

# INCLUSION THROUGH ART

*Children's rights education toolkit*





**YEREVAN STATE UNIVERSITY  
CENTRE FOR EUROPEAN STUDIES**

Mariam Muradyan, Serine Avetisyan,  
Tatevik Abrahamyan, Karin Styvers

**INCLUSION THROUGH ART**  
Children's Rights Education Toolkit

YEREVAN  
YSU PUBLISHING HOUSE  
2024

**EDITOR:** Mariam Muradyan  
**REVIEWERS:** Vahan Badalyan, Mariam Petrosyan, Lilit Grigoryan  
**PARTNER ORGANISATIONS:** National Centre for Education Development  
and Innovation Foundation, “Little Theatre” National Centre of Aesthetics,  
“Luse Rehabilitation Centre” Foundation

Inclusion through Art: Children's Rights Teaching Toolkit / M. Muradyan,  
S. Avetisyan, T. Abrahamyan, K. Styvers.-Yerevan: YSU, 2024.- 61 pp.

The toolkit on teaching children's rights enables teachers of the “Art” subject to achieve substantive results through various practical activities with child rights content. It targets teachers at public schools, as well as other professionals interested in this topic.

ISBN 978-5-8084-2654-2

© YSU Publishing House, 2024

© Centre for European Studies, 2024

© Auth. group, 2024

# CONTENTS

PREFACE .....	5
<i>Topic 1. The right to protection from all forms of violence .....</i>	<i>11</i>
Practical activity 1.1 Let's express our emotions! .....	12
Practical activity 1.2 Emotions/feelings are natural .....	13
<i>Topic 2. The child's right to family life .....</i>	<i>15</i>
Practical activity 2.1 I belong to my family .....	15
Practical activity 2.2 My family in my collage .....	17
<i>Topic 3. The child's right to education .....</i>	<i>20</i>
Practical activity 3.1 Education/school of my dreams .....	21
Practical activity 3.2 Educational plan of individual development .....	22
<i>Topic 4. The right to rest and leisure .....</i>	<i>25</i>
Practical activity 4.1 Let's have some rest .....	26
Practical activity 4.2 I have the right to rest .....	27
<i>Topic 5. The right to health and healthcare .....</i>	<i>30</i>
Practical activity 5.1 Shall we go to the store? .....	30
Practical activity 5.2 How to help? .....	36
<i>Topic 6. The child's right to protection from economic exploitation and development-hindering and dangerous work .....</i>	<i>39</i>
Practical activity 6.1 More than it is allowed .....	40
Practical activity 6.2 Story of a child .....	42
<i>Topic 7. The child's right to recovery and reintegration .....</i>	<i>45</i>
Practical activity 7.1 Dance by syllables .....	46
Practical activity 7.2 Come forward .....	47
<i>Topic 8. The right of children with disabilities .....</i>	<i>50</i>
Practical activity 8.1 Follow me .....	51
Practical activity 8.2 Sleuths in the vicinity .....	53
<i>Topic 9. The right to protection from armed conflict .....</i>	<i>55</i>
Practical activity 9.1 From war to peace .....	56
Annex 1. Pre-trainings .....	58
Bibliography .....	60

# PREFACE

Dear teacher,

This toolkit will help you organise your work easier, smoother, and in a more engaging way.

**Children's rights through art.** The children's rights teaching toolkit is created based on important concepts: **inclusivity, children's rights and art.**

The content of the toolkit is developed according to the logic of the new general education standards and helps to form students' abilities that are defined by the State Standard for General Education (hereinafter-SSGE). Considering that the SSGE defines the introduction of the integrated subject "Art" into the basic educational degree, which is a novelty for public schools, as well as for the teaching community, it is obvious that teachers need support in this matter. The content of the topics presented in the toolkit corresponds to predetermined goal and results, to ensure this the authors propose at least two practical activities within each topic. In the case of tasks, the purpose, the list of necessary materials, as well as the age threshold for which the task is applicable are also defined.

It is important to remember that the toolkit and, especially, practical activities included in it are flexible, consider the needs of the class and individual characteristics of learners. The exercises can be modified, while respecting the principles of **inclusivity, co-creation, and children's rights education.**

In practical activities, maximum access to all students is important - regardless of their abilities. It is noteworthy that all exercises are engaging. Emphasis was put on creating psychologically safe, calm, and relaxed conditions for each learner. The learning process is based on the psychological characteristics and abilities of each learner and their maximum inclusion. The learner becomes a direct and active participant and creator of the learning process. An important goal of co-creation is to perform tasks by the whole group in such a way that no learner is restricted from participating in the learning process. In the process of co-creation, you should:

- enable learners to share their experiences,
- be ready to constantly respond and adapt the workflow to the needs of learners,
- consider situations as universally as possible, avoiding standard formats,
- encourage learner activity and engagement.

From the very beginning, considering art as an inclusive subject and striving to strengthen the role of art in public schools, the content of the toolkit was compiled on account of children's rights, where art was chosen as the main tool for rendering content. Therefore, when studying the toolkit, you will notice in each topic the presence of four basic concepts defined by the standard of the subject of “Art”, which are **creating, presenting, echoing, and linking**.

Article 29 of the Convention on the Rights of the Child (CRC) states that children's education should help them to fully develop their personalities, talents, and abilities. It should teach children to recognise their rights and to respect the rights, cultures, and differences of others. The CRC Committee, in its General Comment No. 12, paragraph 108, states that “human rights education can shape the motivation and behaviours of children only when human rights are practised in institutions in which the child learns, plays and lives together with other children and adults”. Continuing the logic of educating children about children's rights, the Committee, in paragraph 114, welcomes the introduction of child-friendly school programmes which seek to provide interactive, caring, protective and participatory environments that prepare children and adolescents for an active role in society leading them to become responsible citizens in their communities.

The toolkit covers the following rights of the child:

1. To be protected from all forms of violence,
2. To live in a family,
3. Education,
4. Rest and leisure,
5. Access to highest attainable healthcare and medical services,
6. To be free from economic exploitation,
7. Recovery, rehabilitation, and reintegration,
8. Children's rights in armed conflicts,
9. Rights of children with disabilities.

Guided by the competency-based education model, the content of the toolkit contributes to the formation of (i) self-cognitive and social, (ii) democratic and civic, (iii) cultural competencies defined by the SSGE. To facilitate your work, the purpose of each teaching module and its learning outcomes are defined at the beginning of each topic. Here, the content of the topic on children's rights is also outlined. These are followed by practical activities that will help you identify smaller outputs to be achieved during targeted lessons. Each practical activity in the toolkit has the following components:



## **The purpose of practical activities, which links to approaches to teaching the material (right) and its vital importance**

Defining the purpose of the practical activities additionally concretises the purpose of the topic already in the scope of practical work and help you to present more clearly the outcomes that should be reached at the end of each practical activity.



## **Time required for the practical activity**

The required amount of time for each practical activity is set in advance. It is important to keep in mind that the indicated number of hours is minimal, therefore, based on the needs of different classes or students. Teachers are recommended not to limit themselves and use the timing suggestions as a guide. You are free to add more time than might be indicated. However, it is recommended not to carry out any practical activity in less time than indicated.



## **The age threshold for the practical activity**

Considering the age characteristics of students, their knowledge, and skills, as well as psychological characteristics, the age threshold for which this practical activity is applicable, is set in advance.



## **Materials and environment necessary for the practical activity**

To facilitate your work, a description of all materials and environments that will help to perform practical activity is determined in advance.



## **Work process**

This subsection provides a step-by-step description of how the practical activities should be done, what the physical location of students and the teacher should be, the instructions that the teacher should give to students, their order, the necessary directions to be given during the activities, etc.



## **Teacher's Notes**

Considering the different needs or preferences of students, the subsection “Teacher's Notes” provides a number of helpful suggestions for teachers. When appropriate, these suggestions will help educators to change and adapt the practical activities to the needs of a particular class or students.



Such a practical structure will make it possible for you to plan a detailed lesson in advance, having prepared the necessary materials in a safe environment, etc.

At the end of each topic, the authors propose subject connections both at the level of the topics and the content of the subjects.

Given the importance of interdisciplinary connections emphasised by the SSGE, the toolkit makes it possible to provide interdisciplinary connections, as well as to organise joint classes with other disciplines.

Be aware of disabilities and individual needs of participating children. Ensure that role-play matches their ability to be inclusive, respectful, and sensitive to others. Make sure that the role-playing environment and materials are accessible to all children, considering factors such as mobility, vision, and hearing needs. If necessary, adapt activities to people with different types of disabilities. Before the practical activity, you can use the options suggested in the Pre-Training application, which were also created with the inclusion component in mind. The main target audience of the toolkit are Art teachers. When using the toolkit, it is perhaps important to keep in mind that it is intended for the teacher, therefore, the content of the topics as described in this toolkit is also intended for teachers rather than for children.

The toolkit was published with the support of the “My Convention” program and the Swedish organisation ShareMusic & Performing Arts.

“My Convention” is the first step of the long-term cross-sectoral cooperation between Swedish and Armenian partners in the field of culture and political science (2020-2023).

The aim is to explore and create methods of using creative artefacts as a tool for working with human rights.

The Swedish partners of the “My Convention” are ShareMusic & Performing Arts, Småland's Music Och Theater and Scenkonst Sörmland, the Armenian partners are Yerevan State University and the Small Theatre of the National Centre of Aesthetics after Henrik Igityan. My Convention was supported by the Swedish Institute, the Swedish Postcode Foundation, and the Swedish Arts Council.

Within the framework of the project, the “My Convention” stage production was organised for children, through seminars and interviews with children and young people from Sweden and Armenia. Almost silent, with no other language of artistic expression, children's rights were explored on their own terms. The goal was to strengthen children's knowledge of their rights and offer a platform to learn more and make their voice heard.

ShareMusic & Performing Arts is a Swedish knowledge centre for art development and inclusion. They work for everyone's right to participate and engage in diverse experiences as well as artistic and cultural activities. The work is closely linked to the UN Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals. The vision is that everyone should be able to express themselves artistically in a world where differences are seen as valuable. To achieve this, the organisation works in several areas such as innovation and research, development of working methods, cross-disciplinary collaboration, specialisation, and knowledge dissemination.



## Authors

**Mariam Muradyan** is a child rights expert with 12 years of professional experience and an academic background in human rights, political science, social work and teaching. Mariam Muradyan is the regional child rights officer of the Global Campus of Human Rights (Caucasus) and a lecturer at the Centre for European Studies at Yerevan State University. Her research interests include child protection, juvenile justice, children's right to adequate standards of health, education, social protection and to live in a family. Mrs. Muradyan has been engaged as an expert in child rights monitoring groups in Armenia, Nagorno Karabakh and other countries in Central Asia and the Eastern Partnership. Email: [m.muradyan@ces.am](mailto:m.muradyan@ces.am).

**Serine Avetisyan** is an education specialist. Having received an academic education in the field of international relations and human rights, Ms. Avetisyan was engaged in the management of educational initiatives. One of her important achievements is the coordination of the process of development of the state standard for general education, subject curricula and teaching and learning materials corresponding to the latter. In addition, Ms. Avetisyan actively participates in various educational programs. As an education expert, she participates in the program of strengthening student councils in Armenia, participated in the development of a teaching toolkit on peacebuilding for teachers of social sciences. Email address: [serine.avetisyan22@gmail.com](mailto:serine.avetisyan22@gmail.com).

