

LESSONS ON THE RIGHTS OF THE CHILD FOR PRIMARY SCHOOL



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Lesson 1: Functional text and picture cards on the rights of the child

Content of the lesson

- Familiarisation with the rights of the child with a video (5 mins)
- Functional implementation methods for using the picture and text cards according to own needs (one task 10–20 mins)
- Summary of the lesson (5 mins)

Objectives

- to support pupils' agency in examining their own rights
- to teach the key rights of the child in a functional manner.

Article 42 of the Convention on the Rights of the Child:

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Materials

- Video The child's rights at school
- Picture cards on the rights of the child
- Text cards on the rights of the child (Articles



Instructions for the lesson

1) The rights of the child are introduced to the pupils by watching the video about the rights of the child at school. After the video, you can ask the children the same question as on the video:

- In your opinion, why is it important to go to school?
- In what kind of school is it safe and nice to study?
- What are you going to do after the school day?

After the questions, you can conclude together that all the questions posed on the video had to do with the rights of the child, which will next be discussed further.

2) You can use the Rights of the child picture cards the way you wish. From the list below, download the solutions that will work best with your pupils. Some of the assignments are perfectly suitable for social sciences or Finnish lessons, while others work best when practising the cooperation and interaction skills of the group.

As a summary of the lesson, you can use the following questions to encourage discussion.

- Why is the Convention on the Rights of the Child an important part of every child's life?
- What would the world be like if the Convention did not exist?
- Which of the rights discussed during the lesson is the most important and why?

Remarks

- The video about the child's rights at school can also be used later in Finnish or visual arts lessons, for example, as an introduction for work on the topic "a dream school".
 - The picture cards can be used at workstations or in orienteering, for example.
 - The picture cards can be used in pairing tasks in the context of other subjects.
 - The only thing limiting the use of the picture cards is the imagination of the teachers and the pupils. Pupils can themselves develop suitable activities for the whole class on the basis of the cards.
 - For example, the cards can be used in peer pupil or support pupil activities.
 - The cards can be used in early childhood education and care.
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Lesson 2 – Drafting a budget for an imaginary municipality I

Content of the lesson

- Creating an imaginary municipality in small groups (10 mins)
- Familiarisation with the operation of municipalities (15 mins)
- Practising drafting a budget for own imaginary municipality in small groups (10 mins)

Objectives

- to strengthen pupils' understanding of democracy in a functional manner by practising budget drafting
- to encourage pupils to make value choices both independently and as part of the group
- to support the development of pupils' interaction skills through group work.

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.

Materials

- Slide show Drafting a budget for an imaginary municipality (slides 1–10)
- Form Education
- Paper and pens



Instructions for the lesson

- 1) The lesson as a whole proceeds on the basis of the slide show Drafting a budget for an imaginary municipality (slides 1–10). The slide show contains instructions, questions for a discussion and information related to the topic. The rest of the slides will be discussed in the lesson Drafting a budget for an imaginary municipality II.
- 2) The pupils create their own imaginary municipality in small groups according to the instructions given in the slide show.
- 3) The teacher uses the form for first budget plan (Education) to introduce the general instructions for the lesson.
- 4) The pupils prepare the budget plan for education in small groups.
- 5) The Education form is discussed together with the teacher.

Remarks

- The assumption for the lesson is that the rights of the child have already been discussed with the pupils.
- The Drafting a budget for an imaginary municipality lessons have been planned as an entity comprising two lessons. They can be held separately or as a double lesson.
- All the amounts used in the assignment are fictitious. The amounts have been planned so that pupils in grades 3–6 can calculate them independently with pen and paper.

Additional assignment: If there is time left or the pupils need something to do in between the lesson, the small groups can also design a coat of arms for their imaginary municipality.

Lesson 3 – Drafting a budget for an imaginary municipality II

Content of the lesson

- Continuing the drafting of the budget for an imaginary municipality in small groups (15–20 mins)
- Planning the project funding plan for the imaginary municipality in small groups (15–20 mins)

NB!

This lesson is a continuation of the lesson Drafting a budget for an imaginary municipality I.

Objectives

- to strengthen pupils' understanding of democracy in a functional manner by practising budget drafting
- to encourage pupils to make value choices both independently and as part of the group
- to support the development of pupils' interaction skills through group work.

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

- Slide show Drafting a budget for an imaginary municipality (slides 10–14)
- Forms Leisure activities, Infrastructure and Project funding
- Pens and paper



Instructions for the lesson

- 1) If the lessons on budget drafting for the imaginary municipality are not held as a double lesson, you should revise the rights of the child and the assignment under way at the beginning of this lesson.
- 2) The budget plans are given to the small groups. Each group works in the manner they have learnt previously with the forms for Leisure activities, Infrastructure and Education (slide 11 of slide show).
- 3) The budgeting choices of the small groups are reviewed with the teacher.
- 4) The pupils move on to the Project funding form, which the teacher introduces using the slide show.
- 5) The pupils make choices related to project funding in the small groups.
- 6) The funding choices of the small groups are discussed with the whole class.

Remarks

- All the amounts used in the assignment are fictitious. The amounts have been planned so that pupils in grades 3–6 can calculate them independently with pen and paper.
- The theme of own imaginary municipality can be continued by integrating it to different subjects, such as
 - **Finnish:** Try to reach a joint decision with the class on what acquisitions the class would like to make through project funding. The pupils can continue in the same small groups and plan arguments for their own budget proposal. After this, a "session of the municipal council" can be held in which a consensus must be reached by negotiating and listening. In the end, voting for the objects of project funding can be organised.
 - **environmental studies:** The pupils design a map of the imaginary municipality.
 - **visual arts:** The pupils work on their favourite place in the imaginary municipality or its market place. The work on the map can also be continued in visual arts.