

Learning Modules

Dimension I -

ME AND THE OTHERS

- Exploring Emotions and Identities
- Relationship and Conflict Resolution
- Children's Rights

Project-Partner:



Dimension I - ME AND THE OTHERS

Exploring Emotions and Identities

Overall context

Exploring emotions and identities provides children with the tools to learn about their identity by recognising one's emotions and those of others to develop emotional awareness. It also teaches the importance of managing frustration, anger, the ability to delay gratification, coping skills in situations of risk, and development of socio-emotional skills such as listening and empathy. As such, learning about emotions contributes to exploring identity, which builds on the assumption that confidence about one's own identity is the basis for social engagement. "Identity," in terms of developmental psychology, relates to the creation of a self-image, of self-esteem and individuality, which happens around the age 7-12.

For citizenship education with children aged 8-12, they need to begin by understanding the relevance of their own identity, and then learning about the relationship between the individual and the community (family, peer group, friends, wider community). Therefore, any topics of citizenship education need to start on an identity based learning concept which builds on biographical and personal experiences of children. By starting from questions such as "Who am I? What is important to me? What is fair? What is just/unjust? How do I want to be treated?" children can explore who they are and how they feel comfortable on an emotional level and come to conclusions about their own identity. Thus, it is evident that identity and recognition of emotions are both important when we focus on education for democratic citizenship, as this affects how children interact with their surroundings. Children who understand their own emotions and identity are more successful at interacting with others in groups or individually.

If you want to discover more on emotions and identity based learning concepts we recommend consulting the handbook "Growing up in a Democracy – Lesson plans for primary level on citizenship and human rights" (Council of Europe Publishing, EDC/GHRE Volume II. 2010, ed. by Rolf Gollob, Peter Krapf, Wiltrud Weidinger).

However, one should be aware that the fairly easy entry to the level of emotional education has certain inherent risks. Starting from the easy sounding questions of fairness, emotions etc. one can directly enter the abyss of horror if children in a group are confronted with negative experiences in the private context such as violence, harassment etc.

Context of the European policies

In the context of European policies, there are several points directly relating to identity-based learning concepts.

As the Fundamental Rights Charter of the European Union emphasises in its Article 1, "Human dignity is inviolable. It must be respected and protected." According to Article 21 on Non-discrimination, "Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited."

The Council of Europe Strategy for the Rights of the Child emphasises "promoting child participation" in one of its four strategic objectives, and cites the responsibility of the member states to

implement democratic citizenship and human rights education, as well as education specifically on children's rights.

Activity: "The Emotional Radar"

Duration: 2 to 3 sessions (45 min each)

Objectives:

- Understand the relevance of emotions in daily life.
- Acquire a better knowledge of oneself and others.
- Identify qualities and emotions in oneself and others.
- Develop ability to regulate the emotions in oneself and prevent the injurious effects of negative emotions.
- Develop the ability to generate positive emotions.
- Adopt positive attitudes towards others
- Develop the ability to be self-motivated

Age:

Can be adapted to different age groups

Methodology:

It is important to create a climate of trust where children feel free to express their feelings and emotions. We must try to facilitate participation and dialogue so that everyone can get to know themselves and the rest of the group. We will work in a free, open and cooperative manner to foster a better group dynamic.

To assess the activity, the teacher will evaluate:

- The capacity of pupils to identify different emotions, recognising their importance in their relations with others.
- The capacity of pupils to identify different emotional aspects of their companions.
- Whether this unit has been useful in helping to improve children's understanding of themselves through the identification and exploration of their personal qualities
- The quantity and quality of responses of the children in the statements about their emotions or personal qualities.

Material:

A roll of paper to create the Emotional Radar.

Instruction:

First session

The teacher presents to the group the objectives of the unit, explaining that the activity will help children to understand themselves better and know their personal qualities and characteristics, their interests, their values etc.