**Tatevik Abrahamyan** is a children and pedagogue-psychologist. She has been working as a psychologist in educational structures for 13 years, performing diagnostic, consulting and educational work with children and adolescents of primary, secondary, and high schools, their parents, and teachers. Over the past 8 years, she has developed, coordinated, and implemented courses in the field of psychology and education, cooperating as a coach and trainer with various organisations. Author of scientific articles and manuals for support professionals working with children. Co-founder of the Armenian Association of Child and

Educational Psychologists. Email address: [tatevikabrahamyan@gmail.com](mailto:tatevikabrahamyan@gmail.com).

**Karin Styvers** has been working with ShareMusic & Performing Arts since many years, where she has led workshops in traditional drama, puppetry, and shadow play. Karin is a professional puppeteer and actress, and since January 2023 she is also a practicing legal professional. Through the performing arts production “My Convention”, Karin united these two worlds. Karin is passionate about children’s theatre, which is also what she has been working with the most in her acting career. She experiences the performing arts as an amazing tool to make children aware of their rights.

## The right to protection from all forms of violence

The **purpose** of teaching the topic is to enable students to recognise violence and be able to protect themselves from violence on their own or with the help of adults.

### Learning outcomes

At the end of the training, students are expected to:

- be able to clearly explain their emotions in various situations including during instances of violence.
- to recognise various emotions/feelings immediate their surroundings (including during situations of violence).
- to show empathy and take appropriate steps.

### Thematic content

Exercising violence against children is common all over the world. Violence is the worst obstacle to the mental, spiritual, and physical development of a child in various life situations. Important indicators in determining the types of violence are:

physical development of the child,

mental abilities

the type of involvement of the child in certain activities

considering the child's views

and other factors that are directly related to the child's abilities

According to another approach, to prevent violence, protect the child from the consequences of violence and/or rehabilitate and prevent revictimization, it is necessary to consider the child's immediate environment (family, guardian, educational institution, community) and their environment (socio-economic situation of the state, traditions, martial law, natural disasters, etc.). With this approach, no objective or subjective reason can justify child abuse.

No form of violence is justified, and violence against children can be prevented.<sup>1</sup>

<sup>1</sup> CRC, General Comment No. 13 (2011), The right of the child to freedom from all forms of violence, Introduction, Paragraph 3.

Mechanisms and obligations are being created in accordance with this logic to protect the child from violence by all actors who have influence over the child.

The use of violence against children can lead to various negative consequences: *death, severe injuries, mutilation of the nervous system and development, hazardous health conditions, unwanted pregnancy, diseases and infections, numerous factors that threaten the child's future and especially cases of deprivation of his childhood.* They are often victims of violence because of their medical, social, and environmental characteristics. The role of teachers is especially important to prevent bullying (teasing, name-calling, and discriminative behaviour) in schools.

## Practical activities

### Practical activity 1.1 Let's express our emotions!

The exercise is suitable for children aged **6 to 12 years**.

**Purpose:** the exercise will give students the opportunity to express their emotions, as well as recognise the emotions and feelings of classmates in various situations. This will help to understand the emotions of classmates, dangers, or signs of possible violence in various situations:

Time required for the activity: **one lesson hour**.

#### Required materials and environment:

- at least one mirror,
- round furnished classroom,
- a set of questions (for the teacher),
- paper and pen for taking notes during the process,
- a relaxed environment.\*

#### Practical activity process

- Ask the children to look in the mirror and express sadness or joy (divide the children into pairs if there is one mirror or only a limited number).
- Encourage them to adopt expressions of fear, anger, and other emotions.
- Have the children sit in a circle after trying out some expressions on their faces in front of the mirror. Explain that after that they should be ready to make other

---

\*To create a relaxed atmosphere, teachers can start the exercise in front of the mirror, making faces that express different emotions. In so doing, learners will be more courageous. Or choose one volunteer from the class who would like to start and use his example to give others the opportunity to continue.

faces: puzzled, surprised, shy, worried. It is very important to determine whether the learners are able to name the depicted emotions. For example, when they look at their friend, do they understand what their friend is feeling at that moment?

- Then discuss with the group when these feelings arise. To develop this, ask questions that have been prepared in advance. For instance, your friend pushed you. How did you feel? Happy or sad? What is violence? Is this action violent or not?

Questions may also be of the following nature:

- Are you happy or sad when you must go to bed early?
- Are you shy, excited or nervous about having a new nanny?
- Are you happy or sad when your dad makes you brush your teeth every day?
- Are you shy, angry or happy when a new classmate joins your class?
- Are you sad, angry, or do you feel nothing when your mom yells at you?
- Are you happy, nervous, or scared when your classmates argue? Perhaps you are sad or indifferent when one friend hits another one of your friends?



### Teacher's Notes

Before suggesting a game, carefully assess the potential risks. Try to mitigate the acute reactions of children as much as possible and not make personal assessments, but always check with the child. It is important to observe what restrictions a child with a particular disability may have. In the absence of one or more limbs, try to find alternatives to exercises that involve limbs. Encourage and validate their ideas. Use gestures such as thumbs up (agree) / down (disagree) /sideways (half agree). It encourages inclusion as all children can respond immediately. Link the discussions to Articles 1 and 19 of the Universal Declaration of Human Rights and emphasise that they have the right to express their feelings and share them with people.

## Practical activity 1.2 Emotions/feelings are natural

The exercise is suitable for children aged **6 to 14 years**.

The **purpose** of the exercise is to study the emotions of children and find out how they change from day to day, depending on the moment.

Time required for the activity: **one lesson hour**.

### Required materials and environment:

- an open classroom or large enough area to stand in a circle,
- questions to read (for the teacher), as well as paper and pen to take notes in the process,
- a relaxed environment.

## Practical activity process

- Ask the students to stand in a circle. Choose one or two students and ask them how they are feeling at that moment. Ask the child/children to express that feeling with a facial expression or a part of the body.
- Ask the children in the circle to make a face that expresses their feelings at that exact moment.
- Then ask one of the children to stand up and finish one of the following sentences:
  - I am happy when... (I play, I draw, I am with my mom)
  - I feel sad when... (I feel lonely, I go to sleep, I don't see my dad before going to bed)
  - I'm angry when...
  - I am proud when...
  - I'm brave when...
  - I'm disappointed when....

If the children agree with their classmate's statement (the sentence he/she constructed), they change their places. The last changing child who does not manage to sit remains in the centre and finishes another sentence. If it is difficult, learners are unable to complete the task according to these rules (there is a child with disabilities concerning mobility in the class), the rules can also be changed: children can clap their hands or smile if they agree. The teacher can also offer a different feedback method, keeping in mind the physical and mental abilities of the students in the class.

**It is important** to help children use “emotion” words when they are experiencing strong feelings. For example, the teacher may say “Are you really excited about this game?” or “Are you disappointed with this puzzle?”.

## Other ideas

With the help of a printing device (printer), print out images representing emotional words and stick them upside down on the board, so that children can come over and put them the right way up. Ask students to explain the feeling that the image expresses and tell them about the situations in which they experienced this feeling. In the same manner, while reading or listening to any story, teacher can interrupt students during different lessons (history, literature) and ask how they feel at that moment.

## Interdisciplinary connections

**Biology/ Me and the world around me (for primary school)** - students should have an idea of how their physical and mental development is progressing to enable them to recognise violence, as well as to avoid it. Their knowledge of biology can come in handy here.

**Social Sciences-** Basic human rights and children's rights are also studied within this subject.

## The child's right to family life

The **purpose** of teaching this topic is to acquaint learners with the Convention on the Rights of the Child-the right of the child to live in a “family environment” and the mechanisms to ensure it.

### Learning outcomes

At the end of the training on the topic, it is expected that students will:

- explain what families can be like.
- be able to identify those important people who love and take care of them and understand that they belong to a unique and special family.
- compare different “family environments”, explain the reasons for these differences, at the same time they will understand that these differences are normal.

### Thematic content

The preamble to the Convention on the Rights of the Child states that “the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding.” However, based on various life situations, many children are deprived of their family environment. In these cases, the state assumes numerous responsibilities for care for them in order to realise their right to live in a family. The state can resort to various forms of “family environment” provision. Obligations to ensure the “family environment” for the child at the same time should include components of the “atmosphere of happiness, love and understanding” of the child in that environment. The ability to live with his or her biological family should be the most important principle in the study of this right. Only in extreme circumstances and in the best interests of the child can this principle be violated. No child with a disability should be deprived of the right to live in a family for the purpose of exercising other rights (education, rehabilitation, health).

## Practical activities

### Practical activity 2.1 I belong to my family

The exercise is suitable for the age group of **6 to 10 years**.

**Purpose:** The purpose of the exercise is to show in the classroom how diverse



families can be, and to emphasise the belonging of learners to their families.

Time required to complete the activity: **half a lesson hour**.

#### **Required materials and environment:**

- family photos, including that of pets or toys that are important to students,
- printer for printing children's drawings,
- double-sided adhesive tape,
- questions to read (for the teacher), as well as paper and pen to take notes in the process,
- a relaxed environment.

#### **Practical activity process**

It is very important to be aware of the family culture and traditions of each student, and to show sensitivity, the teacher first needs to get to know the student. To conduct the exercise, ask students in advance to bring photos of people or things that are most important to them, including pets or toys that are important to the children. If they can't bring a printed photo, ask them to send a digital version and try to print it at school. With the collected photos, organise a "Family" exhibition on the board or wall where the photos will be pasted with double-sided sticky paper. When the exhibition is ready, ask the students to introduce their families. If possible, it is desirable for them to take the picture they are talking about and hold it in their hand during the presentation, and then stick it back. Following this process, give everyone a chance to talk.

During the presentation of students, try to answer the following questions and adhere to the following principles:<sup>2</sup>

- Who is in the photo?
- Why are they special and what are they like as family members?
- Where do they live?
- How do you spend time with them?
- How do you feel with them?
- How do you show your family how you feel (this will help them understand what it means to belong to a group of people)?



#### **Teacher's Notes**

It is necessary to help the children understand that families are different, they have different compositions. But it is very important to consider that everyone has the right to belong to a family. Encourage children to consider their rights in this context. For instance, when they grow up, they should want to have their own family. This is their right stipulated in the Universal Declaration of Human Rights.

<sup>2</sup> It is important to use the words like mother, father, sister, brother, grandmother (etc.).

It is important to support children who have difficulty speaking or holding a picture. If the child has physical problems, the teacher can hold and show everyone or ask one of the students to help. Prepare simple questions for those children who have difficulty speaking.

- Who are in the photo?
- Who are you playing with?
- What do you like to play with them?
- Who are you very happy with?

## **Practical activity 2.2**

### **My family in my collage**

The exercise is suitable for children aged **6 to 10 years**.

**Purpose:** The purpose of the exercise is to emphasise the belonging of students to their families.

Time required for the activity: **two lesson hours**.

#### **Required materials and environment:**

- family photos, including those of pets or toys, that students will be able to cut out in classroom,
- newspapers, magazines that they will be able to cut and separate excerpts from,
- adhesives, scissors, A3 paper,
- printer for printing pictures sent by children,
- according to the needs of children, an example of a ready-made one collage,
- a relaxed environment.

