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Avizat.

Secretar de Stat,
Ariana Oana BUCUR

Către

**Inspectoratul Școlar al Municipiului București,
Inspectoratele Școlare Județene,
- În atenția inspectorului școlar general -**

Pe 20 noiembrie, întreaga lume va sărbători Ziua Mondială a Drepturilor Copilului, o zi emblematică și o ocazie deosebită, pentru a aduce în atenția tuturor dedicația noastră, a adulților din jurul copilului, pentru a construi o lume mai bună, o lume demnă pentru copiii noștri.

Există două instrumente legale internaționale emise la trei decenii distanță unul de celălalt și care aduc COPILUL în atenția statelor lumii, a autorităților centrale și locale, precum și a membrilor societății civile, a indivizilor, respectiv: *Declarația Drepturilor Copilului* (emisă de UNICEF la 20 noiembrie 1959) și *Convenția ONU cu privire la drepturile copilului* (20 noiembrie 1989).

În această zi, copiii își vor folosi vocea, în solidaritate cu cei mai defavorizați și vulnerabili copii din lume. Copiii vor „prelua” roluri de mare vizibilitate în politică, mass-media, afaceri, sport și divertisment, vor „prelua” școlile din întreaga lume, pentru a reflecta cele mai presante provocări cu care se confruntă generația lor. Ziua Mondială a Drepturilor Copilului în România va fi o zi distractivă pentru copii, însă, în același timp, o zi cu un mesaj serios.

Totodată, cu această ocazie, UNICEF va face publice rezultatele unui sondaj la care au răspuns 14.000 de copii din întreaga lume, pentru a afla problemele care îi afectează cel mai mult.

În acest context, vă solicităm să vă alăturați inițiativei globale dedicate Zilei Mondiale a Drepturilor Copilului și, ne-am bucura dacă, în toate școlile din România, pe 20 noiembrie, se va vorbi despre drepturile copilului.

Atașat acestei scrisori, vă propunem un plan de lecție, cu informații și sugestii de acțiuni care pot face cunoscute drepturile copilului, într-o manieră prin care să milităm mai ales pentru schimbarea mentalităților care îngreunează exercitarea efectivă a acestor drepturi.

DIRECTOR GENERAL,

Mihaela Tania Irimia



Schools Activation Pack #KIDSTAKEOVERSCHOOLS

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**WORLD
CHILDREN'S
DAY** 20 November
2017

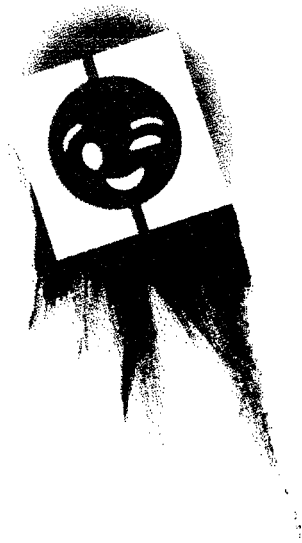


PART 1. LESSON PLAN

Class and whole school activities on child rights

Here are some basic child rights education activities for schools to adapt to help ensure #KidsTakeOverSchool is a fun day, with a serious message.

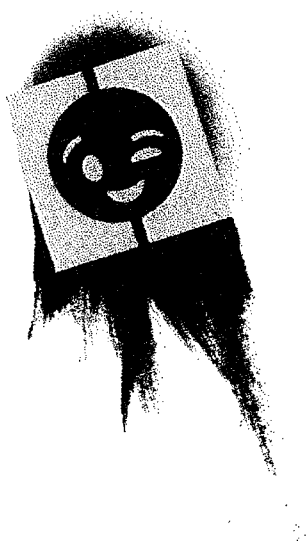
1. Introduction (2 mins): "What's the date today? (20 November) Why is today special? Is it anyone's birthday today? Why else is today special? Today is World Children's Day! But what does that mean? Let's find out..."
2. Activity - "What do children need?" (10-20 mins): "What do children need to grow up and develop into the best person they can possibly be?" Children express their ideas like 'love', 'safety', 'education', 'friends', 'food' etc. Possible methods:
 - a. Children draw the outline of a child, individually or in groups, and write or draw the needs inside or outside the figure.
 - b. Children draw around each other on large sheets of paper or outside in chalk on the ground (be sensitive to any children with physical disabilities or those who do not want to do this).
 - c. Children make collages of children and their needs by cutting up images from old magazines/newspapers/adverts.
 - d. Introduce a doll or puppet to represent a child and elicit children's ideas about its needs through a storytelling, questioning-type format.
3. Activity - "What's the difference between human needs and human rights?" (10 mins):
 - a. "You've identified a lot of things that children need to grow up in the best way possible. Some of these human 'needs' are... [read out a few examples]. 'Needs' are very important, but what about human 'rights'? Has anyone heard of human rights? What are they? What's the difference between human needs and human rights?" Encourage feedback and ideas then consolidate with a demonstration where a volunteer holds a glass of water.
 - a. "I'm thirsty. I need a glass of water!" [Volunteer gives you the water]. "Thank you, you're so kind. I'm really grateful. Now imagine it's tomorrow. I'm still thirsty. I still need a glass of water!" [Whisper to the volunteer to not give you the water]. [To the class] Who has the power here? How do you think I feel? How do you think s/he feels? Is this fair?" Encourage feedback then summarise: s/he has all the power. I have no power. I feel dependent / not safe / not respected / like I have no dignity. S/he might give me the water one day but the next s/he might keep it for her/himself or give it to someone else who's cuter or who can shout louder.
 - a. "Now let's do it again. I'm thirsty. I have the *right* to a glass of water. What is different?" Encourage feedback then summarise: with rights, the government has promised to make them happen. It's the law. The government has to give me the water and I can claim or ask for the water if I don't get it, so we both have power. We both need help to understand our roles. I feel more dignified and respected. It's fairer. Human rights are basic human needs which are made into law. So rights are stronger than needs.





