rest and leisure,
2. State parties shall respect and promote the right...

The right to play and have leisure time is described in the 31st article of CRC. It means that children have the right to rest and leisure time, the right to engage in play suitable to their age. They have the right to participate freely in cultural and artistic activities while the state's responsibility is to foster this and offer equal opportunities for all to enjoy culture, artistic and leisure time activities among all children.

In Slovenia this right is legally granted for education and upbringing, in kindergarten, nursery, primary, secondary and post-secondary curricula where, in addition to certain educational subjects, are also mentioned obligatory and optional school clubs, pre- and after-school activities, and other forms of leisure activities for children.

From recent reports from the Ombudsman, there are no data available in relation to violations of this right in Slovenia, from children's nor adults' perspectives. Nevertheless, from round table discussions with children and visits to Slovenian schools as part of the *My Rights* project, the Ombudsman did sense some problems. These arise mainly from challenges related to the school's timetable and the shortness of lunch-breaks. Also, some children attending schools in rural environment have generally fewer opportunities to attend free-time activities after school because of limited transportation possibilities.
(Source: Slovenian Ombudsman)

CREATIVITY ADVICE:

- Age group - primary or secondary level.
- Team work.
- Material: ecological brown paper in a roll or at least A0 format.
- Colors: for younger finger colors or tempera, for older tempera or acrylic colors.
- Plastic sheet for protection of the floor or the activity could be done outside (e.g. school-yard), protective clothes.
- Pupils are exposed to action painting, where the main goal is the creativity process itself and development of their own instant creativity. They might be asked to solve various art problems, like cold-warm contrast, complementary colors contrast, qualitative and quantitative contrast, color scale). The technique could be splashing, spraying or hand painting.

DIDACTIC ADVICE:

TAKE MY RIGHTS CREDIT CARD IN YOUR HANDS

I have the right to play (6-10 years)

Title: Games from the entire world

Time: 45 minutes

Aim:

- We are all different, but also similar in many ways.
- All children have the right to play.

How to do it:

Tell children that kids around the globe play different and interesting games.

Introduce them to some games from various countries (if you have a globe or map show them where they are from). Play two or three games. One is presented in the following text.

Ask children which games are their favorites that they would like to show other children in the world.

If you have multicultural class ask children if they are willing to show one of their games (if not please do not push).

Ask the questions below and help children to see the similarities among children from the entire world.

Questions for discussion:

Did you prefer some games more than others? Why? What makes a good game?

Would they be as interesting to you if you knew them beforehand?

All children have a right to play. This right is written in CRC. Why do you think play is specially mentioned in this document?

Could you teach children from other countries some of your games, even if they didn't speak Slovenian? How?

Possibilities:

We can also include children's songs from around the world or songs from different parts of Slovenia in this hour.

The lesson can be continued as project work. Students can make »a collection« of games they know from books, stories or family.

Students can form two groups. One explains to the other the rules of a new game with use of pantomime, then they change roles.

EXAMPLE OF A GAME:

Cover your ears (Korea)

This is a very popular game among children and adults. The number of players is not limited.

The players sit in a circle. One leads the game and covers his/her ears.

The player on his/her left covers his/her right ear with right hand. The player on leader's right covers his/her left ear with left hand. So they have ears near to the leader covered.

The leader lowers his/her hands and shows to another player.

The new leader cover his/her both ears and his/her neighbors left and right have to cover one of their ears. The new leader chooses another one and the game is continuing as fast as possible.

If a player is too slow or makes a mistake he/she is out of the game. The winner is the last one in game.

(Taken after manual First Steps / Prvi koraki, str. 61-62. Prvi koraki: metodični priročnik za poučevanje človekovih pravic, prevod in priredba Alenka Elena Begant, Ljubljana, Amnesty International Slovenije, 1999.)

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TAKE MY RIGHTS CREDIT CARD IN YOUR HAND

All children have a right to live in good environment. (11-15 years)

Title: Get familiar through social games

Aims:

- Socializing and building interpersonal relations in the class; building on positive class/learning climate.
- Children have the right to play in a good and secure environment.

Possibilities:

While doing games together with children you can find out which children's rights were respected in the game and what our responsibilities are towards others. The games mentioned below can be repeated many times and used in any class subject or after-school activity.

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LET'S GET FAMILIAR WITH EACH OTHER**NAME SORTING (5 minutes)**

The players stand on chairs, arranged in a circle, and have to sort themselves by their names according to the alphabet - without stepping on the floor!

SORTING WITHOUT SPEAKING (5 minutes)

The students have to line up according to different criteria - alphabetically regarding their names, by the month they were born, year of birth etc. They are not allowed to speak during the activity but they can use face and gestures.

SHAKING HANDS (5-10 minutes)

Put on some music as the players mix and mingle. Saying »Shake hands! « you stop in front of the nearest player, shake hands with him/her and tell him/her something nice. Repeat that several times. After the activity sit in circle and share the nice remarks you have received.

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PAPER WITH NAMES (15-20 minutes)

Everybody chooses a partner he/she knows the least. Pairs have a few minutes to introduce. The one that listens in a pair might help the other with questions. After that they write the name of the other person (in block letters) and draw a picture of something that in one's opinion best represents the other on a piece of paper. Pairs introduce themselves to the audience.

JOINT PRESENTATION (20-30 minutes)

The class is divided into groups of three or four. In 10 minutes they have to decide how their group will present itself to the class. They might choose a sketch, a song, pantomime...