#### **Practical activity process**

Ask students to bring various photos of their family members, glue, scissors, magazines, or newspapers to cut and paste. The teacher can also prepare various materials.

Ask students in the classroom to create a collage of their families by sticking photos of family members, as well as add different expressions or images from newspapers and magazines that are typical of their families. In this practical activity, it is important to consider several principles:

- Encourage creativity as much as possible.
- Allocate one lesson to making collages, if the students don't know what a

collage is, select a few examples in advance, show them in class so that it is easier for them to work.

- Encourage students to express place and role of them and their family members for each other in collages.

Post the collages already in the second lesson, give students the opportunity to walk around and look at all the pieces. The process will be organised more efficiently if the class is divided into two groups: representatives of the first group will stand by their collages, the second group will walk around and ask questions to the authors, after which the groups will switch roles. If there are learners with speech impediments in the class, teacher can skip this part or assign a short description (written). In the case of children with speech impediments, classmates approaching them can tell and describe their feelings, and they can confirm or deny with a gesture. It will resemble a “guessing game”. To expand the discussion of the collages in the context of the child's right to live in a family, suggest asking the following questions when walking around and discussing the collage:

- In what roles or life situations are family members in?
- What expressions or texts are used in the collage, what do they mean?
- What other images were used? Why exactly were they used?
- Are the collages in colour or in black and white? Why is this so?
- What happened in the family at that moment and why exactly that event was remembered?

In the case of children with mental development problems, suggest voicing the following questions:

- Who are in the picture? Who does what?
- What are your favourite words and which you don't like at all?
- What picture you don't like and why?



### Teacher's Notes

Children should be supported in understanding that families are different, but everyone has the right to live in a family. Encourage children to consider their rights in this context. For example, in a family, all members have their own scope of rights and at the intersection of these rights, it is necessary to show mutual respect for each other's desires, opinions and decisions. In this context, it is also very important to talk about mutual care. Teacher can discuss with children intra-family roles, relationships, and that everyone in the family has their own responsibilities.

**Social Sciences**-basic human rights and children's rights are also studied within this module.

**Literature**- within the framework of this module, some works somehow touch upon

the right of a child to live in a family. It would be interesting to discuss the topic through the lenses of the story “Gikor”.<sup>3</sup> From the point of view of the role and importance of various family members, it would be interesting to consider the story “Avelord”.<sup>4</sup>

---

<sup>3</sup> “Gikor” is a novel by Armenian writer Hovhannes Toumanian. The story is about a twelve-years-old boy who was taken to a big city to work, thereby providing for his family. He eventually dies from malnutrition and being homesick. The translated version is available at: <http://w.edic-baghdasarian.com/Edic%20-%20New/img/Books/63-Gickor-1-E.pdf>.

<sup>4</sup> “Avelord” (the Extra) is a novel by Derenik Demirchyan, and tells a story during the Armenian Genocide. The family packs up their home to flee from their village in Turkey so as to not be massacred by the approaching Turks. They abandon one of their family member, an elderly aunt with disability, calling her “extra”.

## The child's right to education

The **purpose** of teaching this topic is to give students an idea of the fundamental right to education, to highlight their needs in educational activities.

### Learning outcomes

At the end of the training on the topic, learners are expected to:

- Present the role of education in their lives.
- Distinguish between the positive and negative sides of the educational process.<sup>5</sup>
- Present their expectations from education and highlight their actions in this process.

### Thematic content

The Convention on the Rights of the Child distinguishes two articles on the child's right to education. Article 28 mentions that the states must recognise the child's right to education and the opportunities for its realisation, defining different forms and principles of education (equal opportunities, accessibility, access, regularity of attendance). The second article (Article 29) is aimed at the purpose of the child's education: “[...] the development of the child's personality, talents and mental and physical abilities to their fullest potential”, cultural identity and the components of education aimed at preparing the child for various aspects of life. Both these articles of the CRC are complementary and stem from each other, and this curriculum provides comprehensive approaches to the teaching of the child's right to education. No child should be excluded from education under any condition. In difficult conditions, the state and private citizens should endeavour to return any child to education in order to learn writing, reading and numeracy on a full-time or part-time basis, in class, remotely or in any other way possible depending on the situation the child faces. Education is compulsory for children up to 14 years of age.

---

<sup>5</sup> SSGEE22, SSGEB27, available at the following link: <https://www.arlis.am/documentview.aspx?docid=149788>.

## Practical Activities

### Practical activity 3.1 Education/school of my dreams

The activity is for children aged **8 to 16 years**.

The **purpose** is to give learners the opportunity to focus on their own educational needs, analyse the features of education, discuss, and highlight everything that makes education important to them.

Time required for the activity: **one lesson hour**.

#### Required materials and environment:

- whatman papers according to the number of subgroups,
- coloured pencils, markers, or gouache,
- free space for group to work,
- a pen,
- open and sincere environment\*.

To ensure an open and honest environment, the teacher can discuss with students their desires and emotions in advance. For children with disabilities, choose the option that will make it easier for them to express their desires (to draw, show, sing, speak) or, if the teacher already knows the student well, he or she can also offer options.

#### Practical activity process

- Hold a discussion following the question “Why is it important to study?”. So that the question is accessible to everyone, the teacher can rephrase it as follows: “Why do you come to school, what do you like doing at school, what do you feel good about, what do you dislike, what is education for, what helps you in your studies, what hinders you?” Write down all the answers on the board. Guide the discussion in such a way that students talk about both the content of education, its organisation, and their involvement.
- Summarise by emphasising that all the reasons for studying are important, and that the desire of all people to study should be satisfied, since getting an education is one of the important rights of every person.
- Present the next task in detail. Instruction: “Now we will work in groups. The task of all groups will be the same. That is, to portray the dream school. Think in the group about how you would like to see your school, what specific changes you would like to make to the school, for example, to change the school building, classroom, number of lessons, the lessons, or you would like to study other subjects, what would help you study better at school?” In each group, students

simultaneously draw on the same piece of paper, discussing in advance what is important for them to express in the drawing, separating the work.

- If the teacher is sure that the students have understood the instructions, the class should be divided into groups of 4-5 people. In the groups where children with disabilities are included, the teacher can invite an adult if necessary.
- When the pictures are ready, all groups must submit their work. During the presentation, after telling the story, the children try to reproduce the sounds present in the school they drew: the school bell, the voices of children, if they drew cars, then they should make the sound of cars. If children are having difficulties, guide them by showing, for example, books and asking: "What sound does it make when flipping through the books?"
- Summarise the exercise by pointing out all the important desires and needs that the children have identified and presented.



### Teacher's Notes

It is important that all children in the class participate in practical activities. Sometimes during the activity, the teacher will notice that the pace of the students' work is different. At these moments, the teacher should join different groups to show how to involve all students. For example, one friend drew a tree, another should colour it: then leave the group.

## Practical activity 3.2 Educational plan of individual development

The activity is for children aged **10 to 16 years**.

The **purpose** is to give students the opportunity to highlight their own ideas about the importance of the educational process and make their own individual development plan during educational activities.

Time required for the activity: **two lesson hours**.

#### Required materials and environment:

- some paper, a pen,
- pre-printed worksheets,
- coloured pencils, markers.

## Practical activity process

Give the students the “Why should I go to school?” worksheet and ask them to fill it in.

I should go to school because	
My parents want me to be at school because	
I want to be with my friends because	
I want to learn about many things because	
I want to prepare for serious work in my future life because	
I need an education to help my family because	
I want to be a programmer, a doctor, a teacher because	

- Complete all the answers, group the most frequently mentioned answers.
- Offer the children to read the story about Aram.

“Aram wanted to go to school and learn as much as possible about his country and the world, but he lived in a remote village. The nearest school was 6 km away. He had to walk that much every morning to get to school. His parents pitied him and tried to convince him not to go to school every day and wait until a new school was built closer to their home. But Aram said he didn't mind working hard and going to school. Aram tried and was able to finish not only primary and secondary school, but also university. At the university, he received an agro-economic education. Returning to the village, he began to apply his knowledge. He is very successful. He helped the whole village with his skills. Now all the villagers are demanding from the government to build a new school on the closest possible territory. As a result of collecting signatures, the state agreed to start building a school. Now the children from Aram's village go to school without any difficulties. And Aram is very glad that he was able to study back then and is now enjoying the results of his education. He believed in this right.”

- Stage a small play so that the story is fully accessible and visible to children who have any educational problems.
- Then lead a discussion with targeted questions:
  - What did Aram think about going to school, studying?
  - What advantage did Aram get years later?
  - Would you like to be like Aram? Why?



- If Aram had not been able to continue his education, what would have happened?
- Summarise the discussion with the emphasis that Aram was aware of the importance of education, which was a value for Aram. This gave him the opportunity to retain his right to get an education.
- Explain that the students will do group work next. Instruction: “You have the opportunity to go to school, your right to receive education is protected. What can you do now to be successful?”
- Suggest filling out the table and drawing up a development plan.

To use my time effectively, I need to ...		
Stop	Start	Continue
For example, spending a lot of time on computer games	For example, spending more time on math because it's difficult for me	For example, read for 15 minutes every day



### Teacher's Notes

The topic is discussed for two days or lessons, so it is very important to be able to keep the connection between the two days. For children with disabilities, in this case, the teacher can use a system with signs to fill out the last worksheet, they can draw or deliver their thoughts orally during the presentation of group work. The teacher may need to explain the tasks to them separately.

### Interdisciplinary connections

**Music**-Students will also try to express their wishes or images accompanied/performed by voice. Here it may be useful to use certain sounds acquired during the subject “music”.

**Social Sciences**-Basic human rights and children's rights are also studied within this subject.

**Connection with the activities of the Student Council.** Since one of the main functions of the SC in schools is to promote the realisation of the right of students to education, it is possible to organise effective projects with the SC as part of the discussion of the right to education.

## The right to rest and leisure

The **purpose** of teaching this topic is for students to get an idea of their right to an effective organisation of recreation and leisure, familiarising themselves with the forms of its implementation in practice.

### Learning outcomes

At the end of the training on the topic, it is expected that:

- Students clearly understand the importance of rest and leisure, and how they can organise their daily life.<sup>6</sup>
- Students have a clear idea of the conditions necessary for their rest.

### Thematic content

The right to rest and leisure and its realisation are the foundations of a quality childhood as well as the necessary development, independence, and the realisation of other rights of the child. It is often regarded as a "forgotten right", since often children in general, regardless of circumstances, devote little time to games. Playing, however, as a basis for social and personal development, is important for every child. Participation in various types of leisure, creative and cultural activities, ensures the child's physical, social, psychological, mental, spiritual, and moral development. Playing and participating in other leisure activities are important for the child's health and well-being. Due to all that, creativity, imagination, self-confidence, and self-sufficiency develop. The realisation of this right is closely linked to several other rights of the child: freedom of expression, freedom of conscience and religion, freedom of assembly, privacy, access to information and the role of the media, the rights of persons with disabilities, educational goals, the right of the child to freedom from economic and other exploitation.