(e.g. discrimination) impacts negatively on all the others.] Four articles, known as the 'general principles', need to be considered alongside all the other articles. Which do you think these are and why? (Articles 2, 3.1, 6 and 12).

- d. Memory game: Print out a second set of child rights cards and, in small groups, play a memory game with a selection of the articles. E.g. choose 5-10 articles, place two copies of each face down and shuffle them. Children take it in turns to turn over two cards, trying to match the identical copies
 - e. Fake and real rights. Mix in some 'fake rights' with the real ones (e.g. the right to: have a smartphone, nice shoes, pets, a funny teacher, your favourite food, a bicycle, good grades at school, sunshine, watch TV, not tidy your room, argue). Children have to spot the fake rights and explain why, or they choose a card at random and say whether the right is real or fake, or the teacher reads out a right and the children stand up, sit down or move around the room depending on whether they think it's real or fake. Depending on the age of the children, some of the fake examples can be deliberately ambiguous to encourage children to think more deeply about how to interpret the Convention's rights.
 - f. Child rights emojis: Children design emojis to represent different child rights.
 - g. Extension or project activity: For homework, children research one of the child rights and how it is respected, or not, both in their own country and in other countries. Encourage them to have both positive and negative examples in both contexts. Children illustrate and present their right to the class, individually or in groups.
6. Campaign – "Take action for child rights, locally or globally" (15-30 mins or more): "On World Children's Day, children around the world are coming together to save children's lives, to fight for their rights, and to help them fulfill their potential. #WorldChildrensDay isn't just a hashtag: It is a call to action by children, for children – demanding a better future for every child. So what can we do to help?" Children identify actions they want to take in the local, national and/or international context to help promote children's rights. Possible methods:
- a. Find out about and take part in a UNICEF child rights advocacy campaign which is active in your country.
 - b. Children choose a particular right and explore in groups ways to promote this in practice.
 - c. Children map out which rights are being implemented or not in their school or local community and identify ways to celebrate the successes and call for changes to address the gaps.



They're more sustainable, fair and dignified. All human beings have human rights simply because they are human. It doesn't matter how old you are, what colour, sex, nationality, religion or anything else. We're all human and we all have human rights. We should understand our own rights and respect the rights of others. Children (anyone under 18) are in a special period of development and so they have some special human rights called children's rights.

4. Activity – "Happy Birthday to the Convention on the Rights of the Child" (5 mins): "There's a very special international law called the United Nations Convention on the Rights of the Child which contains all of the human rights especially for children. Nearly all the countries in the world have agreed to it and guess what? It's the Convention's birthday today! It was agreed to, or 'born', on 20 November 1989. That's why today is World Children's Day. How old is the Convention today?..." Possible methods:
 - a. Sing 'Happy Birthday' to the Convention.
 - b. Have a birthday cake with 28 candles.
 - c. Design birthday cards, social media or other messages or other culturally appropriate celebrations.

5. Activity – "Getting to know the Convention on the Rights of the Child" (15-30 mins): Familiarize children with the contents of the Convention. Possible methods:
 - a. Matching 'needs' with 'rights': Print and cut out a set of cards of the Convention's summarized articles (see page XXX). [Alternatively, sets of cards in English can be purchased from [UNICEF UK](#)] Spread them face up on the floor and get children to match the 'rights' with the 'needs' they identified earlier in the "What do children need?" activity. Are there any 'needs' which don't have a corresponding 'right'? (e.g. there is no 'right to be loved' and no 'right to have friends' because these things can't be enforced in the law, although the Convention talks about the importance of 'happiness, love and understanding' in its Preamble. See UNICEF UK's booklet on [myths and misconceptions](#) about rights for more details).
 - b. All rights for all children: Each child chooses one of the child rights cards and explains in groups why this article is important for them and/or for children in other countries. This can be extended into discussions about how all children around the world have the same rights, but some children may have more difficulties than others in accessing and enjoying those rights, with examples from both your own country and another country. How can we help all children to enjoy all their rights?
 - c. Exploring links between rights: Each child chooses one of the child rights cards and moves around the room to find others with similar rights, to see how the articles can be grouped together in different ways (this can also be done with a ball of string to show the links). What are the links between them? Whose right is the most important? [All rights are indivisible and interrelated. No one right is more important than another. Fulfilling one right (e.g. education) helps to fulfil others (e.g. good health), and violating one right

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7. Links:

- Find out more about child rights and UNICEF via this free, 75-minute, video-based online training course: [Child Rights and Why They Matter](#) (includes a demonstration of the 'glass of water' activity)
- [UNICEF and the Convention on the Rights of the Child](#)
- [Myths and misconceptions about the Convention on the Rights of the Child](#) (UNICEF UK)
- Lesson plan on '[Human Rights and the Global Goals](#)' (the Sustainable Development Goals) (developed by Amnesty International and UNICEF as part of the World's Largest Lesson)
- Child rights education materials in French: www.myunicef.fr, including [posters](#), an [activity leaflet](#), a [summary document](#) and further ideas for extended [school activities](#) and [afterschool/extra-curricular activities](#)
- Child rights education materials in Dutch: including a digital lesson, [child rights video](#) and several child rights songs ([song 1](#), [song 2](#), [song 3](#)).
- Child rights education materials in Danish: including links with child rights in other countries such as Madagascar ([resource 1](#), [resource 2](#), [video](#)) and Myanmar ([resource 1](#), [resource 2](#), [resource 3](#), [video](#))