1. A list of qualities will be provided to the children. It is possible that they have never thought and reflect upon these particular ones before. Depending on the age and context of the class, the teacher will select the qualities that he/she thinks are more appropriate. Here are some examples of concepts that can be used:

kindness, integrity, solidarity, humility, joy, honesty, generosity, sincerity, loyalty, amiability, will, emotion, intellect, self-control, calmness, justice, strength, prudence, reason, prudence, self-knowledge, tolerance, compassion, punctuality, responsibility, constructive criticism, be helpful, friendly, re-

spectful, gratitude, empathetic, understanding, overcoming, entrepreneur, perseverant, positive attitude, admit errors, affection, fidelity, self-confidence, companionship, tolerance, beauty, affectivity, sensitivity, well-being, patience, authenticity, happiness, objectivity, sociability, optimism, sobriety, obedience, self-esteem, commitment, courage, flexibility, serenity, ecology, imprudence, wickedness, egoism, presumption, envy, deceit, liar, non-conformist, narcissistic, opportunistic, immaturity, lack of understanding, racist, xenophobe, distrusted, frivolity, pride, intolerance, violent, pride, prejudice etc.

2. A triangle, divided into five parts, is presented to the children.

a) In the base they will put those important emotional qualities that DEFINE EACH OF US as people: optimists, supportive, happy, creative, etc.

b) In the second part they will put qualities which WE DEMAND IN OTHERS: affection, fidelity, companionship, sincerity, etc. As we are preparing an Emotional Radar of our class, they should think in the classmates.

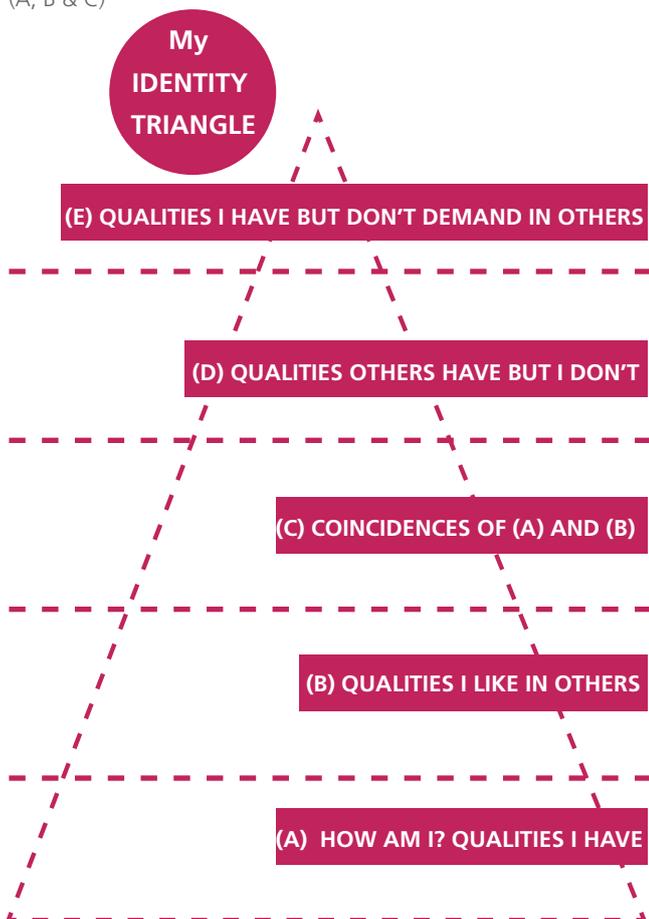
c) In the third part they will put THOSE THAT COINCIDE with those qualities we have and the ones we like in others.

d) In the fourth part they will put those that others have, but WE DON'T RECOGNISE IN OUR SELVES.

e) In the last part they will put those that we have, but WHICH WE DON'T DEMAND IN OTHERS.

ADAPTATION:

For younger children, the triangle can be structured in only 3 parts (A, B & C)



Second session:

Once the triangles are completed, children will be requested to describe at least:

– One experience in which the base qualities (A), the ones of the first part, have contributed to making others feel better (e.g., in the case of sincerity, on what occasion have you made somebody feel better by being sincere).

