

Teaching kit

Joint document for 10 – 14 and 15 – 18 year olds (**intended for educators**)

GENERAL TOPIC:

"THE ANNIVERSARY OF THE *CONVENTION ON THE RIGHTS OF THE CHILD*" -

DRAW UP A RIGHT ...

1 – General guidelines

The proposed topic invites children and teenagers to imagine that they themselves are faced with a problem regarding the Rights of the Child and to understand its importance for the EU and the International community. It also invites them to think about the role that each person can play with respect to these rights and how it is their obligation to do so.

This competition contributes to **education for European citizenship** by publicising the role of European institutions in defending Fundamental Rights and the rights of the child.

2 - Status of the issue common to both age groups

2. 1 – The Convention on the Rights of the Child is celebrating 20 years:

2. 1. 1 – An anniversary that involves us all

The "*Convention on the Rights of the Child*", adopted by the General Assembly of the United Nations in 1989 is celebrating twenty years. The **Convention is an international treaty**. Ratified by virtually all UN Member States¹, it reflects the realisation by the International community of the need to provide special safeguards for children.

Celebrating this anniversary with children means confirming that this applies to them and that they are ready to get **involved**, alongside adults, in ensuring that the rights set out in this Convention apply in practical terms to all children throughout the World.

2. 2 -The Convention on the Rights of the Child comes under the general context of Human Rights

The "*Convention on the Rights of the Child*" does not establish any new Rights concerning children in particular. Children are human beings. But children need **special protection** to ensure that they are guaranteed these universal Rights. The Convention stipulates these Rights and the States that ratify these Rights undertake to observe them in all that they do.

2. 3 – Human Rights

2. 3. 1 – Humans have Rights and must respect the Rights of others

Throughout the whole of history, humans have confirmed that, regardless of where they come from, their social situation, or environment, all humans have rights that cannot be neglected without altering what makes them human at the same time.²

¹ The convention has been ratified by all countries except for the United States of America and Somalia, who have signed the convention but not ratified it. The status of ratifications and reservations put forward by the States can be found on the website: (In French

http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-11&chapter=4&lang=fr and in English http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-11&chapter=4&lang=en&clang=en)

² Quotations can be found in the work of Jeanne HERSCH, "*Le droit d'être un homme*", that are particularly enlightening, J.C.Lattès/UNESCO, Paris, 1968

These rights form **limits** that philosophers and prophets attribute to the **action of the State**. They are also a **moral requirement of each individual**, to guarantee the **rights of others**.

The industrial revolution and its implications have highlighted that the practical implementation of *Human Rights* requires a certain number of prerequisites. The expression "*Economic, social, and cultural rights*" is used to refer to these new rights.

2. 3. 2 – These rights have been declared

Several "*Declarations of Human Rights*" have succeeded one another³. Through the **Universal Declaration of Human Rights**⁴, adopted by the General Assembly of the United Nations in 1948, the States "*pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms*"⁵.

Human Rights, having been declared, are a moral requirement of each individual but also of States, to guarantee the rights of others as these rights are not yet required under law.

2. 3. 3 – These rights are universal, inalienable, indivisible, and imprescriptible

Human Rights are **universal**. All cultures and all civilisations are based on common principles. The various Declarations merely set these out in writing.

Human rights are **inalienable**: they cannot be denied, altered, or rejected.

Human rights are **indivisible**: all Human Rights are important and it is not possible to pick and choose which to observe.

Human rights are **imprescriptible**: they cannot be suspended for any amount of time, save in very exceptional circumstances.

2. 4 - Europe and Human Rights

Respect of Human Rights is a fundamental principle of the construction of Europe.

2. 4. 1 – In the Council of Europe

The **Convention for the Protection of Human Rights and Fundamental Freedoms**⁶ adopted by the Council of Europe in 1950 and the **European Social Charter (revised)**⁷ of 1996 are the most complete and standardised texts available at present in relation to Human Rights.

The Convention for the Protection of Human Rights is an **international treaty** laying down obligations for those States where it has been ratified. The **European Court of Human Rights** in Strasbourg enforces the observance of these provisions. All individuals and legal entities that believe that their rights have been infringed by one of the Member States of the Council of Europe, may bring the matter before the Court once they have exhausted all avenues of recourse offered in their own country.

2. 4. 2 – Specific EU action

The **Charter of Fundamental Rights of the European Union**⁸ proclaimed in 2000 and then again in 2007, brings the essential elements of previous European texts together into a single short text.

³ The oldest declarations are the **Declaration of Independence of the United States of America** of 4 July 1776 followed by the **Declaration of the Rights of Man and of the Citizen** of 26 August 1789, in France.