Moreover, play is one of the most characteristic features of early childhood, when children enjoy their leisure time and challenge their skills by developing their abilities while communicating and playing with other children in a child-oriented, safe, supportive, stimulating, and non-stressful environment. This means that the realisation of this right of the child is not, and should not be, associated with adults. Within the framework of this right, adults must provide a safe environment for children and allow them to independently manage their time, the way they spend it, content, and cooperation with other children.

<sup>6</sup> SSGEE27, <https://www.arlis.am/documentview.aspx?docid=149788>.

## Practical Activities

### Practical activity 4.1 Let's have some rest

The activity is designed for children aged **6 to 16 years**.

The **purpose** is to show the importance of rest and give children the opportunity to feel and experience a restful state.

Time required for the activity: **one lesson hour**.

#### Required materials and environment:

- player/computer,
- several pre-selected music compositions,
- paper,
- coloured pencils,
- quiet environment, give children the opportunity to focus on music, if necessary, hang a "Do not open" sign on the classroom door so as not to interrupt.

#### Practical activity process

- Ask the children to sit in a circle.
- Ask the children how they feel when they wake up/during the day when they are very busy. In this case, the teacher can also give examples or remind about the first meeting when it was about emotions (I am happy, sad, tired, tense, restless, excited, etc.). Visual images gathered during of the first day's session about emotions can also be applied.
- When all the children have expressed their feelings, say: "Now the music will play, and you must dance." Everyone moves the way they want and/or can. Let the children choose their movements according to their needs and how they feel most comfortable.
- The pace and rhythm of movement are also chosen by the children: they can walk, run, sit, stand, take the pose they want.
- Start with slow and calm music. After a few minutes, switch to more rhythmic music. Change the music regularly in the process. Finish with energetic, fun music that will allow children to perform as many movements as possible.
- Ask the children to sit down, as they wish, and close their eyes.
- Turn on music with sounds of nature. Ask the children to imagine that they are in their favourite place. Everything is arranged there in the most caring way. If they can imagine it smell of something, then ask them to imagine what scents there are, what sounds and colours there are. When the children are ready,

ask them to come back and stand/sit in a circle. (Allocate no more than 2-3 minutes to this part). There may be children who would like to do this part of the exercise with their eyes open.

- When everyone can focus their attention, start a discussion on the following questions:
  - How did you feel when moving slowly/fast? Ask the children to show you.
  - What did you like the most? Show the movement you liked the most.
  - How did you feel imagining your favourite place? Apply the first day's emotionality cards for children who find it difficult to describe in words.
  - Do you think you can experience such moments often?
  - Is it important that there are many such moments in your life? Use the yes and no cards for children with speech problems. (This applies to children who have problems with speech development or poorly developed speech).
- Ask the children to draw their favourite place and make a big poster with all the images of pleasant places. Tell the children that they can look at pictures when they are very tired.



### Teacher's Notes

Dance can be only with hands, only with feet, with whole body. It may be necessary to spend a little more time on visualisation, creating a picture with closed eyes (children can lie down, sit, half-sit, etc.). At first it is difficult for children to focus on their emotionality and a pleasant image for them. The teacher can first talk a little bit about this place, discuss it with them, and then ask them to close their eyes.

## Practical activity 4.2 I have the right to rest

The exercise is for children aged **6 to 12 years**.

The **purpose** is for students to learn why rest is important for their health and development. The activity will help them choose suitable rest options, determine how to maintain a balance between study and rest.

Time required for the activity: **one lesson hour**.

### Required materials and environment:

- Three pictures
  - Picture 1: A child is watching TV (try to find a child really glued to the TV).
  - Picture 2. Children playing in the park/yard.
  - Picture 3. A tired, sleepy child is trying to write, and parents are angry at him.

## Practical activity process

- Ask students what they usually do during breaks. Write down all the answers on the board.
- Show Picture 1 and Picture 2 and ask: “Who are in the picture?”, “What are they doing?”, “What do the pictures tell us?”. Expected answers: “Children play, relax, are busy with something, having fun.”
- Then ask. “Why do children need to rest and play?”
- Write the students’ answers on the blackboard. According to these answers, try to summarise that children need rest. Every child has the right to play, participate in cultural activities and have rest.
- Show the children the three pictures and ask what the children in the pictures are doing. Write down the answers. Then divide the class into three groups according to their preferences and give each group one of the pictures.
- Present to each group their task.
- Group 1 gets the first drawing as their assignment and is asked to depict playing children by drawing. Instructions: “Depict all possible recreation options.”
- Group 2 is assigned the second picture, where children are playing in the yard. Instruction: “Stage the picture by adding all kinds of actions that the children can do.”
- Group 3 is instructed to have a discussion. “Together with the group, draw a conclusion on what can be done in this case. Can a child rest and why?”. “If a child is tired, should the parents let him rest, why?”, “when you are tired and sleepy, can you do homework?”, “in your opinion, does the child depicted in Picture 3 need rest or sleep before doing homework?”.
- After presenting all three pictures, summarise the results of the practical activity. Summarise the answers, emphasising that the child’s rest and sleep are important for his or her health. Reflect on it again and note that children have the right to rest and leisure.



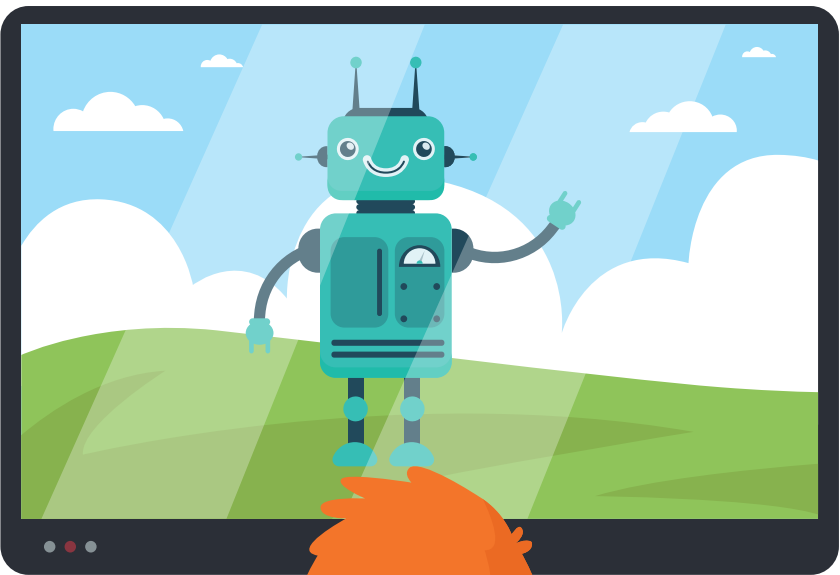
### Teacher’s Notes

During the activity, the teacher should try to be as accessible as possible to all three groups. Form groups according to the preferences of the children, so that each child can imagine the right to rest during the game.

## Interdisciplinary connections

**Social sciences** - as the subject relates to “fundamental human rights”, the rights of children, including the right to rest and leisure, are also touched upon.

**“Stagecraft /Dance”** - the gained knowledge can be applied during these exercises since students are given the freedom to perform various movements.



## The right to health and healthcare

The **purpose** of teaching this topic is to enable students to understand the importance of their health and have an idea of how they can preserve, restore, and not damage it.

### Learning outcomes:

At the end of the training on the topic, it is expected that:

- Students understand what healthy food is and can choose healthy food for themselves.<sup>7</sup>
- Students distinguish between physical condition-based needs, and also learn how the environment can affect their health and the health of others.

### Thematic content

The right to the highest attainable healthcare is addressed in several human rights documents. Ensuring a healthy life and well-being, regardless of age, is among the Sustainable Development Goals (Goal 3), which is recognised by almost all countries in the world. The Alma-Ata Declaration of the World Health Organization on Primary Health Care for Children (WHO Alma-Ata Declaration) highlights provisions concerning the rights to health of infants and young children.

The logic of international law regarding all rights includes respect, protection, and implementation of given right both at the state level and in personal and cooperative dimensions. The right to health in international law is also linked to the right to healthcare, which implies that in addition to respect for this right, international law offers several mechanisms for the introduction, development and implementation of services and opportunities for prevention, treatment, and care.

## Practical Activities

### Practical activity 5.1 Shall we go to the store?

The training is for students aged **6 to 12 years**.

The **purpose** of the practical activity is for children to understand what is

<sup>7</sup> SSGEE34, SGEEB47, available at the following link: <https://www.arlis.am/documentview.aspx?docid=149788>.

considered healthy food and choose the appropriate healthy food. It will also help to understand the role of medical institutions in their lifestyle.

Time required for activity: **one lesson hour**.

#### **Required materials and environment:**

- food or large cards with pictures of food,
- chairs arranged in parallel in two corners of the classroom,
- free space between chairs arranged in parallel,
- description of the beneficial and harmful properties of each type of food for the teacher),
- paper and pen for notes,
- cards with store and house signs,
- two containers or baskets for placing “purchased products”; in one there will be healthy food, and in the other unhealthy food,
- environment for role-playing.<sup>8</sup>

#### **Practical activity process**

- Ask the children to think of their favourite food/meal (you can think of it before the class starts or bring one of them, giving preference to fruits and vegetables).
- Encourage them to recall what they ate or what was the last food they asked to buy for themselves.
- “Send” the students to the store so that they can choose from the products available in the store (if there are few products/photos, the teacher can “send” the children to the store in pairs). After returning home from the store, ask the children to keep food with them until everyone finishes “shopping”.
- When all the students did the shopping, start commenting and placing the purchased goods in the baskets. Try to use figurative gestures and movements when describing them. For example, by showing your stomach and belly in a circular motion, explain that if they eat too many sweets, their stomach will hurt. After commenting on the first few foods, ask the children which container/basket contains healthy food and which does not. Then ask the children to take turns placing the food they have in the baskets. Check the contents of the baskets and comment on them, making the process as participatory as possible. Show the children unhealthy food, for example, sweet, carbonated juice, stop them and make a mark on the goods, for example, with a red/green marker you can draw a cross, which is a sign symbolising medical institutions. Explain that sign to them.

---

<sup>8</sup> To get students ready for the role play, start by reminding them of their daily routine. Describe or ask how often they go to the store if they make a list in advance. Is there food that they love a lot and always ask adults to buy for them at the store?