– Next they will describe the quality they like others to have (B): Has the second part of the triangle contributed to making them feel better?

Following the first triangle which every child drew in the first session, children will draw a new triangle, exactly as the first one (but without being divided into different parts) and they will place **those qualities that they have and which they would like others to have**.

Example: Annex I (p.17)

This triangle will be the Emotional Radar upon which we will engage a discussion lasting approximately 15 minutes.

As they are qualities that one has and which one demands in others, a large Radar of the class will be made to verify that most of us manage our emotional life with very similar qualities. We will hang our final class emotional radar on our classroom.

Interesting and Relevant Resources and Practices

COE

Compasito – Manual on Human Rights Education for Children. This Collection of selected and well-tested exercises on human rights education for young children also contains many activities that enable kids to learn something about their identity.

www.eycb.coe.int/compasito/

DE

More concepts that help children exploring their identity in a peaceful, embracing diversity oriented way build on concepts such as anti-bias, or on the situation-specific approach. A variety of trainings, and resources are offered on

<http://www.situationsansatz.de/fachstelle-kinderwelten.html>

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics and school levels. In addition, a keyword search feature is also available that covers topics associated with "Identity", such as Diversity and Language, European Identity, Cultural Identity etc. <http://praxisboerse.politik-lernen.at>

ESP

List of ideas and activities to work and know our emotions http://www.csi-csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_33/MARIEM_DRIS_2.pdf

ESP

20 short films to reflect on emotional education <http://ineverycrea.net/comunidad/ineverycrea/recurso/10-cortometrajes-para-trabajar-la-educacion-emocio/0f46341c-920e-48da-8147-0656407da4f1>

PL

From this website we can learn about the personal identity and the social identity as well. Besides, by using 'search' we may find various articles on the subject.

<http://rownosc.info/>

UK

Facing History and Ourselves. An organisation that has a range of materials on identity and history of self as well as publications and ongoing projects on citizenry and human rights.

