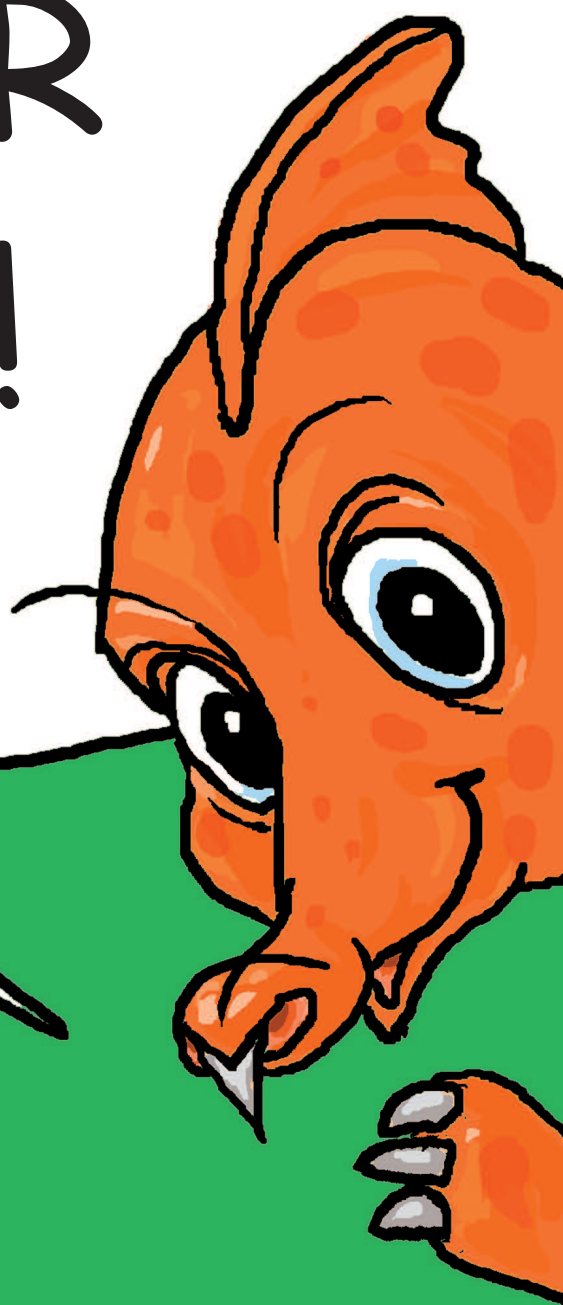


Inspiration material to use together with the booklet

THESE
ARE YOUR
RIGHTS!



For work with children aged between
5 and 9 years in pre-schools and schools.



Save the Children
Sweden

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I. WHY WORK WITH THE UN CONVENTION ON THE RIGHTS OF THE CHILD?

This material is intended to provide inspiration for everyone working with the booklet entitled “These are your rights” together with children between the ages of 5 and 9 years of age in pre-schools and schools. The aim is to increase their level of knowledge concerning the UN Convention on the Rights of the Child (the Convention) so that they will all be able to work with their rights in a manner that they can understand.

“These are your rights” takes up ten of the most important articles in the Convention and this inspiration material suggests how sessions on these articles can be planned. These activities provide the opportunity to discuss issues such as the equal value of all children, respect and tolerance. How do we give children the opportunity to express what they feel and influence matters that affect them? How can we work to counteract violence, bullying and discrimination? How can we work with human rights and democracy in everyday life?

Important that parents know

Before you and your colleagues begin working with “These are your rights” it is important to inform parents and guardians about what you are doing, please refer to the letter on page 11. It is also good if they could be invited to the concluding exhibition. It is the adults who must give the Convention its real content, and ensure that it is realised in practice. Certain values that have previously been invisible may move forward into the light which will make demands on you as a teacher.

The UN Convention on the Rights of the Child is the foundation of the work of Save the Children Sweden

Save the Children Sweden works to realise the content of the Convention – in Sweden and around the world. The Convention provides children with their own rights and emphasises every child’s right to have his/her basic needs fulfilled, in other words to be protected against exploitation and discrimination and to be able to express their feelings and be respected. One of Save the Children Sweden’s activities is the further training of pre-school and school personnel. In addition to “These are your rights” there is a project entitled “Children’s Rights Week” which is a method and teaching material for all school levels. This can be used to increase knowledge concerning the Convention among everyone at the school, and to start up a cooperation project in which pupils, school personnel and parents together become involved in realising the intentions of the Convention.