⁴ <http://www.unhcr.ch/udhr/navigate/alpha.htm>

⁵ Preamble of the Universal Declaration of Human Rights.

⁶ <http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=005&CM=8&DF=7/8/2008&CL=ENG> (in English)

<http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=005&CM=8&DF=7/8/2008&CL=FRE> (in French)

⁷ <http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=163&CM=1&DF=6/13/2008&CL=FRE> (in French)

<http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=163&CM=1&DF=6/13/2008&CL=ENG> (in English)

⁸ http://www.europarl.europa.eu/charter/default_fr.htm (in all EU languages)

Ratification (currently underway) of the **Treaty of Lisbon**, of which the Charter is an annex, will make it legally binding. **The European Union Agency for Fundamental Rights**⁹ created in 2007 in Vienna, provides assistance and expertise in matters of fundamental rights to the institutions and competent authorities of the EU and Member States when implementing community law.

2. 5 – Why are there special rights for children?

The idea that the rights of those who are most vulnerable need special protection is a relatively new concept. It was only in the 20th century that the international community took this cautious step.

2. 5. 1 – A brief history of the birth of the Convention on the Rights of the Child

▪ Declarations of "intent"...

In 1948, the **Universal Declaration of Human Rights** set forth the intention to recognise and protect the Right of the Child. It underlines that "*Motherhood and childhood are entitled to special care and assistance*" and recognises that the family is a "*natural and fundamental group unit of society.*"

In 1959, the United Nations adopted a **Declaration of the Rights of the Child**, a brief text confirming that: "*men and women from all countries, whereas mankind owes to the child the best it has to give, declare that they are duty-bound to satisfy this obligation in all respects*"

...Then a Convention binding upon the signatories

Finally, in 1989, the General Assembly of the United Nations adopted the **Convention on the Rights of the Child**¹⁰. This became legally binding for the States on 2 September 1990. It establishes universal regulations, recognised on an international level, creating real rights for children. It takes the rights laid down in the **Universal Declaration of Human Rights**, strengthens them and explains how they relate to children in specific.

The *Convention on the Rights of the Child* sets forth the entire range of civil, cultural, economic, political, and social rights in accordance with three criteria: protection, provision, participation. It is an **international treaty. Nowadays, it is a legally binding instrument and concerns all children**¹¹.

Created by article 43 of the Convention, **the Committee on the Rights of the Child** has been meeting in Geneva since 1991. It is composed of independent specialists who oversee the enforcement of the Convention in the States. All the States that have ratified the Convention must submit reports to the Committee on the implementation of the rights of children. Since its first session in 1991, the Committee has adopted directives serving as guidance for the States so that they can draft and submit their reports. The report must indicate the difficulties faced by the State in implementing the Convention. The Committee asks the States what their priorities and objectives are for the future. It invites the States to submit law texts and statistical data along with their reports.¹²

In Europe, a "**European Network of Ombudsmen for Children**"¹³ created in 1997 brings the independent offices together that have been set up in European countries to promote the rights of the child. Their cooperation helps to share strategies and monitor the application of the **Convention on the Rights of the Child**.

⁹ http://europa.eu/agencies/community_agencies/fra/index_en.htm

¹⁰ http://www.unhcr.ch/french/html/menu3/b/k2crc_fr.htm Cf. [page 1](#) this link shows the ratifications of the convention and its additional protocols.

¹¹ The "**Convention for the Protection of Human Rights and Fundamental Freedoms**" has the same legal force but applies only to European countries that are members of the Council of Europe.

¹² For more information, go to the website <http://www2.ohchr.org/english/bodies/crc/> (in English, Spanish, and French).

¹³ <http://crin.org/enoc/index.asp>

2. 5. 2 - The Convention: presentation and analysis¹⁴

The Convention consists of 54 articles and 2 additional non-compulsory protocols. It sets out the fundamental rights of all children throughout the world.

- **The Convention specifies how its provisions should be implemented**
- **It provides a definition of the Child.**

Article 1 defines the child as: "*every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier*". **A "child soldier", a child refugee, a child that has been exploited, sexually assaulted or deported, regardless of the continent from which they come or cultural environment surrounding them, is and will remain a child until the age of 18 for the purpose of the *Convention on the Rights of the Child* and is accorded special protection.**

- **It sets out 3 fundamental principles**
 - The right to live, survive, and develop,
 - Prioritisation of the greater interest of the child,
 - The right to participate.
- **It specifies the civil rights and fundamental freedoms of children**

It devotes 3 articles to the child's right to a name and identity, and gathers all the civil rights and freedoms set forth in the different declarations and international conventions on human rights and sets out minimum standards that render them valid.