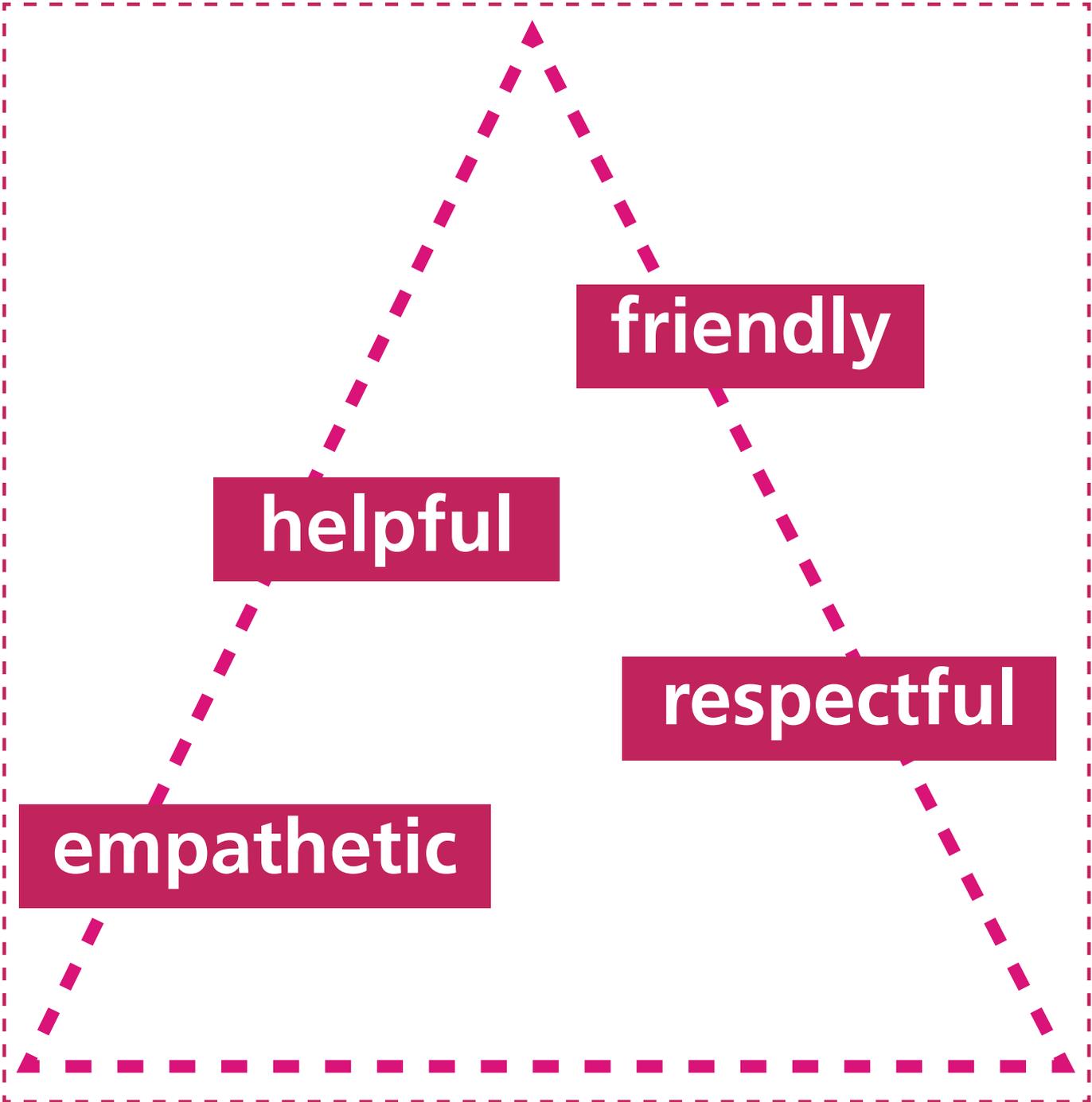
<https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/identity-charts>

UK

BBC. A range of online resources including a section on personal identity and relationships.

http://www.bbc.co.uk/schools/pshe_and_citizenship/personal_wellbeing/

Annex I



Dimension I - ME AND THE OTHERS

Relationship and Conflict Resolution

Overall Context

The ability to reflect and acknowledge different perceptions, opinions and interests of people in society is a basic of democratic decision making in any pluralist societies. The Universal Declaration of Human Rights states in its first article "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." Conflicts can thus be perceived as a necessary good in a democracy, as they result from different views and experiences and need to be handled in a respective and democratic manner.

Context of the European policies

The Council of Europe Learning toolbox on "Growing up in a Democracy – Lesson plans for primary level" (EDC/HRE Volume IV, ed. Gollob, Krapf, Weidinger) emphasises a key concept of conflict situations, reflecting on daily experiences of children at school. Depending on the age of children, different, "natural" resolution strategies appear, of whom the verbalisation is and de-escalation seem to be at the end of the scale while for older kids rather go for solving a conflict. The resolution can be of different nature such as physical resolution, one-sided resolution, and cooperative resolution.

Education on conflict resolution

Any pedagogy and educational strategy is based on acknowledging the other involved parties cards and interests in the situation in order to come to a peaceful cooperative solution. A concept on conflict resolution needs to build on raising awareness for different levels ranging from interpersonal to systemic (intergroup) interacting. All can result in possible conflicts of interests as they might interfere with the level of other persons/human beings/structures. Working on conflicts with children deducts from the emotional individual level into a communicative and possibly cooperative process between two or more people, which does not leave the opinion and position of the involved others unhandled nor tends to one sided solutions.