- Read more about the Convention on www.crin.org
- Publications concerning children’s rights are available from Save the Children’s Internet book store at www.bookshop.rb.se

2. SESSIONS

Using a hand puppet (bought or made at home) is a good idea in order to generate interest. Why not make your own Children's Dragon? There is a simple pattern at the back of this booklet. The hand puppet will help to talk to the children and to ask them questions.

"These are your rights" booklet until the second session. At the end of each session the children can colour in and write in their booklet. Collect their booklets in after each session. The children will be able to take them home after the final exhibition.

During or after each session, put up the Right of the Day on the wall written in large letters. Please note – there is a lot of material that will be included in the final exhibition so do not use very large pieces of paper.



Session 1: First meeting with the Children's Dragon

Preparations

Buy or make a hand puppet. Find out where everyone in the teachers' group got their names from and which names were most common when they were children. Why not ask the children's parents about the names that are most common in their home countries, if they come from other countries. Take a big piece of paper to the session so that the children, when the session is over, can write in suggestions for a new name for the Children's Dragon.

Session

Introduce the Children's Dragon and tell them that his name is Xersus Palissus Karmux Firmulés Stulia or something similar. Talk to the children about how you got your names and the names that all the children have. All the children get to say what their names are.

Lead-in to next session

The Children's Dragon asks the children to, for the next time they meet, suggest a simpler name for him as he now has such a long, complicated name from Dragonland. The children are also given an assignment to ask their parents about their own names – why they got that name and if it means anything special.



Session 2: Every child has a right to his or her own name

Preparations

Find out how christenings and other name-giving ceremonies are carried out. What they stand for, can they be different etc? Prepare a "Naming Party" to christen the Children's Dragon. Make a piece of paper for each child with the text "All children are worth the same".

Session

- The children tell the Children's Dragon about their names – why they were given those names and if they mean anything special.
- Go through the children's name suggestions for the Children's Dragon and together choose a name for him/her.
- Hold a Naming Party for the Children's Dragon.
- Give out the booklet and explain how you are all going to work with it. Tell the children about the Convention: why it exists and what is written in it. Say that it deals with how children and young people are to behave to each other, how adults are to treat children and what adults must think about and follow in order to make things as good as possible for all children.
- Let the children write in the Children's Dragon's new name and their own names in their booklet and colour in the relevant pages.

Lead-in to next session

The Children's Dragon gives each child a piece of paper with "All children are worth the same" written on it and wonder out loud what people think this means. The Children's Dragon gives the children the assignment to think about this and show the piece of paper to everyone they know and ask them what they think it means.

Session 3: All children are worth the same

Preparations

List examples of similarities and differences. What do things look like in reality? Are adults similar or different? Prepare a discussion concerning the equal value of all children. Are there children with different first languages in the group? How do you say the right of the day in other languages? Find story books/books in other languages so the group can talk about and describe different cultures. Find materials to use to make a group collage to put up on the wall.



Session

- Talk about the fact that all children have the same value in spite of their differences.
- Discuss the different reactions to the piece of paper with "All children are worth the same" on it that the children took home to show their families after last session.
- Make a collage on the theme of Children of the World.

Lead-in to next session

For next time, the Children's Dragon asks the children to tell everyone about their family and to bring something from home that is special to them. This could be a photo or an object of some kind.



Session 4: I have the right to a family

Preparations

Find out about the children's family situation in order to be able to answer or support each child. Are other relatives counted as family? Can families differ from each other? Different cultures?

Session

- All the children tell the Children's Dragon about their families. They show what they have brought with them (a photo or something from home) and they say why it is special.
- Everyone draws a picture of their family which is then saved for the exhibition.

Lead-in to next session

The Children's Dragon counts, or asks the children to count up how many people there are in their families and then the Dragon "realises" that counting is something that all children have a right to learn in school.



Session 5: I have the right to learn things in preschool and school

Preparations

Consider what children can learn in school. What do you remember from your own school days that you can tell the children about? Are all children allowed to go to school? Is it different in different parts of the world? Write the Right of the Day on a big piece of paper that the Children's Dragon will find and then put on the wall.

Session

- Ask the children what they think is most fun to learn about and encourage them to teach each other things that they are good at.
- What was school like a long time ago?
- Talk about what things look like around the world, tell them that many children are not allowed to go to school.
- When the children colour in the pages of the booklet, let them add the numbers and letters that they know.