- **It confirms the importance of the family**

It confirms the right of the child to live in a family and to be reunited with his or her family if necessary.

It expressly recognises that the parents are primarily responsible for bringing up their children and encourages them to speak to their child about their rights.

- **It establishes minimum standards in relation to well-being and health**

It sets out the rights derived from the principle of the **Right to Life**: the right to adequate food, shelter, access to water, and proper health care.

Specific articles deal with the needs of refugee children, handicapped children, and children from minority groups.

- **It confirms the right of all children to Education and culture**
- **It endeavours in particular to ensure the protection of children**

It clearly sets forth and guarantees the right to protection from all forms of violence, abuse, negligence, and exploitation. The Convention provides for special protection in wartime against the ill treatment of child prisoners.

The Convention reiterates the principle of universality - the Rights of all people: all children, regardless of where they come from, have the same rights.

The Convention also points out that children have a duty to **respect the rights of others**, other children, adults, and particularly their parents.

¹⁴ Organisers will find a detailed analysis and useful suggestions on the national UNICEF websites <http://www.unicef.org/>.

- **The States guarantee the effective implementation of these Rights.**

By signing and ratifying the Convention, the governments have pledged to defend and guarantee the rights of children, and to be responsible for these commitments before the international community.

2. 6 – The current situation and the need for the Convention on the Rights of the Child

2. 6. 1 – These rights are still all too often flouted¹⁵

Even within the borders of our developed countries, **children are suffering from hunger**. Their families live below the poverty line. On an international level, a third of children suffer, to varying degrees, from malnutrition during the first five years of their lives.¹⁶

In some countries, **children are forced to work** in often dangerous conditions, and that prevents or seriously harms their **schooling**. This affects 218 million children under the age of fifteen.

In war-torn countries, they may be enlisted into armed forces, made prisoner, and so on. The UN estimates that there are 300,000 child soldiers today.

In some countries, children are **common-law prisoners**. In some countries, children are given the death penalty.

Children, **exploited** by adults or driven by poverty and hunger, are obliged to beg or to prostitute themselves.

Some children are **abused**, sometimes even within their own family.

2. 6. 2 – Publicise the Convention on the Rights of the Child.

Celebrating this anniversary can serve to **remind people of the current state of the Convention**, to remind them that there are means for combating the violation of children's rights and of the need to **demand that States implement the practical measures set out in the Convention**.

2. 7- The role of the EU.

The EU has taken upon itself to safeguard children (article 29 of the Treaty on European Union¹⁷ and article 24 of the Charter of Fundamental Rights). Its decisions incorporated into the laws of 27 EU States are the most important provision in existence for safeguarding children¹⁸.

Towards a strategy on the rights of the child

In a letter dated 26 January 2005, the president of the European Commission described the "Strategic Objectives 2005 – 2009" of the European Union: "*Special priority must be accorded to the effective protection of children, against economic exploitation and all forms of abuse, with the EU acting as a model for the rest of the world ...*".

The letter of 4 July 2006 from the European Commission establishes the outline of an EU-wide strategy¹⁹.

"The European Union can offer its support to the efforts made by Member States by helping them, in some areas, to take the rights of the child into consideration in their responses, and by setting up a

¹⁵

http://europa.eu/legislation_summaries/human_rights/fundamental_rights_within_european_union/r12555_f_r.htm

¹⁶ The year 2010 has been chosen by the EU as the year for combating poverty and social exclusion

<http://ec.europa.eu/social/main.jsp?langId=en&catId=637>.

¹⁷ http://europa.eu/abc/treaties/index_en.htm

¹⁸ All resolutions made by the EU are available in all official EU languages at the following address: http://eur-lex.europa.eu/en/dossier/dossier_30.htm

¹⁹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52006DC0367:EN:NOT>

framework for mutual learning, which would enable them to select and take on board the many good practices now in place in the EU. Such an approach, which would rely on large-scale coordinated action, would enhance the efforts of the Member States and strengthen recognition and respect of the principles established by the UN Convention on the Rights of the Child, both within the EU and outside its borders."

The EU undertakes to organise and guarantee the protection of the rights of the most vulnerable, and particularly children.

By taking part in celebrating the twentieth anniversary of the *Convention on the Rights of the Child*, educators, European society, and all children in Europe, are committing themselves to its effective implementation throughout Europe and the world.

3 – Conceptual approach: teaching the Rights of the Child is a *priority* Human Rights approach

3. 1 – Going from the most detailed to the most general in a step by step conceptualisation approach

The specific nature of Human Rights education means that the educator must adopt an approach that places respect for people at the heart of the educational activity: this means being respectful and listening to one another in interactions between the educator and the children, and among the adults around them.