Activity: "Everything's okay! Really? – This is how we do it!" ¹

Duration:

60 minutes (for bigger groups more time could be foreseen)

Objectives:

- Children develop an understanding of public goods and private goods by identifying and distinguishing the problems they perceive in their class.
- Children reflect upon their mechanisms of conflict resolution and develop an understanding of different viewpoints and different personalities and behaviour.

Age:

Primary level - school children aged 8+, the teacher should be ready to use oral methods or sociometrics (10 – 20 children)

Material:

Small pieces of paper, pencils, information about classification of two categories (individual - group) of problems, flipchart.

Instruction:

1. The teacher writes the lesson "Everything's okay! Really?" on the blackboard. The children are asked to think about all the things that they think are not okay in their classroom. When giving the task to the children, the teacher should point out the different areas in which problems or conflict can arise. For example: working together with other classmates, between girls and boys, when sharing things such as the same table or the same room. Depending on the age, children might also go beyond the class and think about their involvement in school issues.

2. The children write down all the problems or conflicts that they can think of on small slips of paper and go individually to the blackboard and pin them on (for younger aged children alternatively the teacher writes them down and collects them writing it on a flipchart paper). After that the children sit in a circle in front of it.

3. Next, the teacher introduces that there can be two different kinds of problems – individual ones and common problems. He or she gives examples of each type: for example, a lot of noise in the classroom would be a common problem, but not having enough space on a table would be an individual one.

4. The teacher tries to get the children to sort the different problems into the correct category. For this, the teacher has prepared two sheets with a short explanation of 'common problems and conflicts' and 'individual problems and conflicts' - for younger kids these papers should be pinned on the table and introduced by the teacher. Once the children have finished sorting out the problems and conflicts, the teacher starts a discussion about which of them can be easily solved. You might skip this discussion for the following task. Alternatively for a group discussion a sociometric approach could be used: here the two categories "individual" - "common" will be placed on two opposite walls of the classroom. Each problem will be introduced by the teacher and the children have to consider the problems and place themselves physically on the side of the room where they think the problem is better located.

5. The children sit in groups of four. They choose two problems / conflicts from the list to work on in their group. Children will discuss their different ideas to solve the conflicts / problems so that the solutions only affect the intended group or person (depending on whether the problem falls into the category of a "common" or "individual" problem).

6. The children write down their ideas and illustrate a poster with the two problems or conflicts and the possible ways to resolve them. They underline the solutions they prefer as a group. Alternatively, instead of writing and illustrating the ideas in a poster the kids also can develop a short role play in small groups and introduce it to the plenary.

7. You might discuss with the children that there are different approaches to solve a problem / conflict. You might discuss ideas on how to decide which solution is the best for the specific situation.

Interesting and Relevant Resources and Practices

COE

Compasito, the European Children's Rights education manual offers valuable methodical approaches that can be used to educationally work on conflict resolution. As an example we recommend the method on bullying scenes

(http://www.eycb.coe.int/compasito/chapter_4/4_8.asp).

COE

Another useful European resource developed in the context of the Council of Europe Work is the handbook and educators guidelines on "Education for democratic Citizenship starts with us - Charter for all" <http://www.coe.int/en/web/edc/charter-for-all> offering a easy entry method conflicts on page 19. Both resources are available in multiple language versions on the web as well as in print.

DE

Practices to be found in the German context are for example trainings for school kids to become a conflict pilot or a peer mediator in their class. These trainings are provided almost all over German schools contexts and start in primary school. as one example see the curriculum on democracy pedagogy and democratic values development for classes 1-6 which is provided by Hands for Kids

<http://www.handsgermany.org/>

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – e.g. "conflict resolution and mediation" – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

AT

White feather – together for fairness and against violence: This program, operated by the Austrian Federal Ministry of Education, offers information and material on the different forms of violence (in school), on prevention programs and peer-education-projects.

FR

EDUCASOURCES -Digital resources for teachers: Website designs for teachers with reliable tools for teachers and operated by the national resources centre for teachers.

