

PLAY SESSIONS FOR DISCUSSING THE RIGHTS OF THE CHILD IN EARLY CHILDHOOD EDUCATION AND CARE



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Play session 1 – Hut play

(suitable for children under 3 years)

Content of the play session

- Familiarisation with the rights of the child with nursery rhymes or a song (5 mins)
- Building the hut and planning the play (5 mins)
- Hut play (30 mins)

Objectives

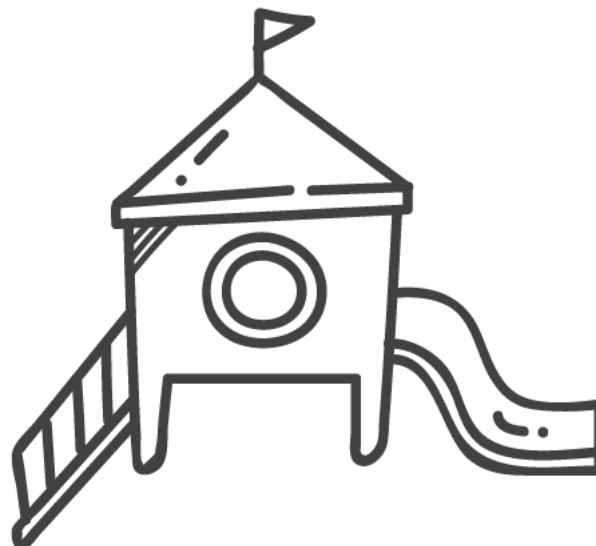
- to tell children under school age about their rights in a manner suitable for their age
- to promote the interaction skills of young children and respectful encountering of others through joint play.

Article 31 of the Convention on the Rights of the Child:

States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Materials

- The Rights of the Child rhyme cards or alternatively the video A child has the right and the material related to it
- Communication table for the hut play
- Fabrics, blankets, pillows, etc. for building the hut
- Familiar toys such as soft toys, dolls or cars, and books suitable for the age level



Instructions for the play session

- 1)** Say nursery rhymes and play Rhyme 1 Right to play and rest and Rhyme 2 Right to safe relationships together with the children. Alternatively, you can sing the song A child has the right along with the video.
- 2)** Talk about the rights of the child (taking into account the age level) using the illustrations of the rhyme or song cards. What rights belong to children?
- 3)** Build the hut with the children and start the hut play using the communication table. An adult can set an example and respond to children's initiatives to play.
- 4)** Reflect and talk while playing:
 - What kind of things can you do in the hut (play, rest, care for, embrace, sing, say nursery rhymes, read, etc.)?
 - How do we act if someone is nervous or there is a row or other trouble?
 - Shall we tidy the hut away in the end or do we want to leave it to wait for future play?

Remarks

- You can tell the children that the rights of the child belong to each and every child and that a National Child Strategy has been drawn up in Finland to ensure that they will definitely be realised.
 - It is advisable to carry out the playing in a small group. This way every child will be paid attention to and can contribute to playing in their own way.
 - It is a good idea to use the communication table to support the playing. The pictures help the children to understand the opportunities provided by play and to express themselves. They may also help to overcome different challenges. You can laminate the communication table so that it will be useful for longer and in future play.
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Play session 2 – A dream day in pre-primary school or day-care centre

(suitable for children aged 4–5 years and for pre-primary education)

Content of the activities

- Familiarisation with the rights of the child with nursery rhymes or a song (5 mins)
- Discussion on the rights of the child (5 mins)
- Planning of the Dream day in pre-primary school or day-care centre (30 mins)
- Implementation of the Dream day in pre-primary school or day-care centre (at a separately agreed time)

Objectives

- to tell children under school age about their rights in a manner suitable for their age
- to promote children's sense of inclusion through joint planning and implementation.

Article 12 of the Convention on the Rights of the Child:

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 13 of the Convention on the Rights of the Child:

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Materials

- The Rights of the Child rhyme cards or alternatively the video A child has the right and the material related to it
- Video on the rights of the child in day-care centres
- Tools for self-expression, such as paper, pencils, pens, water colours, paintbrushes, different pictures, a pair of scissors and glue, toy bricks, legos, play dough or toys
- Tablet or other device used to help documentation



Instructions for planning and implementing the day

- 1) Familiarise yourselves with the rights of the child with the help of the rhyme cards. Alternatively, you can sing the song A child has the right along with the video.
- 2) Talk about the rights of the child with the children. What is a right? What rights do children have? Why are they important? Use the pictures in the rhyme cards or song cards to help your reflection. If you wish, you can also watch the video about the rights of the child in day-care centres.
- 3) Use drawing, painting, crafts, building or modelling with the children and plan the dream day in a pre-primary school or day-care centre. Document the children's plans (see Remarks for alternatives to support planning).
- 4) Implement the dream day in a pre-primary school or day-care centre at a separately agreed time.

"The rights of the child include listening to children's opinions and children are allowed to influence matter that are important to them. Therefore, you will next have a chance to plan your dream day in a pre-primary school or day-care centre."

Remarks

- It is advisable to divide the activities between at least two days. On the first day, you will familiarise yourselves with the rights of the child and plan a dream day in a pre-primary school or day-care centre, on which the rights of the child are implemented. The actual day is implemented on the second day.

To support discussion:

- The rights of the child are important. They are matters that children can do and that belong to each and every child.
- The rights of the child ensure that all children are well and can grow and develop.
- The adults are responsible for ensuring that the rights of the child are realised.
- The rights of the child have been recorded in the Convention on the Rights of the Child. A National Child Strategy has also been drawn up in Finland for the first time to ensure the realisation of the rights.