This education is part of a process that starts when children are in their infancy and continues throughout their life. How well children understand the concept of "Human Rights" depends on their age. Parents and educators must adapt the issues that they present to the children, the answers to these questions, and the methods they use for this purpose, to the level of maturity of each child.

Participation in the competition is a highlight, justified by the relevance of an international commemoration, mobilising the entire Educational community for a short time, while **integrating itself into a lifelong educational process.**

3. 2 – Stages and strategies of Human Rights education

- **Education from infancy, on the rights of others and the rights of other children ...**

The role of all education is to help each child to **build their identity**. Gaining a deeper knowledge of oneself is accompanied by discovering differences. Identity and accepting differences are complementary. The construction by each individual of their identity enables them to establish their name and also to name and **recognise others for their** social, ethnic, regional, cultural, sexual, or generational differences.

Building identity involves discovering everything which binds a person to others in and by their differences. It is the first lesson in Human Rights, **respect for all people, and respect for the rights of others.**

For infants, "others" mean other children that he may encounter in his family, nursery, school, or in the street. He will form relations with other children: he must learn to respect them in their differences.

Furthermore, from this age onwards, playing and learning about the need to follow common rules prepares children for learning about the law.

- **From the age of 10 onwards, learning about the Law**

The Human Rights approach begins during early teenage years by learning about "intercultural dialogue", which is a necessity in a large number of schools in European countries.²⁰

From the age of 11, children must be taught about the texts that regulate Human Rights. By studying the *International Convention on the Rights of the Child*, it is possible to create an image of practical situations close to the concerns and knowledge of the children and to therefore internalise the knowledge being acquired.²¹

It is essential that the children understand that the Rights set forth in the Convention are universal rights, pertaining to all children, whatever their language, culture, or religion, and pertaining to other children, which each individual has a duty to respect.

- **After the age of 15, knowing and understanding the principles and legal mechanisms safeguarding the Rights of all human beings.**

Young people must understand the principles of the **universality, inviolability, indivisibility and imprescriptibility** of Human Rights.

They must understand that these rights **transcend all cultures** and all philosophical and religious opinions. **The rights of the child, just like Human Rights, are universal: they are the mark of our shared humanity.**

Young people can and must understand the **difference** between a **Declaration**, which is the formulation of a general principle, and a **Convention**, which is a treaty setting out obligations for the States.²²

While recalling that the Rights of the Child and Human Rights in general are, above all, Rights of the Other, which everybody must respect, young people must understand that it is the role of the States to implement the rights of all human beings living in their territories in practice.

3. 3 – The EU places Human Rights first among its concerns

This competition must take the opportunity to underline the special role and place of Europe in promoting and defending Human Rights.

Europe has become reconciled and the EU has been built on values among which the Defence of Human Rights ranks highest. These rights are not a European invention: these are universal rights and pertain to all of humanity.

However, the Europeans have learned their lessons from History and about the importance of dialogue and respecting the rights of others. That is why the **EU is equipped with an unrivalled legal arsenal** intended for defending all people and particularly the most vulnerable.

In matters of Human Rights, **Europe is a practical example** – still being perfected and refined – of **universal principles**.

²⁰ The *White Paper on Intercultural Dialogue* of the Council of Europe provides useful definitions and strategies for implementation.

In English: http://www.coe.int/t/dg4/intercultural/Source/White%20Paper_final_revised_EN.pdf

In French: http://www.coe.int/t/dg4/intercultural/Source/White%20Paper_final_revised_FR.pdf

Examples of good practices can be found on the Council of Europe website at:

http://www.coe.int/t/dg4/intercultural/goodpractice_EN.asp

²¹ The UNICEF website can be accessed in Arabic <http://www.unicef.org/arabic/>. This can be beneficial: if some of the children in the group or class speak Arabic, the home page can be collectively displayed for them. This will enhance the standing of those children capable of reading and understanding Arabic in the eyes of the group and will make it easier for them to access the notion of Universality of the Rights of the Child and therefore of Human Rights.