<http://www.educasources.education.fr/selection-detail-152235.html>

ESP

Guide with definitions and activities to work school cohabitation at class http://www.leioa.net/vive_doc/guia_convivencia_cast.pdf

ESP

Very complete guide book with many activities to work on mediation and conflict resolution. There's a teacher's guide and a student book, to prepare the activities:

TEACHER:

<http://www.educacion.navarra.es/documents/27590/548485/Mediaci%C3%B3n+y+resoluci%C3%B3n+de+conflictos.+Actividad+Educativa.+Programa.pdf/8c032b6f-6e8f-4a70-86ba-df8f6977e8bc>

STUDENT:

http://www.educacion.navarra.es/documents/57308/57750/mediacion_conflictos.pdf/21d9837a-2348-4125-9086-1a7492e47303

¹ This exercise is an adaption of "Everything's ok?" suggested in the Council of Europe Learning toolbox "Growing up in a Democracy – Lesson plans for primary level" (EDC/HRE Volume IV, ed. Gollob,Krapf, Weidinger. It is adapted to fit to 1 hour learning settings.

Dimension I - ME AND THE OTHERS

Children's Rights

Overall Context

What are children's rights? Why are there specific human rights for children?

The beginning of the evolution of children's rights (CR) was marked by the insight that children are in particular need of protection and care. More than adults, they suffer from the consequences of poverty, warfare, violence or contamination of the environment they are living in. Therefore, every decision which has influence upon children, should consider the interest and well-being of children.

UN Convention on the Rights of the Child (CRC)

The United Nations decided on 20th of November 1989, that children needed a special convention. The CRC was the first legally binding international instrument on CR signed by all states except South Sudan and the USA (Somalia ratified the CRC in January 2015). It contains 54 articles, which aim to guarantee a worldwide protection of all young people aged 0 to 18. The CRC reflects a new perception of a child and its legal status: a child is an individual who is subject of its own rights, while at the same she/he belongs to a community and family with all rights and responsibilities according to her/his age. The CRC sets out the complete spectrum of human rights for children (political and civil rights, social, economic and cultural rights as well as humanitarian law). While 25 years ago the attitude of "adults granting rights to children" prevailed, the right of children to participate in all decisions which affect them has been given increasing attention during the last decade.

There are 3 optional protocols to the CRC (additional legal instruments, adopted in 2000): Optional Protocol on the Involvement of Children in armed conflicts, Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography and, thirdly, the recognition of the right of an individual petition (2011). Every 5 years, all country signatories to the CRC have to report back to the Committee on the Rights of the Child on the progress made in ensuring the rights of the CRC. Furthermore, NGOs and experts of civil society in CR ("National Coalitions") are encouraged to deliver an unofficial report ("shadow report") parallel to the government report on possible violations which have not been stated in the official report of the government.

Basic principles

There are 54 articles in the CRC which can be summarised under 3 dimensions: participation, protection and provision ("3 Ps"). "Provision" alludes to basic needs like healthcare, education, food and clean water or shelter and "protection" means safeguarding against acts of violence or exploitation (among others). The four guiding principles underlying the CRC are:

- **Best interests of the child:** in all actions relating to children, whether taken by public authorities or private institutions, the child's best interests must be a primary consideration.
- **Participation:** Children and youth have the right to be involved in an appropriate way in all matters which concern them directly and express their views and opinions.
- **Development, life and survival:** This principle encompasses the right of children to life and survival, livelihood security and development opportunities in manifold ways (physically, psychologically, mentally, socially). Governments are supposed to create a suitable

environment which allows the full development of children and youth.

- **Non-discrimination:** All children and youth have the same rights, irrespective of their origin, citizenship, sex, religion, ethnicity, income of parents, skin colour or any other trait.

More information: www.crin.org (The Child Rights Information Network). The International Children's Day is annually on 20th of November (day of adoption of the CRC).