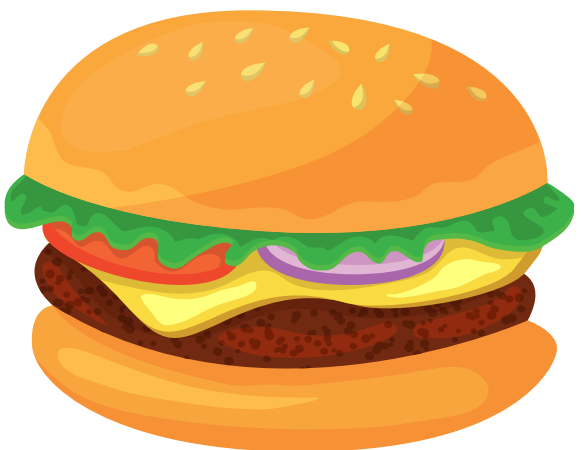
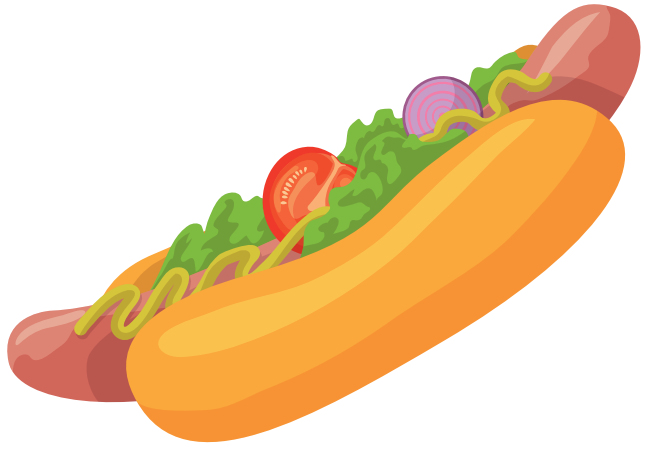


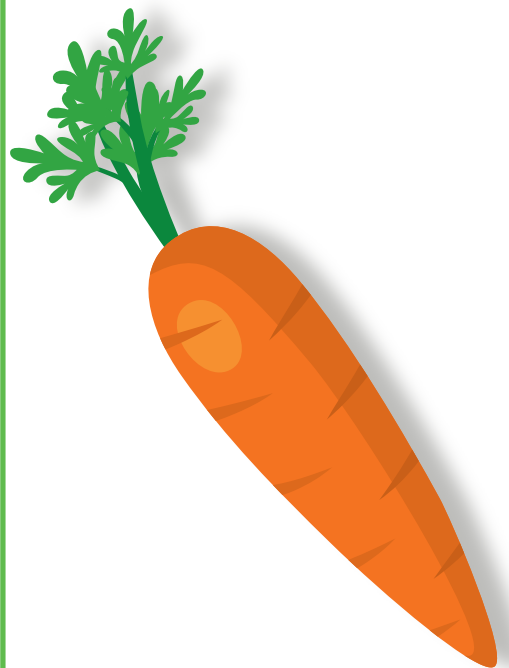
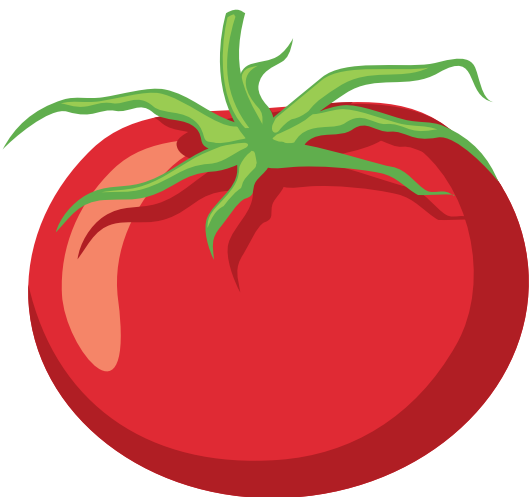
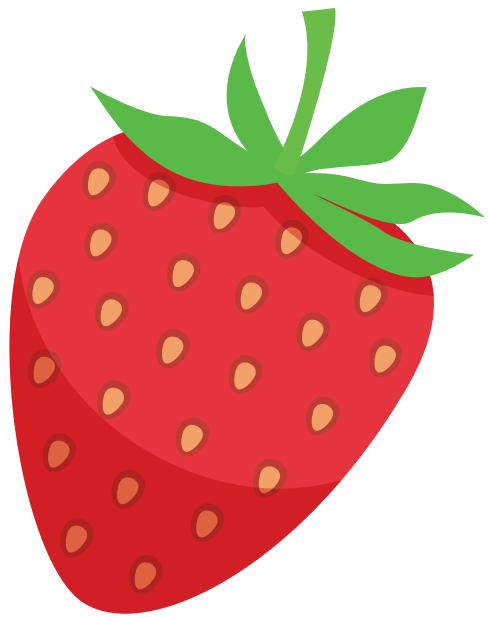
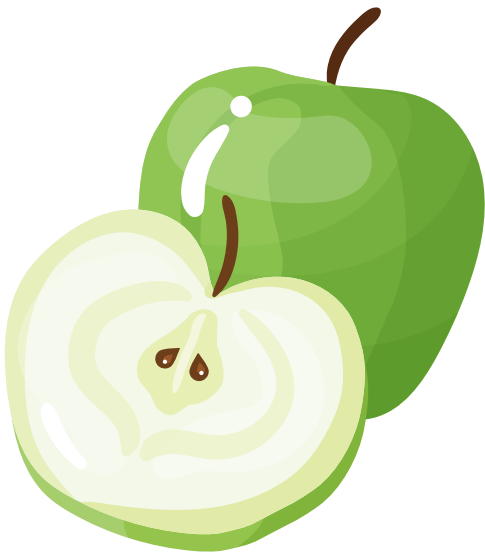
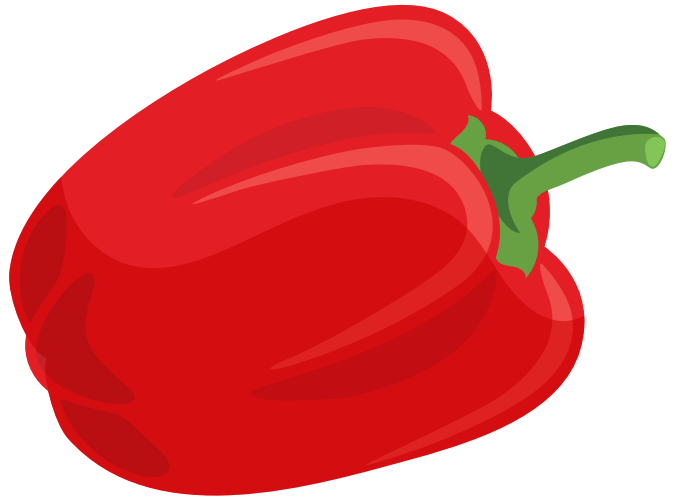
**For example**, the child bought carrots and chewing gum. Explain that carrots are healthy, they contain vitamin A, which does not hurt the stomach, is good for their eyes, does not add weight and gives us a lot of energy. And chewing gum is bad for our teeth because chewing gum often contains sugar, which makes us drink less water, where water is important for our life.



### Teacher's Notes

Before offering a game, mitigate the risks. Consider circumstances limiting the participation of children with disabilities present in the classroom. Also keep in mind that some children, due to their disability, most often turn to doctors, which can cause two situations. In one case, children can share their experiences and say that they always prepare questions before going to the doctor (sharing positive experiences is encouraged), and in another case, children can present their negative experiences. They may note that they do not like to go to the doctor because visits cause them pain, etc. The task of the teacher in this case will be to explain why the role of the doctor is important, to present doctors as people whom the state asks to help keep children healthy. Also, consider the types of student disabilities when creating examples and commenting them. In the example given, speaking about the eye-related properties of carrots, if there is a student with visual disabilities in the classroom, the teacher should delicately replace this attribute of carrots with another, for example, what carrots are made of is close to the composition of our blood, thus eating carrots, we enrich our blood and become more active. Interpreting this right is one of the most difficult tasks in classrooms where there are children with special educational needs, because we must be sensitive when interpreting. However, the purpose of the lesson is to teach children this right, where the most important task is to explain that adults and the state should create conditions in which children can receive useful advice about their health, if necessary. Explain to the children that when we are sick or feel unwell, we turn to the doctor for help. Doctors are specialists who know our bodies very well. The main duties of doctors are to check patients, to understand what they ate yesterday and today. The teacher must explain to the patient or show on the list of pictures what is harmful to health. The teacher may support them at that time.







## Practical activity 5.2

### How to help?

The exercise is for students aged **12 to 16 years**.

The **purpose** is to teach students about the specifics of the right to health and health care services. In other words, the right to access to the various goods, facilities, services, and conditions necessary for a healthy lifestyle. The teacher should explain that each person is different in his body, therefore, and this right is more correctly described as the right to the highest, affordable standard of physical and mental health, and not the unconditional right to be healthy, because no one can guarantee that everyone is absolutely healthy.

Time required for activity: **one lesson hour**.

#### Required materials and environment:

- medical roleplay props, such as white medical clothing, hats, bandages, walkers, etc.,
- meta cards containing stories,
- stationery for making drawings/signs.

#### Practical activity process

- The teacher can divide the class into the audience and the cast, according to the preferences of the children. Be prepared for a situation where everyone wants to be included in the cast, for which more role-playing scenarios will be needed.
- Include at least four people in the group, where some of them will play the role of the patients and/or their relatives, the others will play the role of representatives of the state/hospital. In these scenarios, the state is obliged to provide basic health conditions for children. This includes the provision of vaccinations carried out from early childhood, sanitary and hygienic conditions in kindergartens, schools and other places intended for children (playgrounds, parks, and public places), etc.
- Explain to the children that the stories on the cards should be presented in pantomime style.<sup>9</sup> In other words, the children must show what health condition the child is in and what proportional measures the state implements by acting out the scenarios without speaking.
- To demonstrate the role-playing games, compile a playlist and ask the children to prepare sheets for notetaking.
- Give names to performances with children that will be included in the repertoire.

<sup>9</sup> Do not forget to explain to the children what pantomime is.

### **Role-play 1. Accessible healthcare facility<sup>10</sup>**

A child with disabilities concerning mobility attends a healthcare facility that lacks accessibility features such as ramps or accessible toilets. It is difficult for the child and his family to move around in the institution, emphasising the importance of access to the building in healthcare institutions. Role-play what the state must do so that the child can use a medical facility.

### **Role-play 2. Supportive medical staff**

A child with hearing disability visits a healthcare facility where the medical team understands his communication needs, provides sign language interpreters and care. This scenario illustrates the importance of a supportive medical team to address the specific needs of children with disabilities.

### **Role-play 3. Access to medications**

A child with a chronic/permanent disease needs regular medications to alleviate his/her illness. Role-playing can stage a situation where a child is facing problems in obtaining affordable and timely medications. It may emphasise the importance of ensuring that all children, including children with disabilities, have access to the necessary medications.

### **Role-play 4: Mental health support**

A child with mental health problems<sup>11</sup> faces difficulties both at school and at home. The role-playing game can depict a situation where a child seeks help from mental health specialists, who provide advice and develop an individual support program. This scenario highlights the right to mental health support and the importance of mental health conditions.

### **Role-play 5: Emergency response**

The child was in an accident, and immediate medical attention is required. The role-playing game can show an emergency response scenario in which medical workers and ambulance workers effectively provide first aid and ensure the safety of the child. It emphasises the right to timely and appropriate emergency medical services.

---

<sup>10</sup> Encourage the children to modify the names to whatever they think of.

<sup>11</sup>For example: emotional instability, a sharp drop in mood, isolation, communication difficulties, depression, consequences of a psychological trauma, constant stress situation, etc.



## Teacher's Notes

Get consent from children and their parents or guardians before involving children in role-playing games. Avoid stereotypes or stigmatising ideas about disability during role play. They can often be found especially in the adolescent group. It is important to make the latter a topic of discussion, emphasising the importance of respecting diversity and promoting inclusivity. Clearly convey the educational goals of the role-playing game, make sure that children understand the purpose and relevance of their participation. Create a learning environment where children can express their opinions, ask questions, and learn from each other's experiences. Guide and support children during the role-playing game ensuring they have the confidence to express their opinion about the right to health. Encourage open dialogue and active listening between participants. After the role-playing game, organise a discussion<sup>12</sup> in which children can reflect on their experiences and share their thoughts. Discuss key ideas and conclusions, emphasising the importance of equal access to health care for all, regardless of disability.