²² See 2. 5. 1 above

4 – Teaching itineraries: general points

4.1 - Sources and references

- **Direct links to sites** (most are multilingual unless otherwise specified) specifying the different issues and offering the main documents for download **are shown in the first part of this kit**, and the **Convention on the Rights of the Child** can be accessed in all EU languages on the website for this competition.
- EU website <http://europa.eu.int> and Council of Europe website <http://www.coe.int>.
- The Report "**Towards a strategy on the rights of the child**" http://europa.eu/legislation_summaries/human_rights/fundamental_rights_within_european_union/r12555_fr.htm will provide educators with numerous tips. The following address: http://ec.europa.eu/justice_home/fsj/children/fsj_children_intro_en.htm contains links to a version of this Report aimed at children "*YOU and the EU! Finding out more and having your say: The Children's rights policy of the EU Commission*". (Available for download in 20 EU languages).
- The international UNICEF website <http://www.unicef.org/> contains links to the websites of its main national committees and to the main organisations promoting and defending the Rights of the Child²³. It contains pages aimed at children. A multimedia presentation of the Convention on the Rights of the Child can be found in English at the following address, http://www.unicef.org/french/crc/index_30160.html.
- The works of Janusz KORCZAK and Jeanne HERSCH²⁴. Their work "*Le droit d'être un homme*"²⁵ ("The right to be a man") is an anthology of reflections on humanity in matters of Human Rights)

4.2 – Teaching processes

- It is not possible, in the scope of the competition, to deal with all the issues merely touched upon by the brief description above. Young people participating in the competition must have been given a grounding in Human Rights and know the basics regarding the history of the construction of the European Union²⁶.
- Given the specific nature of the subject, it is recommended that you work in small groups.
- The organiser must also provide any essential knowledge by directly giving out the reference web address or by providing the information himself.
- Small groups made up of 4 young people will be accompanied by an adult referee (a parent, specialist association representative, or a qualified person). As recommended in the Convention on the Rights of the Child, those outside the school system should also be able to participate in the competition.

²³ Particularly to the *Child Rights Information Network (CRIN)*. <http://www.crin.org/index.asp>.

²⁴ Jeanne Hersch and Janusz KORCZAK are two major players in the defence of children who have made significant contributions to the emergence of the Rights of Children. Jeanne Hersch (biography and references in German, English, and French on Wikipedia http://fr.wikipedia.org/wiki/Jeanne_Hersch or on <http://www.aidh.org/>. Janusz KORCZAK. Biography, references, and links to the sites in "German, English, French, and other languages" at <http://www.aidh.org/korczak/>). His complete works are available in Polish ("*Janusz KORCZAK DZIELA*", Institut Badan'Edukacyjnych, Institut Badan'Literackich PAN i Miedzynarodowe Stowarzyszenie im. Janusza Korczaka — Komitet redakcyjny: Aleksander Lewin, przewodniczacy, Hanna Kirchner i Stefan Woloszyn; Marta Ciesielska, sekretarz — Oficyna Wydawnicza Latona, Warszawa, 1992) and some of these works have been translated into various EU languages.

²⁵ Jeanne HERSCH "*Le droit d'être un homme*", J.C.Lattès/UNESCO, Paris, 1968.

²⁶ See "The conceptual approach" proposed above.

- Priority will be given to the experiences and knowledge provided by the media (particularly the internet) and the research and analysis capabilities of the young people.
- Presentations by the young people, role-play, etc. will be widely used to internalise the concepts being presented.

5- Proposal for teaching itinerary (10 - 14 years)²⁷

5.1 General aims, criteria for success, and evaluation criteria of the panel of judges

GENERAL AIMS

- Understanding that everybody has rights and has a duty to respect the Rights of others.
- Understanding the need to set out the specific Rights of Children.
- Learning that Human Rights are rights recognised and "declared" by the States and international institutions and that the Rights of children are a part of this.
- Learning and understanding the main principles of the Convention on the Rights of the Child and specific international conventions.
- Learning about the actions of European institutions and particularly those of the EU.

²⁷ Organisers are advised to acquaint themselves with both itineraries (10 – 14 years and 15 – 18 years).

CRITERIA FOR SUCCESS

The teacher or organiser will inform the pupils, at the beginning, of the aims of the competition and the expectations of the panel of judges.

What is expected	What is required Criteria for success	What will be observed and used to evaluate each item produced
Operations to be carried out	This will be considered successful if ...	
A poster illustrating one of the Rights of the Child stated in the Convention on the Rights of the Child	<ul style="list-style-type: none"> a. The poster is in line with the aim of commemorating the 20th anniversary of the convention b. The poster can be used to promote the Rights of the Child 	<ul style="list-style-type: none"> a. The right that is being illustrated can be identified. It is actually in the Convention. b. The message is clear. The visual quality of how the message is put across.
A presentation text	<ul style="list-style-type: none"> a. The presentation text shows that the problems of the Rights of the Child have been well understood, b. The presentation text describes the stages of execution in a clear manner, c. The presentation text shows evidence of knowledge of the Convention. d. The presentation text shows evidence of the actions of the EU concerning the right that is being illustrated. 	<ul style="list-style-type: none"> a. The other rights are mentioned, personal involvement can be perceived. b. Effective teamwork, the role of the referee adult is clearly described. c. Explicit reference is made to the number of the right being illustrated and why it was chosen. d. The right is clearly explained in the presentation text.