- Luis writes in a school essay: „Usually I go to school without breakfast. In the refrigerator I see only a piece of spoiled cheese besides a bottle of wine. My mother and my father sleep when I leave our flat in the morning.“
- Christina is 14 years old and she works ten hours a day in a Bangladesh textile factory.
- David is new in class, he attends the 6th grade. Over the past months he has become increasingly withdrawn. Other classmates make fun of him and he is being teased several times a week.

Source:

Brinek, Gertude. *Junge Menschen und ihre Rechte*. Wien – Ohlsdorf: Edition Ausblick, 2013.

English version can be ordered via: www.edition-ausblick.at/gallery/gertrude-brinek-junge-menschen-und-ihre-rechte

What do the different cases mentioned above have in common? They violate basic children's rights – through violence, exploitation, neglect, poverty or bullying.

A specific aspect which tackles violation of girl's rights: Recent data illustrate that up to 50% of sexual assaults worldwide are committed against girls under the age of 16 (UNICEF, 2011), with an estimated 1.8 million children subjected to commercial sexual exploitation and child abuse (quote: Childfund Alliance. The costs and economic impact of violence against children, 2014).

Activity: "Different lives, the same world"

Duration:

Two class sessions (50-60 minutes)

Objectives:

In this activity, we aim to sensitise, train and inform children about children's rights. By encouraging active participation amongst children, we can ensure that they understand the differences that come along with being born in different parts of the world, especially in terms of the fulfillment of their rights. They will also learn to value their role in exercising these rights, as we reinforce the idea that minors, too, are full citizens of society.

Age:

7 to 12

Instruction:

- The class will be divided into six teams. Of these six, two teams should work on each of the three scenarios given. Additionally to the scenarios, teachers could provide fotos or pictures to approach the topic in a more creative way.
- The children should imagine the scenarios and consider the con-

sequences suffered by the protagonists. The teams respond to the question: How would each child's situation change if their rights would be fulfilled? By writing or drawing their answers as posters, collages, or essays. The scenarios could also be acted by the children.

- At the end of the exercise, ask children how they arrived to their answers and invite them to share their work with the rest of the class.
- Discussion/Debriefing: Consider enough time (potentially a second lesson) for the reflection on children's own experiences of their rights and in which way they feel they are violated. You can begin the debate with your class by using questions such as:
 - What are Children's Rights? Can you name any of them? What does each one mean?
 - In which situations in your daily life do you believe that the rights of the children around you -are not being met?
 - Questions for children aged 10-12: With some of the experiences that you see in the media where the rights of children are not being met: What do you think you can do to change these situations? Which organisations or collectives would you go to for help?

Extension:

A poster wall for children's rights could be created. It is important to remember that the boys and girls who suffer from the violation of their rights, place a lot of value in what children in other parts of the world take for granted. It would be interesting to discuss with children the importance of having a family and being able to enjoy it, the value of being able to play with and enjoy a toy, even if it is the only one they possess, and the value of having a school close by and the materials necessary to study there.

Scenarios for children aged 7-9

1. Ranjid is an 8-year-old boy who lives in India. He gets up at 7:00 in the morning, because his school is very far away from his house. He can only be there for three hours a day, because he has to go home and help his family. What rights are not being given to Ranjid? Why would it be better for Ranjid if he could stay longer at school? What should the government do to make sure that children of India are given these rights?

2. Senegal is a country in Africa where Enam lives. Unfortunately, it doesn't have many medical resources and Enam is very sick. They don't have the medicine to cure him and he cannot go to another country to get treated. What rights are not being given to Enam? What would happen if this situation happened to children in every country? What should the government do to make sure that the children of Senegal are given these rights?

3. Lili has moved to a new city with her family. The school she goes to now has never had an Asian child before. Lili is put in a lot of strange situations because some children don't want to play with her and others sometimes make fun of her. What rights are not being given to Lili? What do you think Lili should do? Has something like this ever happened to you before?