### Interdisciplinary connections

**Healthy lifestyle** - the module fully presents information related to the health of students-physical and mental.

**Social sciences**-the topic is related to human rights, in particular, the rights of children, so it is studied in the context of the subject.

---

<sup>12</sup> It would also be advisable for the teacher to take notes during the role-playing game, and then return to them during the discussion, in particular, to all points where children's rights were violated.

# The child's right to protection from economic exploitation and development-hindering and dangerous work

The **purpose** of teaching this topic is to help students understand economic exploitation and distinguish aid from exploitation.

## Learning outcomes

At the end of the training on the topic, it is expected that students will:

- Be able to recognise economic exploitation.<sup>13</sup>
- Explain what consequences economic exploitation may have for them.

## Thematic content

In various societies, there are cases when almost all children are engaged in household or gardening work, some of which are undoubtedly considered as types of exploitation, for example, work that harms the health, natural development, or life of the child.

Exploitation is a type of violence that includes various types and manifestations of coercion, which is severely detrimental to the physical and mental health, development, and education of a child. It is necessary to clarify and highlight several factors that will distinguish the exploitation of a child from acceptable and favourable work for upbringing and development. Exploitation implies, first, a certain income or interest (for example, financial, economic), which is pursued by exploiters. To assess cases of economic exploitation of a child, it is important both to observe the individual abilities of the child and their limitations, and to assess the general environment. Poor economic, social, political, or cultural conditions increase a child's vulnerability to economic exploitation.

<sup>13</sup> SSGEB37, SSGEB49, <https://www.arlis.am/documentview.aspx?docid=149788>.



# Practical Activities

## Practical activity 6.1 More than it is allowed

This exercise is for children aged **6 to 12 years**.

The **purpose** is to teach students to distinguish and predetermine economic exploitation, to distinguish economic exploitation from everyday obligations and, at the same time, to use their imagination to understand this phenomenon.

Time required for activity: **one lesson hour**.

### Required materials and environment:

- free space for movement and creation of a visible platform for all children (it will be enough to place chairs and tables in the classroom under the walls),
- meta cards containing stories.

### Practical activity process

- Ask the children to form a circle and turn around so as not to disturb each other when performing movements.
- The teacher can stand in the centre of the circle and demonstrate this situation by his/her example or can be one of those standing in the circle. It depends on whether the classroom is constrained/relaxed.
- Explain to the children that when presenting the stories mentioned in the cards, we can be both silent and express what we feel at given moment with the help of certain sounds. Explain that the teacher will be describing the process and ask the children to fantasise.
- The teacher can add comparison stories, but the description should be such that it does not indicate how the child should act out this situation.
- It is desirable that the interpretations of the situations are made at the end of the lesson. However, if the teacher feels that the class does not understand or follow the logic of practical work, comments can be made after the presentation of the situational episode.

**Situation 1.** Imagine that you are a pigeon or a swallow. You are soaring in the sky freely and unfettered. You reach a place where you find a branch to carry to your nest. Afterwards, you return to the same place, lightly, very lightly. You go to take another branch, but suddenly someone hangs on your beak not a branch, but a heavy stone, a very large stone. Taking off once more, you carry the stone in your beak. Somehow you manage to return to your nest, but an

eagle suddenly swoops down to take the stone from the nest and flies away.

**Situation 2.** Imagine that you are a flower blooming in a beautiful garden. Your petals are colourful, and your scent fills the air. People passing by admire your beauty and enjoy your presence. But one day a man comes and picks you. He puts you in a bouquet where you slowly fade away, unable to fulfil your dream to decorate the garden and bring joy to others.

**Situation 3.** Imagine that you are a small fish that swims freely in a clean and clear river. You enjoy the cool water and the company of other fish. But one day a fisherman's net appears in the water, catching you and other fish. You struggle to get free, but your efforts are in vain. You are taken out of the water and placed in a small aquarium. Your natural environment is taken away from you, and you become just an object of entertainment for others.

**Situation 4.** Imagine that you are a tree in a large, lush forest. Your branches stretch to the sky, giving shelter to various animals. But one day the loggers come and chop you down. They strip you of your bark, leaves, and eventually knock you to the ground. You are turned into lumber, used for construction or fuel. You as a living being and your contribution to the ecosystem are ignored for the sake of human needs and profit.

After the situations have been staged, ask the children to answer the following questions:

- What did you feel when you were a bird/flower/fish/tree?
- What has changed in the life of a bird, a flower, a fish, and a tree?
- What was the most difficult moment, what was the most pleasant situation?
- In which part of the stories did you feel better - in the first or the second?
- Can you retell these stories? Which alternative endings would you like to see for these stories?



### Teacher's Notes

After listening to the children's comments, explain to them that they have the right to be free from economic exploitation, working in harmful conditions, not to be deprived of education and not to be subjected to economic abuse. It is important for children to know their rights and be aware of the following points:

**The right to education:** children have the right to an education that will allow them to develop their potential for a bright future. This right protects children from forced work at the expense of their education.

**Protection from dangerous work:** children have the right to protection from work that is mentally, physically, socially, or morally dangerous and/or harmful.

Children should not engage in any work that harms their health, development, or general well-being.

**The importance of play and entertainment:** children have the right to play, have fun and enjoy their childhood. This right emphasises the need for children to participate in leisure, cultural and artistic activities, to have time.

**Awareness of their rights:** children should be aware of their rights and have the right to speak up if they feel those are being violated. They can seek help from trusted adults, teachers, or organisations that can support and protect their rights.

**Report exploitation:** children should know how to recognise and report any instances of economic exploitation they witness or experience. It is very important for them to understand that they have the right to protection, that there are mechanisms to solve such problems.

By providing children with this analysis, we enable them to understand their rights and act against any form of economic exploitation they may face. It is important to create an environment where children are safe, where they are supported and encouraged to realise their dreams and aspirations, and a place where they are not subjected to labour exploitation.

## Practical activity 6.2

### Story of a child

The exercise is for children aged **10 to 15 years**.

The **purpose** is to teach students the distinguishing and predicative signs of economic exploitation, to distinguish economic exploitation from everyday responsibilities, to assess possible risks and to think about the opportunities and damages provided to them.

Time required for activity: **one lesson hour**.

#### Required materials and environment:

- free space for movement and a platform visible to all children (it will be enough if the chairs and tables in the classroom are lined up under the walls),
- cards where a word will be written on one side and an image of the same word on the other.

## Practical activity process

- Ask the children to stand in circle.
- Make up a story. Choose one or more “characters of the story” and explain to them and the children their roles separately. Depending on the size of the class, the teacher may choose more than three “story heroes”.
- Explain to the “characters of the story” that they are children who will be given various objects, opportunities, and they must respond to them with their emotions: joy, sadness, dissatisfaction, fatigue, pain, etc. They must move slowly around the circle and choose the child who will give them one object. Calculate the maximum number of students in the class, how many stories will be told and how many people can be chosen to be the “hero of the story”.
- Give the other students one picture/card each. Explain to them that only after they have chosen the cards, they can show and give those to the “heroes of the story”.
- The “heroes of the story” will begin to move around inside the circle, meanwhile the teacher will start the story.<sup>14</sup> “There is a boy/girl who was seven years old. He/she loved playing in the yard, went to school and studied well. One day...” (and the student approaches one of the children standing inside the circle and takes the card) the teacher continues to tell according to the card, and the “hero of the story” must show with emotions what he feels after taking the card. The teacher's role is to understand and clearly interpret what the “hero of the story” felt.
- It is advisable to make comments on situations after having played them. But if the teacher feels that the class does not understand or does not follow the logic of the lesson, comments can be made after each situation.

Possible cards:

- Education/ School
- Money
- Passport and plane ticket
- Phone
- Work on the Internet
- Work at a pesticide factory
- Night work
- Healthy food
- Books

## Interdisciplinary connections

**Financial education** - the topic touches on some components of financial literacy, the teacher can associate it with financial education.

**Social science** - the topic is related to human rights, in particular, the rights of children, so it is studied in the context of the subject.

---

<sup>14</sup> The teacher is free to improvise and start the story otherwise.



## **Teacher's Notes**

When telling stories and describing emotional responses, the teacher can remind children of the emotional response options they already know. Sometimes it may be necessary to describe the situation in more detail to the children chosen as heroes for the story, so that they can convey the emotion. The stories should be presented in the most understandable language for children. Please note that some children may refuse the task due to health problems. Accept this without discussion and change the subject for that child.

## The child's right to recovery and reintegration

The **purpose** of teaching this topic is to instil in students a sense of equality and empathy, facilitating various processes of recovery and reintegration of children.

### Learning outcomes

At the end of the training on the topic, it is expected that:

- Students know that regardless of their health, social, economic, and other problems, they have an equal right<sup>15</sup> to integrate with others.
- Students treat the children around them equally (class, family, friends in the playground), regardless of their social, physical, or other problems).

### Thematic content

This right must be considered when there is a violation of the rights of the child and it is necessary to eliminate the caused damage, and if it is not possible, to minimise it. Those obligations and directions are summarised in the framework of the child's right to recovery and reintegration. For rights to be meaningful, effective mechanisms are needed to restore violated rights. The realisation of this right, especially in relation to children, is obligatory for the state, since, unlike adults, the further development, future, and every sphere of children's life depend on the status or situation in which they also find themselves due to the violation of a particular right. Recovery and reintegration relate exclusively to the reduction or elimination of negative consequences caused by all rights. For example, if for health reasons, armed conflict, financial and other reasons (this is not a complete list) a child drops out of the normal life cycle, education, does not participate in public life, acquires permanent or temporary health problems, it is necessary not only to restore his presence and involvement, for example, in education or society, but also to ensure his or her full reintegration and re-socialisation. It is important to know that this right should be exercised as much as possible in society, in a normal way, without special institutions and without coercion.

---

<sup>15</sup> SSGEB38, available at the following link, <https://www.arlis.am/documentview.aspx?docid=149788>.

## Practical Activities

### Practical activity 7.1 Dance by syllables

The activity is designed for children aged **6 to 10 years**.

The **purpose** is to give students equal opportunities to creatively represent themselves and others, respecting everyone's personal space.

Time required for activity: **one lesson hour**.

#### Required materials and environment:

- free space for performing relaxed dance moves,
- any music if possible.

#### Practical activity process

The main rule of the practical work is: students should represent their name as a series of dance movements by performing as many movements as there are syllables in their name. To make it clear to the children, we suggest that the teacher start with his/her own example. Imagine the name of the teacher is Gayane. That name consists of three syllables: Ga-ya-ne, therefore, the teacher must dance by performing three different types of movements. Starting the activity by the teacher's own example will also contribute to the creation of a relaxed environment, and students will feel more at ease when performing dance movements. For a livelier process, the teacher can also turn on music.