5, 2 - Itinerary

First stage

The first stage is dedicated to learning about the problem and information sources, and to a methodology being defined by the groups of 4 young people that they will use to meet the requirements set in the "criteria for success".

1. Materials:

- Flip chart
- Quiz response grid
- Draft paper
- "Convention on the Rights of the Child" displayed in the classroom
- If possible, a video projector and broadband internet access.

2. Documentation

Documents available for display to the entire group:

- "Universal Declaration of Human Rights"
- "Convention on the Rights of the Child"

Documents available in a sufficient number of copies to provide one for each work group

- The text of articles 25 and 26 of the "Universal Declaration of Human Rights",
- The text of the "Convention on the Rights of the Child"
- The text of article 24 of the "Charter of Fundamental Rights of the European Union"

Each referee adult will have a copy of the competition presentation text signed by the European Commissioner and a copy of the "criteria for success"²⁸.

3. Group or class organisation

Arrange the classroom so that all the small groups can see the screen when being addressed collectively

1. Duration: 2 hours²⁹.
2. Sequence

Whole group

Brief introduction

Showing of the first "Quiz". Individual answers on paper.

Sharing of results.

Showing of Article 1 of the "**Universal Declaration of Human Rights**".

To be read out loud by a child.

Pick out and write key words on the flip chart.

Showing of Article 2.

To be read out loud by a child.

²⁸ See 4. 4 above.

²⁹ All stages can be split into two 1-hour sessions.

Elicit a definition for the concept of **universality**.

Showing of Articles 25 and 26 and distribution of a copy of the text of these two articles to each small group.

Note the phrase "*Provide special assistance*" on the flip chart.

Group work

Collectively draft 3 sentences to present the rights recognised for children by the Universal Declaration.

Whole class

Sharing of results, and writing of results on the flip chart.

The **Convention on the Rights of the Child**,

Display and reading out load of the *Convention on the Rights of the Child* **article by article**³⁰,

Collective discussion and writing of the main points on the flip chart.

Group work

For each article, the children point out whether they feel that the article applies to them or that they know a child or young person to which the article applies (**without naming them**).

The answers are shared and noted in the report.

The competition Group work

Reading of the competition presentation text. Discussion.

Presentation of the "Criteria for success".

The group appoints a "session secretary".

Joint creating of a strategy to:

- Choose the subject to be illustrated,
- Find the best illustration possible.

The final theme will not be chosen until the third stage.

The "session secretary" reads out his or her notes.

For the next stage: **research examples of a situation in which the Rights of the Child have been violated and quote all the documents found.**

Second stage

1. Duration: 2 hours
2. Sequence

Group work

Reading of the notes taken by the "session secretary".

Appointment of a new secretary.

From the press articles and the documentation found, each group draws up a list of practical situations, in which a right has not been respected,

- In their immediate environment

³⁰ This activity takes a long time, but leads to a better general understanding of the text.

- In their country
- In Europe

Each group chooses one situation from those it has identified and prepares:

- A role-play that can be presented to the whole class or group,
- A short text, drafted as a press release.

Whole group

Each work group presents their chosen situation as a role-play and displays their "press release".

General discussion and collective summary.

Group work

The "press releases" are classed according to the articles of the Convention.

For the next stage, the children will research elements to answer the question "*What does the EU do for children?*"

The "session secretary" reads his or her notes.

Third stage

1. Duration: *2 hours*.
2. Sequence

Group work

Reading of the notes taken during the previous stage.

Appointment of a new secretary.

Classify by topic and put to one side the children's answers to the questions asked at the end of the previous stage.

Presentation of Article 24 of the "*Charter of Fundamental Rights*" and reading out loud.

Go back to the full text of the "*Convention on the Rights of the Child*".

Silent reading of all articles.

Identify the rights recognised by these two texts and underline some key words: highlight where these two texts match.

Whole class

Sharing of results.

Write the results on the flip chart:

Key words of the "Charter"	Corresponding articles in the "Convention"
"protection"	articles 32, 33, 34, 35, 36, 37, 38
"express their views"	articles 12, 13, 14
"care", "well-being"	articles 23, 24
"relationship and contact with his or her parents"	articles 9, 10
"the child's best interests"	article 3

Showing of the second Quiz. Individual answers on paper.

Sharing of the results.

Group work

Reading of the "criteria of success".

"Which right do we wish to illustrate and why?"

The fourth member of the group is charged with the task of noting each person's answers.