Lead-in to next session

The Children's Dragon asks some of the children who brings them to school. "All children have a mother and a father – and so do dragons! And next time I will tell you how all dragons and all children have the right to spend time with both their mothers and their fathers. Now I am going to travel to see my father who lives in ... (another city or country)."

Session 6: I have the right to spend time with both my mother and my father

Preparations

Figure out what the Children's Dragon is going to tell the children about his mother and father who are divorced or ... Find out about the children's family situation in order to be able to answer or support each child.



Session

Tell the children all about the Children's Dragon's family situation and how he, and all children, have the right to be with both their parents. "They are allowed to get divorced but they have to stay friendly." Ask if any of the children have two homes and two beds.

Lead-in till next session

The Children's Dragon takes up the point that it is important – and a right – for each child to be able to say what they feel and think at home. "Do your parents ask you what you think about different things? Are you allowed to say how you would like things to be at home and what you want to do? We will be talking about this the next time we meet."

Session 7: I have the right to say what I think

Preparations

Think about how the children will be able to say what they think: speaking on a podium, chairing, practising waiting their turn, practising listening etc. Write the Right of the Day on a large piece of paper that you will take out and show the children and the Children's Dragon during the session and then put up on the wall.



Session

- All the children take turns to say what they think without being interrupted.
- Speak to the children about how it feels to talk about what they felt. If they say what they think do they get what they want? But if people think different things – what happens then? Can someone force me to do things I don't want to do?
- Talk to the children about what is happening in the picture in the booklet. Can they see the Children's Dragon? Guess what the Children's Dragon is helping the boy to do. What is happening in the picture?

Lead-in to next session

The Children's Dragon starts coughing and says he feels a little poorly. Perhaps he is coming down with something. "Oh dear I have to go home and go to bed so that I will be well for the next time I am coming to meet you all."



Session 8: I have the right to get help when I am ill

Preparations

Think about your own experience and memories from when you were young and were ill. If possible try to get the school nurse or someone else who works in health care (perhaps a parent) to visit to give a talk about what they work with.

Session

- Look at the picture in the booklet and talk about how it feels when you are ill. What number to call in an emergency... how to say your name, age and address clearly etc.
- Tell the children and Children's Dragon about your own experiences.
- A nurse or other type of health care worker can talk about illnesses and about their work.

Lead-in to next session

The Children's Dragon: "Sometimes when I am ill I become tired and a little sad. I can also get sad if someone bullies me or hits me. Do you get sad when that happens? Next time we are going to talk about how no one has the right to bully me or to hit me."

Session 9: No one is allowed to bully me or to hit me

Preparations

Prepare for a role play using, for example, puppets to act a play that deals with how it feels to be bullied and show how the children can be a good friend instead. Prepare a "How-to-treat-each-other-list".

Session

- Show the picture in the booklet and talk about how it feels when someone is nasty to you. Say that no one has the right to bully or to fight and that we can help and comfort others when this happens.
- Do a role play. For example using puppets or ...
- Tell them what happens in your school if someone is bullied – what should you do? Who should you turn to?
- Talk about how you all together – children, Children's Dragon and teachers – would like it to be. Go through/make up a "How-to-treat-each-other-list" that everyone helps to write and then follows. Put this up on the wall.

Lead-in to next session

The Children's Dragon says "Do you know what is a lot of fun and makes me happy? Well, playing of course, and there are so many games to play. Next time we meet we can play together and think up fun things to do."

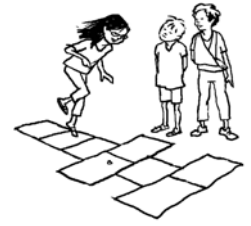


Session 10: I have the right to play and to rest

Preparations

What did you like to play when you were a child? Do all children play the same games all over the world? Perhaps a parent from another country or even grandparents could come to talk about the games they played when they were young?

Prepare a game that you have agreed to play with the children and the Children's Dragon when he comes to visit. Find out how many hours' rest and sleep are needed by children and by adults. Write a piece of paper for each child saying "I have the right to feel safe and to feel good".



Session

- Tell the children about the games you played when you were young. If you have a guest they can also describe their childhood games. Then play them!
- Take a breather after the game and think about why we have to rest sometimes.
- The Children's Dragon says "Sometimes I am so tired I get angry and whiny. Does that ever happen to you?" Then ask the teacher who tells the children about how both adults and children need to rest, sleep etc...