After the teacher's example, provide students with a platform to break their names into syllables and express them with dance moves. As each student introduces their name in dance moves, ask others to repeat the movements in parallel. This will give students the opportunity to highlight everyone's place and role, name, as well as uniqueness in their group. Follow the same logic until all the students in the class have presented their names in a dance.

**It is important** not to limit the dance movements of students but allow their imagination to create an environment that encourages creativity.

- Do the syllables of the child's name suggest active movements or passive ones?
- What types of movements does the sound of the syllables inspire (e.g., robot, leopard, bird, etc.).

It is very important to involve all students in the activity process. If there are students in the class who have been reintegrated after overcoming any health problems or have physical disability or disabilities related to mobility, ask them to “dance by syllables” the way they can (move their head or other body part, or express syllables with their eyes, facial expressions or in their own way).



### Teacher's notes

In elementary school where children are at the pre-alphabetic stage, it may be necessary to explain what a syllable is, and then repeat the words several times until all children are able to express their name with movements. The teacher can consider other options, such as sound reactions, animal sounds, or silent movements. It is important to consider the preferences of children.

## Practical activity 7.2 Come forward

The activity is for children aged **14 to 16 years**.

The **purpose** of the exercise is to give students the opportunity to place themselves in different social roles and to form empathy for different people living in their circle.

Time required for the activity: **one lesson hour**.

### Required materials and environment:

- free space for standing in a row, and then for moving forward,
- various pre-printed and prepared social roles (some suggested roles are included in the Practical activity, but the teacher can also add his or her own options).

### Practical activity process

At the beginning of practical activity, students take pre-cut sheets from a box, on which the roles are indicated. The teacher can hold it in his/her hand, and the students can pull the sheets.

Social roles can be:

- a boy who lost his father in a war,
- a schoolgirl with disabilities concerning mobility,
- a pupil engaged in agricultural work in the family,
- a Yazidi girl/schoolgirl from a minority group,
- a schoolboy from a financially secure family,



- a Syrian-Armenian pupil who does not know the Armenian language (the teacher may choose any language minority for given country/city),
- a bullied schoolgirl who has no friends,
- a schoolboy living in a large family,
- a schoolboy who was subjected to domestic violence,
- a school-age girl deported from Artsakh,
- a school-age girl abandoned by her parents,
- a school-age boy with speech problems.

The roles can be changed or supplemented by the teacher. It is necessary to have as many roles as there are student so that everyone gets to be involved in the activity. After having taken on the roles, ask the students not to mention their roles out loud and stand in one straight, even row. Then stand in front of them and read the questions. If the student's answer to the given question is "yes", ask them to step forward. If the answer is "no", then ask them to stay in place. Keep reading questions in this logic.

The questions may be as follows:

- Are you able to devote enough time to your education?
- Are you able to move freely and alone in your community/locality?
- Do you communicate easily in your school/environment?
- Are you able to play with your friends while planning your free time?
- Do they listen to your opinion in your family? Do you feel safe and important?
- Are you treated as an equal in your class?
- Are you able to participate in class excursions or other activities?

After the questions have all been answered, the alignment of the students will change depending on how far they have come. After completing the questions, ask them to stay in the same position and start the discussion. You can take turns asking the participants what role they played and why they are in this position. The teacher can start with those who were standing at the very end and ask why they did not progress far (in life) – and ask for details.

In addition to discussing the role and what issues were dealt with, how and why, the teacher can also ask the following questions:

- During the game, did you look around you, at others, or did you only take your own steps?
- How did you feel when some went ahead, and others stayed behind?
- How did you feel in this role?
- Have you ever wondered what difficulties or problems may arise for people having that role in real life?



## Teacher's Notes

It is important to make the game-training as inclusive as possible. To do this, considering the physical and mental abilities of the participants in advance, the teacher can change some rules during the game. Particularly, if there are children with disabilities concerning mobility, then instead of moving forward in steps, the teacher can offer another option. For instance, providing chess or checkers pieces which the learners can push forward instead. It is necessary to be very careful and tactful when asking questions and discussing them further. It is important to make the game-training as inclusive as possible. To do this, considering the physical and mental abilities of the participants in advance, the teacher can change some rules during the game. With the help of questions, it is necessary to emphasise the need for empathy in our daily life.

### Interdisciplinary connections

**Me and my homeland** - since this topic touches upon content related to national minorities, students gain knowledge about it within the framework of the subject.

**History**- basic information about Armenians displaced from Artsakh or about the reasons for deportation is available to students from Armenian history textbooks.

## The right of children with disabilities

The **purpose** of teaching this topic is to form students' understanding of the rights and special needs of children with disabilities.

### Learning outcomes

At the end of the topic training, it is expected that:

- Students know their own body and know how to help the people around them.
- Students treat as equals those who are physically different from them (class, family, friends in the playground).<sup>16</sup>

### Thematic content

The term “disability” does not have a universal definition. The Convention on the Rights of Persons with Disabilities (CRPD) defines people with disabilities as, “[...] persons who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” At the same time, CRPD's preamble states that “[... disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.”<sup>17</sup> It follows from the definition that the protection of the rights of persons with disabilities largely depends on the attitude of society. This phenomenon can be interpreted in a similar way in the context of the protection of children's rights, when the need for special protection of children is considered, based on age characteristics. In this case, it is clear that the rights of children with disabilities should be particularly emphasised and highlighted not only by relevant specialists, but also by society and other influential actors in this matter.

Children with disabilities enjoy all the rights attributed to persons with disabilities receiving special attention, based on their age and psychological characteristics and degree of development. The protection of children with disabilities is carried out based not only on the fact that they are disabled, but also on the fact that they are children, accordingly, children are given priority when applying the principles and rights related to persons with disabilities.

The CRPD defines **eight general principles**:

1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
2. Non-discrimination;

<sup>16</sup> SSGEB41, SSGEB47 is available at the following link: <https://www.arlis.am/documentview.aspx?docid=149788>.

<sup>17</sup> CRPD, preamble, point “e”.

3. Full and effective participation and inclusion in society;
4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
5. Equality of opportunities;
6. Accessibility;
7. Equality between men and women;
8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

## Practical Activities

### Practical activity 8.1 Follow me

The activity is for children aged **10 to 18 years**.

The **purpose** of the exercise is for children to learn how their bodies move and react to different situations, as well as how we can pay attention and help each other physically.

Time required for activity: **one lesson hour**.

#### **Required materials and environment:**

- free space for performing relaxed movements,
- any music, if possible,
- to create an environment where children will approach each other with understanding and respect, to understand what they can feel if they lose a physical skill (in this case, vision).

#### **Practical activity process**

Children will work in pairs (divided by the teacher). Think about forming pairs in such a way that children who do not usually work together are included in one pair, and that children with different physical abilities and characteristics work together. The exercise assumes that one of the children will lead the other and, by instilling trust, the couple will follow the leader without seeing.

One of the children closes his/her eyes, and the other keeps his/her eyes open. The child with open eyes stretches out his/her hands, palms up. A friend

puts his/her palms on the palms of another with his/her eyes closed. If the child has difficulty extending both hands, he/she can extend only one arm or hand. If the child does not have one of the hands or the ability to use the hand, the observing child may choose to follow the other child in a different way, for example, to put an elbow on the shoulder or, if the body height is different, a thigh on shoulder. Just make sure the children decide it by mutual consent.

As the children agree on how to make physical contact with each other, one of them closes his/her eyes while the other carefully leads him/her around the room. The child who guides/leads the other should consider that there might be people who do not see in the other pairs also so should move slowly and carefully.

Encourage children to stand far from others. Make sure that whoever is the leading child does not bump into the others. When the children become active, the guiding child can challenge the other, for example, by increasing the speed, changing the pace, making the other bend over, changing the direction or choosing circular paths.



### **Teacher's notes**

When the teacher feels that the room is calm, he/she can turn on some background music. Allow the exercise to last at least ten minutes so that the children have time to really get involved in it. Then switch roles so that the "leader" becomes the "follower". When all the children have tried both roles, the whole group comes together for a discussion.

The teacher can ask the group the following questions:

- How did you feel when you were led by someone else?
- Was there something worrying?
- Was there something funny?
- Did you feel any discomfort?
- At which point did feel need for help?
- What advice do you have for people who are going to be guided by such a friend?
- Is there anything in your body and mind that you were thinking about when you were being led? Or, when you were guiding your friend, did you notice anything you hadn't thought of before?

## Practical activity 8.2

### Sleuths in the vicinity

The activity is for children aged **10 to 18 years**.

The **purpose** of the exercise is for students to identify the environment and critically observe whether the environment is adapted to their needs.

Time required for activity: **one lesson hour**.

#### Required materials and environment:

- a small cushion or paper, pencil for each group,
- any music if possible.

### Practical activity process

During the exercise, children will become “detectives of their surroundings” to carefully observe how the spaces and rooms in which they live and spend time are arranged.

Children can work in groups of three.

The teacher first gathers all the children and informs them that they will now become “detectives of their surroundings”. The teacher notes that not everyone has the same opportunities. For some, they are limited. Some move in a wheelchair, others walk. Some can't see, and others may not hear.

Then ask the children to carefully examine the room and find various items that may be problematic for some people. For example, if the chair is very high, it may be difficult for a short person to sit on it. Or, if the threshold is high, it may be difficult to pass in a wheelchair.

Ask the children to note which room they are observing. Then ask them to write down (or depict if the children cannot write) the difficulties (major or minor) that they think may arise. Each of them is important.

Allocate 15 minutes to observe the room and take note of everything. If there are many rooms and there is enough time for the group, they can also observe another room.

When “all the sleuths in the vicinity” finish their work, the group gets together again. Then one of the groups presents what inconveniences they found. Ask them for recommendations on how to fill in these gaps. Perhaps the teacher can remove the high threshold or replace the highchair with a chair that can be raised and lowered. Encourage children to find creative solutions.

In the end, all groups together can design a universal classroom that will be convenient for everyone, regardless of disability.



### **Teacher's comments**

During the study, some complications may arise due to the difficulties faced by children. Keep in mind that they can avoid talking about complications. It is important to be patient, if the teacher notices that children are experiencing difficulties, advise them to gather their thoughts and express themselves at the end. Be prepared for an emotional reaction, perhaps the children's observations can be purely personal.

### **Interdisciplinary connections**

**Biology** - Speaking of physical differences, in older age groups it would be very effective to link disability to topics of human anatomy so that students can better understand these differences.

**Initial military training** - topics and content related to the physical safe environment studied in this subject will be very effectively linked to the topic of physical adaptation of the territory. Joint activity is also recommended.

## The right to protection from armed conflict

The **purpose** of teaching this topic is to form students' ability to physically recognise armed conflicts.

### Learning outcomes

At the end of teaching the topic:

- Students define what war is.<sup>18</sup>
- Students can transform war into peace and interpret the relationship between war and peace.

### Thematic content

In recent decades, the world has witnessed the growing danger of armed conflicts targeting children. The obligations provided for in Article 38 of the Convention on the Rights of the Child ensure the protection and care of children whose normal life course is disrupted due to armed conflicts. Currently, an armed conflict or war has ceased to be only a temporary military action or an unstable situation in the country.