- Summary and choice of a topic (make sure the poster can be done).
- Collective drafting of the argument explaining the choice made (four lines).
- Drafting and formation of the plan of tasks to be carried out in order for the poster to be successful, and distribution of the tasks among the group members.

Fourth stage

1. Duration: 2 hours
2. Sequence

Group work

Quick reading of the notes taken by the last "session secretary".

Resumption of planning and verification of the tasks completed by each person.

Execution of the poster.

Final draft of the presentation text.

Whole class

Presentation of the posters.

Each group presents the result of their work and reads the prepared presentation text.

General discussion.

Group work

Each group makes any necessary corrections to the presentation text.

6 – Proposal for teaching itinerary 15 - 18 years

6, 1 General aims, criteria for success, and evaluation criteria of the panel of judges

GENERAL AIMS

- Understanding that the pillars of European construction are the Rule of Law, Democracy, and respect for Human Rights.
- Recalling that Human Rights are rights recognised by the States and international institutions.
- Understanding the need to set out the specific rights of children.
- Knowing the Convention relating to the rights of children.
- Knowing about the actions of European institutions and particularly those of the EU.
- **Understanding the importance of the actions of the EU in legal matters.**
- Contributing to the construction of an active and responsible European citizenship.

CRITERIA FOR SUCCESS

The organiser will inform the pupils, at the beginning, of the aims of the competition and the expectations of the panel of judges.

What is expected	What is required Criteria for success	What will be observed and used to evaluate each produced item
Operations to be carried out	This will be considered successful if ...	
A poster illustrating one of the Rights of the Child stated in the Convention on the Rights of the Child	<ul style="list-style-type: none"> a. The poster is in line with the aim of commemorating the 20th anniversary of the convention b. The poster can be used to promote the Rights of the Child 	<ul style="list-style-type: none"> c. The right that is being illustrated can be identified. It is actually in the Convention. a. The message is clear. The visual quality of how the message is put across.
A presentation text	<ul style="list-style-type: none"> a. The presentation text shows that the problems of the Rights of the Child has been well understood and situated within the general scope of Human Rights, b. The work is the result of collective discussion, c. The presentation text shows evidence of in-depth knowledge of the Convention. d. The presentation text makes reference to the EU concerning the right that is being illustrated. 	<ul style="list-style-type: none"> a. The general characteristics of Human Rights, particularly their universality, have been cited correctly. b. The teamwork stages are identified, the reasons for the choice of a law have been clearly presented, and the role of the referee adult has been described clearly. c. The text and/or poster make explicit reference to the number of the right being illustrated. The choice has been clearly explained. d. The Charter of Fundamental Rights or the actions of the EU concerning the right being illustrated have been cited correctly.

6. 2 - Itinerary

First stage

The first stage is dedicated to learning about the subject and information sources, and to a methodology being defined by each group.

Materials:

- Flip chart
- Quiz response grid
- Draft paper
- "*Convention on the Rights of the Child*" and the "*Charter on Fundamental Rights*" displayed in the classroom.
- A video projector and broadband internet access.

Documentation

Documents available for display to the entire group:

- "*Convention on the Rights of the Child*".
- "*Universal Declaration of Human Rights*",
- "*Convention for the Protection of Human Rights and Fundamental Freedoms*" (commonly known as "*European Convention on Human Rights*",

Documents available in a sufficient number of copies to provide one for each young person participating,

- Articles 25 and 26 of the "*Universal Declaration of Human Rights*",
- "*Convention on the Rights of the Child*",
- "*Charter of Fundamental Rights of the European Union*".

Each referee adult will have a copy of the competition presentation text³¹ signed by the European Commissioner and a copy of the "criteria for success".

Other useful documents.

Several case-law rulings by the European Court of Human Rights relating to the country³²

Stage

1. Group or class organisation

Arrange the classroom so that all the small groups can see the screen when being addressed collectively

2. Duration: 2 hours
3. Sequence

Whole class

Brief introduction

³¹ Download from the Competition website.

³² These can be found at the following web addresses:

<http://www.echr.coe.int/ECHR/FR/Header/Case-Law/HUDOC/HUDOC+database/> (in French)

<http://www.echr.coe.int/ECHR/EN/Header/Case-Law/Hudoc/Hudoc+database/> (in English).

Showing of the first "Quiz". Individual answers on paper.

Sharing of results.

Group work

The group appoints a "session secretary" who will report the conclusions.

Silent study of the "**Universal Declaration of Human Rights**".

"Which articles show evidence of the universal nature of Human Rights". The young people will note that this can be seen in the first two articles.

Reading of article 29, paragraphs 1 and 2.

The young people will note that the main duty imposed upon each individual is to respect the rights of others.