Scenarios for children aged 10-12

1. Indira lives in Delhi. She is a 12-year-old girl who cannot go to school anymore. She had to drop out to go to work in a factory where she makes clothes for 10 hours a day. What rights are not being given to Indira? What would happen if this situation happened to children in every country? What should the government do to make sure that the children in Delhi are given these rights?

2. In the city of Guinea lives Misha, a girl who has problems with her legs. She would need a wheelchair to be able to move around

on her own. Because her parents can't access the medical services that are so scarce in their country, Misha can almost never leave the house. What rights are not being given to Misha? What would happen if this situation happened to children in every country? What should the government do to make sure that the children of Guinea are given these rights?

3. Oscar is new to his school. He's having problems making friends because when his two dads drop him off or pick him up from school, the other children think it's strange. During break or in class, they ask him why he doesn't have a mom and say it isn't normal that he has two fathers. Some kids make fun of him and don't want to play with him because of this. What rights are not being given to Oscar? What do you think he should do? Has something like this ever happened to you before?

Interesting and Relevant Resources and Practices

COE

Gollob, Rolf/Krapf, Peter: Exploring Children's Rights. Nine short projects for primary level. Volume V of EDC/HRE volumes I-VI, Council of Europe, 2007, www.theewc.org/uploads/content/archive/2008_Exploringchildrenrights_en_1.pdf

COE

Composito – Manual on Human Rights Education for Children. This collection of selected and well-tested exercises on human rights education for young children also contains many activities tackling the topic of children's rights.

www.eycb.coe.int/composito/

UN

UNICEF offers a collection of materials on children's rights, but you must register with UNICEF to access. www.unicef.org.uk/rights-respecting-schools/resources/ideas-from-schools/

UK

Oxfam offers teaching material as well as further information on children's rights for teachers and a guide. www.oxfam.org.uk/education/resources/childrens-rights

DE

www.kinderrechteschulen.de: a resource that provides guidance, counselling, material and support for processes related to embedding children's rights in the school context and developing schools accordingly. The site is provided by the association MAKISTA (Make Children Strong) an initiative aiming at democratic school development focusing on primary level.

AT

National Coalition of Austria (Netzwerk Kinderrechte Österreich) Independent Network of Children's Rights (CR) Organisations and Institutions which are engaged in the implementation of the UN-Convention on the Rights of the Child in Austria. The website does not only provide basic information on CR, but also serves as a platform for current debates on CR.

www.kinderhabenrechte.at

AT

polis aktuell Nr. 11/2014, updated version 2015): Kinderrechte sind Menschenrechte: Children's Rights are Human Rights This issue of the journal for teachers, published by polis –Austrian Centre for Citizenship Education in schools, highlights the UN-Convention on the Rights of the Child, offers didactic examples for classroom and tackles the conflicted areas between rights granted by adults and rights to substantial participation of children.

www.politik-lernen.at/site/gratisshop/shop.item/106326.html

PL

Rzecznik Praw Dziecka is a constitutional authority in Poland whose responsibilities cover children's rights. On the website one can find classroom scenarios for teachers and a huge variety of documents about children and their rights.

<http://brpd.gov.pl/ksiazki-informatory-poradniki>

PL

UNICEF in Poland cooperates also with schools, among many other activities. There is educational material available, prepared with the help of experts.

www.unicef.pl/Wspolpraca-ze-szkolami/Materialy-dydaktyczne

ESP

Spanish League of Education and Popular Culture, website on children's rights with monthly campaigns on different issues to work and reflect on CR.

www.rayuela.org/

ESP

El caso de Lorenzo/The hunt of Lorenzo(author: Isabelle Carrier). Text with simple words as well as tender and funny illustrations. The author recreates the daily life of different children: their difficulties, their qualities, the obstacles they are facing.

www.editorialjuventud.es/3781.html

FR

Educocol, French national portal for educational work on children rights, with links to many informations on national organisations working on this topic.

<http://eduscol.education.fr/cid66251/journee-internationale-des-droits-de-l-enfant.html>