Nowadays conflicts involve several violations, especially when children become more vulnerable in the context of violence and abuse. In conflicting states, the tendency is to direct resources to military actions, creating warring economies, ignoring the basic needs of people and especially children. Thus, children in long-term armed conflicts are deprived of quality life, education, recreation, and childhood in general, and many other rights and freedoms.

In international humanitarian law, children in armed conflicts are treated as civilians or hostages, taking into consideration their vulnerability and needs.

The UN Security Council has adopted numerous resolutions on children and armed conflict. According to the above-mentioned international norms, the participation of children in armed conflicts can be of two types: direct participants in armed conflicts, child soldiers and children affected by conflicts. The Principles and Guidelines on Children Associated with Armed Forces or Armed Groups (more commonly known as “the Paris Principles”) define a child soldier as a child who has been recruited or used by an armed force or armed group in any capacity (under the age of 18) and who, regardless of gender, was used as fighters, cooks, porters, messengers, spies or for sexual purposes. However, international law generally prioritises the demobilisation of child soldiers to provide them with the necessary support and rehabilitation, so that they can return to a normal life of a child.<sup>19</sup>

<sup>18</sup> SSGEB31, SSGEB36, <https://www.arlis.am/documentview.aspx?docid=149788>.

<sup>19</sup> International Red Cross and Crescent Society, Annual Report, 2010, p. 43.



Considering the international norms of criminal law and human rights, as well as the UN Security Council resolutions on the rights of children during armed conflicts, the changing nature of the obligations of states in the context of armed conflicts, the child should be considered only as a victim, and not as an instigator or participant.

## Practical Activities

### Practical activity 9.1 From war to peace

The activity is for children aged **8 to 12 years**.

The **purpose** of the game is to form students' ability to identify when they are in physical danger and in a threatening environment. They learn how to move from a negative situation to a positive one with the help of limited means.

Time required for activity: **one lesson hour**.

#### Practical activity process

Divide the class into two equal parts. Some of the students will embody statues. The others will step in to adapt the statues to new situations, to create a new situation and a new opportunity.

*At first, when the children are not yet divided into groups, take a large sheet of paper and a pen. Then ask the children questions about the war.*

The following questions may be asked:

- What is "war"?
- What do you think of when you hear the word "war"?
- What colour does war represent to you?
- What is the antonym of war?

Write on a large piece of paper what the children say so that it turns into a collage of words and thoughts.

Then divide children into two groups. One of the children is instructed to "freeze"/remain motionless in a position like a statue when they hear the word "war". After taking his position, instruct the observing friend to reposition the friend's position/sculpture so that it symbolises the antonym of war. Sometimes a minimal change can be made to go from war to peace. For example, if a child is in a position that shows a person with an outstretched weapon, a friend can easily change the movement and the weapon will turn into

an outstretched hand.

Let the children take turns in the roles of military attitude creators and those who find “one peaceful solution”. When the roles have been changed about three times, all the children gather around a large piece of paper again and reflect on “what is the opposite of war?”. Write down the thoughts of the children, then the teacher can compare the thoughts of the children before and after the exercise.



### **Teacher’s notes**

It is important to remember that the same conditions will apply to all children during each exercise. Try to observe other movements besides classical ones and play with the body. Emphasise that there is no right or wrong position, and that everyone will move according to the abilities of their body. Encourage children to explore their own and others' body movements and use their imaginations.

### **Teacher’s comments**

It may be necessary to explain to children what war is or why it occurs. In the case of children in a war zone, the topic is extremely sensitive. Unpredictable emotional reactions are possible. The teacher needs to be attentive to everyone because there are children whose emotions are not pronounced, so it is important to adjust regularly so that their emotions is not exploited. When embodying statues, the teacher should try to avoid identifying with the children's personal problems.

## **Annex 1. Pre-trainings**

### **1. Eye contact**

Children stand in a circle. Ask them to make eye contact with one of the classmates. When two classmates look at each other, they should switch places while maintaining eye contact. Several pairs can move at the same time. It is important to try to play the game in silence, without saying a word. Once in the middle of the circle, children can also greet each other. After a few minutes, the pace of the game accelerates. The training is not suitable for children with severe visual disabilities. Lasts for up to 5 minutes.

### **2. What is common?**

The teacher names certain characteristics and asks the children with these characteristics to gather in the middle. For instance, let all the children wearing the colour red or all those who laughed this morning move! Ask the children to add adjectives as well. The exercise lasts up to 5 minutes.

### **3. The sun is smiling**

The children sit in a small circle. One of the students sits in the middle and says: "The sun shines on those who are smiling now, closed their eyes, waving, sad, have a colourful T-shirt.....and so on". All the students who correspond to the above list quickly change places, and the participant who is left without a chair continues, saying: "The sun shines on those.....". The exercise lasts up to 5 minutes.

### **4. Group statue**

Ask the children to go around the room, stretching the body up, to the side, exercising the body in any way they can. While moving, say a word, for example, cloud, leaf, stone, etc., and ask the children to get together and form a physical interpretation of this word with their bodies. The teacher can show one example so that children can understand better. The exercise lasts up to 10 minutes.

### **5. Orange juice**

Ask participants to stand or sit as they feel comfortable. Then ask everyone to imagine that there is a large orange tree in front of them with ripe oranges growing on it. Now ask all the children to reach for the oranges. Say they need to stretch a little to get to the oranges. Continue until you feel that the children have stretched their body well from a comfortable position. We do this for at least 3-4 oranges. Then, when there are enough oranges, ask the children to imagine they are squeezing the juice out of an orange (either by pressing their hands tightly together, or however they feel comfortable). In the end, they imagine that they are drinking the juice.

**6.** Ask the children to form a circle. Ask them to imagine that they are holding a rabbit. Ask the children to do something with the rabbit and pass it to the person on the right, and so on around the circle. Some children will be very gentle with the rabbit, some not so much. If you notice rude behaviour, ask the

children to behave more gently, saying that the rabbit is soft, small, wants to sleep, etc. After the rabbit is passed and the circle is completed, ask the children to do the same thing as with the rabbit to the friend, standing to their right.

## Bibliography

1. Amnesty International, First Steps, Activities to explore human rights 3-5 years, 2017, available at [https://www.amnesty.org.uk/files/2017-03/First%20Steps%20-%20Teacher%20Resource.pdf?VersionId=p8tq95Xon\\_P9p5ilqNUKVb3ttovdLCUB](https://www.amnesty.org.uk/files/2017-03/First%20Steps%20-%20Teacher%20Resource.pdf?VersionId=p8tq95Xon_P9p5ilqNUKVb3ttovdLCUB).
2. Central Asia Regional Office, UNICEF Innocenti Research Centre, UNICEF Armenia Office, Republican Pedagogical Psychological Centre, “Workbook for working with children with disabilities”, April 2022.
3. Committee on the Rights of the Child, General Comment No. 13, 2011.
4. Committee on the Rights of the Child, Optional Protocol on the Participation of Children in Armed Conflict, 2005.
5. Council of Europe, Compass: Manual for Human Rights Education with Young People, 2009.
6. Demirchyan Gayane, RA Chamber of Advocates and UNICEF, “Best interest of the child” guiding manual, available at <https://www.unicef.org/armenia/en/reports/education-sector-analysis-armenia>.
7. Earth Beat, Children’s Rights lesson plans, Lesson 4-5, 2013, available at <https://earthbeat.sk.ca/pdf/lessonplan/worldbeat/2013/10/Childrens-Rights-4-5-lessons.pdf>.
8. Eiva Arts Foundation, UNICEF, “I Am a Child” Convention on the Rights of the Child, 2020, available at <https://www.unicef.org/armenia/media/11111file/%D4%B5%D5%BD%20%D5%A5%D6%80%D5%A5%D5%AD%D5%A1%20%D5%A5%D5%B4.pdf>.
9. Government of the Republic of Armenia, State Standard for General Education, February 4, 2021, available at <https://www.arlis.am/documentview.aspx?docid=149788>.
10. International Criminal Court, Rome Statute, Article 8, Paragraph D, Subparagraph (viii).
11. International Red Cross and Crescent Society, Annual Report, 2010, p. 43.
12. International Red Cross Society, Additional Protocol to the 1949 Geneva Conventions for the Protection of Victims of International Armed Conflicts, 1977, Article 77, Part 2.
13. LEGO Foundation, “Right to Play, P.O.W.E.R., Games for Child Development and Learning”, 2021, available at <https://righttoplay.com/en/landing/power-games/>.
14. Manfred Nowak, “Global Study on Children Deprived of Liberty”, United Nations, 2019, p. 664.
15. Minister of Education, Science, Culture and Sports of the Republic of Armenia, Art Subject Standard, March 30, 2023, available at <https://www.arlis.am/documentview.aspx?docID=176074>.
16. My body is my body Foundation, “Child Abuse Prevention Guidelines”, 2018, available at <https://www.mybodyismybody.com/if-it-don-t-feel-right>.

17. Oxfam Education, “Learn About Right to Education”, available at <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/621154/edu-education-home-learning-activities-230221-en.pdf?sequence=6&isAllowed=y>.
18. Rafiki, Teaching materials, April 5, 2022, available at <https://pedagog.rafiki.se/lektion/barnkonventionen-artikel-9-ak-2-4/>.
19. The Advocates for Human Rights, “The Right to Health, Lesson Plan: Equal Access to Health Care in the United States, Grade Level: 8-12”, 2010, available at [https://www.theadvocatesforhumanrights.org/Res/right\\_to\\_health\\_care\\_lesson\\_plan.pdf](https://www.theadvocatesforhumanrights.org/Res/right_to_health_care_lesson_plan.pdf).
20. UNICEF Canada, “Getting Ready to Vote: Classroom activities for children’s rights”, 1999, available at <https://archives.studentscommission.ca/pdf/rights.pdf>.
21. UNICEF, Office of the Human Rights Defender, “Let's learn the rights of the child” guide for teachers, December 2021, available at [www.unicef.org/Armenia%](http://www.unicef.org/Armenia%).
22. United Nation, Convention on the Rights of the Child, November 1989.
23. United Nations Commission on Human Rights, Paris Principles, 2007, Preamble.
24. United Nations Security Council, Resolution 2427, 2018, Paragraph 3.
25. United Nations, “Practical activities for primary and secondary schools, Teaching Human Rights Practical activities for primary and secondary schools”, 2004, available at <https://www.ohchr.org/sites/default/files/Documents/Publications/ABCen.pdf>.
26. World Vision Armenia, ICRC, UNICEF, “Exercise Kit for Child-Centred Environments in the Context of Humanitarian Aid”, September 2021.

**Yerevan State University**

Mariam Muradyan, Serine Avetisyan,  
Tatevik Abrahamyan, Karin Styvers

**INCLUSION THROUGH ART**  
**Children's Rights Education Toolkit**

English proofreader: Reina Marie-Loader  
Computer design N. Harutyunyan  
Composition design N. Harutyunyan

Printed at “PrintArm” LLC.  
Yerevan, Andranik 94 build., 26 apt.

Submitted for publication.....  
Issues 100.

YSU Publishing House  
Yerevan, 0025, 1 Alek Manukyan St  
[www.publishing.y-su.am](http://www.publishing.y-su.am)



ԿՐԱՏՐԱԿՆԵՐՆԵՐԻ  
ԵՐԿՐԱՆ 2023  
publishing.y-su.am