

LESSON PLAN

**RAFA
(CZECH)**

TITLE:

RAFA (26 MINS)

ADDRESSES:

12 +

SUBJECT:

Do you know the rights of the child?

CURRICULUM:

Human Rights, Rights of the Child

TIME NEEDED TO CARRY OUT THE LESSONS:

45 minutes

GOALS OF THE LESSON:

- students will become familiar with the rights of the child (Convention on the Rights of the Child).
- students will reflect on problems in a broader context.
- students will understand the meaning of the norms and laws necessary for the functioning of society.

MAIN GOAL:

Through the course activities students will become familiar with the basic Rights of the Child.

3 GOALS OF THE LESSONS

- students will learn how to work as a team
- students will improve their presentation skills
- students will create their own list of what they consider to be the most important children's rights

METHODS:

- Work in groups
- Discussion
- Method I.N.S.E.R.T.

MATERIALS:

- Worksheet
- Writing utensils

STEP BY STEP INSTRUCTION:

1. Groups of 4-5 students are created and each receive their worksheet
2. They are given the task: With the help of the **I.N.S.E.R.T. Method**, carefully read the **UN Convention on the Rights of the Child** on the **Worksheet** and relate the following signs to each of the mentioned Childrens Rights.
 - **+** - that I did not know, this is new knowledge.
 - **√** - that I knew and I understand its meaning.
 - **?** - I don't understand this Right.
3. We invite students to indicate the Rights whose meaning they have not understood and together we explain it. At the same time, we discussed rights that until then students have not been aware of or have not been aware of.
4. Then we ask students, based on a group consensus, to choose **Five Rights** they feel are most important rights and currently consider essential. They must justify their choices.

5. Now screen the film.
 6. With the help of the one-word method, we reflect on the film. Each student is asked to say the first word that occurs to them after watching the movie. We write the words on the board, for the repeated ones we only make a line.
Note: If you have enough time, ask students to reflect on the letter method. Each student will write a letter to Rafa, the main character in the film. It is not a condition to write it completely, the important thing is to try it and write at least part of the text. Then students can read their letters.
 7. After reflection we return to the **Worksheet**. The next task is to indicate on the worksheet the Rights that Rafa does not have. The students will complete this in their groups.
 8. Next, we ask the students if among the Rights that Rafa does not have are those that they previously had considered essential. The students should now review their list of the **Five Rights** that they indicated as essential in their groups, and find out if they maintain their opinion or it has changed, and if so why?
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