In the Declaration, search for indications that this declaration is not a treaty and is not compulsory. Reading and commentary on the last paragraph of the preamble: pick out the words "*common standard of achievement*", "*every (...) shall strive*", etc.

Whole class

Sharing of results and writing of the conclusions of this initial phase on the flip chart.

Group work

Do the same thing with the "**Convention for the Protection of Human Rights and Fundamental Freedoms**".

Show the progress made: this is about obligations to be respected!

Whole class

Sharing of results and writing of conclusions on the flip chart.

Showing of the home page for the European Court of Human Rights³³). Set out the missions of the Court and ask the young people to research the rulings concerning their country in the court's case law, before the next stage.

Whole class

Sharing of results and writing of the conclusions of this initial phase on the flip chart.

For example:

- **A Convention is a binding treaty and establishes safeguards that are more effective than a Declaration,**
- Since 1950, the rights of citizens of the member countries of the Council of Europe have been protected by an international treaty.

Showing of the *Convention on the Rights of the Child*.

Elicit the information that this is an international treaty like the *Convention for the Protection of Human Rights and Fundamental Freedoms*.

The young people are invited to read the treaty for the following stage.

Group work

The competition

³³ <http://www.echr.coe.int/ECHR/FR/Header/The+Court/Introduction/Information+documents/> (in French)
<http://www.echr.coe.int/ECHR/EN/Header/The+Court/Introduction/Information+documents/> (in English)

Presentation of the competition presentation text. Discussion.

Presentation of the "Criteria for Success".

The group appoints a "session secretary" and the young people **collectively decide on the best strategy to:**

- Choose the subject,
- Find the best illustration possible.

Distribution of the research work to be carried out before the next stage: examples of practical situations in which the Rights of the Child are found in various media.

The group is informed that the Poster subject will be chosen in the third stage.

The "session secretary" reads out his or her notes.

Second stage

1. Duration: 2 hours
2. Sequence

The *Convention on the Rights of the Child*³⁴ is shown throughout the next phase.

Group work

Reading of the notes taken during the first stage and appointment of a new secretary.

Go back to the text of the "*Universal Declaration of Human Rights*": carefully read articles 25 and 26.

The concept of *special protection* set out in article 25 of the Declaration is underlined.

Silent reading of the *Convention on the Rights of the Child*.

Each participant makes a written note of the five articles that drew his or her attention the most.

Sharing of results.

Discussion regarding the definition of the child (article 1).

The group sets out the types of rights guaranteed.³⁵

For each article, each participant notes in writing whether they feel that the article applies to them or that they know a child or young person to which the article applies or whether they learned of a violation of the rights recognised in the Convention in the media.

Sharing of answers classified according to the types of rights previously established.

Distribution of the "*Charter of Fundamental Rights of the European Union*". Specify its status.

Reading out loud of article 24.

Discuss and draft conclusions:

Whole class

Sharing and writing of conclusions on the flip chart

Group work

The "session secretary" reads out his or her notes. The group validates them.

For the next stage: research practical examples of the violation of teenagers' rights.

³⁴ It would be useful to read the 54 articles out loud but this would take too long.

³⁵ See above, the status of the problem and the UNICEF website which proposes specific keys of analysis.

Third stage

1. Duration: *2 hours*
2. Sequence

Group work

Reading of notes taken during the first two stages.

Appointment of a new secretary.

From the press articles and the documentation found, each group draws up a list of practical situations, in which a right has not been respected,

The group also sets out a list of practical situations where rights have been respected.

Each group then chooses a way of presenting one of these practical situations to the whole group (role-play, display, mimed story, etc.)

Whole class

Each work group presents their work, explains the reasons for their choices and answers questions from other groups.

Collective summary.

Group work

Analysis of the different presentations. Classification according to the articles of the Convention.

Whole class

Sharing of results.

Showing of the second Quiz. Individual answers on paper.

Sharing of results.

Group work

Reading of the "criteria for success" and the notes of the "session secretary".

Which right do we wish to illustrate? How? Why?"

The fourth member of the group notes down each person's responses.

- Summary and choice of a topic (make sure the poster can be done).
- Collective draft of the argument (at least five lines).
- Draft and formation of the plan of tasks to be carried out and distribution of the tasks among the group members.

Fourth stage

1. Duration: *2 hours*
2. Sequence

Group work

Quick reading of the conclusions of the previous stage.

Resumption of planning and verification of the tasks completed by each person.

Execution of the poster.

Final draft of the presentation text.

Whole class

Presentation of the posters.

Each group presents the result of their work by reading the prepared presentation text.

General discussion.

Group work

Each group makes any necessary corrections to the presentation text.