FACES ON BALLOONS (30 minutes)

The class divides in pairs. Everyone gets a balloon, blows it up, draws the face of his/her partner on it and uses string to attach a paper with their partner's name on it. Pairs then make an interview and write partner's answers on the balloon. For every question they can form a new pair. Balloons are at the end thrown in the air and everyone catches one. They write a message or a wish to the one represented on the balloon. Optionally we can decorate the place with »balloon faces« afterwards.

CHOOSE A PHOTO THAT TELLS SOMETHING ABOUT YOU (15 minutes)

The students sit in a circle. Everyone picks a photo from the stash (previously cut from magazines and newspapers). He/she should take the photo that is somehow connected with him/her, his/her personality. Students show their photos to others and explain why they have chosen them.

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ICE-BREAKERS, WARMERS, ENERGISERS

A KNOT (5-15 minutes)

The players form a shoulder-to-shoulder circle with eyes closed. They stretch hands towards the middle and find free hands (they try to avoid neighbor's hands or taking both hands of the same person). Then they open their eyes and try to undo the knot without letting go. The game is extremely suitable for team-spirit and trust building in a group.

A MACHINE (5 minutes)

Someone stands in the middle of the room and starts making a certain movement and sound. He/she keeps repeating it while others join one by one with their movements and sounds. When all are connected the leader dictates the tempo, sound and rhythm of the new machine.

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THEMATIC GAMES

PLUS - MINUS (more than one hour)

(for research and development of own opinion)

The student are divided into two groups. Choose a situation or problem. One group has to find as many positive sides of it as possible, while the other works on negative point (e.g. block-of-flats quarter as »child friendly environment«) The research and presentation might also be in artistic form (photo gallery, video...) or report (interview, newspaper article) or combination of both. The rule is that nobody is allowed to make up dates, lie or speak for others.

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BODY CONTACT AND BUILDING TRUST

GUIDING THE BLIND (10-20 minutes)

The students are divided into pairs, one in a pair is blindfolded and the other is his/her guide. He/she can guide the blind with words, hands or one finger. Pairs change roles afterwards.

THE SNAKE (20-30 minutes)

Make a snake so that all students are holding hands or shoulders. They have to close their eyes. The first can open his/her eyes and lead the snake around the place, over real or imaginary obstacles. The snake can move on finger-tips etc., signals can be passed by hands or fingers.

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»WHAT HAS HAPPENED?« - WAYS OF MAKING AN EVALUATION

THE TARGET

On a bigger piece of paper draw a target and divide it into four parts. Every section is for a special part of activity or lesson, for example: »How much new information do I feel I have learned? How much did I participate?« Participants make crosses or any other signs to express their opinion; the closer the sign is to the centre of the target, the more satisfied the participant is. At the end questions are asked and extreme points of the target explained, but do not force students to explain.

A LINE

A line with points 1 to 10 is drawn on the poster. Students mark their feeling during the activity or lesson; 10 meaning excellent and 1 very bad.

PROPOSAL FOR LINING UP OCTOBER ACTIVITIES WITH SLOVENIAN NATIONAL CURRICULUM FOR PRIMARY SCHOOLS

GOAL : Making students and parents familiar with concept of children's rights and cooperation with EIP Slovenia - School for Peace in national project

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OCTOBER: CHILDREN'S RIGHT TO PLAY

TIME : October 2003, 1-2 hour a week

ACTIVITIES DONE BY:

- a) Students from first triad (6-8 years old) class teachers, other teachers
- b) External partners: parents, grandparents

PLACE : classroom, classroom balcony or school yard, lobby, gym, corridors

GOALS:

- to get familiar with children's right to play
- children express their opinion regarding their right to play in school and out of school
- to develop interpersonal understanding, friendship and respect through games
- to introduce and lead games
- to participate actively in games
- to prepare a toy exhibition to present children's toys and toys their parents and grandparents used
- learn how to make game rules
- make a class game

DIDACTIC METHODS AND APPROACHES: discussion, guided talk, survey with analyses, artistic creative expressions.

HOW TO DO IT

WEEK 1: GAMES IN HISTORY AND NOW

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1. We all sit down in a circle on class balcony. In the middle of the circle we put five pebbles (brainstorming).
2. Children have to solve a riddle: what were these pebbles used for in my youth? They try to guess.
3. The teacher introduces the game from his/her youth and invite children to play.
4. Students play the pebbles game.
5. Students share which are their favorite games; the discussion about games now and in the history follows.
6. Students are encouraged to interview parents and grandparents about games from their youth and invite them to demonstrate them in school.

WEEK 2: CHILDREN'S RIGHT TO PLAY

1. Presentation of old children's games by parents and grandparents.
2. Discussion about how they felt playing those games. Which game made them particularly happy? What would happen if children were prohibited to play?
3. Children get familiar with their right to play, now and in history; in Slovenia and over the world.
4. Art creativity lesson: my favorite game.

WEEK 3: THE GAME AS PART OF CLASSROOM LEARNING

- Discussion in circle. Together with students we analyze parents' answers to the question: Were you or grandparents allowed to play in school during the lessons? Did you have play-corners in your classrooms?

What about us? Do we play games during our lessons? Do we have play-corners?

The students name different games and use own words to classify them as games for relaxation, learning, development of friendly relations...

- Games are included as part of class-learning in play-corners or stations.
- Interactive and social games are played as morning warmers.

Together with students class rules are made: »We know how to play« and a poster is made. They learn how to defend their rights and respect and defend the rights of other players in a game.

WEEK 4: MAKE A GAME

- **WORKSHOP WITH PARENTS: making a board didactical game** »We like to play« in which the stations are connected with friendship, relations and nice words.

Aim of didactic game: socializing and playing a game while obeying certain rules.

- Exhibition of toys children, their parents and grandparents used to play.
Exhibition of didactic games used in classroom.

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