Lead-in to next session

The Children's Dragon says: "I know a right that all children have. I have the right to feel safe and feel good. I wonder what other people think this means?" The Children's Dragon gives the children the assignment to think about this and to show the piece of paper to everyone they know and to ask what they think it means.

Session 11: I have the right to feel safe and to feel good

Preparations

What is important for people to feel safe and to feel good? Could these be different for the children and the adults in the world?

Session

- The children tell the Children's Dragon about the reactions they got to the piece of paper they took home last week.
- Help the children to think about how it feels to be safe and feel good and give examples.



Lead-in to next session

The Children's Dragon says: "Knowing your rights is a good thing. I have a suggestion – next time we meet we invite all your parents and brothers and sisters, and everyone we know to an exhibition. Just imagine if we could show all our work to everyone we know and teach them about children's own rights. Now wouldn't that be a good idea?!"

3. EXHIBITION

All the children make their own invitation to their parents, brothers and sisters and other relatives. During the exhibition the parents will be able to look at the children's booklet and at the other material that the children have made during the sessions (collages, family portraits) plus at the big poster where all the rights are listed. Use the Children's Dragon during the exhibition. After the exhibition the children may take their booklets home.



4. LETTER TO PARENTS/GUARDIANS

To the parents/guardians

Dear

Starting in the week beginning we will be working with the UN Convention on the Rights of the Child (the Convention). We will be using material produced by Save the Children Sweden entitled "These are your rights" which takes up ten of the most important articles of the Convention. We hope that knowledge about the Convention will increase and that each child will be able to work with his/her rights in a way they understand. Our work together with the children gives us the opportunity to discuss issues such as the equal value of all children, respect and tolerance. How do we give the children the opportunity to express what they feel and to influence matters that affect them? How can we work to prevent violence, bullying and discrimination and how can we work with human rights and democracy in our everyday lives?

It is very important that you as parents/guardians are aware of our work and are prepared to answer the children's questions that they will be bringing home. The Convention awards children their own rights and emphasises the right of each child to have his/her basic needs fulfilled, to be protected against exploitation and discrimination and to be able to express what they feel and be respected. The adults have to give the Convention its real content, and ensure that it is realised.

As a conclusion we will be inviting all of you to an exhibition where you will be able to see what we have produced in our work together with the children.

Please contact us if you have any questions or ideas about this work.

Best regards

5. MORE INFORMATION ABOUT THE CONVENTION

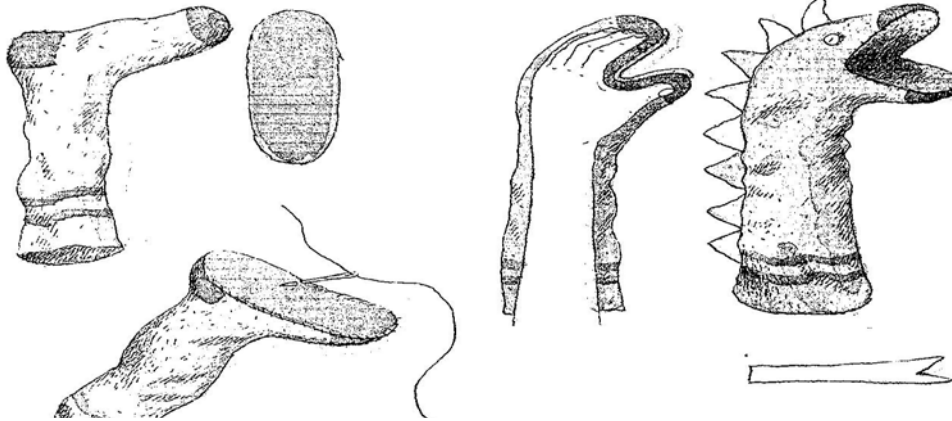
www.crin.org

www.bookshop.rb.se

6. PATTERN FOR HAND PUPPET

One simple way of making a hand dragon is to use a sock. Make sure the material is as soft as possible. Design the head and body however you like by using stuffing. You may also add ears, paws, a tail or a tongue.

1. Cut out a piece of cloth as big as the sole of the sock



2. Sew it on by hand

3. This is how the dragon opens and closes its mouth. Why not add some spines on its back and a tongue?

NOTES

*Save the Children fights for children's lives.
We deliver immediate and lasting improvements
to children's lives worldwide.*



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